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THESIS:

APPLICATION OF GAMES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO CHILDREN WITH LEARNING DIFFICULTIES

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Abstract

The concept of children with learning difficulties means the learning process in which children encounter problems for different reasons. So these reasons can be of different natures, given the health aspect of children, the lack of development of a certain sense , or even lack of access to the learning process. For this reason the learning process in these cases should be more special, where the teacher should have more special access to these categories and the learning process should be adapted to them so that the learning process to be as efficient as possible in such cases.

Children with learning difficulties require a different approach to the learning process, compared to other children, for this reason the application of different learning methods such as the application of games is assumed to be one of the ways that are applied in this regard. This research will focus on how much these games affect the efficiency and quality of the learning process in children with learning difficulties. The methodology applied is of great importance in the research results, for this reason the research is conducted according to a professional methodology where first the relevant literature is reviewed and then the methodology applied for the specific case of the study. Participants in this research are children with different learning difficulties, The research is conducted in the school Gjergj Kastrioti –Skenderbeu which is located in the village of Heracin in the city of Skopje. Data collection is done through a survey of professors, parents and caregivers, who we have survey in relation to games and their impact on the learning process of these children.

Keywords: *Games, children with learning difficulties, learning process,*

Abstrakti

Koncepti femije me veshtiresi ne te mesuar nenkupton procesin e mesimit ne te cilin femijet hasin ne probleme per arsye te ndryshme. Pra keto arsyje mund te jene te natyrave te ndryshme, duke pasur parasysh aspektin shendetsor te femijeve, mungesen e zhvillimit te ndonje shqise te caktuar, apo edhe mungese ne qasjen ndaj procesit mesimor. Per kete arsyje edhe procesi mesimor ne keto raste duhet qe te jete me special, ku mesuesi duhet qe te ketë qasje me speciale ndaj ketyre kategorive dhe procesi mesimor duhet qe te i pershtatet atyre ne menyre qe procesi i mesimit te jete sa me efikas ne raste te tilla.

Femijet me veshtirësi ne te mesuar kerkojne një qasje te ndryshme ne procesin e te nxënit, krahasuar me femijet e tjerë, per kete arsye aplikimi i metodave te ndryshme te te nxënit si aplikimi i lojërave supozohet te jete një nga menyrat qe aplikohen ne kete drejtim. Ky hulumtim fokusohet ne ate se sa keto lojere ndikojne ne efikasitetin dhe cilesine e procesit mesimor te femijet me veshtirësi ne te mesuar. Metodologjia e aplikuar ka një rëndësi te madhe ne rezultatet e hulumtimit, per kete arsye kerkimi eshte sipas një metodologjie profesionale ku fillimisht shqyrtohet literatura perkatëse dhe me pas metodologjia e aplikuar per rastin konkret te studimit. Pjesëmarrës ne kete hulumtim jane femije me veshtirësi te ndryshme ne te mesuar. Hulumtimi eshte realizuar ne shkollën Gjergj Kastrioti – Skenderbeu e cila gjendet ne fshatin Heracin te qytetit te Shkupit. Mbledhja e te dhënave behet permes një anketimi te profesorëve, prindërve dhe kujdestarëve, te cilët kemi anketim ne lidhje me lojerat dhe ndikimin e tyre ne procesin mesimor te ketyre femijeve.

Fjalët kyçe: Lojera, femije me veshtirësi ne te mesuar, procesi i te nxënit,

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CHAPTER 1

1. Introduction

Learning difficulties are a very pronounced problem for many children, who for various reasons encounter significant difficulties during the learning process where they fail to learn like other children. This is obviously a big challenge for the learning process, as an efficient solution must be applied by which we would influence to improve this process and to have a more efficient learning process in children who have such problems. Nowadays they have been developed advanced learning methods thanks to the development of teaching methodologies and also the application of technology, so one of the forms which can be considered as an option in this case is the application of various games which would affect children with learning difficulties manage to learn as much as possible. This learning methodology will be analyzed and addressed in this research, where we will look at the concrete case t study how the application of games will affect children with learning difficulties in learning English as a second foreign language.

Carrying out various researches in the framework of the use of games in the educational process where there are children with learning difficulties is very necessary. The application of games of different types in the educational process is becoming current day by day, this includes the application of different games in the educational process to children with learning difficulties. Research in this field is numerous, as this is a thematic global and every day more and more work is being done to find better alternatives to make the learning process of children with learning difficulties more effective.

Recently, a lot of work has been done on the advancement of various games, mainly those that have to do with technology and their application in the learning process. For the education of people with Autistic Spectrum Disorder. The specialists and educators are aided by interactive environments in facing the daily abnormal reactions by autistic children that can generally be classified as problematic social interaction, communication impairment dealing with verbal and non-verbal use of the language. (Georgia Kokkalia Athanasios Drigas Alexandra Economou, 2016)

It should be borne in mind that there are different types of learning difficulties in children, for this reason a more detailed and professional research should be conducted in order to highlight which games have a positive impact on English language learning by children with learning difficulties. Research should provide a correct and professional approach as well as a realistic reflection of the impact of games on children with learning difficulties. Through

which we will be more concrete in research and the results will be effective and usable in practice.

1.1. Aims of the research

This research has the main purpose to professionally analyze the application of different methodologies (games) in the process of learning English as a foreign language to children with learning difficulties, so to see how the application of games in this process affects analyzes relevant factors. Teaching methods nowadays have advanced and are of different types and forms, among these forms we will aim to come to some conclusions whether we have a positive approach to children with learning difficulties in the report with games and do games increase the interest of children with learning difficulties to learn English as a second language. Also another very important goal in the framework of this research is the contribution which is expected to be in the framework of the development of advanced methods and the appropriate approach to children with learning difficulties, appropriate for children without the ability to learn English as a foreign language properly.

1.2. Research field

This research addresses the learning of children who have learning difficulties, with a special focus on games as a strategy widely applied in the learning process of children with learning difficulties. The teaching method that is applied plays a big role in the learning process in children with learning difficulties, for this reason it is necessary to analyze the methods and strategies that are applied, in order to advance them to the benefit of the such teaching process.

Students with learning difficulties underachieve academically for a wide range of reasons, including factors such as: sensory impairment (weaknesses in vision or hearing); severe behavioral, psychological or emotional issues; English as a second language or dialect (ESL or ESD); high absenteeism; ineffective instruction; or, inadequate curricula. These students have the potential to achieve at age-appropriate levels once provided with programs that incorporate appropriate support and evidence-based instruction. (Auspeld, 2014)

For the purpose of this thesis we will from now on use the term children with learning difficulties instead of disabilities.

The shifting approaches to disability have translated into very diverse policies and practices. The various models of difficulty impose differing responsibilities on the States, in terms of action to be taken, and they suggest significant changes in the way difficulty is understood. Law, policy, programs, and rights instruments reflect two primary approaches or discourses:

disability as an individual pathology and as a social pathology. (P. Rajakumar : Shiv Kumar Shveta Uppal, 2006)

1.3. Structure of thesis

Chapter I: Introduction

In the introductory part the reader is informed in general about the topic which is addressed, as well as the approach which is realized in this research regarding the games and learning process to the children with learning difficulties.

Chapter II: Literature Review

In this chapter we tried to gain a general understanding towards the topic by reading literature related to the topic which lead us to the easier understanding of the topic.

The literature that is used for the realization of this research is be cited after each text, in order to respect the copyright law according to the active laws. The literature is local and international, which is also related to the topic which is treated in this research.

Literature review is a very important part of the research, as there we will research the findings and analysis from the research of other authors, in order to enrich our research and create a strong knowledge base about the application of games in the process of learning English to children with learning difficulties.

Chapter III: Methodology

The methodology that is used in the research is a very important factor which affects the quality of the research conducted, the research is conducted quantitatively, where in the field we received data by reviewing the literature and the questionnaire which we implemented in an institution where there are children with learning difficulties and where English is taught. we will see how games are applied to the process of learning English to children with learning difficulties and how this application has affected.

Research methodology is the main factor that determines the quality of research, if we apply a methodological approach appropriate to the type and field of our research, then it is expected that research will be productive and efficient.

The research methodology is divided into three parts.

The first part is focused on data collection, where we tried to make the data we collect as accurate as possible, we divided this data into two groups where in the first group are the data taken from the literature review section and other data from the questionnaire which is expected to be completed.

The second part is focused on the processing of data which have been collected from the first phase, so here we processed that data in order to come to concrete conclusions regarding the

application of games in the process of learning English. as a foreign language to children with learning difficulties.

The third part is the part where we have analyzed the results we have obtained from the processing of the collected data.

Chapter IV: Discussion of findings

Once the data has been collected, we need to perform an analysis on the data we have found. This is also a very important process in building the research structure. In this section we are dealing with data analysis in order to provide answers to the initial hypotheses raised to verify whether they stand or do not stand and also to answer in some way the research questions.

Chapter V: Recommendations

In the last part of the research after we have collected the data, processed, analysed and commented on the results we come up with some recommendations which have been derived from the research. These recommendations are based on the research findings and they will result based on a professional and scientific research analysis.

Chapter VI: Conclusion

The results gained from this research paper are briefly summarized once again in the final chapter.

1.4. Importance of thesis

The importance of this research is based on giving a real concept in the application of games in the process of learning a foreign language, with special focus when they are applied to children with learning difficulties. This research will make a special contribution to this field, as we are seeing day by day different methods are being applied in the process of learning a foreign language. Given that the research will be based on the review of literature relevant to the field addressed and will also be developed even an in-depth analysis in this regard we can freely say that its contribution and importance will be considerable.

CHAPTER 2

2. Literature review

2.1. Children with learning difficulties

Initially it is very important within the study to deal with the literature review, in order to see from the studies of others the clear concept about learning difficulties as well as the approach and methodologies applied in such cases. This is very important for our research, for reasons that we will see how different authors have approached in terms of this term and this phenomenon quite pronounced in children, where then we will see the methods or forms which have been applied with the aim of improving the quality of the teaching process.

There is no universally agreed upon definition of learning difficulties. However, according to (UNHCR, 2015, p. 2) learning difficulties as including one or a combination of long-term physical, mental, intellectual and sensory impairments, which in interaction with various attitudinal and environmental barriers hinder the full and effective participation of persons with learning difficulties in society on an equal basis with others. While impairment refers to problems in body function or structure, the notion of disability can vary, depending on the environmental context.

Learning Disabilities referring to (SPRSD, 2015) which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency. Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to: language processing; phonological processing; visual spatial processing; processing speed; memory and attention; and executive functions (e.g. planning and decision-making). Learning disabilities range in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g. listening, speaking, understanding);
- reading (e.g. decoding, phonetic knowledge, word recognition, comprehension);
- written language (e.g. spelling and written expression); and
- mathematics (e.g. computation, problem solving).

