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The effect of using Educational games as a teaching method

on the EFL learners' speaking skill

A case study of second year at Biskra University

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the Master Degree in Science of the Language

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Dedication

I dedicate this modest work, to my father, who did not spare me once with anything

The one who taught me patience and success

To my mother, who I shared with tenderness and love

And taught me withstand whatever circumstances change

To them I say: you gave me life and hope, and the passion for knowledge

To my beloved brothers, and my soul-mate; my sister

To the one who taught me patience and struggle

And left us with pain and sorrow ..

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To my dear teachers and colleagues

And to every person who has ever taught me a letter that lightened the road in front of me

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Abstract

Regardless to the importance of speaking skill and its necessity in any language, this aspect actually does not have quite much attention like the other aspects of the language, consequently , it is less motivating to students to only rely on their daily routines to enhance their speaking . The major purpose of this research study is to show the effect use of educational games in EFL classrooms , and look for its ability to enhance the EFL learners' speaking skill. This research seeks to examine the impact of using Educational games in the language learning process, and in what way does it help in developing the speaking skill of the EFL learners .Related literature shows that most of the studies were made about this topic gave a huge importance to the usage of games and entertainment to enhance language . The hypothesis points out whether educational games are important for EFL learners to support and evolve their speaking, by providing fresh ideas and methods, and introducing various kinds of games that are common to both teachers and students. In order to confirm or reject the hypothesis , we used questionnaires that have been distributed to six (8) teachers of Englsih of second year at Biskra University , also an interview has been made with twenty seven (27) EFL student of second year at Biskra University. The Data was analyzed in order to see whether the findings are positive or negative concerning the usage of the Educational games as a teaching method to enhance the EFL learners' speaking skill. The results showed that educational games is a useful technique for increasing students' desire to use language and to learn in a better way .

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List of Abbreviations

EFL .... English as a foreign language

L2   .... …. Second language

General Introduction

Language learning is a hard and long process. To achieve it, both the teacher and the learner should put effort at every moment and must be continuous through out the whole journey. As we need effective language learning, and genuine use of the language; it is useful to follow and create many different techniques and procedures. Therefore, through creative procedure we can have an interactive environment which may lead to an improvement in learning a foreign language.

Games and especially educational games are one of the techniques and procedures that the teacher may use in teaching a foreign language. Games are often used as short warm-up activities or when there is some time left at the end of a lesson.

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

All agree that even if games resulted noise, they are still worth paying attention to and implementing in the classroom, since they motivate learners, promote communicative competence and generate fluency and may have a significant role in improving a second language acquisition.

Statement of the problem

As a student at the University, I have observed that learners are not very motivated to participate in the classroom activities or exercises. Traditional and less challenging activities in the classroom make students get bored easily. Therefore, they get dismotivated which leads

them to do not participate. It is indeed a mission to make the students get interested, motivated, and participating in the classroom. Teachers should have new ways of teaching English language. Teachers need to find and create some types of activities; which are interesting for the students and relevant to their background, abilities, and experiences.

Based on the above problems, we suggest the implementation of educational games in the English language teaching classrooms of second language Licence at Biskra University, as a solution for the dismotivation and lack of participation of the students.

Aims and significance of the study

In this study, we aim to know the effect of using educational games on the motivation of the students by providing teachers with more suitable teaching techniques that may help the educational system. Also, by allowing students to learn a new language in an easy, fun and memorable way. Because students nowadays learn by action; which means they prefer to be actually engaged in the learning process by activities in pairs or groups. Therefore, we mostly believe that the educational games would be highly effective in helping students to learn, and most importantly, to get motivated and participate in the classroom.

Research questions

Will Educational games enhance students' motivation to participate?

- How can teachers use games activities in order to develop students' speaking skill ?

Reseach hypothesis

The use of educational games is effective as a speaking teaching method to the

EFL second year lisence University learners.

Limitations of the study

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Using Educational games as a method of teaching is not an esay task to achieve. It is considered as one of the challenging methods of teaching because it requires a lot of concentration, organization, control, knowledge about the learners' needs, and understanding of the game method itself. Therefore, teachers will face many difficulties and challenges with students, such as creating a noisy atmosphere; which makes it harder for teachers to control their classes or manage their goals. However, we are going to focus only on the effect of the educational games on improving the EFL learners's motivation to participation.

Research Mehtodology

We have described one of the techniques that teachers may use to improve the students' motivation to participate in the classrooms by studying the relationship between the Educational games and students' motivation to participation. Therefore, the descriptive method is suggested to manage our study.

Population and sample

Our study and data collecting included the English teachers and the second year

Students of English language at Biskra University. Whom we chose because they are considered prepared and in need to new modern ways of learning English language. Also, they have the ability to learn when engaged in such type of games.

Data gathering tools

Our study has been conducted by analyzing data collected from qiestionnaires

with teachers to review their opinion about this teaching method and interviews with students of English about the Educational games , and if they are effective in the learning process, and whether they accept it and cope with it well inside the classroom.

Research structure

This research study is built on Three Main chapters that tackle the relation between the educational games and the speaking development and teaching as a process , so , the first chapter is about the language learning motivation, its definitions, theories, types and and factors that affect it

The second chapter studies the second variable , which is the educational games, as a start we mention some definitions and types of what these games are , also , refer to some games and describe how they work under practice , and also the reaction of the students towards them along with their results .

In addition , this chapter deals with the use of games as a strategy to teach Speaking skill to students. Therefore ,we describe the relation between the two variables , how they support each

other , how they work in the learning and producing process .

The final chapter includs the data collected and analyzed from the questionnaires and interviews in order to conclude the research .

Chapter One :

Language learning

motivation

Introduction

It is common to hear that the success or failure of language learners to master a second language (L2) depends on their motivation. Motivation is usually associated with commitment, enthusiasm, and persistence to achieve goals. Teachers play a relevant role in this process as they should know how to motivate students. Unfortunately, Hadfield and Dörnyei said that keeping students motivated is the second most complicated challenge for teachers, after maintaining discipline (Hadfield & Dörnyei, 2014). A language teacher sometimes work with students who have very defined goals and a disposition to learn. Sometimes this translates into a more productive and satisfying teaching and learning experience. Nonetheless, other students seem to take a language class because they "have to" and their learning process might result in a slower or less enjoyable process. This chapter attempts to explain and answer many questions that may come to our minds about motivation, i.e. definition, theories, types and factors that affect motivation.

Definition of Motivation

Although the word "motivation" might appear simple and easy, it is in fact very difficult to define. It seems to have been impossible for theorists to reach consensus on a single definition. According to Gardner (1979), motivation is concerned with the question, "Why does an organism behave as it does?" He defines it as:

"Those affective characteristics which orient the student to try to acquire elements of the second language, and include desire the students have for achieving a goal and the amount of effort he expends in this direction." (Gardner, 1979, as cited in Gils& Clair, 1979, p. 179).

Gardner (1985) also defines motivation as the combination of desire and the effort made to achieve a goal, and that links the individual's rationale for any activity such as learning with the range of behaviours and degree of efforts employed in achieving goals. (Gardner, 1985, as cited in Mc Caorthy in Mckay,S & Hornberger,N,H, 1996, p. 3). Moreover, Heckhusen (1991) defines it as:

"Global concept for a variety of processes and effects whose common core

is the realization that an organism selects a particular behaviour because of

expected consequences, and then implements it with some measure of energy,

along a particular path ". (Heckhusen, 1991, as cited in Dornyei & Otto, 1998, p. 64).

Motivation is also defined as the impetus to create and sustain intentions

and goal seeking acts. It is important because "it determines the extent of learner's active involvement and attitude toward learning". (Ngeow, 1998). Interestingly, many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language. According to Oxford and Shearin (1994), motivation determines the extent of active, personal involvement in L2 learning. Finally, based on the preceding definitions, we can come up with the following: motivation involves a goal, an effort, a desire, energy, active involvement, and persistence.

