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The Use of Games as a Strategy to Enhance EFL Students' Speaking Skill

Case study: First year Licence students

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in
Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

In the Name of Allah, the Most Compassionate all praise to be Allah, the Worlds; and prayers and peace be upon Mohammed His servant and Messenger.

I wish to dedicate my modest dissertation work to;

My great teacher, my prophet “Mohammed” may Allah bless and grant him, who taught us the purpose of life, a special feeling of gratitude to my loving parents, who never stop giving of themselves in countless ways.

My precious gift, my husband, Frih Mohammed Amine for his interest, patience, encouragement and of course for love and passion. I really appreciate his confidence and help. Thank you for being in my life. And to my lovely little daughter Lina with whom I share every moment with pleasure and love.

To my first love, my mother Harizi Messaouda, a strong and gentle soul who taught me to trust in Allah, believe in hard work and for her duaa that accompanies and protects me wherever I go.

To my idol in life, my father Mechali Mohammed for earning an honest living for us and for supporting and encouraging me to believe in myself, I’m thankful to him for education, health care, affection and for his unconditioned love he always grants me.

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Abstract

EFL learners usually encounter difficulties to speak in front of their classmates. As a teacher, he/she should find some strategies in order to encourage his/her learners to speak in the classroom. The present research paper aims to investigate enhancing speaking skill through implementing games in the classroom. This study has been conducted with (50) first year LMD students of English department at Saida university and with (06) teachers of oral expression. The participants are selected randomly among three groups. For data collection, two questionnaires have been submitted one for students and the other for teachers of oral expression to find out the effectiveness of this strategy, and a direct observation to detect learners' behaviors, attitudes, and performance. The data analysis is scrutinized and interpreted through an informative research method by which to report students' attitudes. The findings may show that applying games in the classroom is very feasible and potent strategy in improving EFL learners' participation, self-confidence and their speaking fluency in enjoyable circumstances which corroborate the hypotheses, or they may show that implementing games is a waste of time which rejects what was presumed. To conclude, learners should focus more on practicing English amusingly through games to fulfil their achievements.

Key words: strategy, games, EFL learners, speaking skill

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List of Abbreviations

FL	Foreign Language
OE	Oral Expression
SL	Second Language
L2	Second Language
L1	First Language
EFL	English as a Foreign Language
LMD	Licence-Master-Doctorate

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General introduction

There are four skills in teaching and learning English; that is to say, listening, speaking, reading, and writing. Among these skills, speaking is important tool that should be mastered and taught based on some specific strategies to help learners speak English correctly, competently and communicatively. However, EFL students usually confront certain difficulties to speak English in the classroom because of undeniable reasons. This includes lack of vocabulary, grammar deficiency, mispronunciation, or lack of practice. Sometimes it is because they feel anxious and uneasy to exchange and share their ideas and thoughts with their classmates. Hence, it is the teachers' role to establish an appropriate atmosphere for the learners so as to raise their interests and encourage them to converse voluntarily. To do so, he /she should use particular techniques that mainly comprise songs, play role and games. Implementing games can peculiarly bring more opportunities for timid students to be engaged and participate in the classroom. In addition, games can enjoyably diminish learners' stress and apprehension which hinder them to speak fluently. According to Wright (1984) "games also help the teacher to create context in which the language is useful and meaningful" (p.2). In other words, games are one of the crucial educational activities that are used to pave the way for the students to speak and learn amusingly.

The objective behind learning English for students is to succeed in communicating effectively, giving ideas and exchanging information with interlocutors. Unfortunately, EFL students of first year become hesitant when attempting to speak in front of their classmates. This is primarily because they fear of making mistakes, their shyness, or simply because they have lack of self-confidence. Thus, in order to overcome these issues, teachers should determine efficient and useful activities to foster them to communicate easily and willingly in the classroom.

This work has been carried out as the researcher assumes that this study will add some contributions for better future teaching.

On the one hand, teachers would amend teaching learning process by selecting specific methodology such as games as a strategy to the language teaching. On the other hand, students will receive better learning by which they will be able to enhance their ability to apply well-structured patterns, to articulate and acquire new vocabulary. As a result, they can formulate English words properly. Moreover, learners are expected to get better speaking eloquence and have great alacrity in answering their teacher orally. In this way,

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they will have more opportunities to practice English in a relief circumstance. Therefore, students will learn the language with pleasure and relish.

The research work is conducted to meet the following objectives:

First of all, to improve learners' speaking skill. Secondly, to identify the importance of implementing games in teaching speaking. Thirdly, to determine the situation when games can be implemented in the speaking class to motivate the first year LMD students.

This work is invigorated by the following questions:

- 1- To what extent games are useful in enhancing speaking skill?
- 2- Which games teachers apply to improve their learners' speaking?
- 3- What are the effects of implementing games on the students' speaking performance?

The current research is based on the following hypotheses. It has been hypothesized that if the teachers apply games in the classroom, the students will be able to:

- 1- improve their speaking skill.
- 2- overcome their reluctance to speak.
- 3- participate in the classroom.

This investigation is based on the descriptive method as a convenient way to collect data so as to delineate the significance of using games in the classroom to improve students' speaking skill.

The prominent tools used in this study are a direct observation and two questionnaires for both fifty (50) first year LMD students and six (06) oral expression teachers. They seek to investigate the importance of using games in learning a foreign language and enhancing students' speaking skill. In addition, these types of instruments help to answer research questions.

The research study takes place at the University of Saida. It deals with first year LMD students of English as a study case. The participants have been selected randomly to be observed and to answer the questionnaire questions.

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Regarding the sample, fifty (50) students have been selected at random from the total population of three groups each group consists of forty (40) students.

Concerning the sample of teachers, six teachers of oral expression have been selected from the entire population.

This dissertation consists of two theoretical parts chapters as a literature review. The first chapter deals with the general overview on speaking skill and teaching speaking through games in the classroom and the second chapter tackles implementing games in the classroom to enhance speaking skill. The third chapter is the practical part and which includes the analysis of data collection that have been submitted by first year LMD students and by oral expression teachers at Saida University to attain the objectives of applying games in teaching speaking skill.

1.1 Introduction

Generally, there are four main skills in teaching and learning any foreign language listening, speaking, reading, and writing. Each skill has its importance for the learner to build his/her proficiency. Speaking, specifically, has a crucial role on both learners and teachers of a FL since it is based on communication and interaction in the classroom and outside it. This chapter is devoted for speaking skill overview in which speaking skill is defined. The first chapter will also deal with different aspects of speaking, its distinct functions and the main types of speaking. Furthermore, it includes the importance of speaking skill and its relationship with listening skill mentioning the major speaking difficulties such as linguistic and psychological ones. This chapter also covers speaking activities and involves how to teach and to improve speaking skill through using games effectively. Finally, chapter one will present the teacher's role in the classroom by implementing games as an amusing strategy in order to enhance his/her learners' speaking skill.

1.2 Speaking Skill: An Overview**1.2.1 Definition of Speaking Skill**

Speaking is considered to be a fundamental tool that the speaker uses to interact freely with another interlocutor. This involves articulating and receiving information. (Brown, 1994; Burns & Joyce, 1997).

Speaking is also a means of communication. In other words, the speaking process takes place under certain conditions and circumstances which is dependent mainly upon the speakers' presence, their experiences and the purpose beyond speaking. Moreover, speaking can be either predictable, in which the listener may anticipate and identify the meaning, or unpredictable depending on the context and situations discourse. Therefore, it is through speaking the learners can convey their message appropriately including different point of views and many ideas precisely. For example, when someone asks "May I help you?", it is obvious that the context revolves around asking for help and the person may attempt to give an offer.

In fact, speaking a FL does not necessarily entails linguistic competence by mastering different language points such as grammar, vocabulary items, or verbalizing and pronouncing adeptly. However, it also requires the sociolinguistic competence which

involves understanding the different ways in which language, when, and for which purpose it is performed. (Burns & Joyce, 1997).

In an attempt to define speaking skill, Richard (2002) indicated that speaking is “one of the central elements of communication” (p.210). Hence, the speakers use this competence to communicate with each other by exchanging ideas and expressing thoughts which will be reflected on their impression and emotion. Whereas, Thornbury (2005) asserted that speaking is “so much a part of daily life that we take it for granted” (p.1). That is to say, speaking is notably a part of everyday activities that enable people to say what they want, need, and to co-operate in taking turns when speaking.

To conclude, speaking skill is very important for learners primarily to communicate and interact in the classroom. On that account, learners need to enhance their speaking competence by, carefully, performing its particular forms and conventions in order to give meaningful and purposeful delivered speech.

1.2.2 Aspects of Speaking Skill

There are major aspects that influence speaking competence. These aspects are fluency and accuracy. Each aspect of speaking skill has a significant role of producing language forms correctly, smoothly, and appropriately. This is as fluency is “the quality of smoothness and flow”(“Fluency”.(n.d)) by using correct stress, intonation, pauses (suprasegmental features)...etc without paying attention to mistakes and errors. While accuracy is the correct formation of the structures and sentences.

1.2.2.1 Fluency

Fluency is known as the ability to produce a language including prompt speed of speaking. (Brown ,1997; Nation & Newton ,2009). It is also a kind of being eloquent in a language. According to Hedge (2000), fluency means to be able to combine different items and structures easily and appropriately in a spoken form without hesitation.

1.2.2.2 Accuracy

Accuracy is the ability to produce a language correctly in terms of grammar, vocabulary, and pronunciation. (Gower, Philips, & Walters, 1995).

As an attempt to define accuracy, Nunan (2003) declared that accuracy is, in fact, what a person says should concord with what other people say when using the target language.

Accuracy is very necessary not only in articulating the target language correctly but also in understanding the language explicitly.

In other words, fluency and accuracy go hand in hand while speaking. Therefore, a learner should focus on both to accomplish what she/he wants to convey successfully.

1.2.3 Functions of Speaking

The prior aim for any FL learners is mastering speaking skills or subskills so as to be able to reach proficiency and interact with one another. In this respect, many language professionals have ranked functions for speaking skill. In this context, Brown and Yule (1983) discerned three main functions of speaking which are talk as interaction, talk as transaction, and talk as performance. (Cited in Richards (2008, p.22-26)).

1.2.3.1 Talk as Interaction

The primary function of speaking is to interact spontaneously with others so that the speaker can build social relationship. In this way, the speaker should focus more on how to use the language impressively and this may also involve substituting ideas, skills, and knowledge when meeting people. The interaction can occur in a formal or in informal way, but it has to be done in a nice way which will later reflect on a good prime of any relationship.

1.2.3.2 Talk as Transaction

Transaction means a deal or an agreement. Talk as transaction is to have an agreement in speaking. This denotes that when a speaker talks, he/she should pay attention to the meaning and he/she makes sure to speak explicitly and rightly as possible in terms of the production of the structures and the way in which they are said to be understood by the listener. Otherwise, there will not be a transaction when the speaker says something and the listener understands something else. This can be clear in real-life situations such as problem-solving, asking for information, and giving directions on the road.

This function is divided into two types. These two types are differentiated by Burns (1989). On the one hand, the first type is devoted for exchanging information between people focusing on conveying meaningful messages. On the other hand, the second type is kept for utilitarian purpose such as getting a plane ticket, booking in a hotel, or any other services.

1.2.3.3 Talk as Performance

As its name indicates, talk as performance includes performing a speech in front of an audience by using proper language and concentrating on transmitting purposeful messages. It is; therefore, a public speech by which a speaker delivers a speech or a lecture. It is regarded to be more a monologue than to be a dialogue since the orator or the speechman gives a talk to his/her listeners such as telling stories, role-play, or presenting a project and not vice-versa. Talk as performance is commonly a written form of language.

1.2.4 Types of Speaking

Speaking is a sort of oral production that learners use to talk, respond and react. In an attempt to reach such kind of communication, Brown (2004, p.141-142) classified five elementary types of speaking skills: imitative, intensive, responsive, interactive, and extensive speaking.

1.2.4.1 Imitative Speaking

Imitative is the main principle of this type. Learners may imitate and rehearse a sound, a word, or may be a whole sentence. Imitative speaking encompasses focusing on pronunciation rather than comprehending expressions; the speaker prefers neither being a part of interaction nor referring to conveying meaning.

1.2.4.2 Intensive Speaking

Intensive speaking is another basic type of speaking. This type helps in producing oral language that may include activities such as reading aloud, directed response tasks, sentence and dialogue completion, and sentence translation at simple level. Oral language production entails the speaker to be able to use different semantic features intentionally and adequately such as rhythm, intonation so as to respond accordingly and in a correct way with an interlocutor. Intensive speaking is characterized by minimal interaction with the partner.

1.2.4.3 Responsive Speaking

Testing comprehension and interaction are among responsive assessment tasks. However, students respond, when they are asked, with short conversations like small talk, greetings, or comments. It is a kind of stimulus-response relationship. Students respond briefly in order to maintain such kind of authenticity with one or two questions.

A. Mary: Excuse me, do you have the time?

B. Doug: Yeah. Nine-fifteen.

1.2.4.4 Interactive Speaking

Interactive speaking is the type which has a long and more complex interaction compared with responsive speaking. In other words, this type requires multiple exchanges and many participants. It involves two main forms of language, the transactional language that functions to exchange particular information, and interpersonal one that has the purpose of maintaining a social relationship. Moreover, what makes interpersonal exchanges distinctive is the informal language use and the use of colloquial language, slang, humor, ellipsis and other sociolinguistic conventions. This can make oral production to be pragmatically complex.

1.2.4.5 Extensive Speaking (Monologue)

Unlike interpersonal speaking, extensive speaking often entails using formal language and intended deliberately or planned speech. However, some informal monologues are undeniable and cannot be excluded like casually delivered speech; for example, “a recipe for outstanding pasta primavera, my vacation in the mountains”. Extensive speaking includes speeches, storytelling, and oral presentation tasks whenever it is possible for the interlocutor to speak and where the listener should reply just through gestural or wordless responses without interruption because there is no chance for interaction.

1.2.5 Speaking and Listening Relationship

Speaking and listening are interrelated skills. Listening must not be separated from speaking and vice-versa. According to Brown (2000), “There is a natural link between speaking and listening” (p.275). As a FL proficient, students should enhance speaking skill and this cannot be accomplished without improving listening skill as well. Rost (2001) notes that “Listening as the crucial components of spoken language processing” (p.1).

Primarily, listening skill comes before speaking. For example, when students try to speak, they first hear the language and then they start talking. Rost (2001) asserted that listening implies that the listener grasps what the speaker is saying. Also, Anderson and Lynch (1988) claimed that speaking comes after listening not while listening since learners first listen to their teacher and then speak. Moreover, they pointed out that “Speaking depends on successful listening for second language learners” (1988, p.16). That is to say, to be a good speaker, the learner should be a good listener.

In brief, as long as speaking and listening skills are complementary parts of each other and as they play an important role in learning a FL, the teacher should incorporate these two crucial skills in teaching process through different tasks and classroom activities.

1.2.6 The Significance of Speaking Skill

According to the general consensus and specifically in the field of didactics, mastering speaking is regarded to be the most indispensable step to master other language skills since speaking helps learners to communicate and enables them to exchange thoughts and ideas. This has been asserted by Ur (2000): “Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing” (p.12). On the one hand , teachers focus on improving speaking skill and they expect to build confident speakers who are able to use the FL properly and correctly in front of the audience. On the other hand, teachers want to equip their learners with such speaking ability in order to prepare them for further education and employment outside the classroom activities and assessment. As Baker and Westrup (2003) stated that “A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion” (p.5).

1.2.7 Speaking Difficulties

Speaking a FL is not an easy assignment. Even if the speaker may have a clear idea about the language system, he/she may encounter some difficulties. These difficulties can be either psychological or linguistic ones.

1.2.7.1 Linguistic Difficulties

EFL students have a linguistic difficulty when they face problems in speaking a FL such as vocabulary, grammar mistakes, pronunciation and mother tongue use.

1.2.7.1.1 Lack of Vocabulary

In fact, vocabulary plays an important role in language development and speaking performance. It is a part of language learning since it is “the collection of words” that the learner uses to form sentences and particular structures meaningfully.

Therefore, lack of vocabulary tends to be the most influential hindrance that prevents EFL learners to speak. They may also find difficulties to respond when they are asked to answer in a FL even if they understand the question and know the correct answer. This is due to their limited vocabulary. Baker and Westrup (2003) claimed that “Many students find it

difficult to respond if the teacher asks them to say something in a foreign language. They may have little ideas about what to say, or may not know the words to use” (p.16). Thus, the students should enrich their vocabulary through reading short stories, watching films, or listening to songs.

1.2.7.1.2 Grammar Mistakes

Along with other speaking difficulties, grammar mistakes can be ranked as one of primary obstacles that restraint FL learner from forming correct structures. The way the learner constructs his/her composition will surely has a great impact on the meaning when speaking.

For instance, the students add an “s” to all the pronouns when referring to something that happens in the present simple, or when using modals (should, could, would, can, may) and other mistakes associated with regular and irregular verbs such as in the verb (to speak) in the past simple, the learner says “spoked” instead of “spoke”. However, the past simple can be also, falsely, marked more than once like in the following example, “she did not went”.

For that, OE teachers should boost their students learning grammar rules through intensive practice so that they can speak the FL accurately and meticulously.

1.2.7.1.3 Pronunciation Mistakes

Pronunciation means to utter a word or a sentence in a correct way so as to be understood and meaningful. Whenever a student has a mistake in pronouncing a word, the listener may be confused and misapprehend the purport. This will impede communication and interaction.

The fact that a word is mispronounced has two main reasons. The first reason is, the influence of the mother tongue or what is called first language interference as learners frequently prefer to use their L1 to communicate in the classroom. The second reason lies on incorrect pronunciation of former teachers. Learners used to imitate their teachers repeating the same mistake without being aware of such wrong articulation which reflects negatively on their current pronunciation. Hence, having good communication demands good pronunciation. Nation and Newton (2009) affirmed that “having a good pronunciation of the language can help in normal communication” (p.75).

1.2.7.1.4 Mother Tongue Use

EFL learners use their mother tongue in the classroom for some reasons. First, it is easy and they get accustomed with. Second, they feel something strange if not using or speaking common language. Third, they feel free when speaking their mother tongue rather than restricted by new language. In some cases, learners find it difficult to keep talking in the target language and being more “exposed”.