Children with learning difficulties encounter different forms of exclusion and are affected by them to varying degrees, depending on factors such as the type of disability they have, where they live and the culture or class to which they belong. Gender is also a crucial factor: Girls are less likely than boys to receive care and food and are more likely to be left out of family interactions and activities. Girls and young women with learning difficulties are ‘doubly disabled’. They confront not only the prejudice and inequities encountered by many persons with learning difficulties, but are also constrained by traditional gender roles and barriers. Girls with learning difficulties are also less likely to get an education, receive vocational training or find employment than are boys with learning difficulties or girls without learning difficulties. (Unicef, 2013)

Learning difficulties can be different, and they depend on many internal and external factors which in one way or another affect these difficulties to be at a certain level, for this purpose in the following figure will to present some characteristics of the main difficulties of children in learning by classifying them depending on the level of education.

Lower Primary School	Upper Primary School	Secondary School
<ul style="list-style-type: none"> Difficulties with oral rhyming, syllabification, blending and segmenting of sounds in words. Delayed speech and language development Limited spoken vocabulary Poor understanding of lettersound correspondences Difficulty in the acquisition of letter knowledge Slow and inaccurate word recognition Inability to read nonsense word Poor spelling Difficulty understanding reading material Difficulties with tasks requiring reasonable working memory capacity - such as following instructions or remembering sequential information 	<ul style="list-style-type: none"> Reduced ability to isolate and manipulate individual sounds in words Difficulties holding verbal information (e.g. instructions) in working memory Slow to complete literacy-related tasks Reading is slow and dysfluent Visually similar words are often confused when reading Trouble decoding unfamiliar words Poor reading comprehension Limited retention of orthographic knowledge including spelling patterns Numerous spelling errors (phonetic or non-phonetic) Significant discrepancy between verbal ability and written skills A lack of interest in or avoidance of reading and writing tasks Ongoing difficulties in working memory 	<ul style="list-style-type: none"> Poor reading fluency Reduced reading comprehension (may need to re-read material many times to comprehend) Poor spelling, including lack of knowledge of patterns in words and morphological knowledge (affixes and base words) Poor writing fluency Difficulties writing in a structured manner (i.e. poor sentence and paragraph construction, unable to structure essays) Slow speed of writing Disorganisation and difficulties with planning Limited working memory Word finding difficulties A lack of interest in or avoidance of reading and writing tasks Working memory difficulties may become more pronounced as the demands of schooling increase

Figure 1. 1.. Classification of different difficulties in children depending on the level of education (ACT, 2014)

According to (UNHCR, 2015), The language used to refer to persons with learning difficulties often contains negative connotations, and play a major role in the persistence of stereotypes, prejudices, discrimination, devaluation, and the barriers they face in society. The use of negative terms and labels can have long-term consequences for children as these

instill a sense of inability, dependency and low self-worth. Child protection programs should therefore include strategies for identifying and challenging the use of degrading language and promoting respectful terminology focusing on children's capacities.

Inclusion is children learning and growing together regardless of their abilities. What inclusion looks like in practice is the same as what it looks like in typical early childhood programs, as best practice for young children is best practice regardless of the abilities of the children and families participating in the program. The inclusion of children with learning difficulties or learning difficulties should not change the nature of the program itself. See Handout: Health and Safety Notes: Including Children with learning difficulties: Tips for Child Care Providers. Inclusion means that the early childhood professionals have created a program where children's individual needs are met through appropriate practices and high quality care and education. Children with learning difficulties enjoy routines and activities that are challenging and interesting, not because routines and activities are specialized for their disability, but rather because they are individualized for each child. (PCCH, 2006)

Children with learning difficulties are a particular vulnerable group. Early detection of child development delays and/or impairments is crucial as the first three years of a child's life are a critical period. If not identified as early as possible, these conditions can threaten the development of children and may have lifelong impacts. Not reaching certain milestones by a certain age is a developmental warning sign or red flag. Children who do not reach those milestones may need extra support and services to reach their full potential. Once delays are detected, those children need to be referred for professional assessment. When confirmed, early intervention needs to be ensured in medical and physical rehabilitation (as well as other means of support), enabling them in the long run to participate fully in the society to their full abilities.

It is very important to classify the terms between learning difficulties and learning disabilities, so in order to be clear about which concept we are talking about in this research. We will first address the term learning difficulties that we will deal with in this research and then with the term learning disabilities which is not included in this research.

Learning difficulties, known as learning disabilities in North America, are conditions that affect an individual's ability to gain knowledge and skills at the same rate as his or her peers. Often, they are the result of a cognitive disorder. Having a learning difficulty does not make someone less intelligent, it just means they learn in a different way that can render traditional classroom activities problematic. That's why people with learning difficulties may require specific strategy training in order to overcome challenges and make progress in an academic environment (Meredith Cicerchia Chris Freeman, 2021).

Learning disabilities are a subset of learning difficulties and are classified as congenital, neurological differences (that may or may not be diagnosed) which include specific learning disabilities, such as dyslexia and dyscalculia. Learning disabilities is a narrower concept compared to learning difficulty, because this group includes children who have problems in psychological or physical terms with the learning process, i.e. to learn new things (Mohamed Aymane Sbai Ouafae Nahli, 2018).

Students with learning disabilities are predisposed to difficulties with their learning, no matter the circumstances they are born into, their school environment or the quality of teaching they experience. Not all students with neurological differences will present with a set of recognizable traits, which can make it hard to identify a learning disability. It is likely, however, that students with learning disabilities will respond less effectually and more slowly to intervention compared to those with other learning difficulties. For the purposes of this guide, ‘learning disabilities’ will be viewed as a subset of the larger group of students generally referred to as experiencing learning difficulties (Mohamed Aymane Sbai Ouafae Nahli, 2018).

The modern approach in terms of the learning process to children with learning difficulties has influenced the impact on these children to be higher, as quite modern practices have been implemented, which have proven to be quite effective.

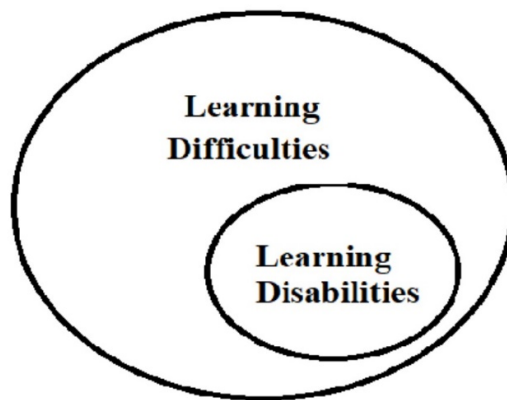


Figure 1. 2. Difference between Learning difficulties and disabilities (Mohamed Aymane Sbai Ouafae Nahli, 2018)

Having classified the terms above, it is important now to define some learning difficulties which would be important for this research, i.e. the identification of certain difficulties which will be addressed and analyzed within the case study in This research. In the following, through the figure, we will present some key concepts of learning difficulties which are more specific.

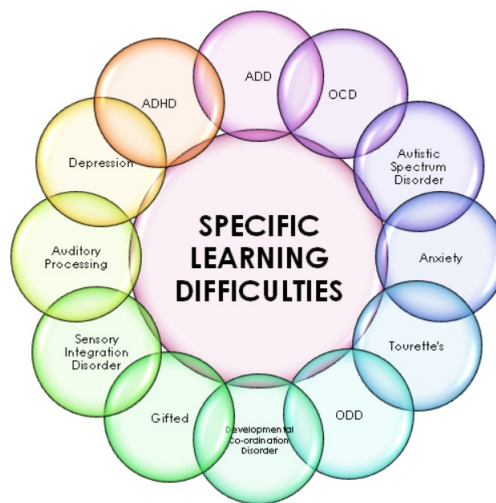


Figure 1. 3. Specific learning difficulties(Lang.co.uk, 2020)

As we have mentioned above, learning difficulties also include difficulties related to psychological problems, so it is a broader term that includes different types and reasons for the presentation of learning difficulties. The above figure is showing some specific difficulties, which are caused by various factors where social and life factors in general are mentioned but also psychological factors such as depression. In addition, there are difficulties with integration into society which is a very pronounced problem in many children. The inability to adapt to the environment that surrounds it and problems of this nature which cause various difficulties in learning. Therefore, depending by the nature of the difficulty one should try to find a way of learning which would minimize this impact and for the child to derive optimal learning in different conditions and circumstances.

2.2. Teaching English to young learners

One of the main benefits of learning a second language at an early age is that young learners learn languages faster and easier. They have more time to learn, less to learn, fewer inhibitions, and a brain designed for language learning. In short, teaching your child a second language at an early age saves them from having to learn a second language as an adult.

Not only do young learners grow and develop at extraordinary paces, but they learn information quickly as well. A child who is exposed to multiple languages at a young age has a much easier time processing and remembering the information they receive.

Although many researches indicate that bilingual young learners tend to perform better than monolingual young learners in many language tasks, Bialystok shows that any language knowledge of a child is incomplete when compared with the knowledge of an adult.

Continuing with Bialystok's discussion, she explains how bilingualism is acquired and mentions that some people live "in home environments where the language of the extended family reveals an ethnic, cultural, or national background that is different from that of the community". In fact, young learners who become bilingual in those family environments could become more efficient and productive young learners. (Stefánsson, 2013, p. 7)

So bilingual young learners tend to perform better in this aspect. This affects the acquisition of new knowledge in the child and also affects the better functioning of the brain as he engages in learning new things. For this reason, learning Early learning of a foreign language is very important and just as complex, a process which requires a professional and serious approach in terms of providing the content of textbooks and adapting the parameters to the needs of young learners.

So, language learning in young learners has natural elements of how the child perceives the language and finds it easier to master it. So, they learn the language in a way that they do not even know themselves, so naturally by listening, etc. At young ages, the way of learning new things has a great impact on the quality of learning, for this reason in these categories great importance should be given to the aspects with which they have difficulty in learning. To make this easier to understand, think of it like listening to a song. (Breon., 2014).

Teaching English to Young Learners (TEYL) has become its own field of study as the age of compulsory English education has become lower and lower in countries around the world. The earlier you start to learn the English language, the easier it will be to deal with problems in learning from different categories since the focus will be more concrete on those parts where there are delays and you will try to we have advances in the learning process. Many studies have shown that learning English as a foreign language before the age of about 12-13 years is more efficient, since the brain before that age adapts easily to new information and new environments, which facilitate the process of learning English at young ages. Undoubtedly, it is important to point out that for children who have difficulties in this process, a proper approach and the application of adequate methodologies are needed in order to make this process easier for this category and for them to learn the English language more easily.(Sing, 2006). However, there is no empirical evidence supporting the idea that an early start in English language learning in foreign language contexts produces better English speakers (Nunan 1999). According to Rixon 2000, "Levels of proficiency seem to be dependent on other factors—type of program and curriculum, number of hours spent in English class, and techniques and activities used". Based on this, we see how important the applied curriculum is and the approach to the process of learning English at a young age, so

this should be a factor that would influence the development of methods with it. advanced in terms of their application in special cases especially when we have children with learning difficulties.