Characteristics of Good/ Motivated Language Learners:

It is common that some students are more successful than others in learning the second language. This differential success is partly due to their degree of motivation and what they undertake to learn it. Good motivated language learners are characterized by some common traits. Rubin (1975) summarizes the characteristics of a good learner in a few brief points:

- are willing and accurate guessers

- have a strong drive to communicate

- are often uninhibited

- are willing to make mistakes

- focus on form by looking for patterns and analysis

- take advantage of all practice opportunities

- monitor their speech as well as that of others; and

- pay attention to meanings

As far as these strategies are concerned, one of the factors that influence the choice of strategies used by students learning a second / foreign language is motivation .More motivated students tend to use more strategies than less motivated students; hence, they tend to be more successful.

Theories of Motivation

The Social psychological period focused on the role of learners' social context and Socio interactions. During this period (1959- 1990), Gardner (1985) introduced the Socio educational model. That model exposes two factors of language learning those are: ability and motivation. Learners who have higher level of ability and motivation will do better than the learners with lower level. Those leaners are goal oriented and more attentive towards

language learning. They are eager to know about different materials and highly motivated to participate in language learning. Some learners have high or low ability and high or low motivation. Ability and motivation both are related with formal and informal language learning context. Formal language learning happens through realization of language in classroom, and informal language learning is learning through experience from everyday life, like learning from radio or television. Ability and motivation both are involved in formal

learning context but informal context motivation would be more involved than ability. Educational setting and cultural context both are related to motivation but are not applicable for ability.

Cognitive perspectives deal with learners' mental processes that influence their motivation. Cognitive psychologist argued that, individual's thought on their own abilities, possibilities and limitations has an effect on motivation.

Regarding this, Self-determination theory focused on the learners' intrinsic and extrinsic motivation. Noels and colleagues invented this theory. Intrinsic motivation is learner's own desire to learn a new language and extrinsic motivation is learner's external desire to achieve a goal. It is generally accepted that, motivation is the most important part for learning a second language.

Dörnyei and Ushioda (2013) have discussed about motivation in a very descriptive way. From their perspective; motivation derives from the Latin verb "movera" which means : to move. Motivation influences to perform action and make some choices. They described

motivation with two terms: direction and magnitude. They defined motivation more specifically with some points. They are: the choice of a particular action, the persistence with

it and the effort expanded on it. (p. 4). In details, motivation helps the learner to choose specific action. In that process; motivation can work out to learn the language. Leaners should expand their best effort to attain the goal. These three things can happen only if the learner has motivation or desire to learn.

However, Motivation leads or guides the students to learn the second/foreign language. Students have some potentiality in them and they just need to believe in that. Motivation leads them to show or prove that potentiality. Motivation can be defined from every day

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conversations .It is like a process that needs to be always activated. In other words, motivation is the most important part for learning a second language.

Types of Motivational Orientation :

Intrinsic and extrinsic orientation. Richard and Edward (2000) have shown a detailed description of intrinsic and extrinsic motivation. According to them, "The most basic distinction is between Intrinsic Motivation which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome" (p. 55). It means intrinsic motivation is something related with learners' self-desire or interest for learning. On the other hand, extrinsic motivation is totally opposite to it. Extrinsic motivation is more related with a goal or achievement.

Intrinsic motivation first came out from animal behaviour. Researcher found out that even in absence of any reward animals showed playful and curious behaviour (White, 1959). It proves that, intrinsic motivation comes from very core of self. It is about own satisfaction, interest and curiosity towards learning. Extrinsic motivation can be defined more elaborately with example. In classroom, one student is participating in tasks because he/she wants to avoid the teacher's hard word. Another student is performing in tasks as well to get the good attention from the teacher. Both have separate reasons for attending the tasks to attain some goals rather than enjoy the task. (Richard and Edward, 2000. p. 60).

Deci and Ryan (1985) had a clear concept about intrinsic motivation. From their perspectives intrinsic motivation is:

"Intrinsic motivation is in evidence whenever students' natural curiosity and interest energies their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is

likely to flourish" *(Deci and Ryan, 1985.p. 245).*Intrinsic and Extrinsic motivation influences or leads learner for learning a second language.

These two variables motivate differently but they have a connection. Student's intrinsic motivation can be hindered lack for boring or strict classroom atmosphere, social expectations or rewards can make them motivated again. Both the variables play important role for motivating the students, though they have different action to play.

Integrative and instrumental orientation. Gardner and Lambert (1972) invented the framework for knowing about different types of motivation. They found two types of motivation: Integrative and Instrumental. Integrative motivation reflects learners' interest about the people and culture of a different language. Instrumental motivation happens for some reasons like, getting job, good result, bonus etc. In addition to that, Sayeedur Rahman (2005) proved in his journal that, instrumental motivation is the main motivational situation for the undergraduate students to learn English as a foreign language in Bangladesh. Leaners can have integrative or instrumental motivation in them. It depends on situation, desire and attitude. Integratively motivated learner performs better and they have the strong desire for it. They learn for enjoyment and to satisfy their hunger of curiosity.

Though researchers found that the role of motivation can be different for different learners, all types of motivation have energy and reason for learning a new language.

Integrative motivation is related with particular culture and people. Integratively motivated learners are interested to learn a specific language because they want to know about the people and culture of that language. "In the socio-educational model of second language acquisition it is proposed that integrative motivation is multi-dimensional, involving affective, cognitive, and behavioural components comprise four broad categories of variables,

motivation, integrativeness, attitudes toward the learning situation, and language anxiety".

(Gardner, 2012. P. 216)

Krashen's Affective Filter Hypothesis and Affect in Language Learning

In his theory of Second Language Acquisition, Krashen (1985) proposed five main

hypotheses: natural order, acquisition / learning, monitor, input and the affective filter

hypothesis. In our study we are interested only in the fifth hypothesis – The Affective Filter

Hypothesis– . This hypothesis stipulates that motivation is one of the affective variables that

play a facilitative, but non- causal role in second language acquisition. Krashen (1985) claims

that students with high motivation and low anxiety are better disposed to acquire a second

language. However, low motivation and high anxiety can all together raise the affective filter

and lead into a ' mental block ' that prevents "comprehensible input" from being used for

acquisition. In other words, when the filter is "up" it hinders language acquisition.

Thus, what one concludes is that affect does play a very important role in second language

acquisition. It needs to be taken into consideration by L2 teachers and they have to make sure

that the learners' affective filter is low at all times in order for proper learning to take place.

Role of the Teachers

Madrid (2002) defined motivation by comparing it with many researchers" theory. All

theresearchers agreed that, teachers are one of the important factors that can influence

learners' motivation. Teachers can engage students in long way of learning a new language.

Ramage (1990) showed that, teachers should try to make the learners engage in their learning

that can influence learners' motivation to attain their desired goal. However, Dörnyei (2001)

proposed this learning differently, it is learners' perspective about the teaching strategies on

them. Teachers can motivate students by implicating many different types of enjoyable

strategies. It is very important to make the classroom atmosphere relaxed and friendly. Many

students have the content in themselves but they cannot perform because of the lack of confidence. Teachers can motivate the learners by their positive attitudes. A teacher is the guide, mentor or facilitator. Teachers should make the learning process enjoyable and interesting for the students. They can use multimedia or new teaching aids in classrooms. Teachers should teach them about the culture of the language as well. That can make the students more interested to know or to learn about the language.

Teacher-Student relationship is another important factor for the motivation of the students. Teachers can make an interactive and friendly relationship with their students. Students can suffer from many personal or mental problems that can make them demotivate to learn a new matter. They can share their problems with the teachers, which can help the teachers to understand better about their students' psychology. Oxford and Shearin (1994) showed, five points that can be the teachers" role for motivating their students. They discussed the reason behind learning L2. Teachers should know about the specific reason of students learning and to make the students positive to attain their goal. They should teach the students about taking challenges and to achieve their desired goal. They can show the students about the benefits or the positive sides for language learning. It can make the learners" more goal-oriented and motivated for learning. Teachers can build a non-threating environment for learning. Students can feel free to share everything in that context. The most important factor is the intrinsic motivation. Intrinsic motivation deals best with the l2 learning process. Teachers should try to motivate their students intrinsically. Students need to enjoy and feel the learning process. Learning can be easier, if the students make themselves intrinsically motivated. In this matter Brophy (1998) says "The simplest way to ensure that students expect success is to make sure that they achieve it constantly" (Brophy, 1998. p. 60).