The use of the mother tongue; consequently, reflects negatively on enhancing EFL students’ speaking ability. In other words, students cannot succeed in speaking a FL unless they stop using their mother tongue in the classroom.

Baker and Westrup (2003) stated that “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p.12). Moreover, keeping borrowing words and structures from mother tongue will not bridge the gap of vocabulary lack in the target language, but it will obviously make students unable to use the FL.

1.2.7.2 Psychological Difficulties

In addition to the linguistic difficulties, there are another sort of impediment which are psychological difficulties including inhibition, lack of interest, lack of self confidence, and anxiety.

1.2.7.2.1 Inhibition

The word inhibition means the discomposure that a person feels which hampers him/her from acting normally. That is to say, inhibition is that feeling of fear and hesitation that influences a natural behavior.

Inhibition, generally, takes place when students attempt to participate in a FL, but they become reluctant to speak in front of their classmates. These students are usually shy or afraid of making mistakes and being criticized. Ur (2012) affirms that “students are often inhibited about trying to say things in a foreign language in the classroom Worried about making mistakes, fear of criticism or loosing face, or simply shy of the attention that their speech attracts” (p.118).

To sum up, inhibition seems, apparently, to be one of the psychological factors that constrain EFL learners to speak in the classroom albeit they can speak competently.

1.2.7.2.2 Lack of Motivation

Motivation is to get students engaged and fully involved in the classroom activity. Students can get engaged when their thoughts and minds are immersed in the current task.

Motivation can be accomplished through different ways such as stimulating pictures, using songs or games. If these techniques were used challengingly, learners will get back their desire and join their classmates to participate. Students, generally, feel bored with the same methods applied in daily teaching sessions and lose their desire to participate in the classroom or afraid of what would be said if they spoke. These negative factors affect not only on their participation but also on their learning a FL.

According to Harmer (2001), when there is no motivation, it is difficult to do any effort. In other words, motivation is very important to make the students do their effort to learn more. Both the teacher and the students should cooperate and help those students who are shy or who have lack of self-confidence so that they can enhance their English.

1.2.7.2.3 Lack of Interest in the Subject

Students usually have nothing to say about a given topic because the latter is not interesting or the way it is presented was not appropriate enough to attract their attention.

In this way, they tend to say “have no idea” or “no comment” which later reflects badly on their participation in the class. Hence, the teacher should propose familiar and interesting topics and they should suggest subjects that address their needs and desire to discuss. This will help in problem solving and building a critical mind.

1.2.7.2.4 Anxiety

Anxiety is known as a “difficulty related to negative feeling such as uneasiness, self-doubt and frustration that prevent learning achievement” (Arnold & Brown, 1999,p.8-9).

According to Richard (2008), anxiety is “a state of apprehension about some future threat. For example, worry about giving a presentation that is a week away is a reflection of anxiety” (p.07). In other words, EFL students may be worried about facing their classmates or their teacher while presenting something in the class. This is due to many reasons. The first reason lies on the fact that they fear of making mistakes and being criticized and this is what is called by Heron (1989) “acceptance anxiety”.

The latter is the first component in learners' speaking anxiety which is related to the learners' worries about whether he/she will be liked, accepted, wanted or not. Orientation anxiety is the second component which is concerned with the learners' understanding in the class, while the third component, is related to the learners' aptitude to carry out some language activities such as pronunciation. This is known as performance anxiety so as to be able, for EFL student to accomplish their learning objectives.

In addition, anxious learners may turn their hesitation in speaking to others' misinterpretation of what they really mean. For instance, some learners say that they cannot express themselves because their classmates may not understand what they are saying, or simply they wait for someone else respond instead of answering themselves even if they know the answer.

According to Brown (2007, p.162-163), there are two types of anxiety; debilitating anxiety and facilitative anxiety. They are also called "harmful" and "helpful".

The harmful anxiety is uneasy feeling that obstructs the students from achieving their learning purpose aptly. Such kind of anxiety should be avoided as possible since debilitating anxiety causes self-doubt that has negative impacts on learning a FL. Helpful anxiety, as its name indicates, helps the students attaining success by motivating them to do their best so that they can get better marks. Facilitative anxiety has a positive effect on learners' oral production.

1.2.8 Teaching Speaking through Games in the Classroom

Speaking English is not an easy task for EFL students. They face many problems under certain conditions and particular barriers such as linguistic or psychological ones.

For this, teachers should attempt to create a comfortable atmosphere for their learners to get them involved and grant to each an opportunity to speak willingly and interact in the classroom through various activities. These activities are required to be funny and amusingly used like using games. Such activities are implemented to enhance students' speaking skill in terms of fluency and accuracy.

Improving learners' oral production may cover enriching their vocabulary, evolving their grammar and language structures, developing their accent and pronunciation including intonated speech.

It depends on the teacher's purpose, student's level and learning objective to choose what game to be applied. In addition, implementing games may range from guessing, searching, or matching games to puzzle or information gap games.

Hadfield (1984) stated that "games are an activity with rules and an element of fun" (p.4). Whereas Chen (2005) asserted that games rise students' enthusiasm and make them active for asking more questions in order to achieve the goal as well as developing their critical thinking.

Hence, games are an effective strategy to break the routine. They are used for relaxation and at the same time make students better motivated for learning a FL without being embarrassed or worried.

1.2.9 Speaking Activities

So as to have a fair chance for most of the students to speak in the classroom, the teacher should use different activities variously that are discussion, storytelling, role-play and prepared talk when presenting a lecture or a course. This will create cooperative environment in which both the teacher and his/her learners exchange ideas and broaden their knowledge by encouraging and practicing speaking.

1.2.9.1 Discussion

Discussion can be one of the most effective activities that is used by teachers to draw students' attention and get them involved in a given topic. Discussing about an interesting topic allows learners an equal chance to interact openly and spontaneously.

Discussion should be after providing learners with a brief glance about particular topic then giving them ample time to gather their ideas and be ready for the debate.

Thornbury (2005) asserted that "many teachers would agree that the best discussions in the class are those that arise spontaneously, either because of something personal that a learner reports or because a topic in the course book triggers some debate" (p.102). This is to say, to have a better discussion, the latter should be triggered involuntary by the student in order to comment on something stimulating proposed by the teacher.

Overall, it can be said that discussion may be very worthy if it tackles interesting topics under appropriate conditions let's say motivation, self-confidence, on the part of the student. Furthermore, it can be used to give a boost to learners' speaking skill in the classroom.

1.2.9.2 Prepared Talk

Prepared talk is an activity carried out in the classroom where students are asked to prepare themselves in order to talk about important topic of their own choice. In an attempt to prepare a talk, the teacher gives his/her learners a chance to accumulate their thoughts and then present this topic the way they prefer.

According to Harmer (2001), “prepared talks where a student makes a presentation on a topic of their own” (p.274).

1.2.9.3 Role-play

Role play is known as a real performance where students have to act out a situation in the classroom. For example, they imagine themselves as a family. One of the students performs the role of a father and other students take the role of sons. Such activity helps encouraging learners to practice speaking in front of their classmates. For this, role play is used by the teacher so as to increase students’ self-confidence and high participation. It is; therefore, a better chance for students to pay more attention on their mistakes, a better opportunity to have a self-correctness and correct other classmates’ mistakes.

1.2.9.4 Storytelling

Storytelling is an activity in which students have to create a story and retell it to their classmates using appropriate vocabulary. This will rise learners’ interaction and storytelling will improve their speaking skill in the classroom. It is regarded to be one of the basic brick of everyday conversation since students are given the chance to create their own story with their own style based on original story or any authentic material.

Thornbury (2005, p.95) indicated that a storytelling is “a universal function of language and one of the main ingredients of casual conversation”.

1.2.10 Teacher’s Role

The teacher has a very important role in the classroom as he/she is responsible for providing EFL students with what they need to speak as fluently and accurately as possible.

This can be achieved through motivation and interaction. The teacher’s role varies depending on the course objective. He/she can be an assessor, prompter, or a resource.

1.2.10.1 Assessor

Assessing means evaluating. Therefore, the students expect their teacher to be a model who has abilities better than theirs. In this way, he/she can evaluate or assess accordingly.

The teacher is an assessor when he/she gives marks and he/she makes a decision about their success.

Harmer (2001) claimed that “teachers act as an assessor by offering feedback on performance, handing out grades, saying whether students can pass to the next level” (p.59).

1.2.10.2 Prompter

As prompter, the teacher tries to help students to speak a FL when they need support. This is due to lack of vocabulary or because they forget some words during interaction, and when performing something in the classroom.

To summarize, the role of the teacher is to encourage the students to carry on speaking competently.

1.2.10.3 Resource

As far as correcting mistakes and providing information are concerned, the teacher can play a significant role in the classroom to be a source of knowledge. Accordingly, students generally tend to ask their tutor about something or to identify something like meaning of some words, pronunciation, new vocabulary, or how to form certain structure.

Harmer (2001) stated that “when we are acting as a resource we want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us” (p.64).

By way of explanation, the teachers, when helping students, should develop some skills to build their self-reliance instead of granting them everything ready on their behalf. It is mainly to prepare the learners to solve problems themselves and to get them more responsive for other complicated situations when their instructors are not there.

1.3 Conclusion

Speaking is very essential skill in teaching and learning any FL or SL. Students by developing speaking, they can develop other skills like listening and writing. This skill helps learners communicate and interact easily and successfully inside and outside the classroom.

Chapter one is devoted for speaking skill and its different definitions, types, aspects, and functions. It mentions the relationship between speaking and listening and its importance for leaning a FL.

The first chapter determines the various difficulties. Among these difficulties, it has been mentioned the linguistic and the psychological problems that EFL learner may encounter.

Moreover, implementing games in the classroom when teaching OE module is crucial to have effective results.

At last but not least, the chapter is concluded with the role of the teacher in the class which seems to be influential in encouraging the learners to be more motivated and less reluctant while speaking. Apparently, learning a FL requires respective level of speaking competence

2.1 Introduction

Learning a FL or SL is not an easy task especially for novice EFL students. They may encounter many problems when learning a new language. So, in order to facilitate learning English language, the teacher should pave the way for his/her learners by using some effective strategies such as storytelling, role-play, using songs, or games. Games are very important elements in encouraging students to speak and; therefore, improving their speaking skill. According to Hadfield (1990), games are activities that have rules and goals in a funny way.

Games help teachers create comfortable atmosphere in order to motivate learners to speak with confidence. It is also to rise a kind of competition among them to win. This chapter is devoted for implementing games in the classroom. It includes different definitions of games, its types. Other games are classified into three kinds. Games for learning grammar, games for learning vocabulary, and others for learning pronunciation.

It has been chosen the various games related, specifically, to pronunciation, grammar and vocabulary since these components are the most significant elements in learning and teaching speaking skill of a FL.

The second chapter presents several functions and many benefits which are found in using games. Then, it has been mentioned the importance of games in learning and teaching English. After that, the chapter includes how the teacher should plan and organize the class and when he/she should apply games.

Finally, it has been shown the role of the teacher in the classroom as he/she uses games. He/she can act as an organizer, an observer, or as a facilitator.

2.2 Definition of Games

Games are regarded to be one of the most effective strategy used by teachers to help learners speak freely and spontaneously in a relaxed environment. In this way, the teachers do not only give students opportunity to express what they want but also they help them improve their speaking skill.

The concept "game" has already been defined by many scholars like Hadfield (1984), Uberman (1998), Karter (2000), and Wright (2006).

According to Uberman (1998), "games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see the beauty in a foreign language and not just problems that times seem overwhelming" (p.3). Moreover, Kiryk (2010) declared that "games are fun activities that promote interaction, thinking, learning, and problem-solving strategies" (p.4).

Whereas Karmer (2000) affirmed that " games as objects consist of components and rules which have certain criteria: rules, a goal, always changing a course, competition" (p.1)

As stated by prior researchers, games are very helpful instruments in creating amusing and competitive surrounding for learners to interact and to be active speakers rather than being static listeners in the classroom. This strategy is applied to attain a general aim that is enhancing speaking skill later on.

2.3 Types of Games

As mentioned earlier, games are used by teachers so as to facilitate and support students for participating and speaking in the classroom.

Respectively, Hadfield (1984) has split up games into two distinct types and each type is divided into different sorts.

The first type consists of two categories competitive and co-operative games. In competitive games, each student rushes to reach the common goal and to be the first winner. While in co-operative games, all the students collaborate to attain the goal.

The second type covers various kinds. This encompasses guessing games, searching games, information gap games, matching games, exchanging and collecting games, and role play.

2.3.1 Guessing Games

Guessing means to deduce or speculate the meaning of something or to think about the meaning of something. Guessing games involve trying to know something from someone who knows the answer through a hint or a description of something or someone.

Klippel (1984) asserted that "the basic rule of guessing games is eminently simple; one person knows something that another one wants to find out" (p.31). For example, a student

depicts a famous person, place or a thing. Then his/her classmates try to focus on the description to guess the right answer.

Klippel (1984) continued " guessing games are true communicative situations and as such are very important for foreign language learning" (p.31). In other words, guessing games are very important in promoting communication among students in a motivating way.

2.3.2 Searching Games

In searching games, all students should be involved to play in the classroom. They are given a framework or a grid and each one has to complete his/her grid. The grid consists of cells and each cell should be filled by someone who fits that cell; for example, a musician provided with his/her name. The principle of this kind of game is to ask and seek information. To finish their grids, students collaborate on filling the cells.

2.3.3 Information- gap Games

Information-gap games are activities used in the classroom. They are used to give and obtain information or details and solve problems. In these games there is a gap or a break which requires bridging. For example, when a student does not know a piece of information, he/she needs to fill that gap by completing the task he/she has to do such as listening to a description in order to draw a picture.

According to Nunan (1989), " information gap which involves a transfer of given information from one person to another, or from one to another, or from one place to another generally for decoding or encoding of information from or into a language" (p.66). In this game, the class should be divided into two groups "A" and "B" where group "A" knows the information while group "B" tries to find it. For instance, describe and draw a picture game in which a group describes a picture to the other group in order to draw it such as a shape, a person or a place...etc. In this game there is a gap and one of the groups tries to bridge it.

2.3.4 Matching Games

Matching games requires joining resembling items together by the students. To do this, everyone should turn around to find his/her partner having the same item such as a picture or a card. This can be done by selecting a picture from a list in order to match his/her partner's one.

2.3.5 Exchanging and Collecting Games

As its name indicates, this type of games requires exchanging pictures or cards among students to complete a set. They can also barter ideas in order to have further information.

2.3.6 Role-play

Role-play is very significant in equipping students with experience of communication in the classroom. It is; therefore, used to help students to participate and interact.

Lee (1979) stated that role play is " an aspect of simulation. A whole situation simulated in the classroom, and the participants adopt rules which belong to it" (p.147). While Harmer (1998) said that "role play games are those where students are asked to imagine that they are in different situations and act accordingly" (p.92).

This is to say, role play games encourage students to play a role and to behave according to it e.g, acting out as a customer at a restaurant. In this role, the student imagines him/herself as a customer by using the language appropriately.

Finally, among several games, there are a variety of games that can be used. However, the teacher should be carefully selective. He/she should choose interesting as well as beneficial games that help students to speak a FL enthusiastically.

2.4 Structure Games

Structure games facilitate to students forming correct sentences and getting information. Thus, these games boost communication and they promote speaking in a FL inside and outside the classroom.

Lee (1979) affirmed "structure games provide experience of the use of particular patterns of syntax in communication" (p.13).

2.4.1 "Who am I?" / "What's my name?"

Method

- ✓ To play this game, all students should be involved.
- ✓ Every student acts as somebody else using appropriate language. The character being performed should be known locally, nationally, or internationally to be easily recognized such as Shakespeare.
- ✓ Each student composes two short sentences about him/herself; for instance, I lived in London. I solved many criminal cases.
- ✓ Without mentioning the name, the student gives more information about the person. For example, I was a detective and I solved many cases based on logic! This person is Sherlock Holmes.
- ✓ The student who can first speculate the person wins.

(Lee, 1979)

2.5 Games for Learning Grammar

According to Cowan (2008), grammar is a set of rules that arrange words or a group of words in order to form correct and meaningful sentences. Consequently, grammar is a basic brick that should be built for FL learners to speak correctly in a particular language. Whereas Ur (1988) said that "grammar as the way a language manipulates and combines in order to form units of meaning" (p.4). Even though grammar provides learners with meaningful units, students still have difficulty to implement the right rules to speak which means the availability of the rules does not mean the ability to use them properly and correctly. Hence, the teacher should create new procedures as successful strategy to simplify the learning of grammar easily and interestingly. To do so, grammar should be taught in a funny way in order to attract the students' attention to different grammar rules by which they use spontaneously and correctly. In this way, they can avoid grammatical mistakes.

In order to enhance students' grammatical structure to speak accurately and meaningfully, Watcyn-Jones (1995) proposed some practical games such as adverb games, complete the story, countable and uncountable games.

2.5.1 Adverb games

The adverb games require the whole class to participate in playing.

Method

- ✓ Teacher prepares adverb cards and disorganizes them.
- ✓ After that, he/she splits the class into two groups "A" and "B" and he/she puts the game cards and the adverb cards hidden on the desk.
- ✓ The first group starts. One of the group member comes to the front and uncover the game and the adverb cards; for example, paint the wall quickly.
- ✓ The student, then, tells the class: Iam painting the wall quickly.
- ✓ Next, he/she performs what he/she says for a while and for which the teacher gives him/her the mark for the mime.
- ✓ Another student from group B steps forward and does the same as the member from group A did in which he/she reveals other two cards. In the same way the game goes on for both teams.
- ✓ One of the groups wins with higher score.

(Wadcyn-Jones, 1995)

Note

For both teams there should be two purposes to attain. The first purpose is to guess the game when a student is miming and the second purpose is the way the student performs the game. Based on this, for guessing the game, the team earns two points and for guessing the adverbs the team gets five points. In case group A gives incorrect answer, group B is given a chance to respond and to benefit extra points for their behalf.

Adverb games are applied in order to get students involved in learning grammar. There are some examples of adverbs that can be used by the teacher to play "adverb games" in the classroom shown on the following table.