Early childhood is defined as the period from birth to eight years old. A time of remarkable brain growth, these years laid the foundation for subsequent learning and development. Early childhood education is frequently applied to the education of young children from birth through eight or the type of education which takes place before formal education either at home, neighbor, child care centers, pre- school or nursery school, Montessori and other preprimary schools. Quality Early Childhood Education (ECCE) helps a child develop their potential and promotes their social, emotional, physical and cognitive development. This development, including the emergence of language, motor skills, psychosocial, cognitive, and learning abilities, is now known to be greatly influenced by exogenous factors, including the educational environment to which a child is exposed during the first 6 to 8 years of life. (Mwalongo, 2016)

2.3. Teaching English to learners with difficulties

In the above subchapter we have seen that learning English to children is quite a complex process, where there are many factors that affect in one way or another the quality and efficiency of learning English from a young age. In this part we will deal with learning English from a young age who have learning difficulties. When to this complex process of learning English from young children we add the fact or the part with children with learning difficulties then we are aware that this process just goes getting more complicated.

2.3.1. Children with learning difficulties and learning process

Initially it is important to understand the approach of children without skills to learning new things, in our case study during the process of learning a foreign language. It is important to understand this approach, so that we can then see or evaluate with a professional analysis how games or the application of games will affect or have influenced this learning process.

Many different authors have tried to analyze whether the right conditions and treatment are offered to children who have difficulties in the process of learning English as a foreign language, since as we mentioned earlier in this research that the approach to theirs is of vital importance in the quality of learning and in their success in learning English as a foreign language. It requires “the revision of policies, procedures, and practices used in such identification and placement” to ensure compliance. “In spite of these legislative improvements, research suggests that these provisions have not made much of an impact on educational outcomes.” (Yujeong Park* Rachel Thomas, 2012, p. 54)

The earlier identification of children with learning difficulties is more effective, so the

earlier it is identified, the easier it will be for progress to be easier and more effective. Many children with difficulties in learning English are identified at late stages, which makes access and learning progress difficult. For this reason, even greater work is needed first in the process of identification, and then also in the process of treatment and access in this context. According to Klingner & Artiles (2006), the challenge of distinguishing between language difference and learning difficulties has been a consistent topic of concern among researchers and educators working with ELLs (English Language learners). ELLs and students with high incidence learning difficulties have been found to have similar language development patterns. This makes the proper identification of ELLs with learning difficulties complicated. Today in the world there is a significant number of children who have learning difficulties, and this has influenced the authors to focus in this direction, that is, to carry out numerous researches with the sole purpose of improving the scientific conditions to improve the learning process of children with difficulties in learning the English language in particular.

The Salvesen Mind room Centre does: “any learning or emotional problem that affects, or substantially affects, a person’s ability to learn, get along with others and follow convention.” Examples include dyslexia, attention deficit hyperactivity disorder (ADHD) and auditory processing disorder (APD).

In the following, we have presented some good practices from different studies, which affect the improvement of the approach within the subject matter addressed in this research. These include:

- Early identification and intervention Early intervention is key to implementing successful teaching strategies for pupils with ASD as well as children with language impediments (Fraser, 1998).
- Involvement of parents and families in a collaborative partnership. See, for example, the work of Shields (2001) in relation to children with ASD, and the account of the Hanen Programme (e.g. Manolsen 1992) for those with SLCN.
- Collaborative working with other agencies in a child centered approach. This is particularly important since support services may have differing foci on the form and purpose of the intervention they envisage (see Wright and Kersner 1998; Law, Lindsay, Peacey et al., 2000; Law, Lindsay et al., 2001 for children with SLCN).
- Teaching approaches that adopt additional (visual) reinforcement strategies to supplement verbal instruction (see Chiat, Law and Marshall, 1997 for children with SLCN; Siegel 2000 for children with ASD) and be conducted alongside typically developing peers (e.g. McConnell 2002 for children with ASD).
- An emphasis on teaching language and cognitive process, and the strategies needed

for effective generalization through varying degrees of structure designed to match the child's needs (see, for example, Adams and Conti-Ramsden 1995 for children with 'SLCN').

2.3.2. Identifying of children with language delays

Another important aspect in the framework of the professor's approach and the content of the textbook to the teaching of a foreign language, is the identification and access to young learners who have obstacles or delays in learning in these cases, the teacher's approach to this category is almost the main one, as the teacher should try to minimize these delays in learning a foreign language and overcome them as soon as possible. In this process also plays a role. the content of the English language textbooks, so we need to have a coordination between the teacher and the textbook content to have maximum efficiency.

“Using individual young learners’ names encourages concentration and participation. As young learners with language problems often have poor attention and listening skills, it is essential to double-check their grasp of important class instructions. Information may need to be summarized, simplified or paraphrased. Directions should be broken down into steps and their understanding of key words/phrases should be reviewed”. (Neps, 2015, p. 3)

According to (Law, 2015, p. 17), although much of the policy related documents cited above are education related, the fact is that many languages delayed young learners are initially identified and managed through the health system. Identifying children with learning delays is a very important process, since the sooner they are identified, the easier they will be treated and the right approach will start at the right time. An evidence-based report, Health for All Young learners 49 which became known as the Hall report after its original author questioned the accuracy of many of these procedures “(Law, 2015, p. 17).

2.4. Games, as an effective form of learning for children with learning difficulties

Once we have analyzed the general concept of children with learning difficulties as well as the teaching of English as a second foreign language by children, in this section we will focus on games as a applicable alternative to teaching children with learning difficulties. Methodologies and approach should be oriented to the fact that in such cases to try to make the lesson or learning process as attractive as possible, in order to make the lesson as attractive as possible. One of the most effective forms in this regard is the application of different games in the lesson, as through the games it becomes more attractive lesson and it becomes the more interesting for the children.

Different authors have conducted various researches in this aspect, i.e. in the aspect of application of games as a learning strategy in children with learning difficulties. Among the many conclusions in these researches is the following one where it is quoted. Depending on the type of games that are applied for such purposes, their role in this aspect is also classified, since it is necessary to research in the framework of identifying the games that are suitable for the categories that are included in this type research. A very important element is also the aspect of excessive use of elements such as technology in various games to stimulate or facilitate the learning process for children with learning difficulties. Digital games use “various game features, such as fantasy, rules, goals, sensory stimuli, challenge, mystery, and control. However, video games for an educational purpose have shown to be a great success, if a game is created appropriately.” (McKenzi, 2020)

These types of games are being tried to be applied day by day as much as possible, especially in those cases where it is noticed that we have children with learning difficulties (of English as a foreign language in our case study).

2.5. Teaching games to young learners

According to Wright, Betteridge, and Bucky (1994), the word „game“ means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Crandall (1998) stated that language games are not just time fillers or ice-breakers. If children play while learning, they feel more relaxed and motivated, which directly affects them accepting information more effectively and learning new things. For this reason, the application of different games in the learning process for children with learning difficulties has proven to have a positive impact on this process. By

playing games students can discover what to learn, be motivated and learn better. (Sari, 2018)

From this we see how much a positive impact the application of games can have on learning a foreign language, thus noting that this method is not just a simple method which is applied but given that this is a very effective method of application, but always starting from where it is applied in what way, in what environment and circumstances. So these factors are the main elements that affect the efficiency and effectiveness of the impact of games in the organization of lessons focusing on learning a foreign language especially to children with learning difficulties.

So games make learning a language more attractive, creating a cozy environment for students where he feels very good in approaching learning and also has a better approach to learning. So the game application methodology should be a methodology which will be the goal of the future by always addressing new game methodologies which will make it even easier and more attractive for children with learning difficulties to learn a foreign language.

According to (Mubaslat, 2012), language learning is a hard work.

A game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages, games should be used at all the stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. (Mubaslat, 2012)

Starting from this we can say that in many countries especially in those in development the games are used only in those cases where there is no more time to learn or where students feel tired or in such forms, this is a wrong approach to the use of games in the teaching of a foreign language by teachers. So games should be the basis of learning a foreign language, different methodologies and approaches of their application should be developed so that they are why not the most applicable forms of learning a foreign language.

Teachers should consider the following elements:

- ✓ What game to apply?
- ✓ What is the goal or purpose of learning from that game?
- ✓ Methodology of game realization
- ✓ Which students to join?
- ✓ Which student to do what?

As well as other elements that determine the game and its impact on the acquisition of linguistic knowledge of the language which is intended to be learned.

Longman Dictionary of Language Teaching and Applied Linguistics defines games as “an

organized activity that usually has the following properties: a particular task or objective, a set of rules, a competition between players, and a communication between players by spoken or written language.” However, many researchers agreed upon such definition and commented positively on it, such as Deng (2006) and many others. (Amal Shehadeh AlNatour, Dima Hijazi, 2018)

In fact, many researchers, such as Pound (2005), Wright et al. (2005), and Zheng (2008), asserted that using games in learning has many advantages. It enhances students’ motivation and self-confidence if learning takes place in a relaxing environment. Students may acquire new words naturally in a normal way since games bring amusement for them.

In the following, through the figure, we will present some of the advantages of applying games in the lesson.



Figure 1. 4. Advantages of using games in the classroom (Chróinin, 2015)

From the positive effects of the application of games according to the above figure we can mention some:

1. This form of learning keeps students active during the lesson
2. Students understand things better as they are active and interested in what they are learning
3. They reflect things better than classical methods and attract students' attention
4. They can serve to develop skills in students, such as group work, the ability to solve different problems and situations, etc.
5. Improves the relationship between teacher and student

6. Increases the motivation of students and makes them love to participate in the lesson.

Children love to learn, they see it is as fun, a journey of exploration and excitement. Games play a huge part in that exciting journey, from learning how to count, how to interact with families and people, learning colors and shapes and much more. So if it is an effect and engaging learning tool for children, there is no good reason why it should not work for engaging and developing learning in adults (Kirkland, 219).

By means of this we can say that games are a very effective way to learn new things in children, with specific cases we will see later in the case study. So to see how much impact the use or application of games will have on children.

Mr. Data erroneously tried to come up with a grand —if/then‖ tree for —funny‖ (i.e. if I say this, then say that, in this way, etc., then it is funny). In contrast, the best answer, to paraphrase Garrison Keillor, is that something is funny simply because people laugh. We can chuckle at Mr. Data’s misguided attempt, but many people in the ISD field seem to be following a similar rule-based —engineering‖ path to try to understand how to design a game that is fun 4 and also leads to learning. (Valerie J. Shute, Lloyd Rieber, & Richard Van Eck, 2015)



Role of games in education (Boyle, 2011)

CHAPTER 3

3. Case study (Primary school Gjergj Kastrioti – Skenderbeu)

3.1. Research design and methodology

The research methodology that applied in the research has a key role in the efficiency and quality of the research. The research is built in several phase, where each phase requires professional care and approach as it directly affects the results and conclusions of the research.