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Conclusion

Researchers defined motivation with many different perspectives. The most important matter is that motivation is the factor that influences learners' energy, desire, self- esteem, and social perspective for learning a language. Gardner's socio-educational model showed ability and motivation of the learner and these two need to show in performance as well.. Oxford and Shearin (1994), invented some basic role of L2 teachers. Teachers are the best guide or mentor for the students' motivation. Teachers often forget that all of the learning activities are filtered through the students' motivation. Without students' motivation, there is no pulse; there is no life in the class. A great deal of research has been done in the area of motivation, and why it is so fundamental to second language learning. The underlying issues related to motivation are complex, but it is clear that every person's motivation to learn is flexible rather than fixed. When teachers incorporate direct approaches to creating, generating and protecting motivation, both teachers and learners will become happier and more successful.

Chapter Two :

Educational Games

In Learning

EFL Speaking

Introduction

Many students face a lot of difficulties concentrating in class or paying attention to lessons when presented, and that is a result to the lack of motivation and interest. Moreover, it has been agreed upon that those two elements are the key to a good learner, as El Shamy (2001), Scrivener (2005), Hayns and Zacarian (2010) highlighted that ''the importance of a better learning lays on creating entertaining, helpful and useful activities for optimal learning atmosphere'' because most students feel comfortable, entertained , and lose the feeling of obligation under such conditions. It means that the teacher should provide activities and tasks that helps learners to improve their confidence and flexibility inside the classroom by facilitating the tasks as much as it needs to be . Games for instance can be helpful in realizing these objectives because this kind of strategy is considered both entertaining and educational.

This Chapter will tackle points considering games in general , their definitions, its importance, its different types and characteristics, and specialy examples of games that inhence speaking proficiency and how to realize them.

Definition of a Game

A game is considered as a play but constructed and followed by certain rules,

usually set for entertainment and sometimes used as an educational mean. Many

scholars and philosophers had provided different definitions to the word game, for

instance , "Ludwig Wittgenstein" was probably the first academic philosopher to argue the definition of the word game. In his philosophical investigations, discussed that the elements of games, such as play, rules, and competition, all fail to properly define what games are. Also "Wittgenstein" rejected the idea that language is somehow separate and assimilating to reality, and he discussed that concepts do not need to be clearly defined to be meaningful. From this,

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Wittgenstein concluded that people call the term game to a range of disparate human activities

that bear to one another.

On the other hand , the French sociologist Roger Caillois (1961), in his book *Les*

jeux et les hommes (Games and Men), defined the word game as an activity that must

contain six main characteristics as follows :

- Fun : the game is chosen for both relaxation and pleasure.

- Separate : the activity cannot happen everywhere or all the time ,it's bound to time

and place .

- Uncertain : the people who are doing the activity do not know how the

game will end.

- Governed by rules : the activity has rules that are different from everyday life .

- Fictitious : the people doing the activity know that the game is not reality.

- Non-productive : doing the activity does not make or do anything useful.

According to Katie Salen and Eric Zimmerman (2004)   "A game is a system in which

players engage in an artificial conflict, defined by rules, that results in a quantifiable

outcome". This means that games are made to gain a result at the end by following a

set of rules that define it.

Importance of Games

The first thing that most people think about the term game is fun. Many years ago, people consider games as a way to entertain themselves, compete with their friends and have fun with them. Nowadays, games occupy a large space in learning a foreign language ,they give EFL's learners a relaxed learning environment in classroom.

Many researches had analyzed the use of games in the classroom in order to find successful strategies to help students saving more vocabulary. Also, they can increase student's proficiency in learning foreign language.

Games and communication. The mastery of communication skills is very important for students regardless of what they choose to do with their life. For that reason, teachers try to use different strategies to help students use language correctly. One of this strategies is games which are used not only for entertaining or spending time, but also for helping students communicate with each other. Hadfield (1984) states that "games provide an opportunity for real communication" (p.4).

Hedge (2000) confirms that "students need plenty of opportunity to practice the language in situation which encourage them to communicate their needs, ideas and opinion" ,this means that students need opportunities to use English and communicate well inside the classroom (pp.44-45). Simply, using games in classrooms helps students to improve their communication skills.

Games as motivator. Motivation in learning a foreign language is very important because it helps students learn more, enjoy what they learn and have good communication. This means that motivation pushes learners and encourage them to act and participate in classroom. Many

teachers search for new techniques to motivate their learners to learn. One of this technique is games, which have a positive effect on learners' motivation and classroom atmosphere in general.

Yu (2005) confirms that the use of games can play a great role in developing motivation of students in classroom. Moreover; he claims that games encourage EFL' students to participate liberally in classroom. (Yu,2005 as it is cited in Balouta, 2015). So, the lack of motivation inside the classroom can cause fear as well as lack of confidence.

Games increase student's proficiency. The main aim from using games in classroom is to give students opportunity to acquire the language and communicate well. Moreover, games increase students' involvement, motivation, their attention and increase their proficiency. Playing games in the classroom can enormously increase students' ability on using language. As it is cited in, Zemmit (2015), Deesri (2003) confirm that "using games in the classroom gives students the ability to practice the language because they are given situations and have the chance to use real communication. Also, students drill and practice grammatical rules and other functions". Games should be used by teachers in the classroom in order to increase their students' competency.

Types of Games

Nowadays, teachers are using games more often. That way many book games have been published .The most used ones are games which focus on grammar and oral communication. There are few books which are based on pronunciation, listening and writing skills.

In addition to this classification, there are other ways to categorize games, which are based on: students' age and students' level.

Hadflied (1984) classifies games in tow parts : the first part is linguistic games which focused on accuracy such as applying the correct form of sentences .The second part is communicative games which focused on the appropriate use of expression such as conversation between people. Games can be also classified as follows: listening, speaking, kinetic and experiential games.

Listening games. considered as a great way to make EFL students improve their listening skills and practice a variety of vocabulary and language. Learners should have a good listening skill to communicate well because 45 percent of communication is listening.

Speaking games. Many teachers have faced the stragle encouraging students to speak. So, they tryed to focus on what is the appropriate strategy to make their students master this skills. Which can be used at any time as listening type to enforce vocabulary and oral expression. The main aim of this type is to make speaking enjoyable in the classroom.

Kinetic games. This type is based on refreshing the classroom's atmosphere, especially when students are getting tired and find difficulties on keeping concentrationto the teachers. kinetic games, always need to be joined with another activity on speaking, reading and listing.

Experiential games. This type has a specific aim which is helping students to influence their attitude and teaching them how they can understand themselves, and what is happening around them as phenomenon , i.e the experiential games are not used to complete a language task but to experience the process and learn from it . According to El shamy (2001) games can be categorized and classified according to different approaches . In oother words, the classification of games is based on the used material and the participants task in the subjects matter.

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El shamy (2001) provides four types of games : content - focused games , experiential games , content-focused frame games . and experiential frame games , the most used or practical type for the classroom especially teaching language in the content focused games ,an example of this type is crossword games .

In addition , Hadfiled (1984 .P. 4) devides games into two parts : the first one which reachs the good and co-operative games where all students work together toward a common goal, the second type includes different categories : the information gap games, guessing games, search games, matching games, watching up games, exchanging and collecting games, combining activities and role play.

Information gap games . An information gap game is an activity where learners are missing the information, they need to complete a task and need to talk to each others to find it. For example: learner A has a biography of a famous person with all the place names missing; whilst learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions.

Guessing games. A guessing game is a game in which the object is to guess some kind of information, such as: a word, a phrase, a title, or the location of an object. Many of the games are played co-operatively. In some games some player know the answer, but cannot tell the other, instead they must help them to guess it.

Searching games. Searching games are known as word find games, they are popular for helping students recognize words. In searching for words, the students seem to read and memorize the words in a way that they enjoy and which helps them learn the words and their spelling. Searching games can be played online or users can create a print table word search.

Matching games. As the name implies, participants need the match for a word, picture or card. For example, students place thirty word cards; composed of fifteen pairs, face down in a random order. Each person turns over two cards at a time, with a goal of turning over a matching pair by using their memory.

Matching up games. Each student in the classroom has a list of opinion preference or possibilities, only one of these shared by other students, thought discussion the group decide on a common preference in order to agree on something.