Accurately	Affectionately	Aggressively	Angrily
Carefully	Carelessly	Casually	Cautiously
Cheerfully	Clumsily	Confidently	Energetically
Noisily	Nonchalantly	Passionately	Playfully
Proudly	Quickly	Quietly	Reluctantly
Sadly	Self-consciously	Sensuously	Seriously
Slowly	Smugly	Stiffly	Stylishly

Table 1: "The Adverb Games" (Wadcyn-Jones,1995, p.122)

Using an adverb in a sentence properly can be carried out through this kind of games so as to enhance speaking English.

2.5.2 Complete the Story Game

Complete the story game entails the student to fill in the blanks in the story. First, the teacher reads the story to the students, then he/she assigns them into pairs or groups to fill in the gaps with verbs which are given in an isolated sheet of paper.

Method

- ✓ The teacher distributes the handouts to the students after he/she split them into pairs or small groups.
 - ✓ The teacher explains the game and its conditions by reading the story with gaps and he/she asks them to insert twenty-five missing verbs which are the ones on the submitted handouts.
 - ✓ The instructor rereads the story again and he/she gives a moment to the students to complete the story with an appropriate verb from the list which was given earlier.
- (Walcyn-Jones,1995)

Complete the Story (answer sheet proposed by the teacher)

The Longest Day

This story happened a few years ago when British people could go on a day trip to France without a passport. It is about a Mr and Mrs Elham who went on a day trip to Boulogne.

When they (1... had finished...) their shopping, the couple (2... set out...) for a stroll to see the sights of the dawn. Unfortunately, they didn't (3... know...) much French and could not really (4... understand...) the street signs, so they (5... become...) completely lost. The French people they (6... met...) were very kind and eventually they (7... got...) a lift to the railway station.

As the last ferry (8... had left...), the Elhams (9...decided...) to go to Paris and (10... make...) their way back to Dover from there. Unfortunately, they (11... caught...) the wrong train and (12... found...) themselves the next morning-in Luxembourg! The local police (13... put...) the confused passengers on a train from Paris and they (14... slept...) most of the way- all too soundly, in fact, since they (15... missed...) their connection and (16... woke up...) in Basel in Switzerland!

The obliging Swiss police (17... gave...) the couple directions back to Boulogne but somehow, they (18... lost...) their way again and ended up (19... hitchhiking...) over sixty kilometers to Vesoul in central France. A long-distance lorry driver gave the confused couple a lift to Paris, but when they (20... reached...) the Gare du Nord, their troubles were not over.

‘We (21... misread...) the signs,’ Mrs Elham (22... explained...), ‘and took the train to Bonn in Germany.’

From Germany the Elham (23... were sent...) quickly back to France. At the board, a sympathetic gendarme decided to (24... make sure...) they got to Boulogne safely, so he (25... drove...) them all the way there.

(Wacyn-Jones, 1995, p. 145).

Complete the Story

This is a list of twenty-five verbs for students to complete the story.

Became	Gave	Make	Reached	Found
Caught	Got	Make sure	Set out	Lost
Decided	Had left	Misread	Understand	Put
Drove	Hitchhiking	Missed	Had finished	Woke up
Explained	Know	Met	Were sent	Slept

Gaps

1.....	6.....	11.....	16.....	21.....
2.....	7.....	12.....	17.....	22.....
3.....	8.....	13.....	18.....	23.....
4.....	9.....	14.....	19.....	24.....
5.....	10.....	15.....	20.....	25.....

Figure 1: "Complete the Story" (Wacyn-Jones, 1995, p.144)

To complete the story, the students need to read the story thoroughly and then try to focus on the meaning of the verbs so as to insert each of the twenty-five verb in the right gap appropriately. Students can pick up much when playing this kind of game. They can acquire different sentence structures, regular and irregular verbs, phrasal verbs and so on.

2.5.3 Countable and Uncountable Nouns Games

Countable nouns are nouns that can be counted or having a quantity. While uncountable nouns are nouns which cannot be counted and they do not have a plural form. Playing such game enables students to distinguish between countable and uncountable nouns.

Method

The next steps are followed in playing countable and uncountable nouns games:

- ✓ Prepare a list of nouns containing countable and uncountable nouns and disorganize them.
- ✓ Split up students into small groups, and then ask them to bring out a sheet of paper which they will need to answer. After that, tell them to divide the paper into two columns in which they will put their countable and uncountable nouns.
- ✓ Put the cards hidden on the desk. Either you read the nouns one by one or you write them on the white board so as to facilitate to the groups classifying the nouns on the right column.
- ✓ Carry on doing the same thing until you finish with all the nouns.
- ✓ Check the correct answers orally.

(Watcyn-Jones,1995).

This can be well accomplished through, firstly, giving students examples about countable and uncountable nouns to have an idea about the different types of nouns which adequately can help them in distinguishing between countable and uncountable words and write them on the appropriate column. They can; therefore, realize how to use them later on. For example, instead of saying "I need a water", they would say "I need some water".

The following table represents some examples of countable and uncountable nouns.

Countable	Uncountable
Apple	Air
Banana	Bread
Bottle	Cheese
Car	Gold
Child	Ice
Egg	Milk
Flower	Money
Hat	Music
House	Rice
Newspaper	Salt
Orange	Sugar
Potato	Tea
Umbrella	Water

Table 2: "Countable and Uncountable Nouns" Games (Walcyn-Jones,1995, p.142).

The table shows some examples of countable and uncountable words that the teacher may use when playing such kind of games in the class to help students to differentiate between the two types of nouns.

Teaching and learning grammar become easy and funny through implementing games like "adverb games", "complete the story", and "countable and uncountable nouns " games. In this way, learners find themselves unconsciously immersed and they think about the right answer to win the game. Winning the game is regarded to be as an impetus that pushes the student to speak and share the answer with classmates using simple words.

On the one hand, the student is enhancing his/her speaking skill gradually and ardently. On the other hand, through using games, the teacher is exposing the FL to the learners who can acquire a lot by playing those games.

2.6 Games for Learning Vocabulary

Vocabulary has an important role in learning any FL. It is a key element that combines the four skills of speaking, writing, listening, and reading. For this, EFL students should have enough quantity of words to be able to communicate inside and outside the class. However, some EFL learners cannot memorize what they have been taught. Consequently, they have poor vocabulary store. Besides, other learners find it difficult to acquire new vocabulary through reading which takes much time and it makes them feel bored instantly.

This is why the teacher, as professional, should build a communicative environment for the students to get their interest. This environment helps forming what Swain (1993) called "comprehensible output" that includes speaking and writing.

The communicative environment can be attained through using educational games as potent strategy for learning vocabulary effortlessly and quickly.

Vocabulary games support students not only in learning new words but also in understanding the meaning of the new words in particular context. According to Lee (1979), vocabulary game as "one in which the learners' attention is focused mainly on words" (p.37).

Concisely, learning vocabulary through games allows students to be immersed in learning a FL without being aware or forced in acquiring words.

2.6.1 Incomplete Definitions Game

In incomplete definitions game, students have to define or depict things that are familiar to them. It is carried on by Lee (1979). This type of games is used to stimulate the student to speak in the classroom by joining the classmates and participate.

Method

The following steps are conducted in implementing "incomplete definitions" game:

- ✓ The class should be divided into small groups so that they can challenge each other by defining words. A student from one group defines something and defy other group to guess the word. The groups can get points for correct answers and they gain extra points for correct spelling as well.
- ✓ There should be too brief hints for students to guess the word.

✓ Examples :

- A utensil where we heat water. (Kettle).
- An electronic machine by which we make a research. (Computer/Pc).
- A device by which we take photos. (Camera).
- An activity used for entertainment or pastime. (Game).

Incomplete definitions game is very useful for learning new vocabulary. (Lee, 1979).

2.6.2 "Find Someone Who" Game

Students are asked to guess the word about something or someone; for example, giving a word that starts with "s", or choosing from a list to name a word(s), giving adjectives, verbs, synonyms, opposites...etc. This type of games can be applied for the whole class as groups or pairs.

Method

- ✓ The teacher divides the class into groups.
- ✓ Then, he/she asks group by group questions.
- ✓ The group with high score/points is the winner.

Can name two fruits that begin With "p".	Can name two vegetables that begin with "c"
Knows the opposite of Rich Deep Heavy	Knows a synonym for Unhappy s..... Start b..... Depart l.....
Knows how many eyes you close when you wink	Can name four wild animals
Knows what animal lives in a kannel a nest	Can name three things work Men Women
Can name five things you can drink	Can name five things you can eat .
Can name five verbs that begin with "T"	Can name five adjectives that begin with "S"

Table3: "Find Someone Who" Games (Watcyn, 1993, p.28).

2.7 Games for Learning Pronunciation

Pronunciation is one of the basic elements in learning a FL. However, some students ignore pronunciation and they focus mainly on grammar and vocabulary. This is commonly because they do not have the right pronunciation of words and they try to pronounce it as they know.

The mispronunciation will absolutely lead to misunderstanding in one way or another. For example, the speaker would say something but the listener would understand something else, or when a FL learner has incorrect pronunciation, he/she cannot understand the native speaker.

Burns and Claire (2003) said that "pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener" (p.5).

According to Hancock (1995), the pronunciation of a FL is generally learnt from the teacher as a model for his/her students to listen and to repeat in order to get the appropriate articulation.

Effective communication goes hand in hand with good pronunciation and intonation. (Burns & Claire, 2003).

Pronunciation games, suggested by Hancock (1995), focus on how to pronounce the words. Among these games, "bingo games" are recommended.

2.7.1 "Bingo" Games

Bingo games are useful strategy to teach students correct pronunciation of words.

Method

- ✓ The teacher copies the cards containing words having the same pronunciation except for one sound.
- ✓ He/she should remind learners about how to play "bingo game" rules/conditions...etc and that they have to complete row horizontal, vertical.
- ✓ He/she tells the students to draw a grid of square.
- ✓ The teacher reads the words and the students write them at random order on their cards. At this level, students should ask for spelling.
- ✓ He/she reads one word from each card in random order.

- ✓ When they hear the words, tick them off.
- ✓ As the students complete the horizontal or vertical line, one of them declares "bingo!" The teacher, then, asks the student to read the words he/she gets in order to check if the words are the same that he has already read.
- ✓ The game goes on the same way to give a chance to other students with a purpose of participation and winning.

This game gives students a good opportunity to interact in the classroom and; thus, they can correct each other to improve their pronunciation.

Bingo 1				Bingo 2			
Bad	Boot	Pet	Beat	Beat	Paid	Pet	Boot
Part	Bed	Fat	Paid	Bad	Put	Part	Feet
Food	Feet	Boat	Bird	Boat	Bird	Bad	Fat
Bit	But	Fit	Put	Bit	Fit	Food	But

Bingo 3				Bingo 4			
Bit	Foot	Part	Bad	Pet	Beat	Boot	Part
But	Feet	Bed	Boot	Paid	Boat	Fat	Bad
Bird	Boat	Fat	Pet	Put	Bed	Fit	Bit
Fit	Paid	Put	Beat	Bird	But	Fit	Food

Bingo 5				Bingo 6			
Part	Bad	Bit	Food	Fat	Paid	Beat	Pet
Pet	Fat	But	Feet	Bed	Boot	But	Bad
Boot	Boat	Bed	Bird	Food	Bird	Part	Fit
Beat	Paid	Put	Fit	Feet	But	Bit	Boat

Tables 4: Bingo Games (Hancock, 1995, p. 71).

Grammar, vocabulary or pronunciation should be taught interestingly and in entertaining way through games so that the student can feel at ease and he/she gets motivated to speak in the classroom.

2.8 Functions of Games

Educational games are used both to meet teaching purposes and to satisfy students' needs that is learning a FL.

Accordingly, educational games have several functions in the field of Didactics.

First of all, games have a function of organizing. This organization is in terms of managing time effectively or activating students' actions and governing their responses by game rules. This function is very important especially for the collaborative work and it is useful for timid learners.

The second function is the motivating function. When using games, the teacher is stimulating and encouraging the learners to speak and to participate by giving points. This is why games act as motivation for the students so that they can win and get the bonus.

The third function is Didactic one. Implementing games, as it has been mentioned earlier, has a purpose behind it. This purpose is developing many skills like speaking as a linguistic skill or intellectual skill that is memorizing new vocabulary and recognizing individuals such as famous people.

The next function is the cognitive function. When applying games, the teacher focuses on developing the learner's personality, abilities and achievements.

The last function of games is the educational function. Games help in setting rules in the classroom. The teacher can control students' behavior as he/she can manage the class. The educational function requires knowledge and some developed skills so that the learners can interact with each other.

2.9 Benefits of Using Games

The benefits of using games to enhance speaking skill can be summed up in the following points:

- ✓ Games are useful way to break a usual routine of the class.
- ✓ Games are learner-oriented and learner-centered.
- ✓ They foster the communicative competence.
- ✓ Games are motivating and challenging.
- ✓ They create an effective context for language users.
- ✓ They help in developing language practice of several abilities such as speaking, listening, writing, and reading.
- ✓ Games reduce anxiety and they increase learner's proficiency.
- ✓ They integrate various linguistic skills like fluency and accuracy.
- ✓ They encourage participation, interaction, and spontaneous use of language.
- ✓ They build a cooperative and a competitive learning environment.
- ✓ Games evolve critical thinking, imagination, and they help in problem solving.
- ✓ They are appropriate for different levels of knowledge.
- ✓ They do not take much time to play.
- ✓ Games Provide feedback promptly.

(Deesri, 2002, p.3; Kim,1995, p.1)

2.10 Deciding Which Game to Use?

Using games in the classroom should not be at random. Instead, the teacher has to decide which game to implement taking into account hi/her learners' level and the purpose behind using particular game. (Carrier,1990).

In addition, the teacher should consider other characteristics of the learner. This is to say, whether a learner is young or old, serious, and if he/she is motivated enough or not.

Furthermore, the teacher ought to, thoroughly, grasp the game and its nature so that he/she can control the game if it is necessary.

Games generally must be adjusted so as to meet teacher's requirements and learners' language level and their characteristics. What is important is, applying games which get learners involved in the language learning by creating educational and amusing environment otherwise it is a waste of time.

2.11 The Importance of Games

Games have a prominent importance specifically on communication and interaction level. They can also contribute in developing some abilities and skills such as speaking. They are means of motivation that push the student to learn.

2.11.1 Games and Communication

Games are used as a support for learning a language in a comfortable atmosphere for students to communicate. According to Hadfield (1984), "games provide an opportunity for real communication" (p.4).

Communication is actually a real chance for students to practice and speak. They; therefore, can express their ideas, opinions, or thoughts. Hedge (2000) asserted that "students need plenty of opportunity to practice the language in situations which encourage them to communicate their needs, ideas and opinions" (p.44-45).

Hadfield (1984) declared that during games session, the teacher should encourage the spontaneous speaking and should focus on communication and interaction rather than correcting the language.

In brief, games promote a language of communication in the classroom.

2.11.2 Games as Motivator

Games are used as a motivator since they boost the learner's desire towards learning a FL in order to achieve communication. Motivation stimulates the learner to be a part of classroom activity and he/she can get rid of what causes fear and anxiety. Moreover, it increases self-confidence and self-reliance.

2.11.3 Games Increase Students' Proficiency

When implementing games in the classroom, the teacher each time sets his/her objective for learning something by focusing on certain points such as grammar, vocabulary, pronunciation and so on. Consequently, a student can acquire many things. In this way, he/ she is developing and attaining gradually language proficiency by increasing competences such as improving speaking and listening skills.

2.12 When to Use Games?

Generally using games are preferred to be implemented at the beginning of the course to introduce some vocabulary item, or grammatical item. Other teachers prefer applying games at the end of the lesson to ensure the learners' understanding and encourage shy students to join the class. However, some teachers use games just to break the usual routine and to try something different when they have time without bearing in mind the importance of games in the classroom.

According to Avedon (1971), “games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses” (p.28-29). In other words, what the student does not understand, he/she will grasp it later among competitive motivating environment. This is why implementing games, according to Lee (1979), should not be considered as a secondary activity and they should not be applied in leisure time. Instead, the teacher should know how to manage his class by allocating time for integrating appropriate type of games whether verbal types like speaking or nonverbal such as writing.

2.13 How to Use Games?

According to Wright (2006) there are two ways of implementing games in the classroom: a pair work or a group work.

2.13.1 Pair work

Pair work is a convenient way of organizing and controlling the classroom. Splitting up the class into pairs enables the teacher to establish cozy atmosphere so that he/she can avoid many discipline problems that may be instigated when applying games. Additionally, it helps each student to have a chance to speak and to be heard by his/ her classmates. (Harme,2001). In addition, to have a better organization, pair work is an easy way compared to group work.

2.13.2 Group Work

Using games needs a Cooperative work. For this, a group work is highly required to increase a competition among students which will motivate them when exchanging information. In this case, the teacher; for instance, can help the groups by giving further instructions and explanation if necessary. Brown (2004) said that a group work is “generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language” (p.177).

2.14 Teacher's Role in Implementing Games in the Classroom

The teacher usually has a great responsibility towards his/her students since he/she plays an important role especially in providing knowledge and building a respectful personality among society. According to Harmer (2001), the teacher commonly has three responsibilities when implementing games in the classroom. He/ she can be an organizer, an observer, or a facilitator.

2.14.1 Organizer

As an organizer, the teacher arranges the students into pairs or groups depending on what the game applied requires. Such organization helps both the teacher and the students to have better results and this can render positively on learning process which will later on emerge in speaking skill improvements.

Harmer (2001) asserted that “one of the important roles that teachers have to perform is that of organizing students to do various activities”(p. 58).

The role of the teacher as an organizer is outlined in the following Arrow.

Engage \longrightarrow Instruct (demonstrate) \longrightarrow Initiate \longrightarrow Organize feedback.

Figure 2: The Role of Organizer (teacher) (Harmer ,2001, p.59)

As shown in the figure the teacher should first start with engagement in order to get students' attention. Then, as a second step, the teacher gives instruction about the game. For instance, how to play this game, the rules to follow and what material used to play the game whether cards, charts, or sheets of paper. Moreover, the teacher should talk about rewarding the winner or blaming the loser. However, before moving to playing he/ she should check if students understand all what is related to the game. Among game conditions is time. The time is limited when playing games that students should respect. The game is over when time finishes. The last step is to organize feedback.

2.14.2 Observer

Observing the class is very important for the teacher to have an overview about what is happening in the class and this enables him to know who needs help for extra explanation and so on. This can help him to intervene at any time and control the work of the learner. Nevertheless, observing should be carefully done in order to avoid such confusion or anxiety on the part of the students. Instead, the teacher should revolve around the class and intervene in the right time.