This research carried out in 3 phases, where each phase has its own importance in what results we will draw at the end of the research.

- ✓ The first phase has to do with the questionnaire, the construction of the questions. This phase is very important as we must keep in mind what we are interested in knowing about games and English learning process for the children with learning difficulties. Data collection both in the literature review phase and in the questionnaire are vital for research, as in the literature review we presented the basis of the topic addressed from a theoretical point of view and based on this basis and the need for research we created the questionnaire which is expected to contribute to the research.
- ✓ The second phase has to do with the processing of the collected data, this is the main phase as here the collected data must be processed and analyzed in a professional way.
- ✓ The third phase, which is the final phase of the research, has to do with the processing and analysis of data and the extraction of results that interest us in this research.

This phase is of particular importance, as the data analysis process is a very sensitive process, which requires professionalism in the field in order to create objective analysis of the research.

3.2. Research instruments

The research instrument is another very important element to carry out the research

in the most professional way. As a measuring instrument in this research we used questionnaires with teachers and parents of children with learning difficulties and classroom observation which is important itself in the research process. The questions will be constructed in such a way as to obtain the most accurate results regarding the impact of games on the learning of English by children with learning difficulties. The questionnaire will contain 15 questions, where each question has its own importance in conducting research. Through these questions research aims to highlight as many concepts and influences of games in the learning process in children with learning difficulties.

The observation process

As a very effective tool in such research are the observations, through which we can observe the learning process where there are children with learning difficulties and we can see how the application of games is affecting this process. We made our observation in the school where we conducted the research for 5 days (Monday - Friday) in order to get more data about the real situation. For each day observed, we conducted a commentary and explanation or conclusions regarding those observations, what we noticed, how much the impact of games in the learning process was observed in children with learning difficulties, etc.

3.3. Participants of the study

Participants in this research are initially children with learning difficulties, who are observed during the realization of English language learning and in those cases where games are applied in particular. In addition, participants in this research are 30 teachers of children with learning difficulties as they understand the impact of games on children's behavior when learning English as well as 20 parents of children with learning difficulties as they spend long time with them and can easily notice their children's access to the report with games and the learning process.

Gergj Kastrioti –Skenderbeu school where the research is conducted has children with different learning difficulties, some of whom will participate in the research have speech problems, some have problems related to physical abilities and there are also some children with other problems, who are currently part of several classes at this school.

3.4. Research hypothesis and questions

The initial hypotheses of this research will be presented below. These hypotheses will try to answer the research questions raised above. Any research that is expected to be carried out must contain the initial hypotheses in order to see what is expected to give that research by itself and finally to test those hypotheses by means of certain testing methods.

H1 – The application of different games in the process of learning foreign languages by children with learning difficulties has been successful in general

H2 – There is a need to apply even more games in the process of learning English by children with learning difficulties and to try to develop different games which would increase the interest of children to learn English.

H3 - The application of technology is supposed to have increased the level of interest in learning English by children with learning difficulties in the school Gjergj Kastrioti-Skenderbeu.

The hypotheses raised above are the initial hypotheses which at the end of the research after the collection and analysis of data will be verified whether they stand or not.

The importance of constructing initial hypotheses and verifying whether those hypotheses are valid are key elements of any scientific research.

In order to build a research that is as professional as possible, we need to present to the research some research questions to which the research is expected to give answers. We have presented the research questions below. The research is expected to give answers to these questions which we will present below. We will present these answers in the form of hypotheses which will then be tested at the end of the research and it will be verified whether they stand or not.

Q1. Has been successful the application of games to the learning of English by children with learning difficulties?

Q2. Are games applied to the proper extent in the process of learning English to children with learning difficulties?

Q3. Has the application of games that increase the interest of children with learning difficulties to learn English as a foreign language (in the case study) or had a positive effect?

3.5. Classroom observation form (1st day)

A total of 5 observations were made, i.e. 5 days of observations per lesson. These

observations are made in order to see how the class is organized in those classes where there are students with learning difficulties and how much the games are being applied in these lessons. So that we can then give an assessment of how many are influence these games in the process of learning English as a foreign language by these students.

Table 4. 1. The first classroom observation

School name: Gjergj Kastrioti- Skenderbeu	
Lesson topic: Communication: Talk about your future dreams	
Grade: 1-kl-VI-	
Components: Subject matter (clear lesson objectives, interesting topic, Knowledge of subject matter)	<i>Comments: In this lesson it was taught about dreams for the future, where mainly the lesson was communication and there was satisfactory interest on the part of students with learning difficulties.</i>
Organization: (applying games in classroom or not...)	<i>The teacher in this lesson has noticed that he has applied a game during the lesson, the game has been classic where basically each student has written a letter of his dream for the future and they have exchanged letters on how much they are understanding each other's dreams.</i>
Rapport with student (holds interest of students, is respectful, provides feedback to students, encourages participation, shows enthusiasm, creates friendly atmosphere)	<i>Although the classic form of the game has been applied, still in this lesson we have seen a lot of attractiveness, where students with learning difficulties have expressed their willingness to be an active part of the lesson.</i>

In this lesson during the observation we noticed that there was application of play in the teaching process in this school and that it has been shown to be quite effective by engaging students with learning difficulties in the teaching process.

Classroom observation form (2nd day)

Table 4. 2. The second classroom observation

School name: Gjergj Kastrioti- Skenderbeu	
Lesson topic: Grammar Grade: 1-kl-VII-	
Components: Subject matter (clear lesson objectives, interesting topic, Knowledge of subject matter)	<i>Comments: This lesson was about grammar, where the cases are mainly explained in English.</i>
Organization: (applying games in classroom or not...)	<i>In organizing this lesson, during the observation we did not notice that any game was applied in the lesson.</i>
Rapport with student (holds interest of students, is respectful, provides feedback to students, encourages participation, shows enthusiasm, creates friendly atmosphere)	<i>Although the classic form of the game has been applied, still in this lesson we have seen a lot of attractiveness, where students with learning difficulties have expressed their willingness to be an active part of the lesson.</i>

During the observation in this lesson we have a different situation compared to the previous

lesson, as in this lesson we did not notice any game in the lesson and we saw an unattractiveness in the lesson, which resulted in poor engagement of students in class.

Classroom observation form (3rd day)

Table 4. 3. The third classroom observation

School name: Gjergj Kastrioti- Skenderbeu	
Lesson topic: Communication: Sport	
Grade: 1-kl-VII-	
Components: Subject matter (clear lesson objectives, interesting topic, Knowledge of subject matter)	<i>Comments: In this lesson there was mainly communication about sports, where students expressed their desires and thoughts about sports. This lesson was very attractive, given that sport is a very attractive element for students.</i>
Organization: (applying games in classroom or not...)	<i>During the observation in this lesson we noticed that the teacher applied the game, so the game was about dividing the students into groups who represented their favourite football teams. The game turned out to be very attractive for the students.</i>
Rapport with student (holds interest of students, is respectful, provides feedback to students, encourages participation, shows enthusiasm, creates friendly atmosphere)	<i>the classroom was quite attractive, where we saw activation of students with learning difficulties, which was also the main purpose of our observation.</i>

During the observation of this lesson we noticed that the game has been applied at a satisfactory level in the teaching process. Where the application of the game has influenced the students to work in groups and in these groups to include students with learning difficulties.

Classroom observation form (4th day)

Table 4. 4. The fourth classroom observation

School name: Gjergj Kastrioti- Skenderbeu	
Lesson topic: Animals in English language	
Grade: 1-kl-VIII-	
Components: Subject matter (clear lesson objectives, interesting topic, Knowledge of subject matter)	<i>Comments: The observed teaching hour has to do with animals and students' knowledge of animals in English.</i>
Organization: (applying games in classroom or not...)	<i>The lesson was realized in the form of a quiz, where we noticed that technology was used, i.e. the computer, and through the quiz we saw the engagement of students with learning difficulties in the learning process.</i>
Rapport with student (holds interest of students, is respectful, provides feedback to students, encourages participation, shows enthusiasm, creates friendly atmosphere)	<i>Although the classic form of the game has been applied, still in this lesson we have seen a lot of attractiveness, where students with learning difficulties have expressed their willingness to be an active part of the lesson.</i>

Classroom observation form (5th day)

Table 4. 5. The fifth classroom observation

School name: Gjergj Kastrioti- Skenderbeu	
Lesson topic: Communication: Talk about your future dreams Grade: 1-kl-IX-	
Components: Subject matter (clear lesson objectives, interesting topic, Knowledge of subject matter)	<i>Comments: In this lesson the topic of dreams for the future was addressed.</i>
Organization: (applying games in classroom or not...)	<i>In this lesson during the observation we saw that a group game was applied, where students work in groups and expressed thoughts about their dreams for the future.</i>
Rapport with student (holds interest of students, is respectful, provides feedback to students, encourages participation, shows enthusiasm, creates friendly atmosphere)	<i>In this form of organization, we have noticed a satisfactory engagement in the classroom of children with learning difficulties, as group play has influenced them to become an active part of the lesson by expressing their thoughts about the future.</i>

3.6. Questionnaire with teachers

1st research question

Do you apply games in the English language class?

First in the first question we want to see if teachers apply games in the process of learning English, in order to see to what extent games are being applied in this regard and further to be able to see how much they are influencing games to learn English as a second language by children with learning difficulties. Through the diagram below we will graphically present the results we received in the first question, i.e. in the question of whether they apply any form of games in the English language class.



Figure 3. 1. Result of first question

From the diagram above we see that 77% of teachers use different games in the teaching process or in the English language class, while 23% of teachers do not apply any particular

game in this process. From this we can say that it is a satisfactory level of application of games in the classroom, but there is a need to increase this level and apply games from the rest of the teachers.

2nd research question

In the second question we asked the teachers if they saw any impact from the application of games to children with learning difficulties. So from this question we want to really see if the application of games has had any impact on the learning process in these types of students , which is also the purpose of our research.