Exchanging and collecting games. Students have certain articles, cards, pictures or ideas which they are willing to exchange for others in order to complete a set .The aim of this kind of games is to make an exchange that is satisfactory to both sides.

Combining games. Students must act on action information in orders to among themselves in groups like families living in the same place.

Some Examples of Speaking Games for EFL Learners

(Gantenhammer, 2015) proposes in her web article some examples of speaking games for EFL learners :

Variations on the game Taboo. For variation 1, create a PowerPoint presentation with a noun on each slide. Have one student come to the front of the room and sit with their back to the PowerPoint. The rest of the students take turns describing the words on the slides, and the student at the front has to guess them.

For variation 2, separate the students into groups of four or five. Place a pile of cards with random nouns in the center of each group. Have students take turns describing a noun for their group members to guess. The group member who guesses correctly keeps the card, so there's competition to see who has the most cards at the end of the game.

Variation 3 is for advanced speakers. Separate the class into two teams. Students are given a word to describe to their teammates, in addition to a list of words that they cannot use in their description. Each student should have two to three minutes to see how many words their teammates can guess.

Descriptive drawing activity. Pair up the students and give each student a picture, placing it face down so partners can not see each other's cards. They must describe the picture for their partner to draw.

Comic strip descriptions. Give each student a portion of a comic strip. Without showing their pictures to one another, the students should attempt to describe their image, and put the comic strip into the correct order. After about 10 minutes, the students can guess the order, show one another their portion, and see if they were correct.

Debates. Give each student a piece of paper with "agree" written on one side and "disagree" on the other side. Read aloud a controversial statement, and have each student hold up their paper showing the agree or disagree side depending on their opinion. Choose one student from each side to explain their position and participate in a short debate.

Impromptu speaking. Prepare a list of topics that students will be able to talk about. Split the class into two teams, and have each student choose a number—that's the order they will go in. Each student will respond to a statement without preparation. They must continue speaking for 45 seconds. As the student is speaking, the other team listens for moments of hesitation, grammatical mistakes, and vocabulary mistakes. If the other team can correctly identify an error, they get a point.

Desert island activity. Give each student a piece of paper and tell them to draw an item—any item. Collect the drawings and pass them out again; no student should receive their own drawing.

Next, tell the students that they have been stranded on a desert island, and only half of the class can survive and continue to inhabit the island. The only thing each student will have on the island is the item depicted in the drawing given to them, and their goal is to convince the class that they should survive based on that item.

Storytelling activity. Bring four students to the front of the classroom. Three of them should sit in a row, and one should stand behind them and act as a controller. Give the controller a stack of cards with nouns written on them.

The controller will hand a noun to one of the three students, who will start to tell a story. The student continues telling the story until the controller decides to hand another noun to another student, who will then take over the story.

Two Truths, One Lie. Each student should write three statements about themselves on a piece of paper. Two of them should be true, and one should be a lie. Students read their three statements, and their classmates question them to try to determine which statement is a lie.

True/false storytelling. Give each student a piece of paper with either "true" or "false" written on it. Each student should tell the class a story that is true or false, depending on which word they received, and the class must guess whether it's true. To add to the activity, you can allow the other students to question the student telling the story.

Have Never... . All students in the class should start this activity holding five fingers in the air (you can use less fingers to do this more quickly). The student who goes first tells the class one thing that they have never done. The students who have done that activity should put

a finger down, and tell the class a story about this activity. A student is out of the game when all of their fingers are down.

Conclusion

As shown in this chapter, sometimes it is hard to teach speaking skill, yet

educational games make it easy to teach it in a way that captivates the learners and grasps their attention to a better performance. games encourage students to interact with each other in the classroom. Also, using games activities create an enjoyable atmosphere, opportunities for students to participate and explain their ideas, opinion and emotions. Moreover, it breaks the routine of the formal sort of learning in which that it helps and encourages the learners to sustain their interest.

Chapter Three :

Field Work

USING EDUCATIONAL GAMES AS A CLASS STRATEGY

Introduction

The current chapter aims to discuss and evaluate the results accumulated from the questionnaires and the interviews. The former was dedicated for teachers in order to measure the application of the educational games as a method and the challenges that it proceeds and their interest towards integrating the educational games, to enhance the learners' speaking skill. The latter was devoted for students , which generally seeks to investigate their interest and familiarity with the use of games in class and how would they react in such situations and condition. The eminent characteristic of this part is to show how educational games may affect EFL teaching and learning.

Teachers' Questionnaire

Aim of the questionnaire

Through following the descriptive method, a semi-structured questionnaire has been conducted for the sake of investigating the problems and collecting the data required for the research, As well as to see how English language learners at Mohamed Khider University consider the use of educational games as to enhance their speaking proficiency. The questionnaire chiefly tends to study the different opinions and experiences of teachers towards the use of educational games in EFL learning.

Description of the questionnaire

The questionnaire is severed into two main sections. The first section generally regards the general information concerning teachers (age , gender and the English level of their students). The second section seeks to know the teachers' interest in using educational games tools in EFL learning, measures their acquaintance with the term "educational games", and whether or not the latter may evolve their learners' speaking proficiency.

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Participants :

The questionnaire targets the teachers of Oral Expression who taught or are teaching second year License at Biskra University. There was a random selection of teachers however, it included only 8 teachers. The main reason of targeting this population is due to the fact that they are well knowledgeable about their learners' ability of proceeding such games, and also, their learners are quite familiar with the English language .

The Analysis of the questionnaire :

Section one: General information

This section is meant for gathering relevant information about the participants

(teachers). It mainly deals with their gender, age and teaching career.

Item 1 : The gender of the participants

Gender	Percentage	Participants
Male	**37.5%**	**3**
Female	**62.5%**	**5**

Table 1: Distribution of the teachers' gander

USING EDUCATIONAL GAMES AS A CLASS STRATEGY
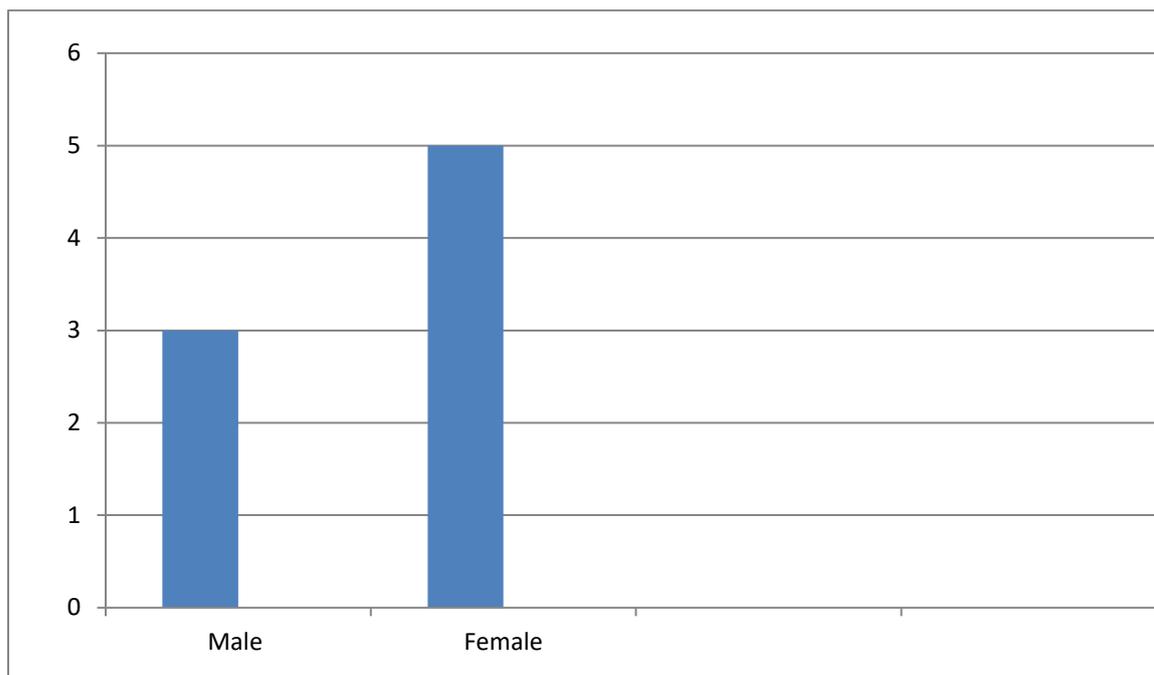
Figure 1: Teachers' gender

As we can see in the table above, the teachers are from both genders.