2.14.3 Facilitator

Facilitating learning is one of the teachers' responsibilities by assigning different activities carefully chosen to have effective outcomes. One way of facilitating the learning process is, through using games in the classroom so that students can enhance their speaking skill.

2.15 Conclusion

This chapter discusses various definitions of games and its different types. In addition, the types of games are also classified into three parts. There are games for learning grammar, games for learning vocabulary, and other games are for learning pronunciation. Grammar, vocabulary and pronunciation are three components that contribute in enhancing EFL learners' speaking skill by promoting a spontaneous communication and interaction in the classroom. It has also been mentioned several functions and the importance of implementing certain types of games, when to use these games and how to do that. Finally, the chapter ends with the role of the teacher in the classroom when implementing games.

3.1 Introduction

The third chapter represents the practical part of the dissertation. It is allotted for describing and analyzing data. For this, two questionnaires have been administered; one for (06) six oral expression teachers and another for (50) fifty first year LMD students of English department at Saida University. Both teachers and students have been randomly selected from the total population. In addition to these questionnaires, a classroom observation is conducted to observe students' behaviors and attitudes towards learning a foreign language.

The research tools help in checking the reliability of the previous hypotheses; which assume that the use of games as an effective strategy may improve EFL learners' speaking skill. The last part of the chapter is left for suggestions and recommendations.

3.2 Research Techniques and Instruments.

The research study is intended to scrutinize the importance of using games in the classroom and enhancing speaking skill.

3.2.1 Participants

The sample of this investigation involves (06) six OE teachers of English and (50) fifty first year LMD students at Saida University. In order to support the claim, their responses have been analyzed and interpreted.

3.3 Instrumentation

3.3.1 Questionnaire

Two questionnaires have been administered in the study; one for OE teachers and the other for students. Both questionnaires are used to evaluate teachers' impression and students' perception of using games and their efficiency in improving the speaking skill. For this purpose, the informants are kindly requested to put a tick in the appropriate box or provide a full answer when it is necessary. (See Appendix "A" and Appendix "B").

3.3.2 Classroom Observation

It has been also conducted a direct classroom observation to have a clear idea about the teaching circumstances and environment. This is to assess learners' behaviors and attitudes towards acquiring a FL. In addition, it is to observe students' progress when they are learning a new language.

3.4 Procedure

The questionnaires that are submitted to the participants have been all filled. Thanks to their cooperation, all the questions have been fully answered. When conducting the classroom observation, students were very helpful and they thoroughly interact through an intensive communication.

3.5 Data Analysis and Interpretation

3.5.1 Teachers' Questionnaire

3.5.1.1 Introduction

This questionnaire is addressed to OE teachers of English Department at Saida University. The study aims to gather data about teachers' opinions towards the effectiveness of implementing games in the classroom to improve EFL students' speaking skill. All the six teachers were selected randomly from the whole population.

3.5.1.2 Description of Teachers' Questionnaire

Teachers' questionnaire contains nineteen (19) questions split up into three sections. Section one is about background information which consists of six (06) questions while section two is allotted for speaking skill which includes five questions. Whereas the third section remains for implementing games in the classroom that comprises eight (08) questions. (See appendix "A").

3.5.1.2.1 Section One: Background Information

Section one is about background information of OE teachers. The purpose of this section is to have teachers' general view and their qualification degree. Besides, it seeks to provide a researcher with considerable information about teachers' impression towards teaching oral expression module and its importance for their learners.

3.5.1.2.2 Section Two: Speaking Skill

Concerning this section, it contains five questions asking teachers about speaking skill and the activities used to teach oral expression module. Moreover, it includes questions about the problems that students may encounter in speaking and why. At last, teachers have been asked about how to improve such significant skill.

3.5.1.2.3 Section Three: Implementing Games in the Classroom

This section is dedicated to applying games in the classroom. There have been eight (08) varied questions. These questions have an emphasis on asking teachers if they use games, if students can benefit from games to enhance their speaking skill, what games to implement and why.

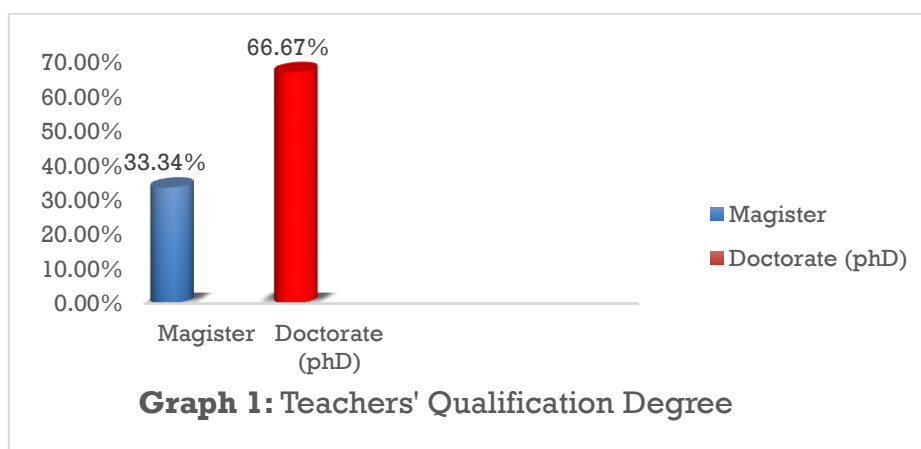
3.5.1.3 Results' Analysis of Teachers' Questionnaire

3.5.1.3.1 Section One: Background Information

Item 1 : Qualification Degree

Options	Participants	Percentage
Magister	02	33.34%
Doctorate (pHD)	04	66.67%

Table 5 : Teachers' Qualification Degree



The table shows that there is (66.67%) of the teachers who hold doctorate (PhD) degree and only (33.34%) who get Magister degree. This implies that teachers of English Department are of high competency and academically erudite.

Item 2: How long have you been teaching oral expression module?

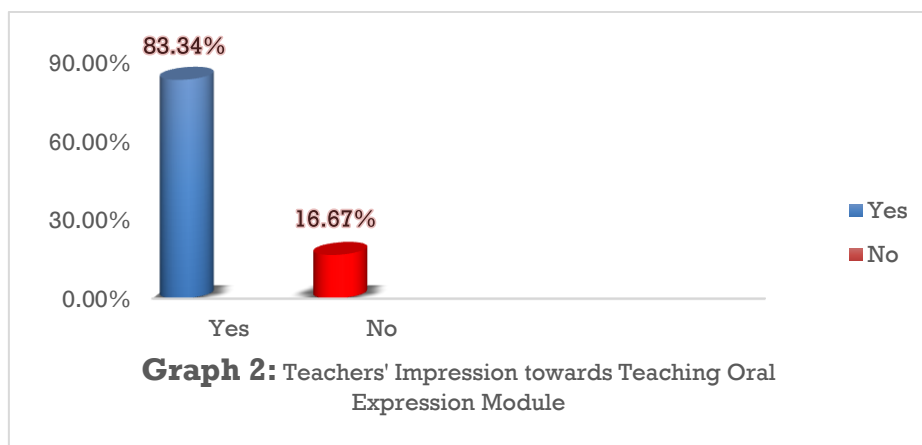
Regarding teaching oral expression module, there are a variety of answers. The first teacher taught oral expression module for eleven (11) years. Other teacher taught it for eight (08) years while another teacher taught it for six (06) years. The fourth teacher taught it for four

(04) years. The fifth one taught it for three years. The last teacher taught the oral expression module for only one year. This means there are some teachers who have a good experience in teaching oral expression. Whereas other teachers still need some experience to help learners improving their speaking skill.

Item 3: Do you enjoy teaching oral expression module?

Options	Participants	Percentage
Yes	05	83.34%
No	01	16.67%

Table 6: Teachers' Impression towards Teaching Oral Expression Module



The table shows that (83.34%) of the teachers enjoy teaching oral expression module except for one teacher (16.67%).

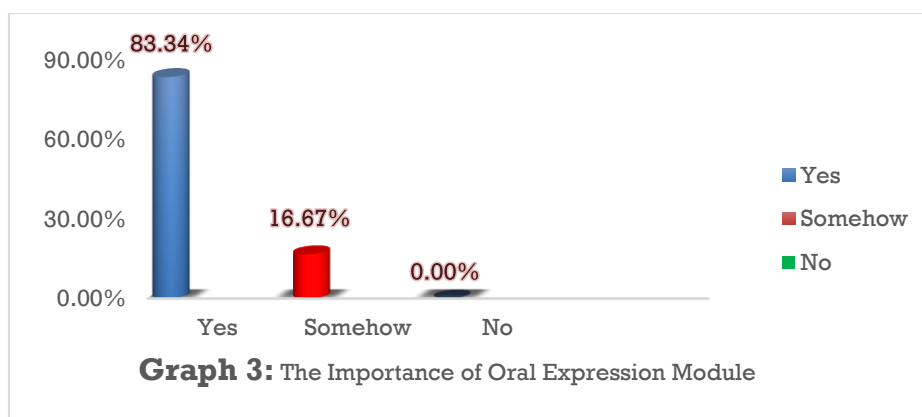
This teacher prefers teaching TEFL and Didactics. For those who enjoy teaching oral expression module. They give different justifications. Some of them prefer using many teaching techniques and observe the results through students' performance other find it as an opportunity to meet people and to get experience through interacting with students from different cultural backgrounds. Another teacher justifies his/ her answer with the following statement; that oral expression module joins different activities, and he links all skills together to help learners express themselves, while another teacher says that teaching oral expression module revolves around using the language and it is ;therefore, an actual and practical experience of teaching which means through teaching oral expression module, the teacher gets experience and the student will have a chance to practice more.

And this what makes the teacher enjoys and gets excited when teaching this module. The last teacher answers that this module is a means of communication, motivation and it fosters creativity.

Item 4: Do you think that oral expression is an important module to your students?

Options	Participants	Percentage
Yes	05	83.34%
Somehow	01	16.67%
No	00	0%

Table 7: The Importance of Oral Expression Module



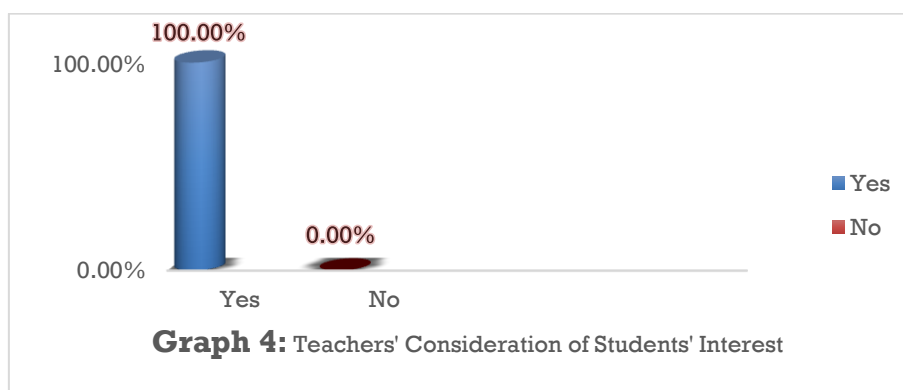
The results shown on the table indicates that the majority (83, 34%) of the teachers believe that oral expression module is important for EFL students and only one teacher who thinks that oral expression module is somehow important. According to the teachers, oral expression module is important because it develops students' speaking abilities such as fluency and it enriches their vocabulary. Moreover, learners need oral expression module to express their needs, thoughts and opinions. In addition to evolving verbal competencies, students can become more confidence and self- reliant.

In other words, OE module is very important to EFL learners to know how to use a FL orally and; therefore, to succeed in conveying their messages.

Item 5: Do you consider your students' interest when choosing topics for oral expression module?

Options	Participants	Percentage
Yes	06	100%
No	00	0%

Table 8: Teachers' Consideration of Students' Interest



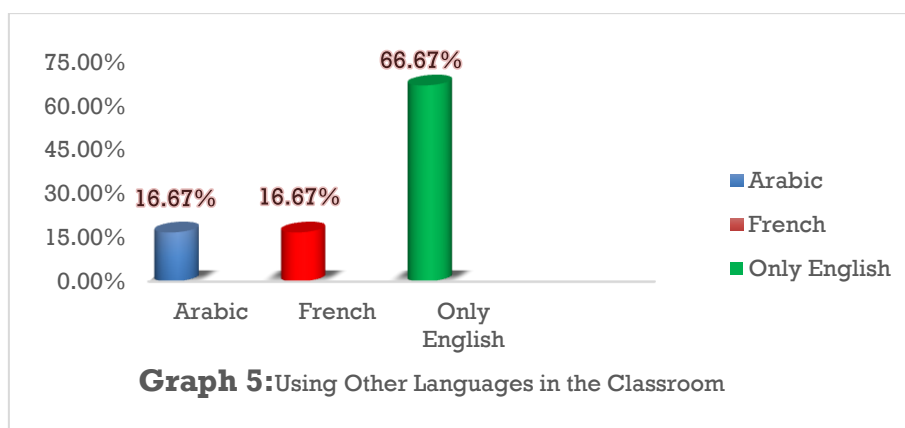
The results displayed on the table indicate that all OE teachers consider their students' interest when choosing topics to be discussed in the classroom. This means that teachers give their learners the opportunity to choose the topics or at least to suggest some topics that meet their needs and demands.

Thus, it is a great chance for students to express themselves at ease and even shy learners can participate without troubles. Furthermore, students when discussing topics that interest them, they will have much to say about and they will be eager to know more about the subject.

Item 6: Do you use other languages in the classroom? What are they ?

Options	Participants	Percentage
Arabic	01	16.67%
French	01	16.67%
Only English	04	66.67%

Table 9: Using Other Languages in the Classroom



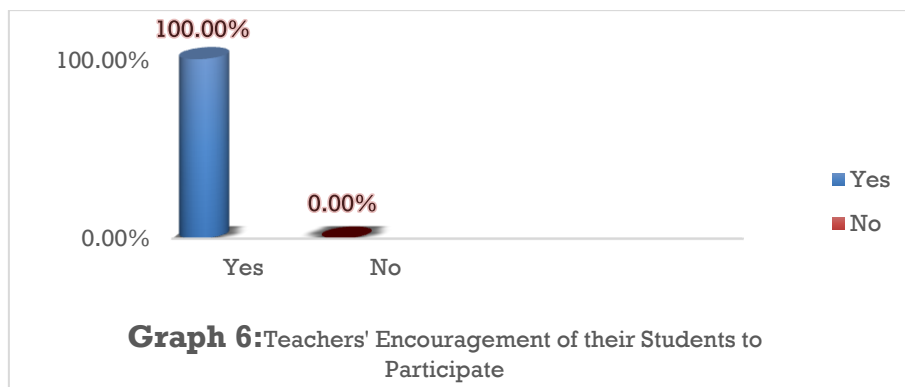
The analysis signifies that four (04) teachers use only English in the classroom and two (02) other teachers prefer to use Arabic and French besides English. This is because they have to explain some complicated concepts or technical words that seem to be difficult to illustrate in English. Furthermore, they use other languages when they try to alleviate classroom tension. For those who opt for using only English in teaching, they elucidate that using only English is a must as students are EFL learners aiming to attain fluency and accuracy. Along with developing speaking, a FL is better to be learned and acquired far from any type of translation. It is better to use English in the classroom. However, sometimes the teacher finds difficulties to explain some new terms. In this case, he/she may rely on the first language (L1) or second language (SL), when necessary, to clarify. In other words, the use of other languages in the classroom should be seldom.

3.5.1.3.2 Section Two: Speaking Skill

Item 1: Do you encourage your students to participate in the classroom?

Options	Participants	Percentage
Yes	06	100%
No	00	00%

Table 10: Teachers' Encouragement of their Students to Participate



In this item, the results demonstrate that 100% of the respondents encourage their students to participate in the classroom in order to get good speakers. They base their arguments on helping learners to reduce their fears and provide a comfortable environment to learn and to share their experience. The most important thing is getting students. Feel free to speak and do not interrupt them when speaking and motivating them by telling them that making mistakes is a part of the learning process. This can be accomplished through a friendly invitation and not an order. This is to say, the teacher should pay attention to the tone he/she uses and to his/her facial expressions.

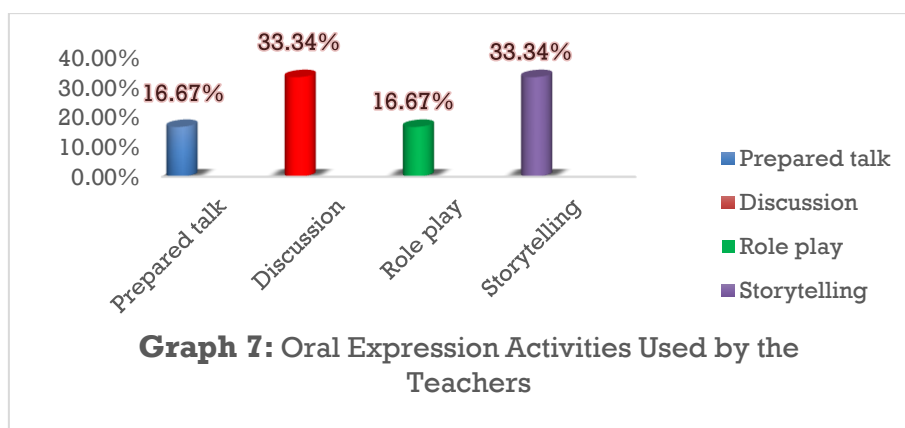
Furthermore, the teacher can encourage his/ her learners by choosing activities which appeal their interests.

It is obvious that teachers are doing efforts for their students to get better teaching circumstances in order to participate and to have a part in the learning process.

Item 2: What activities do you use in teaching oral expression module?