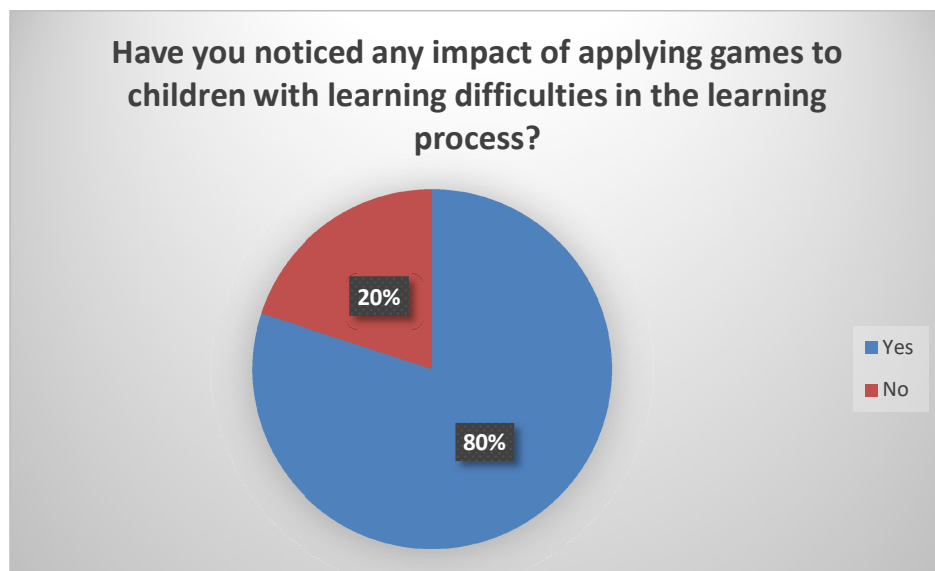


Figure 3. 2. Result of second question

From the diagram presented above with teachers' answers, we see that a high percentage of them have noticed the impact of the application of different games in the learning process to students with learning difficulties. From this in this research we can say that the application of games is a quite effective element to have an impact on these students. In addition to the impact, it is now necessary to know whether this impact has been positive or negative on students.

3rd research question

Since in the previous question we confirmed that the application of games to these students has an impact on the learning process, in this question we want to know whether this impact was positive or negative, so teachers have noticed a higher commitment of these students in the learning process, or negative impact.

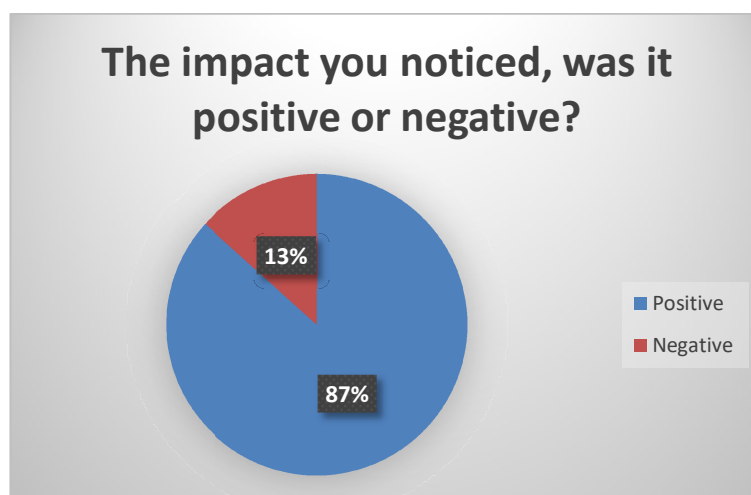


Figure 3. 3. Result of third question

From the diagram we see that most of the teachers (87%) have noticed that the application of games in the learning process has had a positive impact on these children, so it has had a positive effect and has influenced to activate these students and be an active part of the learning process. While a low percentage of teachers (13%) said that they have noticed a negative impact of the application of games in the learning process, i.e. that the application of games has had a negative impact or has influenced such students not to be active in the learning process.

4th research question

Since we have seen that the impact of the application of games in the learning process has mainly a positive impact, it is necessary to research to see from the perspective of teachers what are the reasons that games have a positive impact on these children in the learning process. a very important element and factor as it tells us or introduces us to the reasons for the positive impact of the application of games in the learning process.

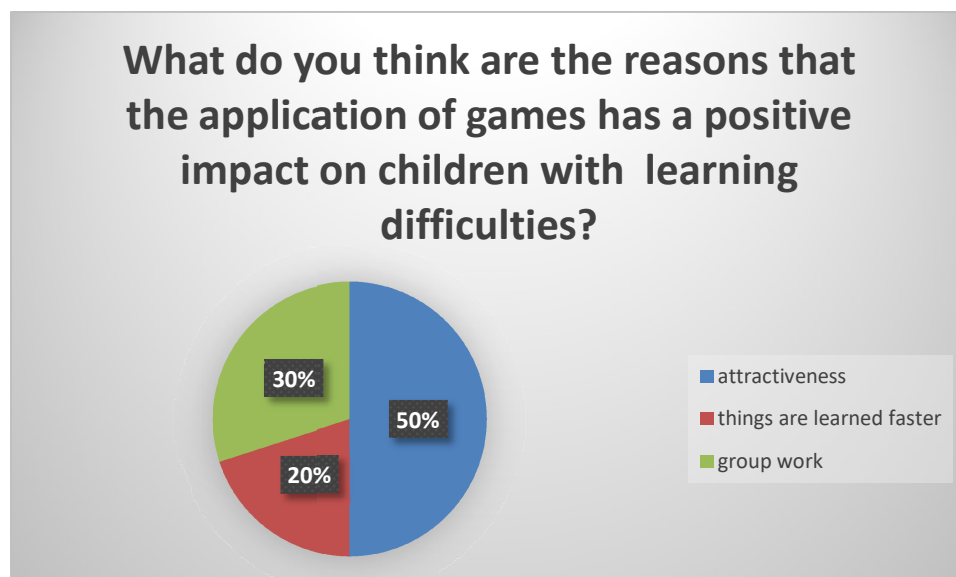


Figure 3. 4. Result of fourth question

From this question we have noticed that according to teachers there are 3 main reasons why they think that the application of games has a positive impact on the learning process. Teachers (50%) think that the main reason why the application of games has a positive impact on these students is that the lesson and the learning process become more attractive.

Another part of the teachers (30%) think that group work is quite effective and expressive when applying games in the classroom. While the rest of the teachers (20%) stated that through the application of games in the learning process things are learned faster by children with learning difficulties.

5th research question

In the framework of our research, it is very important to focus on the current situation in the school Gjergj Kastrioti - Skenderbeu regarding the possibilities of applying games in the teaching process in terms of infrastructure and equipment with which teachers will be able to apply the right and necessary games to involve such students in the learning process in the best possible way. For this reason, we asked the teacher how do you assess the current situation in this school in terms of equipment and the opportunity offered to apply games in the learning process.

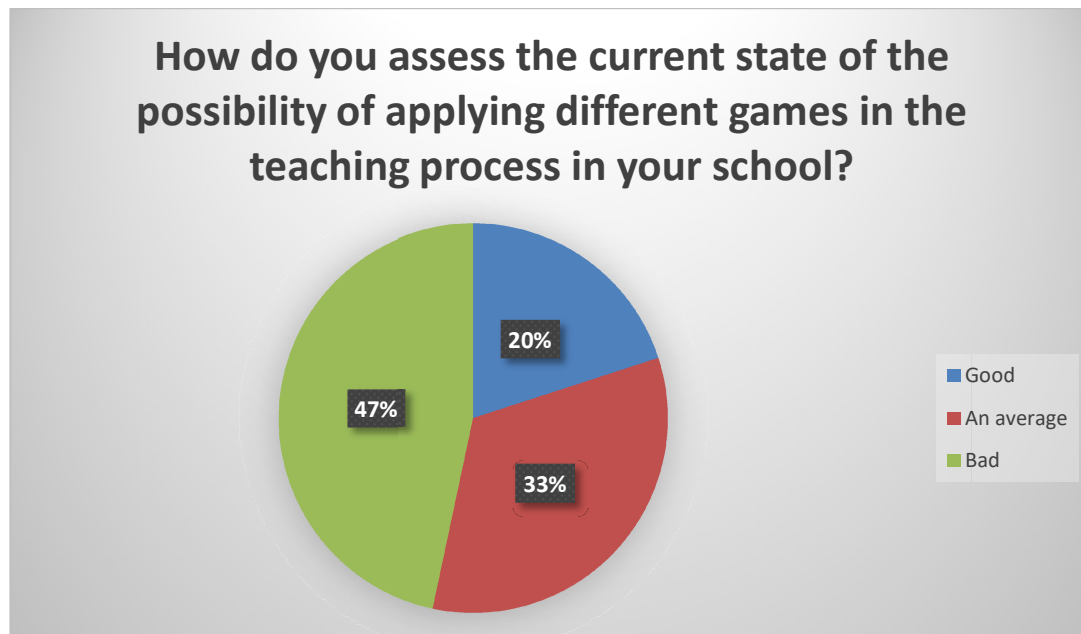


Figure 3. 5. Result of fifth question

From the evaluations of the teachers of this school, we see that 47% of them have assessed as bad condition the current situation in this school in terms of the possibility of applying

different games in the classroom. While another part (33%) of them have evaluated on average the current situation in this school in this aspect. The other part of the teachers or 20% consider as good condition the current situation in this school in terms of the possibility of applying different games in the teaching process.

6th research question

Since the focus of the research is on learning English by students with learning difficulties, in the following we will be directly oriented in this part what approach do these children have within learning English. Have they noticed the willingness and interest of these students for learn English as a foreign language etc.?

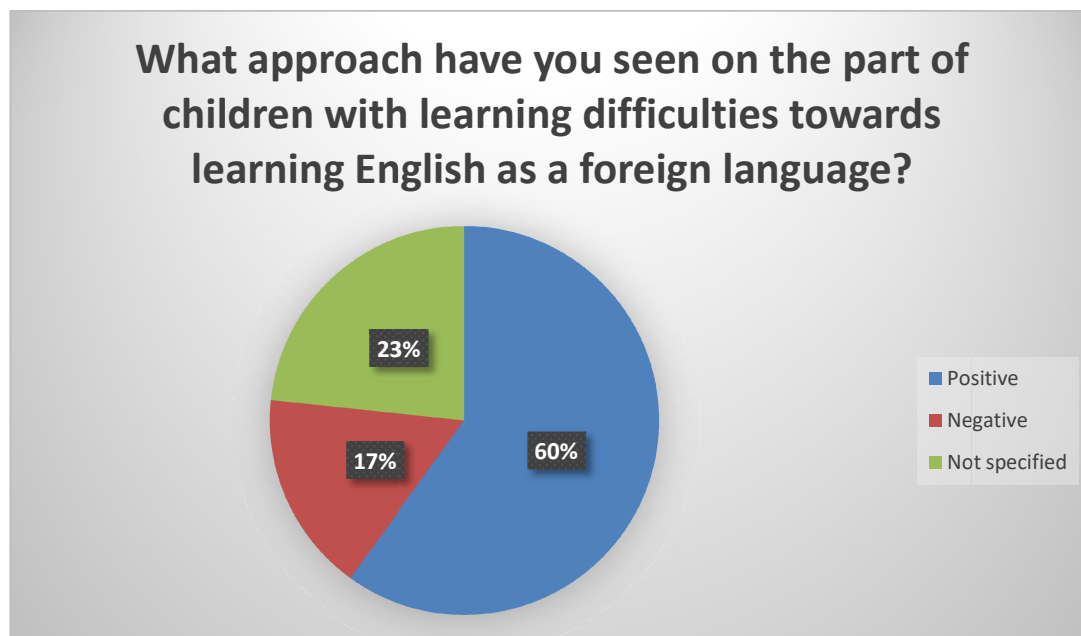


Figure 3. 6. Result of sixth question

In this question in the framework of the research we have seen that 60% of teachers have expressed that they have noticed a positive approach to these students in relation to English or learning English as a foreign language. This is a very important fact since the application of different games and by making the lesson more attractive will increase the even greater

interest of these students in the teaching process of learning English as a foreign language. Another part of the teachers or 23% are expressed who have not noticed any specific positive or negative approach by students with learning difficulties in relation to learning English as a foreign language. 17% of the teacher have stated that they have noticed negative approaches of these students in relation to learning English as foreign language.