Item 2 : Age of the participants

Age	Percentage	Participants
28-33	37.5%	3
24-40	37.5%	3
41 and up	25%	2

Table 2: Distribution of the teachers' age
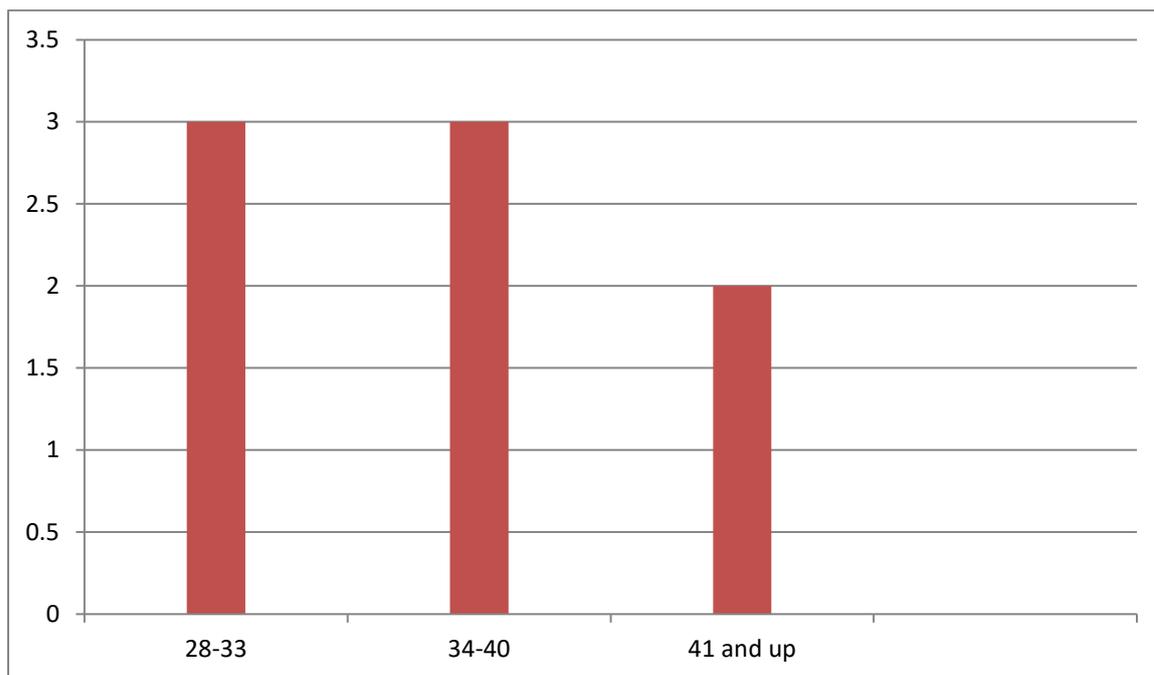
Figure 2: Teacher's age

The results show that the age of (37.5%) of the teachers is between 28 and 33

years old; (37.5%) are between 34 and 40 years old, and (25%) are from 41 and up . As a

result, teachers are from different ages, and represent teachers from different periods

with different experiences.

Item 3 : Level of the second year students

Options	Percentage	Participants
Great	**0%**	**0**
Good	**25%**	**2**
Average	**62.5%**	**5**
Less than average	**12.5%**	**1**

Table 3: Distribution of the 2nd year students level

USING EDUCATIONAL GAMES AS A CLASS STRATEGY
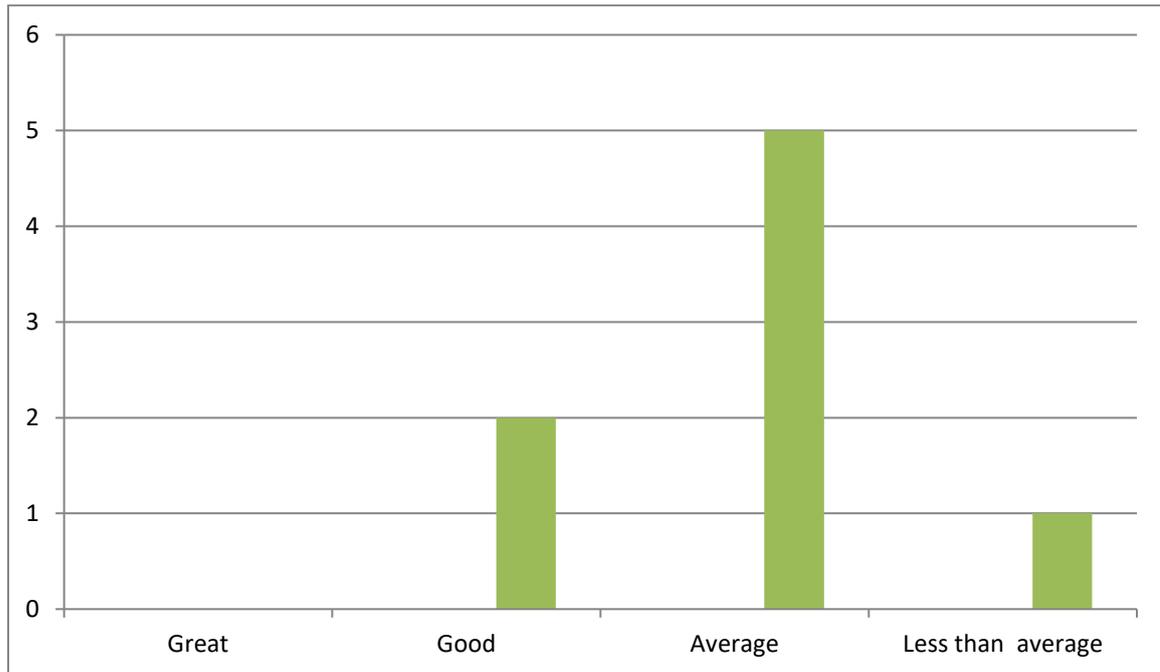
Figure 3 : 2nd year students' level

The result indicates how the students' level is different. It shows that 62.5 % of the

population are average in the Oral Expression module . However, 25 % of the students

are good, and 12.5% of the students are less than average.This data seeks

to inform us whether the conducted technique is effective on all levels or only on a

specific category of students level .

Section two : With regard of Oral Expression learning :

Item 4 : The preferable way of learning for students

Options	Percentage	Participants
Individuals	12.5%	1
In pairs	37.5%	3
In groups	50%	4

USING EDUCATIONAL GAMES AS A CLASS STRATEGY

Table 4: The preferable way of learning to students according to teachers
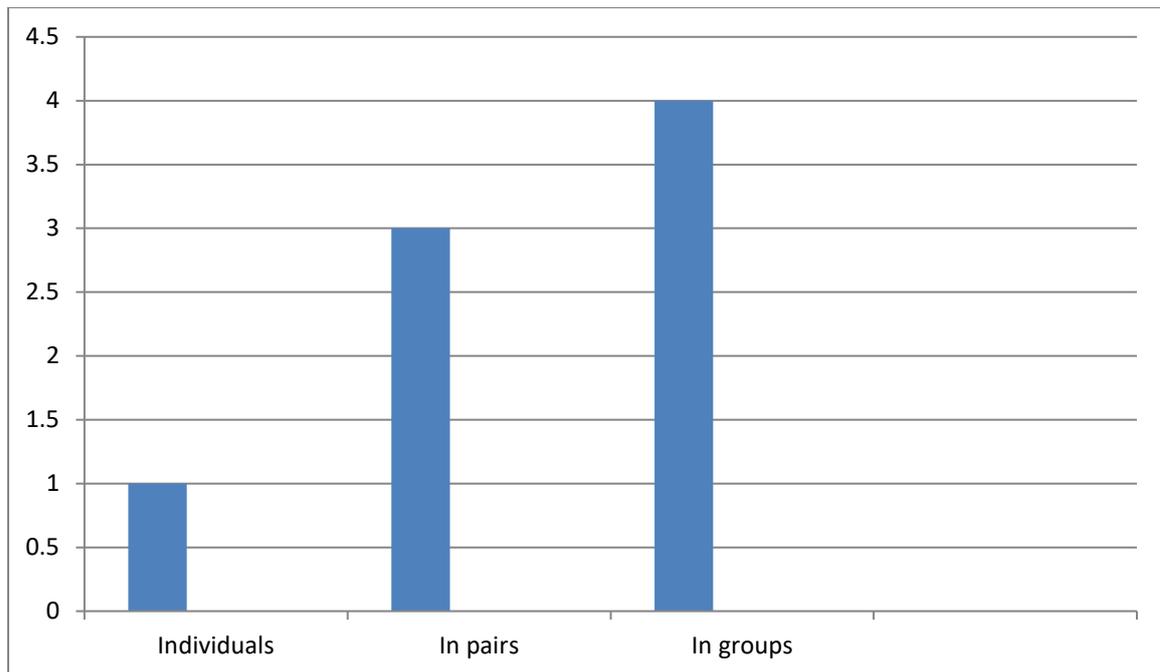
Figure 4: teachers' opinion about how students prefer to learn