Options	Participants	Percentage
Prepared talk	01	16.67%
Discussion	02	33.34%
Role play	01	16.67%
Storytelling	02	33.34%

Table 11: Oral Expression Activities Used by the Teachers

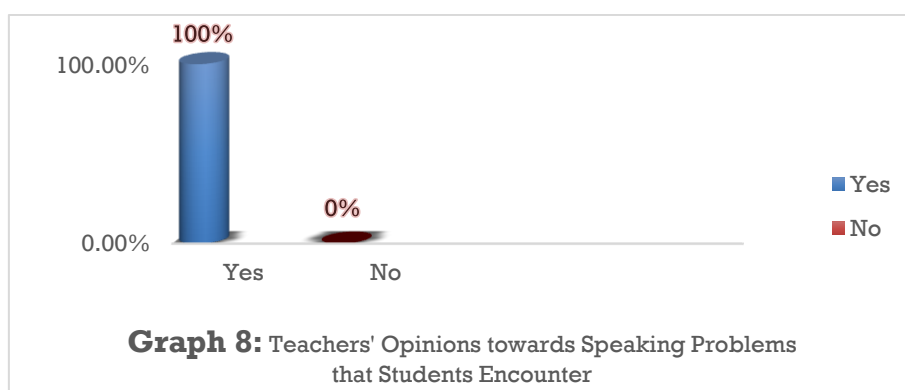


The majority of the teachers prefer to use discussion and storytelling activities (33,34%). Then, role -play and prepared talk activities come in the second rank with (16, 67%) of the total population. The teachers believe that using such kind of activities can help their learners to feel free when speaking especially role-play assignments since students can choose their own topics and perform the role as they wish by using their own words.

Item 3: Do your students encounter any problems in speaking?

Options	Participants	Percentage
Yes	06	100%
No	00	0%

Table 12: Teachers' Opinions towards Speaking Problems that Students Encounter



The findings on the table display that all teachers (100%) say that their learners face problems when speaking in the classroom. Among these problems, according to the OE teachers, fluency and accuracy. Additionally, students also face problems in pronunciation and intonation. Moreover, students encounter other problems such as fear of making mistakes

or lack of self-confidence and grammatical mistakes. It is normally accepted that EFL students can face some obstacles when learning a FL. These obstacles are classified into two types. The first type is linguistic problems such as lack of vocabulary, grammatical mistakes and pronunciation. The second type is lack of confidence, shyness and anxiety.

Item 4: In your opinion, what makes speaking skill difficult?

Concerning this question, each teacher gives his /her point of view and answers differently. Based on what is stated, they think that speaking skill is difficult for EFL students since they are asked to perform openly using a FL which they do not yet master or because of lack of practice. Besides, students may find it difficult to speak in a FL by dint of laziness.

Item 5: How can your students improve their speaking skill?

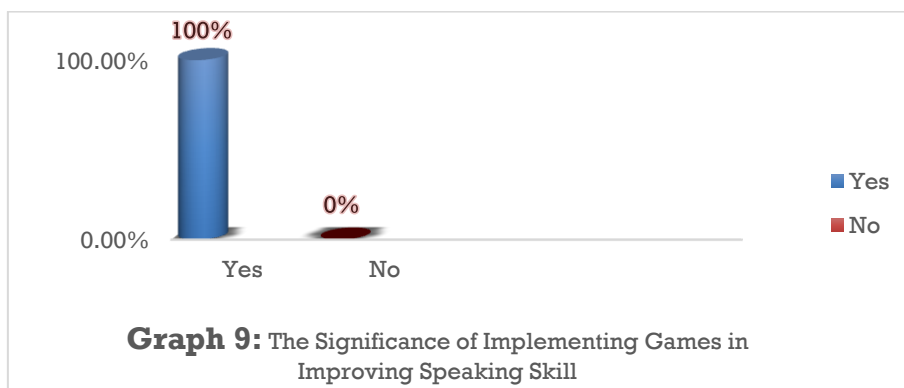
In this question, teachers are free to give some pieces of advice for novice learners to enhance their speaking skill. According to the teachers, in order to improve the speaking skill, the learners should practice English inside and outside the classroom, besides doing some extensive listening (listening to stories, listening to songs), reading loudly.

3.5.1.3.3 Section Three: Implementing Games in the Classroom

Item 1: Do you think that games can improve speaking skill?

Options	Participants	Percentage
Yes	06	100%
No	00	0%

Table 13: The Significance of Implementing Games in Improving Speaking Skill



All OE teachers declare that implementing games in the classroom is very important in improving students' speaking skill. They substantiate their stands by giving several reasons

that are: -Games are a kind of relaxation which motivate learners and facilitate the learning process.

-Games are a means of communication which help in encouraging learning a FL, entertaining, teaching, and promoting fluency. In addition to this, games enable students to see the FL as beautiful thing and not as a problem.

-Games combine fun with effective learning and this can trigger desire to participate on the part of shy learners.

- Games make students feel free and at ease to express their ideas.

-Games promote Cooperative work.

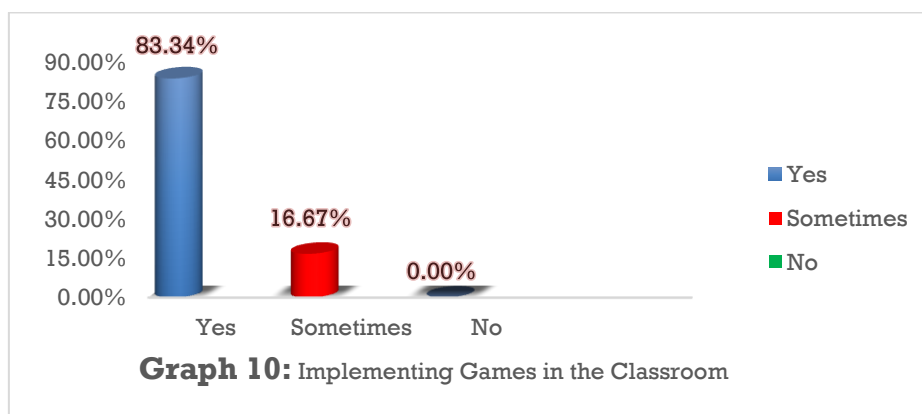
Summing up, it can be said that implementing games in the classroom is an effective strategy to engage students in the learning process. It is also a good opportunity for them to express their needs easily as games reduce their anxiety and they make them feel relaxed.

However, enhancing the speaking skill can be gradually observed through stages.

Item 2: Do you implement games in the classroom?

Options	Participants	Percentage
Yes	05	83.34%
Sometimes	01	16.67%
No	00	0%

Table 14: Implementing Games in the Classroom

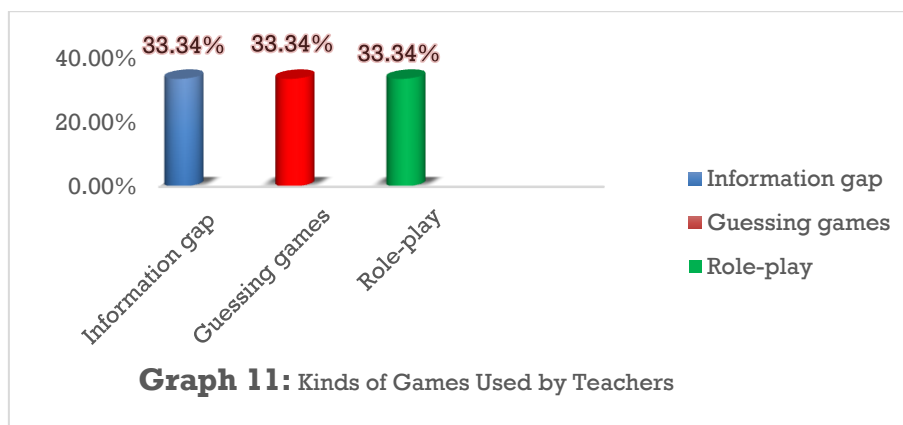


As shown in the table, there are 83,34% of the informants who implement games in the classroom while only 16,67% of them, say that they sometimes implement games. This means that the majority of the teachers use games as a funny instrument.

Item 3: What kind of games do you use?

Options	Participants	Percentage
Information gap	02	33.34%
Guessing games	02	33.34%
Role-play	02	33.34%

Table 15: Kinds of Games Used by Teachers.



It is obvious that teachers use different types of games. Some teachers use information gap games (33,34%). Some others use guessing games (33,34%) while others use role-play games (33,34%)

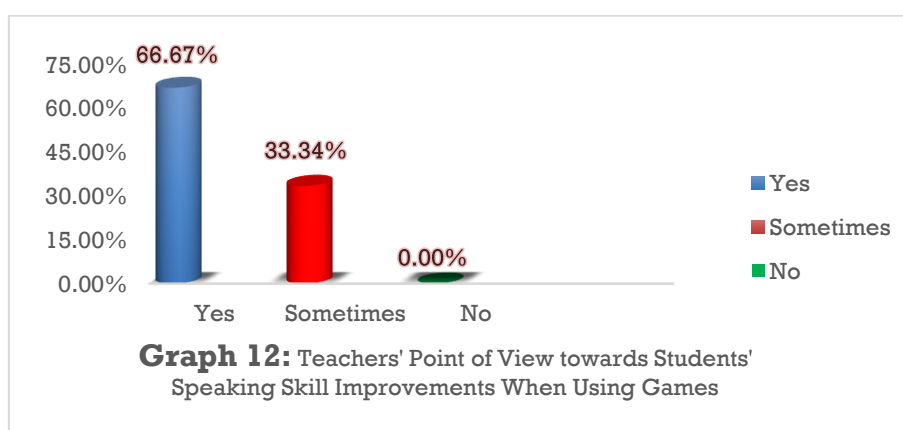
In addition to these games, the participants suggest some other games such as riddles, charade, memes, puzzles and crosswords.

Apparently, try to create an appropriate atmosphere for their students by using distinct games to facilitate learning in an amusing way. They sometimes let the students choose the game that they like.

Item 4: When implementing games, do you notice any improvements on your students' speaking skill?

Options	Participants	Percentage
Yes	04	66.67%
Sometimes	02	33.34%
No	00	0%

Table 16: Teachers' Point of View towards Students' Speaking Skill Improvements When Using Games



The majority of the teachers (66,67%) report that they notice improvements on their students' speaking skill when using games and only (33,34%) of them who say that they sometimes notice improvements.

That is to say, games establish a funny surrounding which will further help the students to improve their speaking abilities.

As mentioned earlier, noticing speaking skill improvements on students is gradually rather than immediately.

Item 5: What kind of games can best help your students to speak?

Teachers answer this question by giving several different responses. They propose guessing games, charades, storytelling, role-play, free talk.

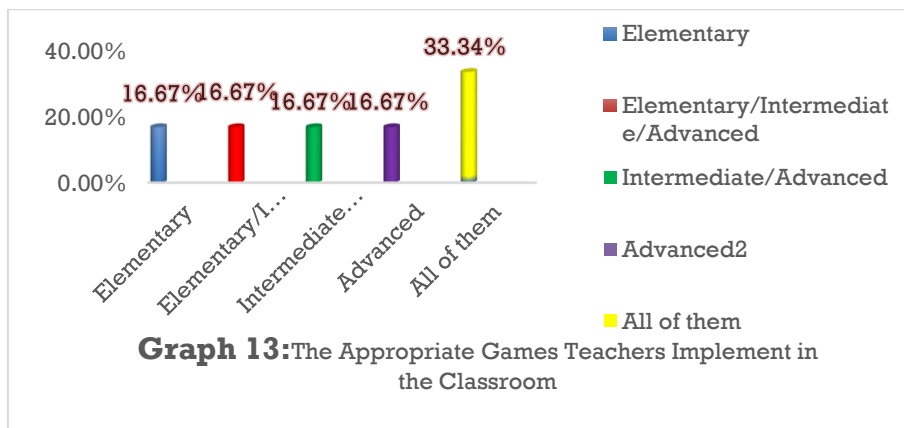
Most of the suggested games are regarded to be the best games to help students to speak. These games are role- play, guessing games and storytelling which are the same that have been focused on in this dissertation.

In other words, the results confirm what was earlier hypothesized; the efficiency of the games in enhancing the speaking skill.

Item 6: Depending on your students' level, do you usually use:

Options	Participants	Percentage
Elementary games	01	16.67%
Elementary/Intermediate games	01	16.67%
Intermediate/Advanced games	01	16.67%
Advanced	01	16.67%
All of them	02	33.34

Table 17: The Appropriate Games Teachers Implement in the Classroom



Teachers use different types of games according to their students' level. Some teachers (16,67%) use elementary games because they think that they have to start from the easiest tasks to the most difficult ones. Some other teachers prefer using elementary and intermediate games (16,67%) since they see that these games conform with their learners' readiness and backgrounds.

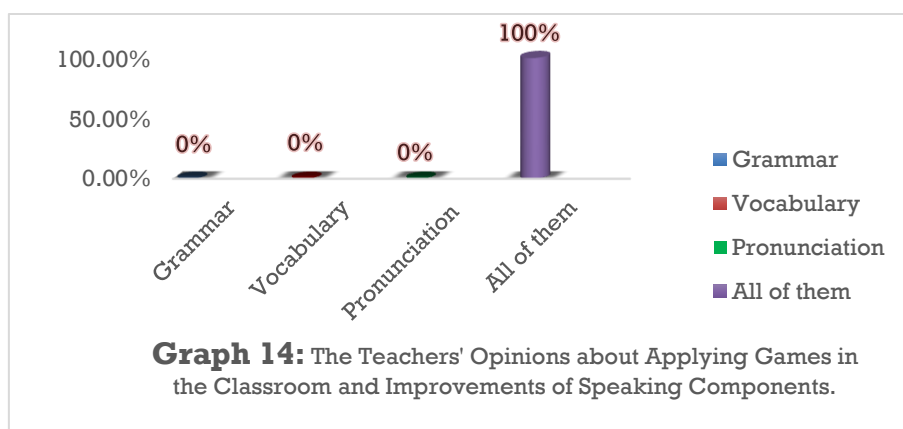
About (16,67%) of the teachers choose intermediate and advanced games to use in the classroom as they seek to improve their students' fluency which can be accomplished through implementing such types of games. There are (16,67%) of the respondents who select advanced games to apply in the classroom in order to increase their learners' awareness and creativity, to develop their mental ability and intelligence. Whereas, (33,34%) of them prefer using all the previous types of games elementary, intermediate and advanced games. They justify their answer by saying that when using all these three types of games, the teacher can cover all the individual differences in the class.

It can be said that each game has a very particular learning aim, and since teaching objectives are miscellaneous and classrooms are heterogeneous, it is quite evident that the games levels vary. This means; teachers should have a balanced use of all the three types of games in order to meet all students' needs.

Item 7: Do you think that applying games can improve students':

Options	Participants	Percentage
Grammar	00	0%
Vocabulary	00	0%
Pronunciation	00	0%
All of them	06	100%

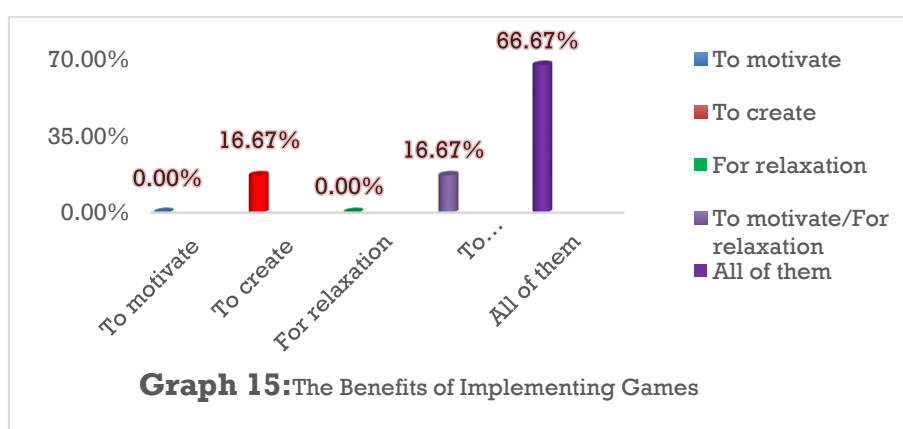
Table 18: The Teachers' Opinions about Applying Games in the Classroom and Improvements of Speaking Components.



All of the teachers (100%) think that applying games in the classroom can improve the three components of the speaking skill which are grammar, vocabulary and pronunciation. However, the teacher can use a game which improves the pronunciation in one session as he/she can also implement another game to enrich students' vocabulary. Besides, he/she can use other game to correct his/her students' grammatical mistakes in another session. Therefore, it depends on the learning objectives set by the teacher.

Item 8: Why do you implement games?

Options	Participants	Percentage
To motivate students to speak	00	0%
To create group work collaboration	01	16.67%
For relaxation	00	0%
To motivate students to speak / for relaxation	01	16.67%
All of them	04	66.67%

Table 19: The Benefits of Implementing Games

The results indicate that (66,67%) of the participants use games for different advantages. First, for motivating students to speak. Second, to create a group work collaboration. The third advantage is to make students relaxed.

The results also show that 16,67% of the subjects apply games just for creating a group work collaboration. Whereas, 16,67% of the teachers use game simply in order to get relaxed away from the boring routine. Each one of the participants get certain utility from using particular games depending on the very nature of the game and the learning objectives set by the teacher.

3.5.1.4 Conclusion

The data collected from teachers' questionnaire reveal that the speaking skill is very significant for students to convey their messages and to express their thoughts and needs. However, students encounter some problems linguistically such as lack of vocabulary and psychologically like shyness and lack of confidence.

Equally important, (100%) of the participants affirm that implementing games can improve the speaking skill. They use distinct types of games which address all the individual differences without exception. This is for giving each student an equal opportunity to participate and to speak in the classroom.

3.5.2 Students' questionnaire

3.5.2.1 Introduction

The aim of this study is to collect data about applying games as a strategy to improve students' speaking skill. Students are one of the main sources of supplying information in this investigation. So as to collect and analyze data, a quantitative research instrument, a questionnaire, has been administered for first-year LMD students who have been selected at random at Saida University.

This questionnaire helps the researcher to conduct the analysis and to affirm the hypotheses.

3.5.2.2 Description of the Students' Questionnaire

This questionnaire has been distributed to first year LMD students of English department at Saida University. It consists of three sections. Each section includes different questions orderly arranged. That is to say, the questions are arranged from the general to more specific questions. These questions cover open-ended questions, multiple choice questions, and close-ended questions. (See appendix "B").

Section one asks about general or background information. Section two is about speaking skill. This section is designed to know students' opinion towards speaking skill, and the last section aims to identify whether applying games in the classroom is important or not.

3.5.2.2.1 Section One: Background Information

As for section one, it contains two questions in order to get general information. Students have been asked about studying English whether it is their choice or it is forced by their parents. They have been also asked about their speaking level in English.