7th research question

In the context of students' approach to learning English, it is in the interest of research to see in which part or where was the greatest interest of students with learning difficulties to learn English. For this reason, we asked teachers when have applied which form of play in the classroom have noticed a higher interest of these students.

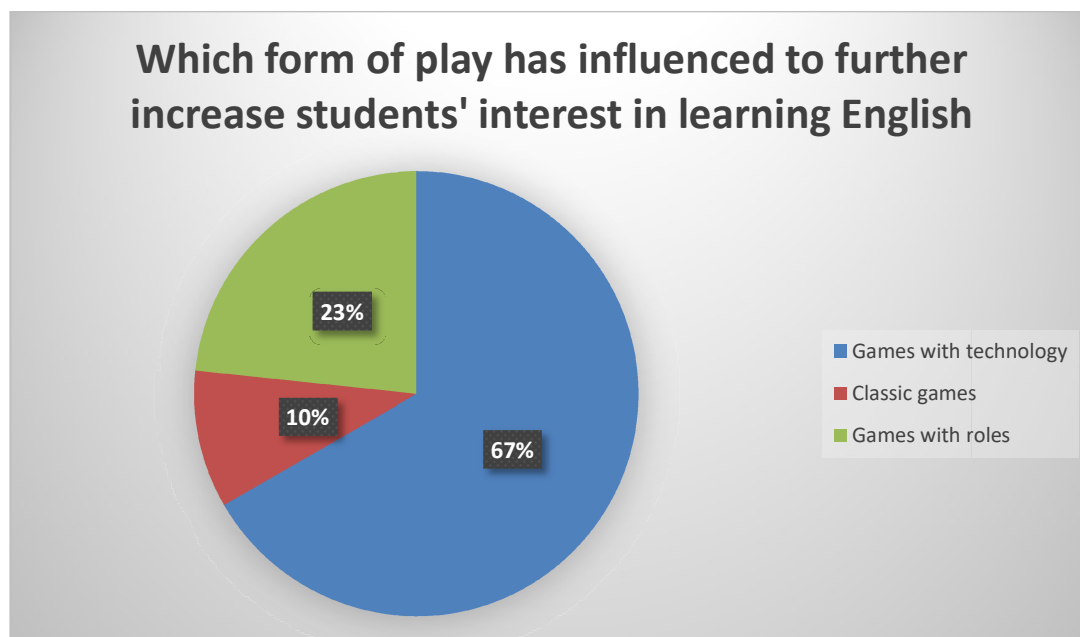


Figure 3. 7. Result of seventh question

From the answers we received we see that most or 67% of teachers have expressed that when they applied games related to technology have noticed the highest interest of students with learning difficulties. So according to this we see that technology is a very effective way to have an impact on these students. 23% of teachers have expressed that they have noticed

the highest interest when they have applied role-playing games, i.e. playing roles by students. the rest of the teachers (10%) stated that they noticed the highest interest when they applied classic games.

8th research question

Since we have seen that the application of games that are related to technology arouse the highest interest of the student, in this section we want to see how the situation is in terms of technology in the school where we conducted the research. So now we have asked the teachers how they evaluate the cattle with technological equipment in this school.

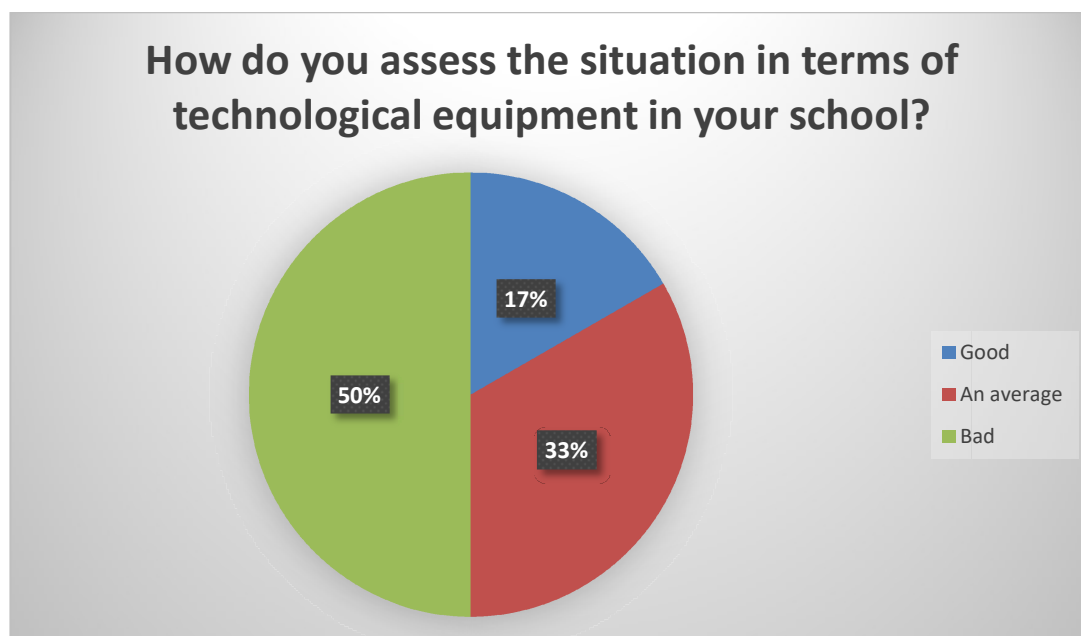


Figure 3. 8. Result of eighth question

Regarding the current situation in this school in terms of technological equipment, we see that 50% of teachers think that the current situation is bad, so it is not at the right level as there is a lack of technological equipment in the school. 33% of teachers evaluate on average the condition of technological equipment in this school, so according to them there is still a need to equip the school with technological equipment so that they can be applied in the

teaching process and within them to students without the ability to learn English as a foreign language.17% of teachers are satisfied with the current situation in this school in this regard.

9th research question

In the ninth question we asked the teachers what they think about the future and the possibility of applying new games to children learning English (children with learning difficulties). We have posed this question in order to see if there is potential and will and opportunity for the situation to advance in this aspect in the future.

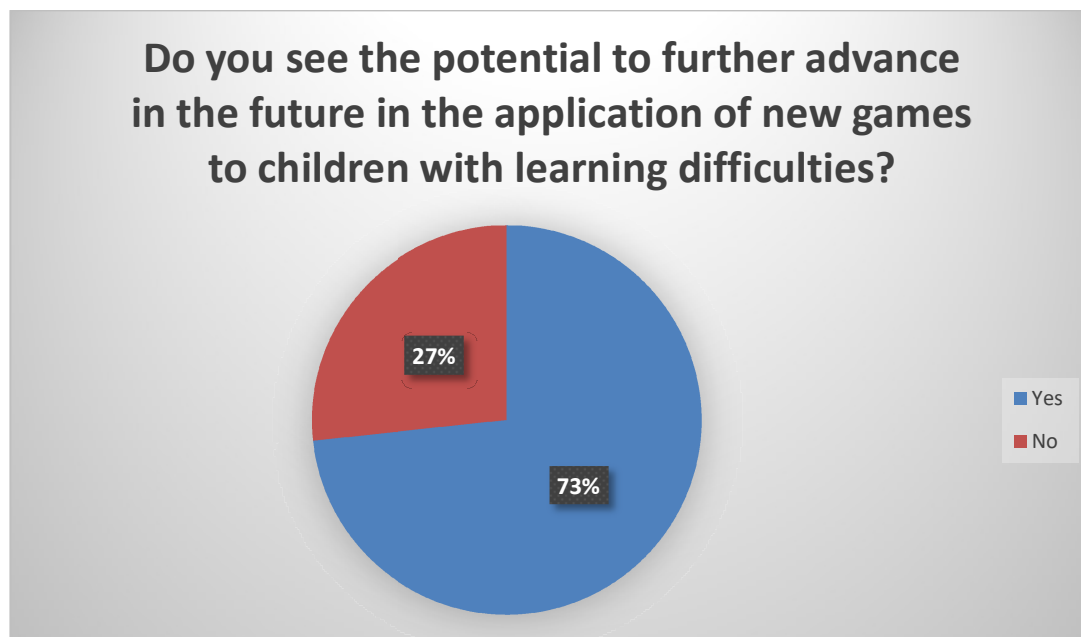


Figure 3. 9. Result of ninth question

From the answers we have received to this question we see that we have a very positive hope for teachers for the future, in the context of the possibility of applying new games in the learning process which included children who have learning difficulties, so expressed 73% of survey participants. The rest (27%) expressed that they do not see any potential for the

future to apply different games in the learning process to children with learning difficulties.

10th research question

In the tenth question we asked the teacher what is the main reason which has influenced not to apply games to a large extent in the learning process, in order to know what is the cause which has influenced this condition. on the side of the diagram we will present the teachers' answers to this question.