The table shows that most of the students (50%) prefer to work and learn in

groups rather than alone , and (37.5 %) like to work in pairs where only few of the

population (12.5 %) prefers to study separately and individually in class.This statistics,

increase the ability and the degree of adaptation of the education games among students

where they need to contact and connect with each other .

USING EDUCATIONAL GAMES AS A CLASS STRATEGY

Item 5 : Amount of students who participates in the Oral Expression activities

Options	Percentage	Participants
Few	62.5%	5
Many	37.5 %	3
All	0 %	0

Table 5: Amount of students who participate in the Oral Expression activities
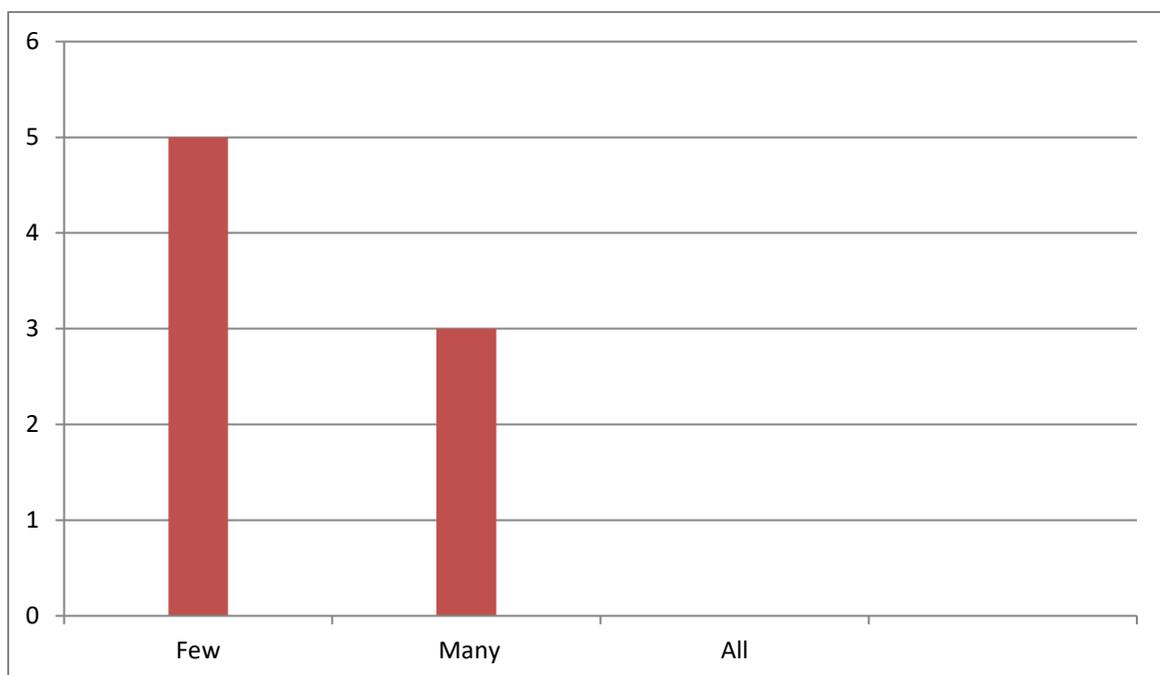

Figure 5: Amount of students who participate in the Oral Expression activities

According to Graph 5**,** the percentages are different. In some cases, 62.5% teachers declared that only few of their learners participate in the Oral Expression activities, and the other 37.5% teachers stated that many of their students participate and engage in those activities.

USING EDUCATIONAL GAMES AS A CLASS STRATEGY

Section three : With regards to the use of English educational games

Item 6 : The use of English educational games by teachers

Options	percentage	Participants
Yes	75%	6
No	25%	2

Table 6 : The use of English educational games by teachers
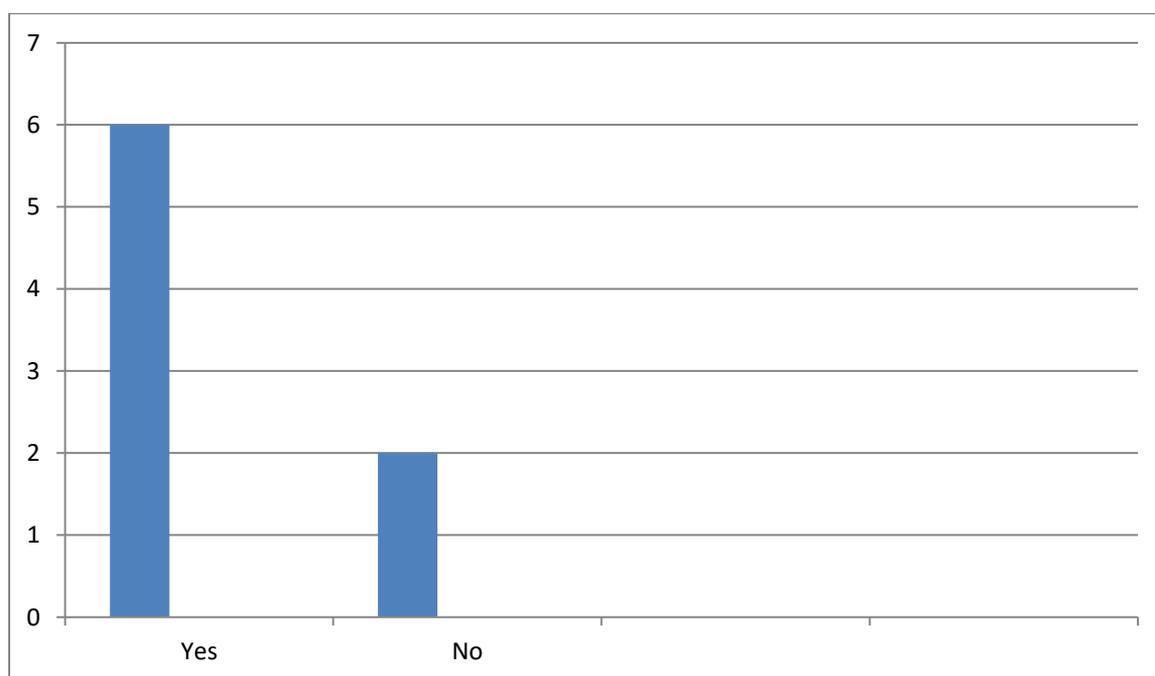
Figure 6 : The use of English educational games by teachers

The aim of the question is to know if teachers are acquainted with the term "

educational games " and how did they know about it. We find that the majority of

teachers, who represent 75 % of the population , do know the term and its qualities ,

however 25 % of the teachers have no knowledge about this methodology or technique

neither have ever used it in class . From this data we conclude that this technique is well

USING EDUCATIONAL GAMES AS A CLASS STRATEGY

acknowledged among teachers however; it is not yet that common which is what we are

trying to accomplish from our whole research .