3.5.2.2.2 Section Two: Speaking Skill

Section two contains seven questions. This section has a purpose of identifying students' impression towards speaking skill and specifically oral expression module. The seven questions are asked about the importance of speaking skill, the hours devoted for teaching OE module, the difficulties that students encounter when they speak, and about speaking activities which students prefer to be used by teachers in the classroom.

3.5.2.2.3 Section Three: Implementing Games in the Classroom

The last section consists of nine (09) questions. This section is designed in order to have an idea about the importance of using games on improving students' speaking skill and on their participation in the classroom.

Furthermore, it has an explanatory purpose of the teacher's role when using games.

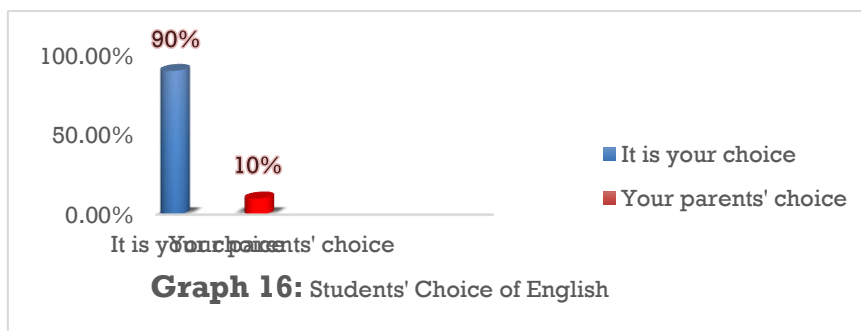
3.5.2.3 Results Analysis of Students' Questionnaire

3.5.2.3.1 Section One: Background Information

Item 1: Do you study English because:

Options	Participants	Percentage
It is your choice	45	90%
Your parents' choice	05	10%

Table 20: Students' Choice of English

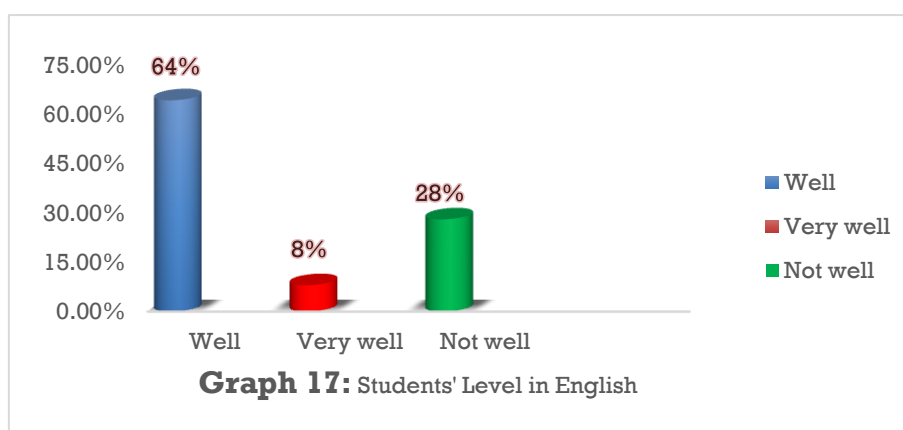


It is obvious that the majority of the students (90%) choose to study English themselves while only (10%) of them say that they are enforced to choose the language because of many reasons. The first main reason is their parents' decisions. The second reason, they did not get enough grades to choose other branches or it was their good grades which directed them towards studying English.

Item 2: How well do you speak English?

Options	Participants	Percentage
Well	32	64%
Very well	04	08%
Not well	14	28%

Table 21 : Students' Level in English



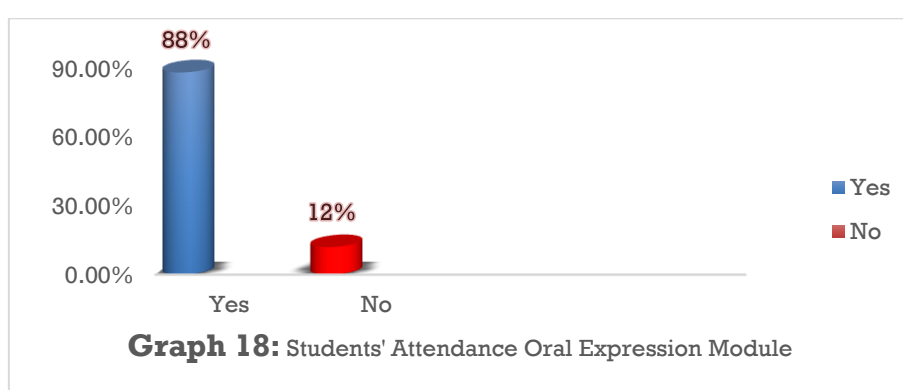
As the table shows that there are 64% of the students speak English well. There are 28% of them do not speak English well, whereas only 08% of the learners report that they speak English very well. So, the highest proportion of the informants have a good level in English. As a result, the majority of learners have a considerable level which enables them to learn the language.

3.5.2.3.2 Section Two : Speaking Skill

Item 1: Do you like to attend oral expression module?

Options	Participants	Percentage
Yes	44	88%
No	06	12%

Table 22 : Students' Attendance Oral Expression Module

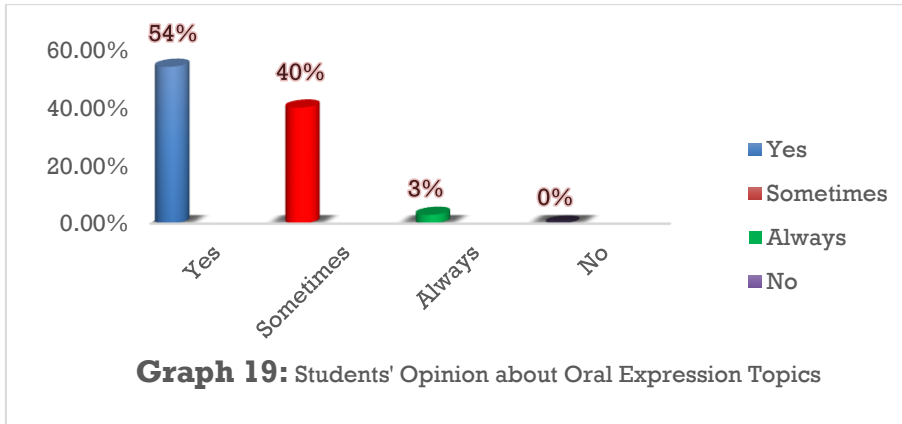


The results show that 88% of the students report that they attend oral expression module which means that they enjoy the sessions and they want to participate in the classroom. While only 12% of them do not prefer to attend. They may feel bored, or the topics discussed are not interesting. Another reason for not attending is that, they may have nothing to say about the subject, or simply they may be shy learners.

Item 2: Do you think that oral expression topics are interesting?

Options	Participants	Percentage
Yes	27	54%
Sometimes	20	40%
Always	03	06%
No	00	0%

Table 23: Students' Opinion about Oral Expression Topics



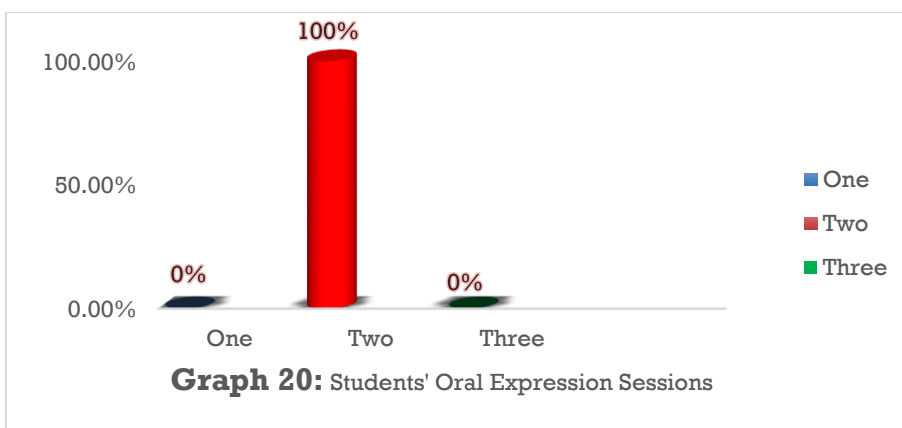
The findings on the table show that 54% of the participants declare that the topics of oral expression module are interesting while 40% of them say that the topics are sometimes interesting. On the other side, only 06% percent of the respondents claim that the topics are always interesting, and none (0%) of them say that the topics are not interesting.

So, the topics suggested by teachers are interesting for the most of the students. This can help them a lot in discussion as they have many things to say about or at least they will have some points which can be elaborated by the teacher.

Item 3: How many sessions of oral expression module do you have per week?

Options	Participants	Percentage
One	00	0%
Two	50	100%
Three	00	0%

Table 24 : Students' Oral Expression Sessions

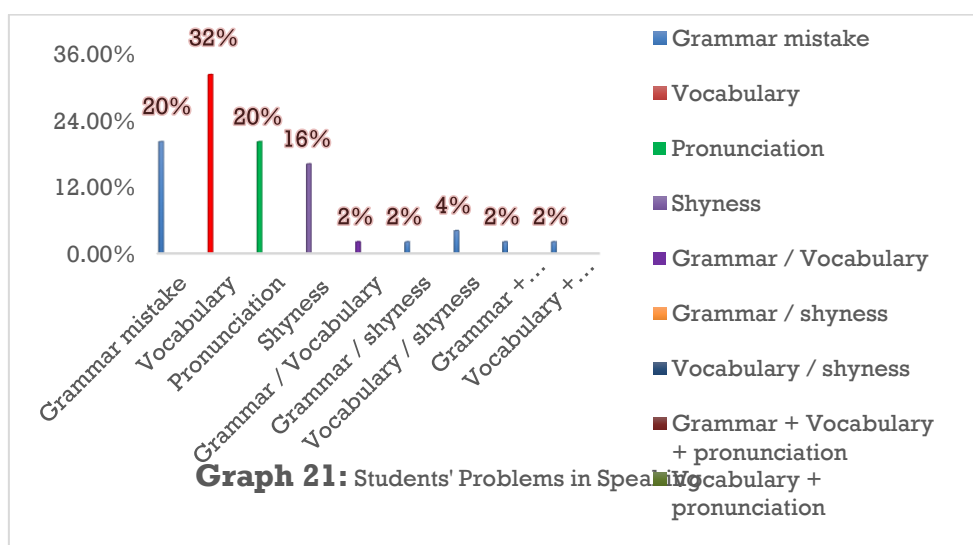


All the participants (100%) respond that they have two sessions per week. Students are EFL learners and they need to improve skills and abilities to reach proficiency in any FL. This can be achieved, through drilling during oral expression sessions. Hence, two sessions per week are not enough since mastering a FL needs more time and a lot of practice. Students; therefore, need three sessions at least for which the teacher allocates each session for enhancing an element. For example, a session allotted for pronunciation. The next session for improving vocabulary and another session for grammar correction.

Item 4: When you speak in the classroom, do you find difficulty in:

Options	Participants	Percentage
Grammar mistake	10	20%
Vocabulary	16	32%
Pronunciation	10	20%
Shyness	08	16%
Grammar / Vocabulary	01	02%
Grammar / shyness	01	02%
Vocabulary / shyness	02	04%
Grammar + Vocabulary + pronunciation	01	02%
Vocabulary + pronunciation	01	02%

Table 25: Students' Problems in Speaking



Students have been asked about the difficulties they face when speaking in the classroom. They respond differently. Each student has one difficulty or more. About 20% of the students have difficulties in grammar and other 20% have difficulties in pronunciation. Whereas, 32% of them have problems in vocabulary.

The results also demonstrate that 16% of the informants are shy and hesitant to participate. While 02% of them face problems in both grammar and vocabulary. Other 02% of the subjects point out that they have obstacles in speaking because of grammar mistakes and shyness.

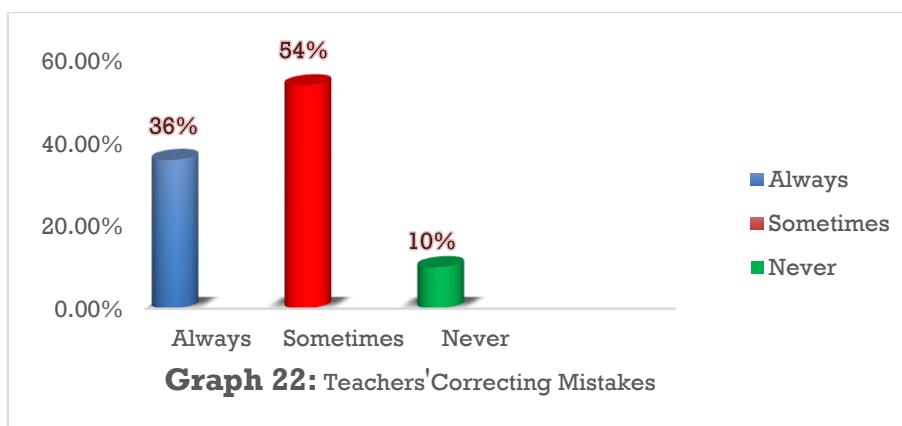
About 04% of the students say that they have troubles owing to lack of vocabulary and anxiety. 02% of the learners declare that they cannot speak because of three barriers which are grammar, vocabulary and pronunciation. The last 02% of the participants claim that they have both a lack of vocabulary and pronunciation mistakes.

It is obvious that students need more practice on the three components of speaking which are grammar, vocabulary and pronunciation as they need help and encouragement in order to get rid of their shyness.

Item 5: Does your teacher correct your mistake?

Options	Participants	Percentage
Always	18	36%
Sometimes	27	54%
Never	05	10%

Table 26: Teachers' Correcting Mistakes

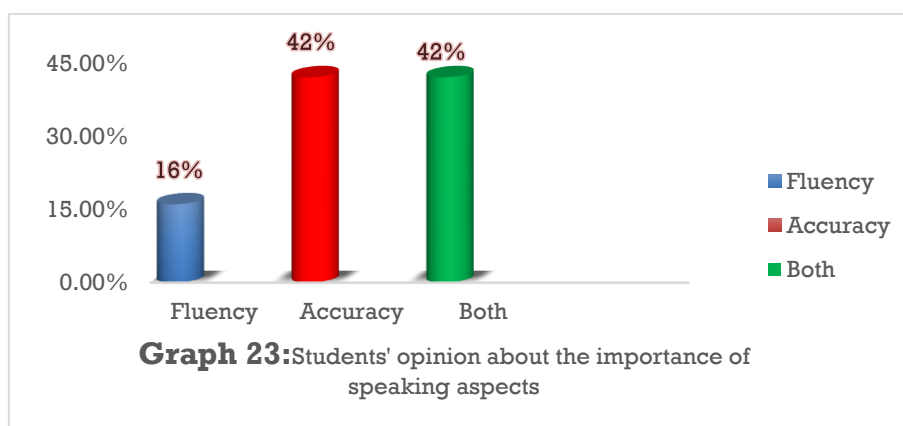


The main purpose of this question is to discern the reason behind students' speaking weakness whether it is the teacher's responsibility of not correcting mistakes or it is the learners' laziness. According to the results displayed above, there are 54% of the respondents state that their teacher sometimes corrects their mistakes whilst 36% of them say that their teacher always corrects their mistakes and only 10% of the respondents report that their OE teacher never corrects their mistakes. Hence, students should be corrected every time they make mistake in order to learn and to improve their grammar structures, to enrich their vocabulary or to articulate appropriately. When teachers; for instance, do not correct their students' faults, they keep making the same mistake over and over again.

Item 6: In your opinion, which aspect of speaking is more important to communicate?

Options	Participants	Percentage
Fluency	08	16%
Accuracy	21	42%
Both	21	42%

Table 27: Students' Opinion about the Importance of Speaking Aspects



The analysis reveals that 21 (42%) of the students think that accuracy is more important than fluency. They give many arguments. First, they justify their answer by insisting on accuracy as it allows learners to speak correctly and meaningfully. Second, accuracy enables novice EFL students to practice the language and to express their ideas clearly rather than focusing on speaking rapidly at least during the very beginning stages of learning the new language.

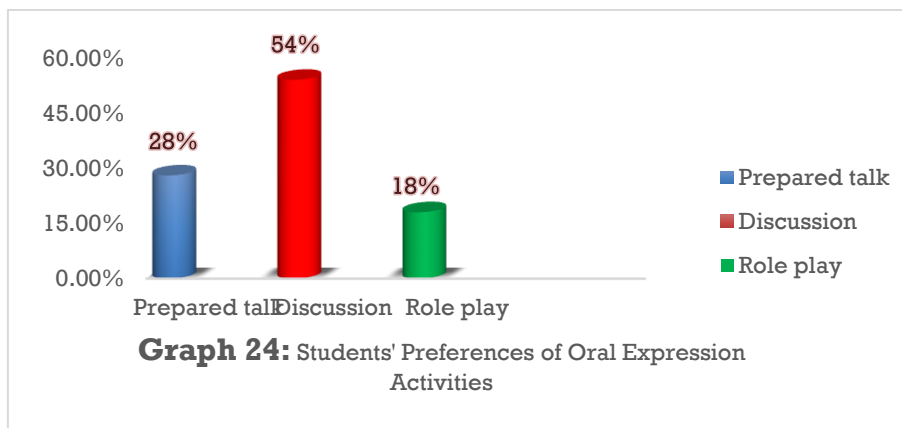
About 21 (42%) of the participants declare that both of the speaking aspects are very important to communicate. Fluency and accuracy are complementary aspects. For example, when you speak fluently you may make mistakes. In this case, you need accuracy to correct those mistakes. Therefore, fluency is not enough. For this, integrating the two aspects is mandatory to clarify ideas and to have an effective communication.

The last proportion 08 (16%) of the respondents believe that fluency is important.

Item 7: Which activities do you prefer your teacher to use in the classroom?

Options	Participants	Percentage
Prepared talk	14	28%
Discussion	27	54%
Role play	09	18%

Table 28: Students' Preferences of Oral Expression Activities



The findings above indicate that 54% of the students prefer “discussion” as the best activity of oral expression sessions. They think that when discussing a topic each student has an opportunity to say an idea to elaborate the subject. Whereas 28% of them choose “prepared talk” to be used in the classroom.