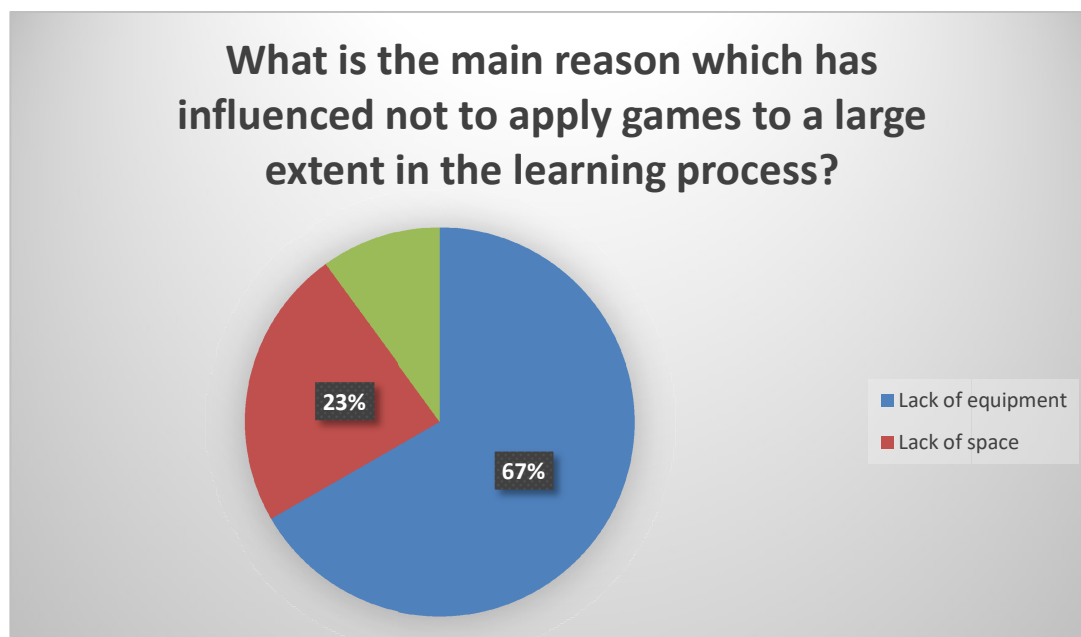


Figure 3. 10. Result of tenth question

In the last question regarding the main factors that have influenced not to apply games to a satisfactory extent, teachers have stated that the lack of equipment sometimes makes it impossible for them to apply different games or methodologies in the learning process (67%), while 33% have expressed that they do not have enough space to realize different games. 10% as the main factors in this aspect have considered the unpreparedness of

teachers to realize various games in the classroom where there are children with learning difficulties.

3.7. Questionnaire with parents

In this part we have conducted a questionnaire with parents, in order to see from the perspective of parents how much games have influenced learning in children who have difficulty learning. This will complete and give a lot of value to the research, since the more we conduct research and from different angles then we will have a more complete analysis.

1st research question with parents

According to parents, we see that a large part of them think that the application of games in the learning process has a positive impact (73%), another part of them (17%) think that they do not have a certain impact and a part of another (10%) think that games have a negative impact on children with learning difficulties. From this we see that in addition to teachers, we also have a positive assessment from parents in terms of the application of games in the learning process.

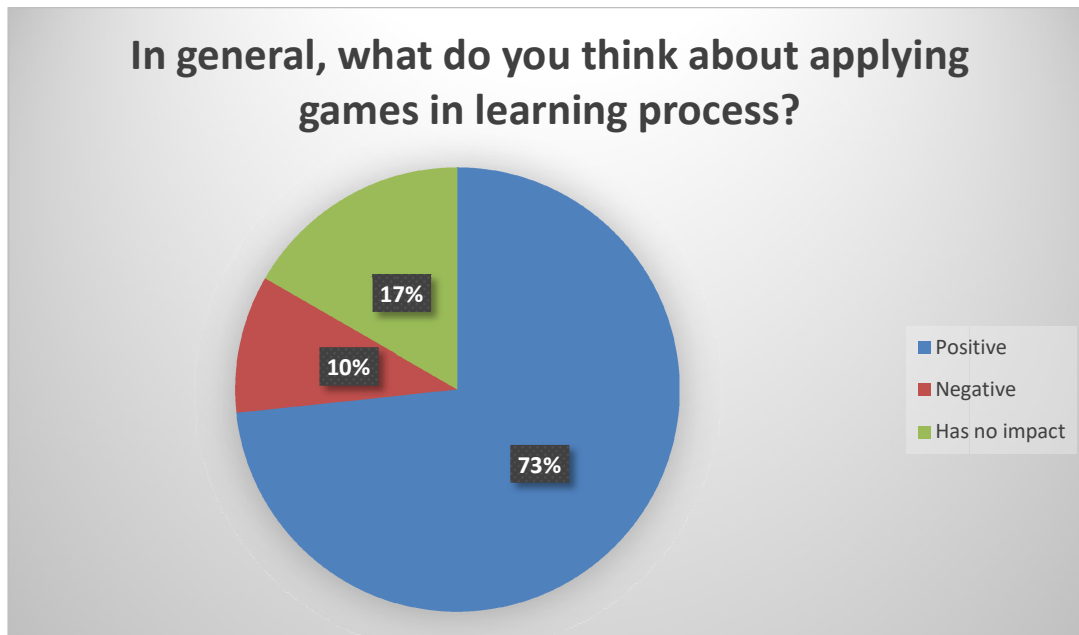


Figure 3. 11. Result of first question for parents

2nd research question with parents

In the second question we asked the parents if they noticed any change in behavior in their children in terms of increasing interest in any learning element when they have learned in school through various games, in order to know the level of the impact of games on children with learning difficulties. The answers to this question are presented below in the graph, where we get the following answers: 47% of parents surveyed said that they often noticed an increase in interest of their children for something certain when they learned from games at school, 37% said that they occasionally noticed any change in behavior in this context, 13% said that they rarely noticed anything like this and 3% said that they never noticed any such element.

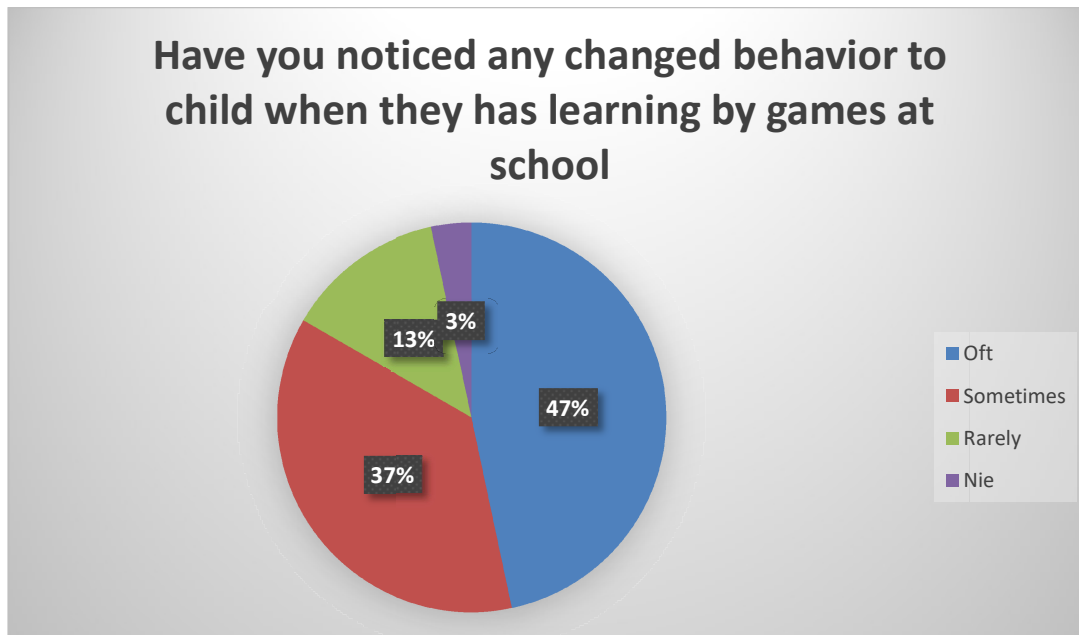


Figure 3. 12.Result of second question for parents

3rd research question with parents

In the third question we asked the parents if it ever happens that their children ask to play a game that they have applied or learned from their teachers in school, with this question we want to see if they are left in memory and at the request of the children the games which have been applied by the teachers in the lesson.

From the answers presented below we see that 44% of the respondents said that it often happens that children ask them to play a game that they have applied at school, 33% stated that such a request happens from time to time, 20 % stated that it has rarely happened to you to have such requests and 3% stated that such a thing has never happened to them. From these answers we see that children with learning difficulties have a very high interest in the

games that are applied, so this proves even more how necessary and important games are in the learning process and how much they affect the increase of interest in learn and increase learning outcomes.



Figure 3. 13. Result of third question for parents

4th research question with parents

In the fourth question we asked the parents if your children are more or less obsessed with classic games or computer games, or games which are mainly related to technology. In order to see which forms of games arouse the greatest interest in children in order to come to conclusions with some conclusions in terms of the type of games that should be applied in the learning process.

From the answers we see that the majority or 83% of the respondents stated that their children are more addicted to technological games (phone, computer), so they have a higher interest in these games compared to the classic games without technology.

The remaining 17% stated that their children have a higher interest in classic games compared to modern games.

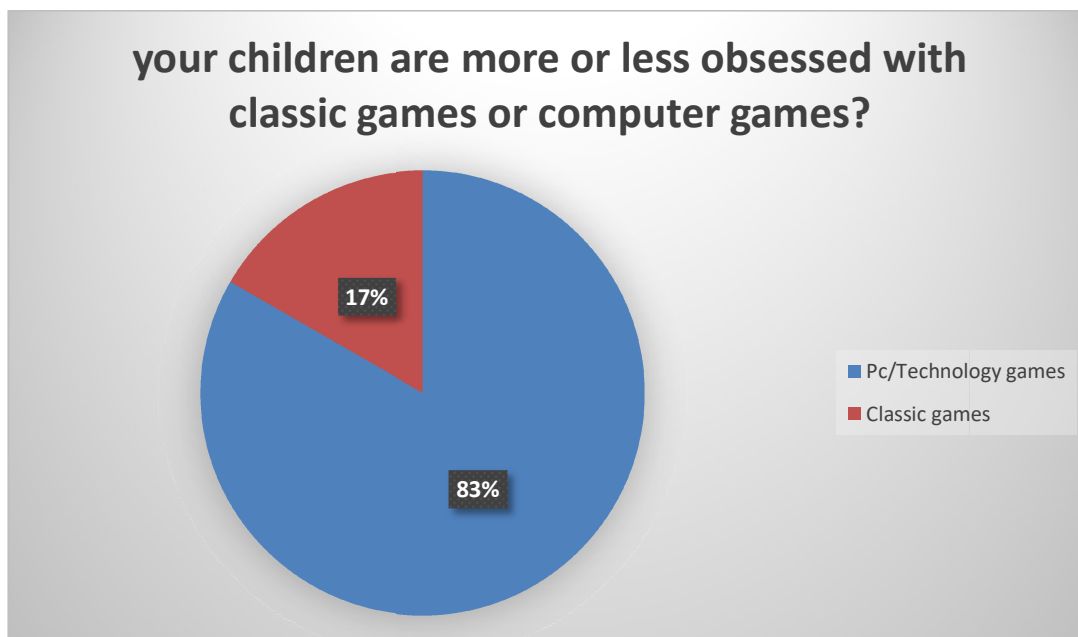


Figure 3. 14. Result of fourth question for parents

5th research question with parents

In the last question we asked the parents whether in their opinion should the application of games in the learning process be increased in children with learning difficulties or not, in order to see if in their opinion this method would affect in achieving the best learning outcomes for their children. From the answers we received we see that the majority of parents or about 87% have expressed that games should be applied even more in the learning process to children with learning difficulties, as according to them this is increasing interest and showing results best in the learning process. The rest, about 13%, stated that it is not necessary to apply more games in the learning process to children with learning difficulties.