Item 7 : The frequency of using the English educational games in class

Options	Percentage	Participants
Always	0%	0
Sometimes	75%	6
Never	25%	2

Table 7 : The frequency of using the English Educational games in class
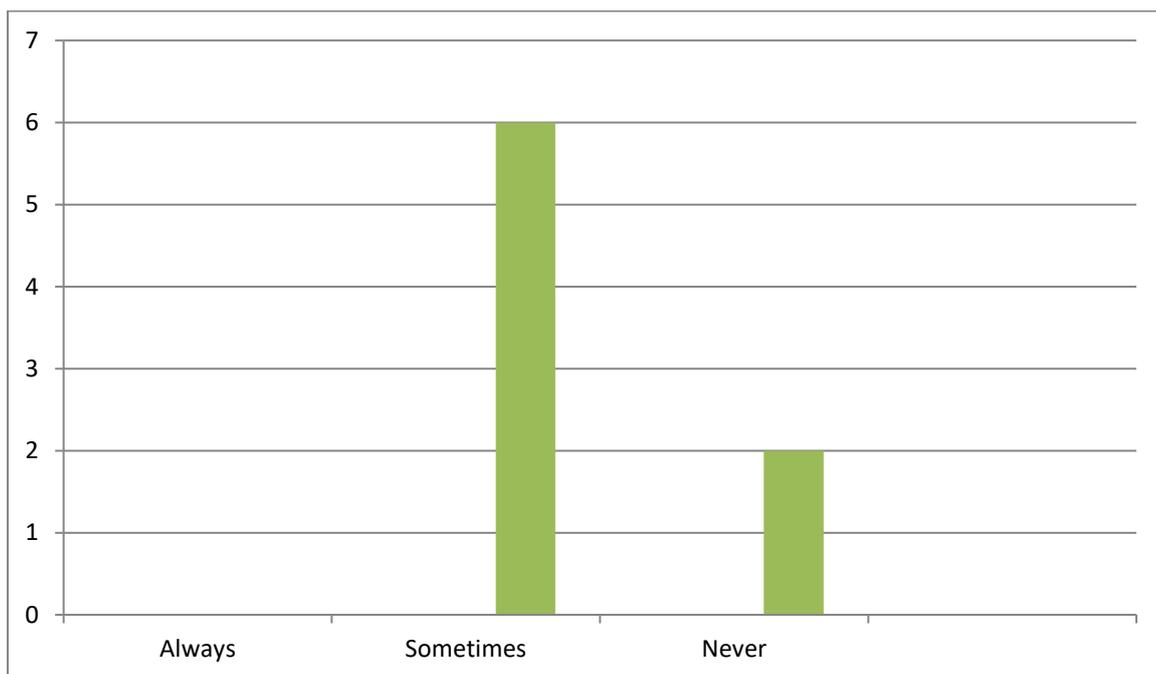

Figure 7: The frequency of using the English educational games in class

The results show the frequency of using games in the class where most of

teachers (75 %) use games "sometimes " and only two teachers never use them in

the lesson; maybe because he faces too many difficulties or challenges that

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come along with this kind of methods such as noise and lack of time .This, depends

on the teachers' way of teaching; for example, some teachers prefer to teach their

learners through grammar rules, and they believe that the interaction that occurs

during playing games can not help learners to learn, however; some others prefer to

engage the learner with the term directly by giving him the opportunity to contact with

his fellow students in such games .

Item 8 : Types of educational games used by teachers

Options	Percentage	Participants
Role plays	**50%**	**4**
story telling	**12.5%**	**1**
Picture describing	**12.5%**	**1**
Other :…………….	**25%**	**2**

**Table 8 :** Types of educational games used by teachers
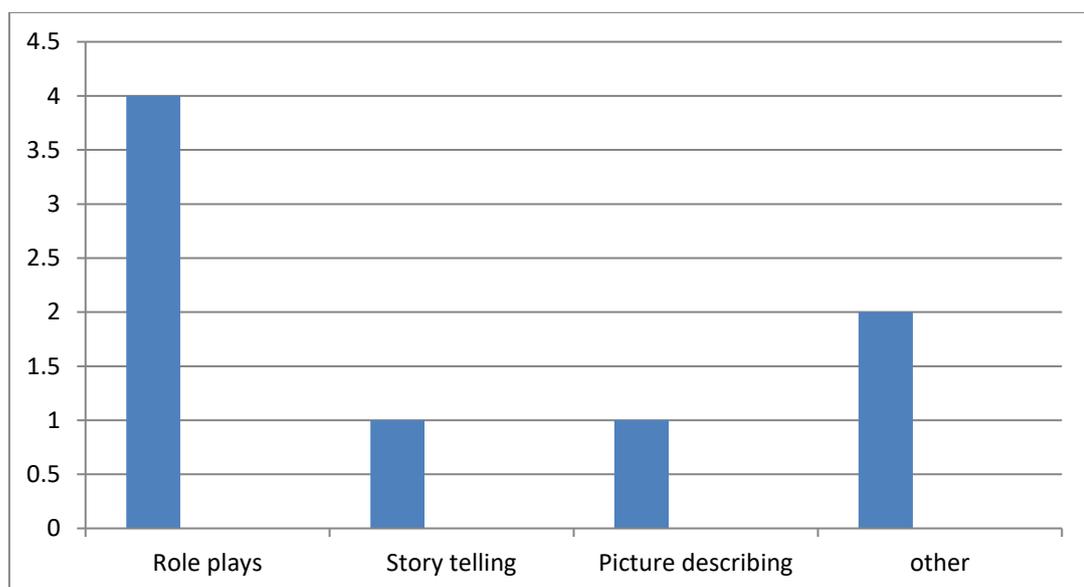
Figure 8: Types of educational games used by teachers

According to Graph 8, the majority of the participants chose role plays. It means that they find it more effective in enhancing their students speaking skill, whereas; the rest consider story telling to be more effective in enhancing the speaking proficiency process for learners which represents the average of 25%. Some teachers added some other games such as debates, which we have already mentioned before , we notice that there are some well known games among the teachers and students that both of them have been exposed to either in English or in their native language , and they have also added that these games are the ones that pupils feel comfortable with in class .

Item 9 : The rate of the effectiveness of educational games as a teaching method:

Item 1 : Are Educational games effective for Oral proficiency?

Options	Percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neutral	**12.5%**	**1**
Agree	**50%**	**4**
Strongly agree	**37.5%**	**3**

Figure 9 : Educational games are effective for Oral proficiency

The results confirm that (87.5%) of participants assert the effectiveness of games in

increasing learners' spaking proficiency (12.5 %) neither agree nor disagree with the

given question.

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Item 2 : Educational games helps to improve other skills besides speaking skill

Options	percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neutral	**12.5%**	**1**
Agree	**62.5%**	**5**
Strongly agree	**25%**	**2**

**Table 10 :** Educational games helps to improve other skills besides speaking skill
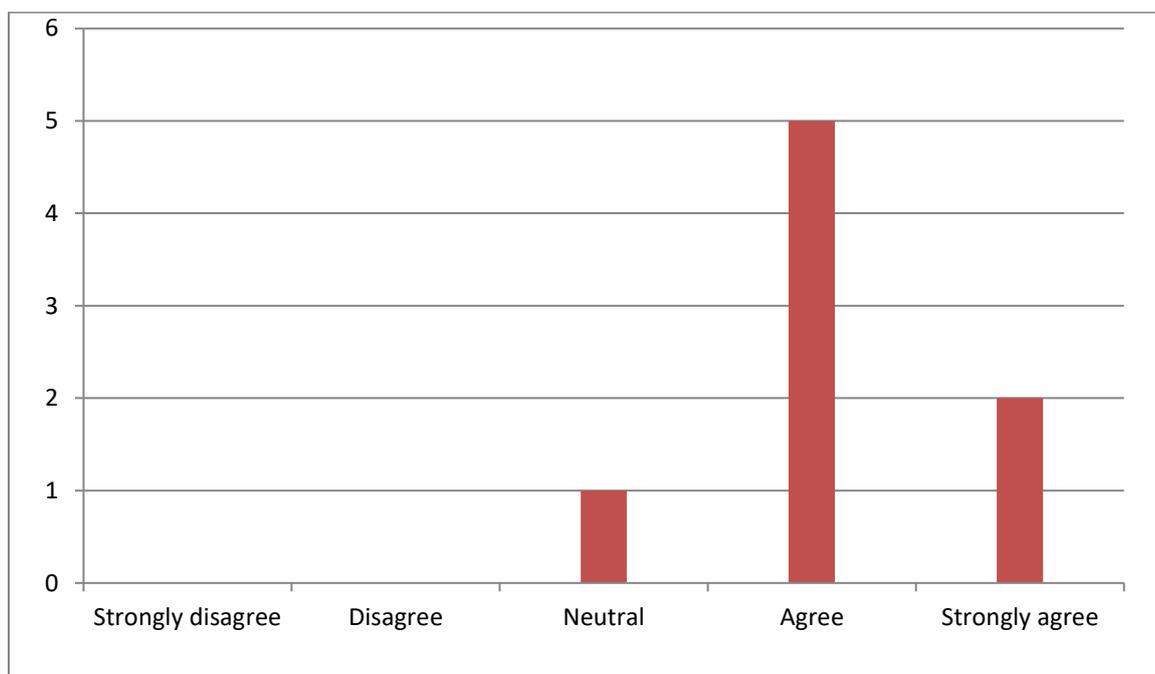
Figure 10: Educational games helps to improve other skills besides speaking skill

All the teachers agree that when using games in the class, learners are improving

unconsciously other skills along with their speaking skill for instance , listening skill where

they required to listen to spaker in order to be able to play the game. Also, it improves

spelling and pronunciation , some games require spelling the game or names used in the

game.