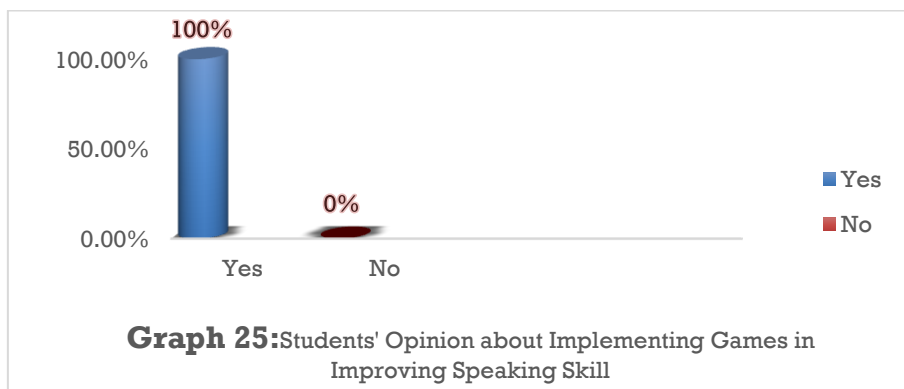
And only 18% of the informants prefer “role-play”. In this activity, they feel free in playing their roles since they have already prepared themselves to perform accordingly.

3.5.2.3.3 Section three: Implementing games in the classroom

Item 1: Do you find that implementing games can help in improving your speaking skill?

Options	Participants	Percentage
Yes	50	100%
No	00	0%

Table 29: Students' Opinion about Implementing Games in Improving Speaking Skill

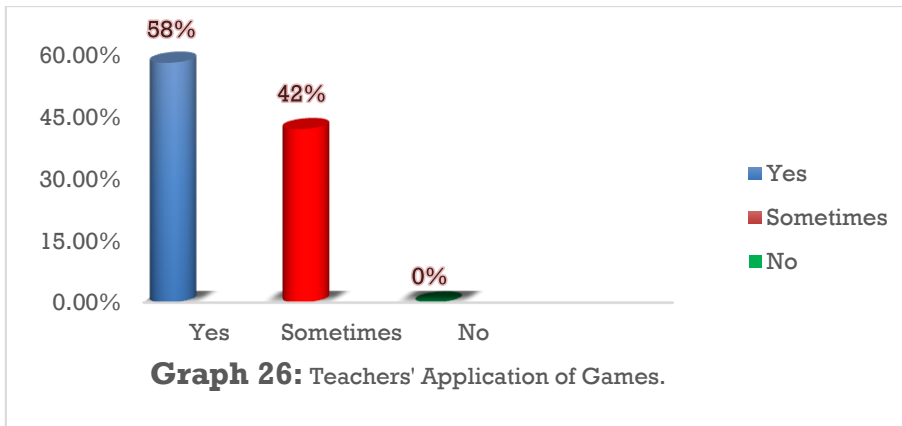


It is quite evident that all the students (100%) think that implementing games in the classroom can improve speaking skill because they find games as an entertainment tool to break the routine. Moreover, games motivate them and make the sessions more interesting and attractive. Furthermore, they think that games increase a competition among them. So, they have to speak to win the game. Through games, they spontaneously speak to reach the goal and win. As a result, through applying games, the learners can get rid of their shyness and fears of making mistakes.

Item 2: Does your teacher apply any games as an oral activity in the classroom?

Options	Participants	Percentage
Yes	29	58%
Sometimes	21	42%
No	00	0%

Table 30: Teachers' Application of Games.

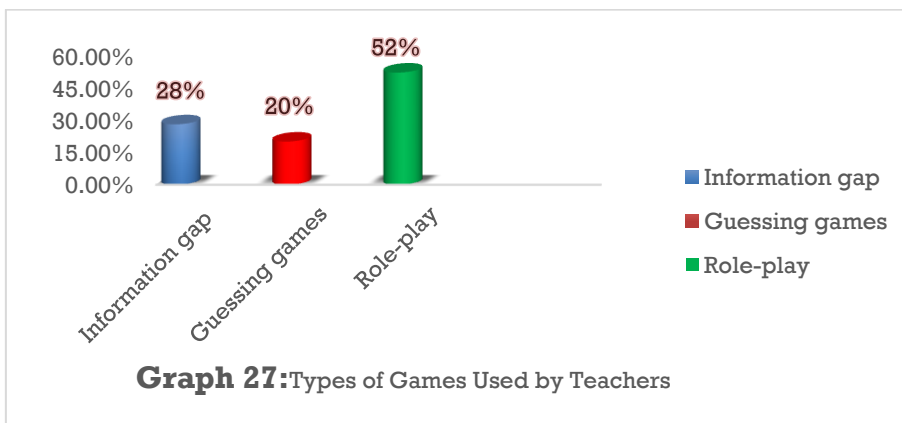


The analysis demonstrates that 58% of first year LMD students respond that their teachers apply games and 42% of them say that their teachers sometimes use games in the classroom. As mentioned from analyzing question (1) students enjoy playing games and consider them as a funny tool as well as facilitator of the learning process. For this reason, teachers should give more importance on games in order to encourage their learners to speak and to facilitate the teaching process by allocating more time for applying games.

Item 3: Which kind of games does he/she use?

Options	Participants	Percentage
Information gap games	14	28%
Guessing games	10	20%
Role play	26	52%

Table 31: Types of Games Used by Teachers



Most of the students (52%) say that their teachers use role-play as game activity in the classroom. Whereas 28% of them claim that their teachers use information gap and only 20% of the participants say that their teachers apply guessing games.

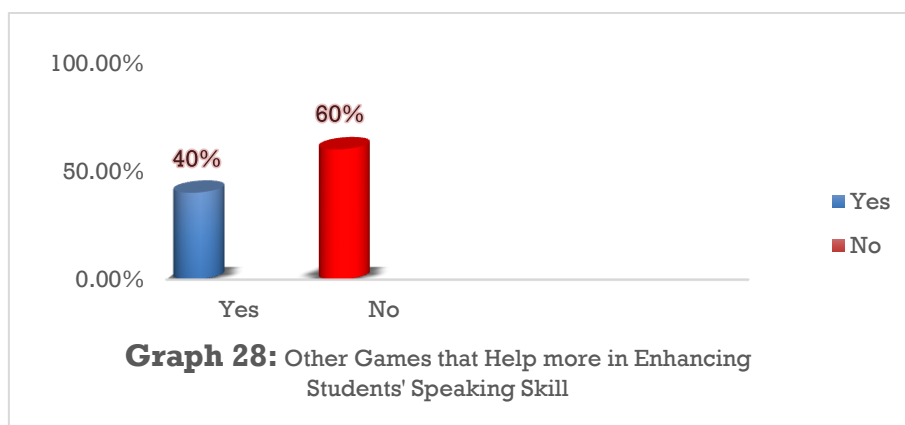
This can be interpreted that teachers use role-play games in order to make their students feel free in the way they perform the role and the vocabulary they use. Besides, they have enough time to get prepared.

On the whole, role-play games are more convenient compared to other types of games.

Item 4: Do you find other games that help you more in enhancing speaking skill?

Options	Participants	Percentage
Yes	20	40%
No	30	60%

Table 32: Other Games that Help more in Enhancing Students' Speaking Skill

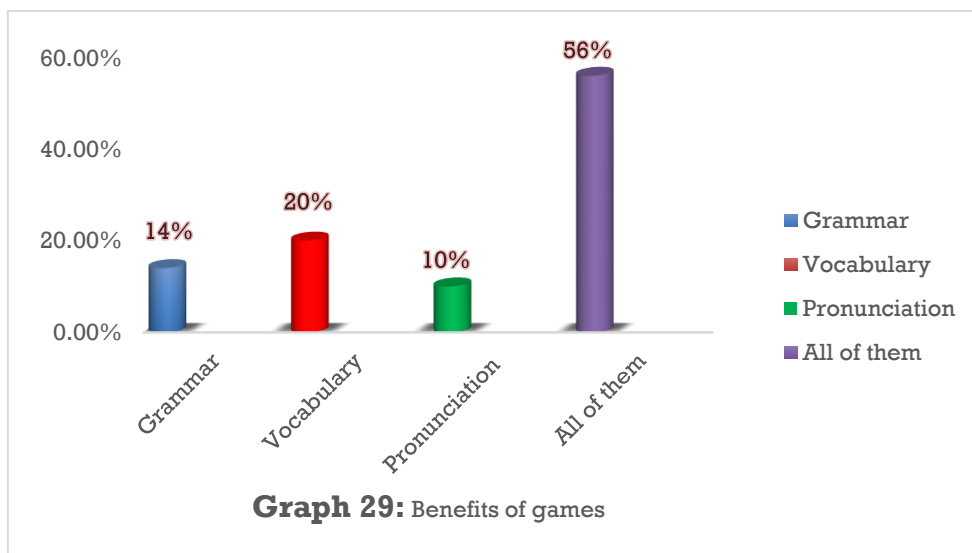


About 60% of the students do not have other games for enhancing speaking skill while 40% of them declare that they enjoy playing other games such as crosswords, matching games, riddles, and storytelling. These games, according to the students, help them acquire a new vocabulary and correct their grammatical mistakes.

Item 5: Do you think that applying games can improve your:

Options	Participants	Percentage
Grammar	07	14%
Vocabulary	10	20%
Pronunciation	05	10%
All of them	28	56%

Table 33 : Benefits of games

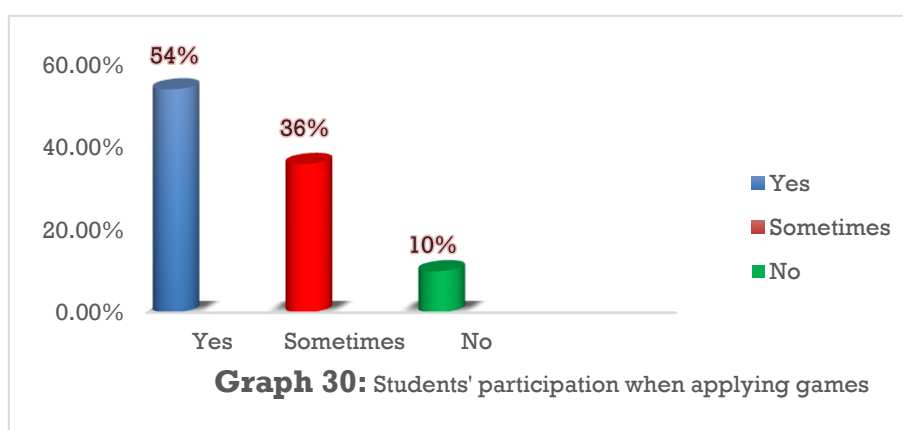


The collected answers assert that the highest proportion 56% of the students think that implementing games can improve all the speaking components that are grammar, vocabulary, and their pronunciation. In addition, 20% say that applying games helps them in enriching their vocabulary. Moreover, 14% of the learners claim that playing games in the classroom facilitates ameliorating grammar structures. However, only 10% say that applying games can enhance pronunciation quality. This indicates that each game can enhance something. For example, implementing one game can improve grammar and vocabulary whereas other game may enhance pronunciation. It depends on the game and on the learning objectives.

Item 6: When your teacher applies games, do you participate more than usual?

Options	Participants	Percentage
Yes	27	54%
Sometimes	18	36%
No	05	10%

Table 34: Students' Participation when Applying Games

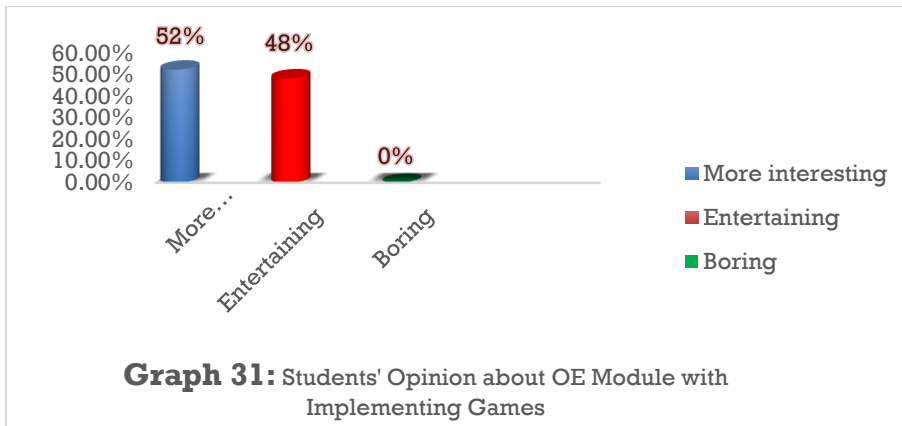


Most of the students (54%) respond that they participate more than usual when their teacher implements games in the classroom. Additionally, there are 36% of the learners declare that they sometimes participate in the classroom, while the minority of them (10%) say that they do not participate more than they do without playing games. This means that using games encourages students to participate and learn more than usual. Thus, games are effective strategy in increasing and attracting EFL learners' interest and contribute greatly in improving the learning process such as speaking skill.

Item 7: Do you find oral expression module with implementing games:

Options	Participants	Percentage
More interesting	26	52%
Entertaining	24	48%
Boring	00	0%

Table 35: Students' Opinion about OE Module with Implementing Games



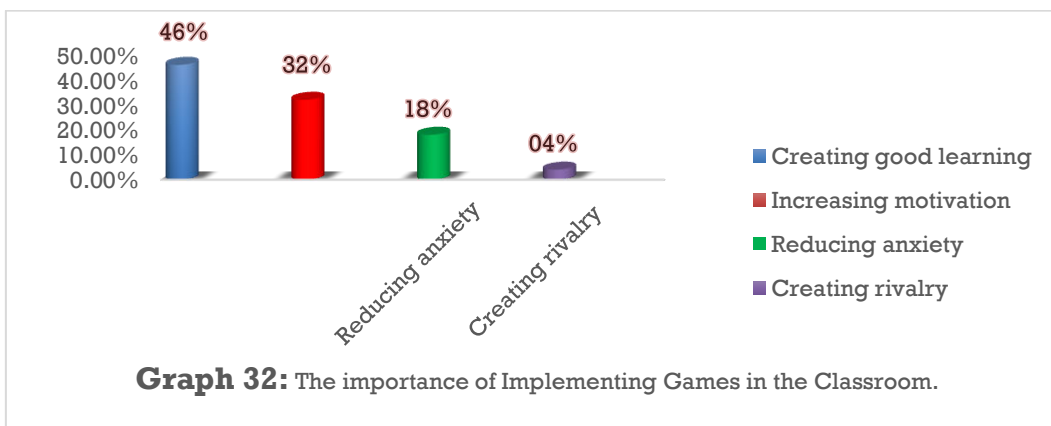
The data obtained reveals that 52% of the students consider implementing games during oral expression module more interesting which encourages them to participate. And 48% of them see that playing games is entertaining even though they do not participate. The results also show that none of the participants (0%) say that applying games in the classroom is boring.

This is to say, using games while learning is very significant and feasible strategy not only for participation but also for prompting students have fun and pass amusing time.

Item 8: Implementing games in the classroom is important in:

Options	Participants	Percentage
Creating good learning atmosphere	23	46%
Increasing motivation	16	32%
Reducing anxiety	09	18%
Creating rivalry	02	04%

Table 36: The importance of Implementing Games in the Classroom.



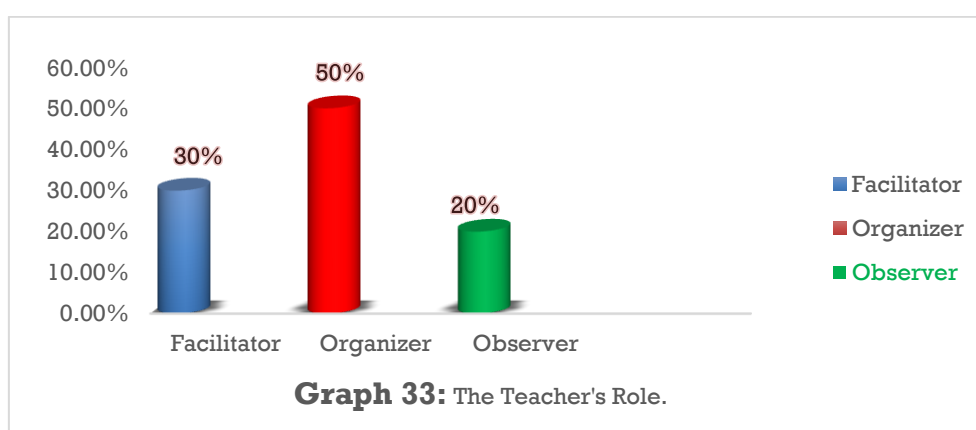
Depending on the results gathered. There are 23 (46%) of the students claim that implementing games in the classroom is important in creating good atmosphere. Whereas 16 (32%) of them state that games motivate them. Furthermore, 09 (18%) of first year EFL learners declare that applying games helps them reduce their anxiety. While only 02 (04%) informants say that games create a kind of competition among them.

Namely, games can eminently create beneficial circumstances for better FL learning. This can help students get motivated and strive towards the target to win the game. When students get motivated, they get rid of their shyness and anxiety. Moreover, students vigorously contest to give the correct answer which creates a positive rivalry amongst the learners and pushes them to do more efforts and acquire more.

Item 9: The role of your teacher when implementing games is:

Options	Participants	Percentage
Facilitator	15	30%
Organizer	25	50%
Observer	10	20%

Table 37 : The Teacher's Role.



The findings obtained indicate that there are 15 students (30%) say that their teacher when implementing games is a facilitator and 25 of them (50%) tell that the teacher plays the role of an organizer. Additionally, only 10 learners (20%) declare that their teacher is just an observer when applying games in the classroom. According to the students' responses, the teacher when playing games takes three responsibilities.

These responsibilities should first be present in one session. This can be elucidated as the teacher can be an organizer when he/she organizes the class such as preparing them for playing certain game into small groups or into pairs. In addition to organizing, the teacher should also be an observer. Observing the class to identify his/her students' needs such as explanation which helps him/her in controlling the work of the learner. The last responsibility that the teacher should be in charge of is facilitating the learning process. This can be attainable through using effective techniques and strategies to help and encourage students to imbibe knowledge appealingly.

3.5.2.4 Conclusion

The findings gathered from students' questionnaire prove that implementing games in the classroom is very useful in enhancing EFL learners' speaking skill. Moreover, when teachers apply games, they actively build their learners' confidence and help them discard their fears and motivate them to participate and share their opinions with classmates.