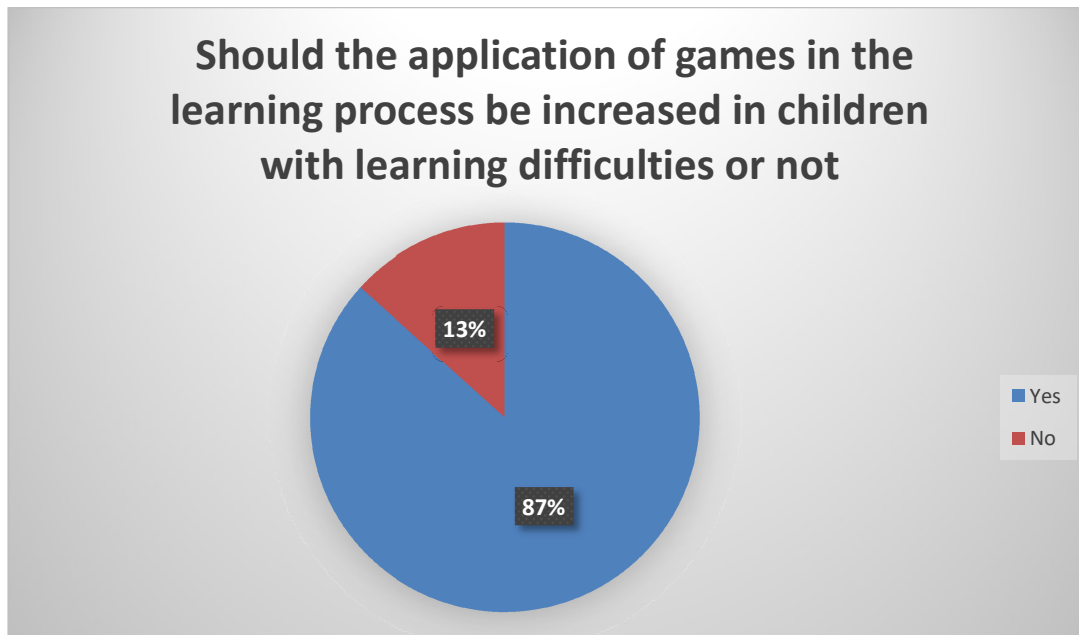


Figure 3. 15. Result of fifth question for parents

CHAPTER 4

4. Discussion of results

In this chapter we will discuss the results of the research, so since in the third chapter we have dealt mainly with the case study and the questionnaires and observation, now in this chapter we will focus on the part of hypothesis validation and answering research questions by based on the results and commenting and analyzing them in a professional way. We first answer the research questions and then we will test the initial hypotheses to see if they stand or not.

Q1. Has been successful the application of games to the learning of English by children with learning difficulties?

During our analysis, observation in the lessons as well as from the questionnaires we noticed that in this school games are applied to a satisfactory extent and successfully, and we noticed one thing which is worth mentioning that teachers have a high will to apply games different in the learning process where there are children with learning difficulties and this is a positive element especially for the future where it is expected to improve the conditions and infrastructure to apply games on a large scale.

Q2. Are games applied to the proper extent in the process of learning English to children with learning difficulties?

In this respect we have noticed that teachers as much as possible (preparation, equipment and infrastructure) apply games to a sufficient extent although we have noticed that there is still a need for teachers to advance in this aspect and to research even better strategies in a way to have an even higher impact on children with learning difficulties. In this way we have noticed that children in most cases express a higher interest in modern games, i.e. those that have technology and as a result of other conditions and factors do not apply technological games to the proper extent in this school and it is necessary to invest in technological equipment in this context.

Q3. Has the application of games that increase the interest of children with learning difficulties to learn English as a foreign language (in the case study) or had a positive effect?

From research and analysis, we have noticed that the application of games to children who have difficulty learning in primary school Gjergj Kastrioti Skenderbeu has had a positive impact in general, based first on observation in lessons, then on the survey with teachers and as well as with parents.

Hypothesis testing

One of the key elements that give scientific color to the research is the testing of the initial hypotheses raised, to prove whether they stand or not, as the aim of the research is to come up with concrete, tangible results which can give certain scientific contribution. The hypotheses were tested based on the research findings and their analysis, which findings were professionally analyzed and served to test the hypotheses raised at the beginning of the research.

H1 – The application of different games in the process of learning foreign languages by

children with learning difficulties has been successful in general

As for the first hypothesis, we can say that it stands, since in general, based on the conditions and opportunities, we can say that the application of games in the learning process to children with learning difficulties has been successfully applied in general, even needs improvement and advancement, but we can say that the situation was satisfactory in general terms. Based on the research findings which have found that despite the lack of infrastructure and poor condition, it is still generally observed that games are successfully applied in the learning process. Findings from the observation have shown that teachers significantly have applied games during the learning process, and this has been ascertained from the findings we have received from the questionnaires.

H2 – There is a need to apply even more games in the process of learning English by children with learning difficulties and to try to develop different games which would increase the interest of children to learn English.

During the research we noticed that there is a need for English language teachers in this school to apply even more advanced games, i.e. mainly technological which would increase the interest of students with learning difficulties to learn English as a language. foreign. So this hypothesis also stands, as we see the need to apply more advanced games even though the current situation was satisfactory. This is based on research findings, which have shown that despite the current level, it is necessary to apply games to a greater extent in the learning process. This is ascertained from the questionnaire in which we saw the willingness of teachers to apply games as well as the high interest of students with learning difficulties when games were applied in the learning process. Analyzing the situation, we can say that with the application of different games to a greater extent as well as in the application of different games this impact would increase, based on the expression of interest of students with learning difficulties when in hours a game is applied to a certain learning topic. From this it is proved that hypothesis 2 stands and is confirmed.

H3 - The application of technology is supposed to have increased the level of interest in learning English by children with learning difficulties in the school Gjergj Kastrioti-Skenderbeu.

From what we have seen in the research we can say that the application of various games in this school has influenced to increase the interest of students to learn English, especially games where there has been application of technology, i.e. mainly computer games and technological devices which we have proven in this research that greatly increase the interest of children with learning difficulties. So from this research we see that with the increase of

application of technology in different games we will have even greater increase of interest of children with learning difficulties to learn and we will have more satisfactory learning results.

The findings have shown that we have little application of technology in this school, especially in the part where it is related to games and this factor has been seen to have greatly influenced the aspect we have treated. So from the observation we have seen that with the greater application of technology and games that have to do with technology would increase the interest of children with learning difficulties to learn English as a second foreign language. Also one thing This was also confirmed during the questionnaire, where teachers and parents confirmed that students with learning difficulties have shown much more interest in learning when technology-related games have been applied.

CHAPTER 5

5. Conclusions and recommendations

It is important that at the end of the research we come to some conclusions which have resulted as a result of research, research and professional analysis. So in terms of this

research we can say that we have reached concrete scientific results which are quite contributing in the field of study.

From this research we have analyzed the impact of the application of games in the learning process to children with learning difficulties, so we have analyzed games and their application as a methodology applied in the process of learning English as a foreign language by children who have difficulty in learning. The paper has shown that this method of learning is quite effective and affects the increase of interest of children with learning difficulties, and is also a method which requires a lot of work and professional approach from teachers. We have also come to the conclusion that in general there is a successful application of games in the primary school {Gjergj Kastrioti- Skenderbeu}, based on the current conditions and opportunities of the school, although research has shown that we still need to improve, especially in terms of application of technology in various games which increase the interest of children with learning difficulties. The research has managed to analyze various aspects of the use of games in the learning process in children with learning difficulties, so through it we have managed to identify the importance and impact that games have on these children, as well as also different aspects of children's behavior when different games are applied in the learning process.

The analysis we have conducted is quite concrete in the results, where we have managed to test the hypotheses raised and answer research questions, where the data were collected in the field in various forms and methodologies. Regarding the impact of the application of games in the learning process on children with learning difficulties in the process of learning English as a foreign language we can say that we have concluded that there is a significant impact, and this impact depends on the amount and the quality of the games that are applied. Each game applied in the learning process has its own strategy and methodology, which should have the sole purpose of being as interesting as possible for the child and increase his interest in learning (in our case for children with learning difficulties).

Since we have conducted the research in a professional manner since the first phase of data collection, their processing and presentation and analysis of results, then undoubtedly the scientific contribution of this research will be some recommendations which are seen as necessary to improve the situation in the school where we conducted the research, so that games have an even more positive impact on children with learning difficulties to learn English in the school where we conducted the research.

Recommendations

This research has been quite successful and concrete in terms of addressing issues in scientific and professional terms. Below we will give some recommendations which have resulted as a result of the research findings and also the analysis carried out by us.

Based on the research we have conducted, we give the following recommendations:

- To increase the amount of games applied in the learning process to children with learning difficulties in the primary school Gjergj Kastrioti- Skenderbeu
- Apply technology, respectively computer games or other technological devices, as they have proven to be quite effective in arousing interest in learning in children
- Try to apply different games at home by parents
- Children with learning difficulties have expressed a very high interest in learning through games, so it is recommended that further studies and research be done on the most appropriate and effective games and apply them.

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APPENDIX I – Questionnaire with teachers

Questionnaire with teachers
1. Do you apply games in the English language class?
Yes
No

2. Have you noticed any impact of applying games to children with learning difficulties in the learning process?
Yes
No
3. The impact you noticed, was it positive or negative?
Positive
Negative
4. What do you think are the reasons that the application of games has a positive impact on children with learning difficulties?
Attractiveness
Things are learned faster
Group work
5. How do you assess the current state of the possibility of applying different games in the teaching process in your school?
Good
An average
Bad
6. What approach have you seen on the part of children with learning difficulties towards learning English as a foreign language?
Positive
Negative
Not specified
7. Which form of play has influenced to further increase students' interest in learning English
Games with technology
Classic games
Games with oles
8. How do you assess the situation in terms of technological equipment in your school?
Good

An average
Bad

APPENDIX II - Questionnaire with parents

1. In general, what do you think about applying games in learning process?

Positive
Negative
Has no impact
2. Have you noticed any changed behavior to child when they has learning by games at school
Oft
Sometimes
Rarely
Never
3. Has children asked you to play a game that they have applied or learned from their teachers in school?
Oft
Sometimes
Rarely
Never
4. Your children are more or less obsessed with classic games or computer games?
Pc/Technology games
Classic games
5. Should the application of games in the learning process be increased in children with learning difficulties or not?
Yes
No

APPENDIX III – Observation formulary

School name:
Lesson topic:

Grade:	
Components: Subject matter (clear lesson objectives, interesting topic, Knowledge of subject matter)	
Organization: (applying games in classroom or not...)	
Rapport with student (holds interest of students, is respectful, provides feedback to students, encourages participation, shows enthusiasm, creates friendly atmosphere)	