3.5.3 Classroom Observation

Classroom observation is one of useful qualitative research tools. It helps the researcher to directly remark the learners' behaviors and detect their attitudes. The researcher has attended two sessions of different groups, group one and group four. Two sessions were enough to get plenty of information about their work and efforts in the classroom. Students of group one had a session of role-play. There were 26 students attending out of 35 students in the class. What was clearly noticed is that the teacher was managing the class very well. Students were free to choose whatever topic and take their roles to play.

The class was divided by the teacher into small groups. Each group had to prepare for the performance. The group that was performing was dealing with an important subject (Parents' Respect). Students paid attention to the correct pronunciation and vocabulary they used when acting. Their pronunciation was acceptable as well. They did not have grammatical mistakes since they were prepared. However, they still need some vocabulary. They were relaxed and not confused. At the end, they gave some pieces of advice and recommendations. On the other side, the next group presented their topic by only reading moving from one member to the other. All their work was written on papers. It was not their work. It was neither their grammar nor their vocabulary to be evaluated. Their teacher; however, tried to ask them some questions in order to elaborate the topic and to discuss. When they reply their teacher, they

had a lot of mistakes in terms of a grammar and pronunciation such as double marking “they did not told”. In addition, they tried to answer their teacher with very simple words and they sometimes referred to use their mother tongue to express something. Furthermore, when they mispronounced a word, the teacher kindly corrected the mistake.

Even though students had a lack of vocabulary and mispronunciation, they tried to speak and participate using simple language. This is mainly because their teacher encouraged them to speak by asking questions on their chosen topics. The second reason is that the students wanted to know more about the topic and had a debate by giving different opinions. As for a group four, students' attendance was less than the previous one. There were 18 students out of 35 students in the classroom. This group was guided by specific syllabus topics and each group had to a topic from a list. As usual, the class was divided into small groups.

The group was composed of two members. Each member was presenting alone. There was no group work and they did not share ideas. The first member was reading from a sheet of paper as if she was presenting for herself while the second member was an excellent student. He presented very well with good pronunciation, correct grammar structures and varied rich vocabulary. What was noticed is that the group had a problem in forming sentences and mispronouncing the words. For example, instead of saying fine, they say fin.

After each presentation the teacher started elaborating the current topic and discussing the most difficult Concepts. Students may feel bored with topics such as drugs, smoking, delinquency and so on. But if students were free to choose their own topics, they would participate eagerly and would have an effective discussion. The teacher preferred to suggest the topics so that his learners can be familiar with and depending on their limited vocabulary.

However, students can strive and search for new topics to present new subjects using a new vocabulary accordingly.

3.6 Findings

First-year LMD students were a case study to investigate the effectiveness of using games on enhancing speaking skill. Enhancing speaking skill entails improving grammar, vocabulary pronunciation and decreasing shyness and anxiety levels because students need to be more confident to communicate and convey their messages in a FL.

To collect data, two research tools were used a qualitative through a classroom observation, and a quantitative through students' and teachers' questionnaires.

The findings show that students like to attend oral expression module, but the hours allotted are not enough. Hence, they need more time and more practice so that they can master a FL. As expected, EFL students encounter some difficulties when they try to learn a new language such as forming sentences, lack of vocabulary, and mispronunciation.

Additionally, they sometimes know the answer, but they cannot participate because they are timid or fear of making mistakes. For this, teachers should encourage them and help them get rid of their anxiety by creating relaxing atmosphere.

The results also reveal that when teachers kindly correct students' mistakes and apply educational and communicative games learners respond positively and gradually can improve their speaking abilities.

This is because they feel at ease and get immersed in the learning process. Moreover, applying games prompt them to cooperate and compete each other in order to attain the target and win the game as a group work or as a pair work.

Besides, students prefer discussion as an oral expression activity in the classroom. This module becomes more interesting, motivating and entertaining for foreign language learning.

Data collection demonstrates that implementing games in the classroom is important more in creating good learning atmosphere and increasing motivation and then in reducing anxiety and creating rivalry.

Through attending classroom observation, it has been shown that the students get motivated when their teacher uses games specifically role-play assignments, they like to perform the roles in a funny way.

The teacher rarely uses the mother tongue only when it is necessary to clarify some difficult concepts.

The students become enthusiastic when they choose their own topic. They endeavour to have excellent performance. Conversely, they become uneager and may prepare a sheet of paper for reading when their teacher obliges them to choose a topic from list.

To sum up, playing games in the classroom is a very feasible and effective strategy in improving EFL learners' speaking skill.

Finally, it is confirmed and agreed on by both students and teachers that games help learners speak English fluently and accurately in amusing way as they enable them master the language.

3.7 Recommendations

According to the analysis, students encounter many problems when learning English. Among these speaking difficulties, it has been mentioned grammatical mistakes, vocabulary and mispronunciation. For this, teachers should create educational and entertaining environment for their students to improve such speaking abilities.

In this context, games are suggested to be one of the most effective strategies in motivating students to speak in the classroom. Respectively, it is necessary to propose some recommendations addressing oral expression teachers of English and their students so that teaching speaking becomes more constructive.

3.7.1 Recommendations to Teachers

- “Find someone who” games are one of the most competitive games that should be implemented by teachers in order to create amusing environment to help learners participate and get engaged.
- Teachers should encourage speaking English among students in the classroom.
- Teachers ought to focus on both accuracy and fluency when teaching speaking.
- Teachers should use interesting and challenging games as well as educational and communicative ones.
- Teachers should take into account their learners' interest.

- Teachers should apply games depending on their students' needs and levels such as elementary grammar games or intermediate vocabulary games.
- Teachers should vary their oral expression activities by using other useful strategies such as songs or listening to stories.
- Teachers should involve each student in different speaking activities.
- They ought to provide an opportunity to students to participate and speak English.
- Teachers should Supply authentic materials such as listening scripts of native speakers.
- Teachers ought to reduce their speaking time while they should increase their students speaking time. -They should kindly comment on students' answers.
- Teachers should elicit questions to make students speak more by saying; for instance, what do you mean?

3.7.2 Recommendations to Students

Students should read more different books and novels to enrich their vocabulary. Moreover, there are other ways of enriching the vocabulary that are playing games, listening to songs, listening to stories or watching films and so on.

-Students should practice English inside and outside the classroom. Generally, speaking is closely related to listening. Thus, students should listen to native speakers so that they can have good pronunciation.

EFL learners should not worry about making mistakes since mistakes are part of the learning process. Instead, they should be more confident and do more efforts to ameliorate their speaking skills.

For this, there should be more sessions allotted to oral expression module at least three sessions per week.

3.7.3 Recommendations to Future Researchers:

For future researches, the investigator should:

- Conduct a research about using other effective strategies to improve students' speaking skill.
- They ought to tackle a study about enhancing listening skill.
- They should explore the effectiveness of educational strategies on reducing students' anxiety.

3.8 Limitations

Any researcher must have some constraints that may hinder his/ her work to be fully accomplished.

One of these limitations is **Coronavirus pandemic** which impedes many researchers from conducting the classroom observation. For this reason, the researcher has attended only two sessions in which she focused on the different components of speaking skill that are grammar, vocabulary and pronunciation. The second obstruction is that when distributing questionnaires few students have not filled up the forms.

General Conclusion

The research study represents the significance of implementing games in the classroom and their benefits on students' speaking skill improvements and on learning a foreign language in general.

The analysis demonstrates that applying games is one of efficient and feasible strategy which has a positive outcome on learners' achievements.

First year LMD students face many difficulties when learning a foreign language especially when they try to communicate, they find problems in their lack of vocabulary and how to compose sentences to speak. Thus, speaking skill is a basic element for learning any SL or FL that should be mastered.

In this respect, EFL students need a comfortable environment where they can enjoy their learning under funny and amusing circumstances. This can be accomplished through the use of games which proved to be effective strategy in enhancing learners' speaking skill. The investigation takes place in the department of English at “Moulay Tahar” Saida University to confirm or reject the hypotheses that speculate if teachers apply games in the classroom, the students are expected to improve their speaking, overcome their fears of making mistakes and participate more in the classroom.

As a case study, first year LMD students and their oral OE teachers at Saida University have been selected randomly as main providers for data collection for the Academic Year 2019/ 2020. Concerning the research tools, two questionnaires and a classroom observation have been administered to students and teachers.

At last but not least, analyzing data demonstrates that implementing games in the classroom proved to be a very convenient and constructive teaching strategy in enhancing EFL students' speaking skill and encourages them to interact. Furthermore, it helps them to discard their anxiety. In other words, games support students to become successful speakers.

In short, the hypotheses assumed earlier have been strongly confirmed.

It is moral to mention that this work has some limitations which impede the researcher from tackling certain aspects. For example, when conducting classroom observation, there should be an analysis and interpretation about using other games in the classroom like

General Conclusion

guessing games. Among these limitations **CoronaVirus Epidemic** that hampers the researcher from attending more classroom observation sessions.

It is worthy to say that the present research should b an opening to a new research exploration based on the limitations confronted. Thus, this would open a window for further research such as using other strategies to improve students' speaking skill like using songs. Additionally, explore the effectiveness of educational strategies on reducing students' shyness and anxiety

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Appendices

Appendix A : Teachers' questionnaire

Dr. Moulay Tahar University

Faculty of Literature, Languages, and Arts

Department of English

First year students

Dear teachers,

My name is MECHALI ASMAA, I prepare my dissertation in Didactics: Master two level.

My research is entitled: "The Use of Games as a Strategy to Enhance Speaking Skill".

I am doing an analysis about students speaking competence and how can implementing games help to improve such a fundamental skill.

The questionnaire is administered for oral expression teachers at Dr. Moulay Tahar University, Saida.

The collected data from your answers will be of high importance of the validity of this investigation.

I would be very grateful if you could answer the following questions.

Could you please, tick in (✓) the appropriate box and compose a full statement when necessary. Your cooperation is greatly appreciated.

Section one : Background information :

Question 1: What is your qualification degree?

- a- Magister
- b- Doctorate (phD)

Question 2: How long have you been teaching oral expression module?

Years

Question 3: Do you enjoy teaching oral expression module?

- a- Yes
- b- No

Justify your answer.....
.....

Question 4: Do you think that oral expression is an important module to your students?

- a- Yes
- b- Somehow
- c- No

If "yes" say why.....
.....
.....

Question 5: Do you consider your students' interest when choosing topics for oral expression module?

- a- Yes
- b- No

Question 6: Do you use other languages in the classroom? What are they ?

- a- Arabic
- b- French
- c- Only English

Justify your answer.....
.....

Section two : Speaking skill

Question 1: Do you encourage your students to participate in the classroom?

a- Yes

b- No

If "yes", how ?.....

.....

Question 2: What activities do you use in teaching oral expression module?

a- Prepared talk

b- Discussion

c- Role play

d- Story telling

Question 3: Do your students encounter any problems in speaking?

a- Yes

b- No

If "yes" what are they?.....

.....

Question 4: In your opinion, what makes speaking skill difficult?

.....

.....

Question 5: How can your students improve their speaking skill?

.....

.....

Section three: Implementing games in the classroom

Question 1: Do you think that implementing games can improve speaking skill?

a-Yes

b-No

If "yes" say why.....

.....

Question 2: Do you implement games in the classroom?

- a- Yes
- b- Sometimes
- c- No

Question 3: What kind of games do you use?

- a- Information gap games
- b- Guessing games
- c- Role-play

Others.....

Question 4: When implementing games, do you notice any improvements on your students' speaking skill?

- a- Yes
- b- Sometimes
- c- No

Question 5: What kind of games can best help your students to speak?

.....

Question 6: Depending on your students' level, do you usually use:

- a- Elementary games
- b- Intermediate games
- c- Advanced games
- d- All of them

Justify your answer.....
.....

Question 7: Do you think that applying games can improve students':

- a- Grammar
- b- Vocabulary
- c- Pronunciation
- d- All of them

Question 8: Why do you implement games?

- a- To motivate students to speak
- b- To create group work collaboration
- c- For relaxation

Thank you for your cooperation!

Appendix B : Students' questionnaire

Dr. Moulay Tahar University

Faculty of Literature, Languages, and Arts

Department of English

First year students

Dear students:

My name is *MECHALI ASMAA*, I prepare my dissertation in Didactics: Master two level.

My modest research is entitled: "The Use of Games as a Strategy to Enhance Speaking Skill".

I am doing an analysis about students speaking competence and how can implementing games help to improve such a fundamental skill.

The questionnaire is administered for first-year LMD student at Dr. Moulay Tahar University, Saida.

The collected data from your answers will be of high importance of the validity of this investigation.

I would be very grateful if you could answer the following questions meticulously.

Could you please, tick in (✓) the appropriate box and compose a full statement whenever necessary. Your cooperation is greatly appreciated.

Section one: Background information

Question 1: Do you study English because:

a- It is your choice

b- Your parents' choice

Question 2: How well do you speak English?

a- Well

b- Very well

c- Not well

Section two : Speaking skill.

Question 1: Do you like to attend oral expression module?

d- Yes

e- No

Question 2: Do you think that oral expression topics are interesting?

a- Yes

b- Sometimes

c- Always

d- No

If "No" say why.....

Question 3: How many sessions of oral expression module do you have per-week?

a- One

b- Two

c- Three

Question 4: When you speak in the classroom, do you find difficulty in:

a- Grammar mistakes

b- Vocabulary

c- Pronunciation mistakes

d- Shyness / Anxiety

Question 5: Does your teacher correct your mistakes?

a- Always

b- Sometimes

c- Never

Question 6: In your opinion, which aspect of speaking is more important to communicate?

- a- Fluency (speed of speaking)
- b- Accuracy (correctness)
- c- Both

Justify your answer.....
.....

Question 7: Which activities do you prefer your teacher to use in the classroom?

- a- Prepared talk
- b- Discussion
- c- Role play

Section three: Implementing games in classroom

Question 1: Do you find that implementing games in the classroom can help you improve your speaking skill?

- a- Yes
- b- No

If "yes" say why

.....

Question 2: Does your teacher apply any games as an oral activity in the classroom?

- a- Yes
- b- Sometimes
- c- No

Question 3: Which kind of games does he use?

- a- The information Gap games
- b- Guessing games
- c- Role-play

Question 4: Do you find other kinds of games that can help you more in enhancing your speaking?

- a- Yes
- b- No

If "yes" what are they?.....

Question 5: Do you think that applying games can improve your:

- a- Grammar
- b- Vocabulary
- c- Pronunciation
- d- All of them

Question 6: When your teacher applies games, do you participate more than usual?

- a- Yes
- b- Sometimes
- c- No

Question 7: Do you find oral expression module with implementing games:

- a- More interesting
- b- Entertaining
- c- Boring

Question 8: Implementing games in the classroom is important in:

- a- Creating good learning atmosphere
- b- Increasing motivation
- c- Reducing anxiety
- d- Creating rivalry

Question 9: The role of your teacher when implementing games as:

- a- Facilitator
- b- Organizer
- c- Observer

Thank you for your cooperation!

نبذة مختصرة:

يواجه متعلمي اللغة الإنجليزية كلغة أجنبية صعوبات في التحدث أمام زملائهم. و على الأستاذ (ة) بصفته (ها) مدرساً لمقياس الشفهي أن يجد بعض الاستراتيجيات لتشجيع المتعلمين على التحدث باللغة الأجنبية. يهدف هذا البحث إلى دراسة أهمية الألعاب التربوية لتعزيز مهارة التحدث في القسم. أجريت هذه الدراسة مع خمسين (50) طالباً في السنة الأولى ل.م.د قسم اللغة الإنجليزية جامعة سعيدة ومع ستة (06) أساتذة يدرسون مقياس الشفهي. تم اختيار المشاركون تم بشكل عشوائي من بين ثلاث أفواج مختلفة. كما تم تقديم استبيانين واحد للطلبة وآخر للأساتذة من أجل جمع البيانات ومعرفة فعالية هذه الإستراتيجية. بالإضافة إلى الحضور و المعاينة داخل القسم، و متابعة أداء الطلبة. تمت الاستعانة ببرنامح حاسوب لتحليل المعطيات. أظهرت النتائج أن استعمال الألعاب التربوية أثناء الدرس الشفهي يمثل إستراتيجية مجدية للغاية وفعالة في تحسين مشاركة و تحدث متعلمي اللغة الإنجليزية كلغة أجنبية في القسم، تعزيز ثقتهم بنفسهم، و تعلم اللغة في ظروف ممتعة، و هذا ما ينفي فرضية أن الألعاب مضيعة للوقت. أخيراً، يجب على المتعلمين التركيز أكثر على ممارسة الفعلية للغة الإنجليزية من خلال التحدث و تحسين مستواهم.

الكلمات المفتاحية: الإستراتيجية ، الألعاب ، متعلمي اللغة الإنجليزية كلغة أجنبية ، مهارة التحدث

Abstrait

Les apprenants de l'Anglais comme Langue Etrangère (EFL) rencontrent généralement des difficultés à parler devant leurs camarades de classe. En tant qu'enseignant, il / elle doit trouver des stratégies afin d'encourager ses apprenants à s'exprimer en classe. La présente recherche a pour but, d'étudier l'efficacité des jeux comme stratégie, pour aider ses apprenants à mieux s'exprimer dans une langue étrangère en particulier, dans les séances de l'Oral. Cette étude a été menée avec cinquante (50) étudiants de la première année LMD du département d'anglais de l'université de Saida, et avec six (06) enseignants d'expression orale. Les participants ont été sélectionnés au hasard de trois différents groupes. Deux questionnaires ont été soumis, l'un pour les étudiants et l'autre pour les enseignants d'expression orale, en plus d'une observation en classe afin de suivre les performances des apprenants. L'analyse de ses données était à l'aide d'un logiciel, permettant de les interpréter. Les résultats ont montré que l'utilisation des jeux en classe est une stratégie très efficace pour améliorer la performance des apprenants, les mener à la participation et la maîtrise de la parole, et renforcer leurs confiances en soi, dans une atmosphère agréable. Et rejette toute hypothèse, qui dit que la mise en œuvre de jeux est une perte de temps. Pour conclure, les apprenants doivent se concentrer davantage sur la pratique amusante de l'anglais à travers des jeux pour perfectionner leurs anglais.

Mots clés : stratégie, jeux, apprenants EFL, expression orale