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Item 3 : Educational games increase the amount of Oral proficiency

Options	percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neutral	**12.5%**	**1**
Agree	**52.5%**	**4**
Strongly agree	**37.5%**	**3**

Table 11 : Educational games increase the amount of oral proficiency
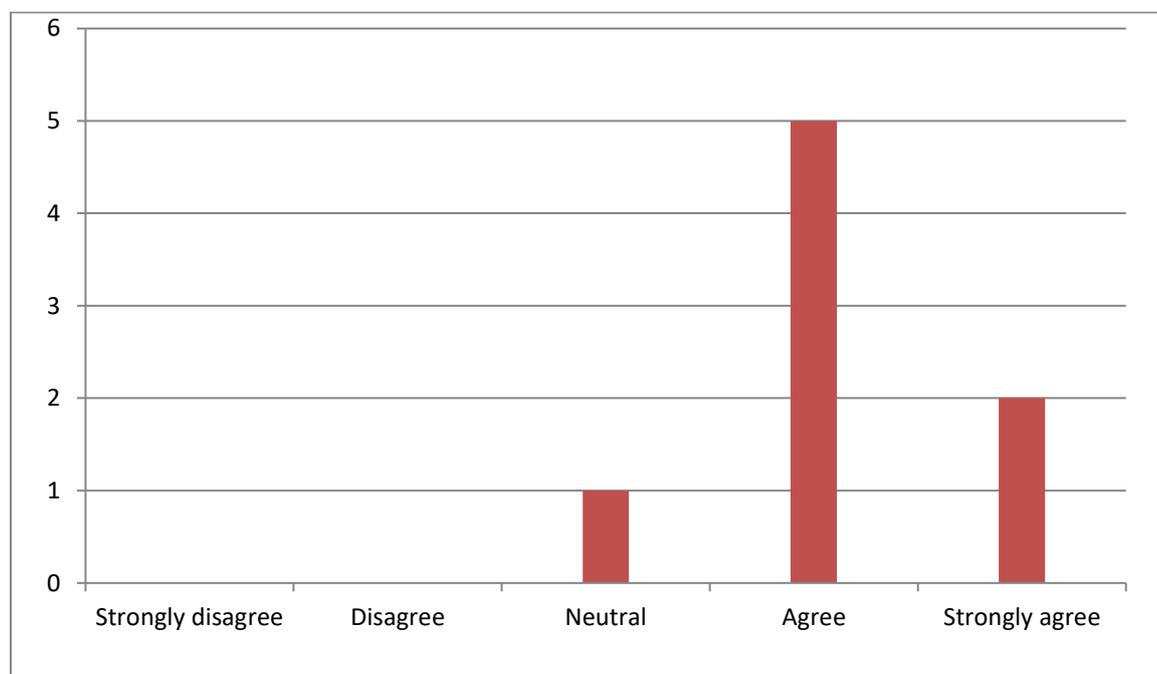

Figure 11: Educational games increase the amount of Oral proficiency

The participants were asked whether or not they think that these games increase

the amount of vocabulary that students learn during class , (90 %) of participants agreed

that students can learn more subconsciously without paying too much effort or putting

extra time for it , on the other hand , (12.5 %) of teachers neither agree or disagree with this

statement , and it may be derived from what they have noticed in all situations (with using

games and using the normal routines) , that it does not make a big difference when it comes

to learning the speaking skill.

Item 4 : Educational games offer opportunities to develop speaking skill that other

method neglects

Options	percentage	Participants
Strongly disagree	**0%**	**0**
Disagree	**0%**	**0**
Neutral	**12.5%**	**2**
Agree	**50%**	**4**
Strongly agree	**12.5%**	**2**

Table 12: Educational games offer opportunities to develop speaking skill that other

methods neglect

USING EDUCATIONAL GAMES AS A CLASS STRATEGY
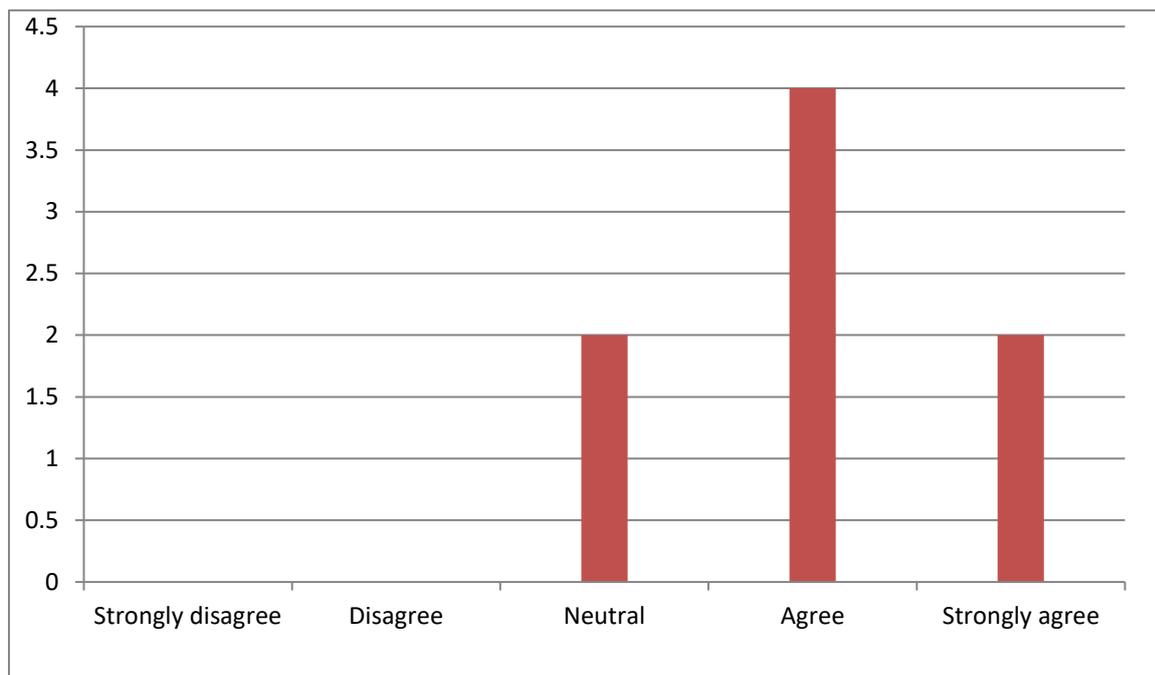
Figure 12 : Educational games offer opportunities to develop speaking skill that other

methods neglect

The results show that most of teachers agree that educational games offer more

opportunities for students to learn than the traditional means.For instance, when a

teacher presents his lesson on a traditional way, some students may not have the

opportunity to participate and truly be a part of the lesson, however; these language games

obligate all students to participate and interact with the task and activities . On the other

hand , a few number of teachers think that it does not make a big difference for learners .

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Item 10 : Factors that effects the decision of choosing the type of the game

Options	percentage	Participants
Students' language aptitude level	62.5%	5
Course material	25%	2
Your experience	12.5%	1

Table 13 : Factors that effects the decision of choosing the type of the game
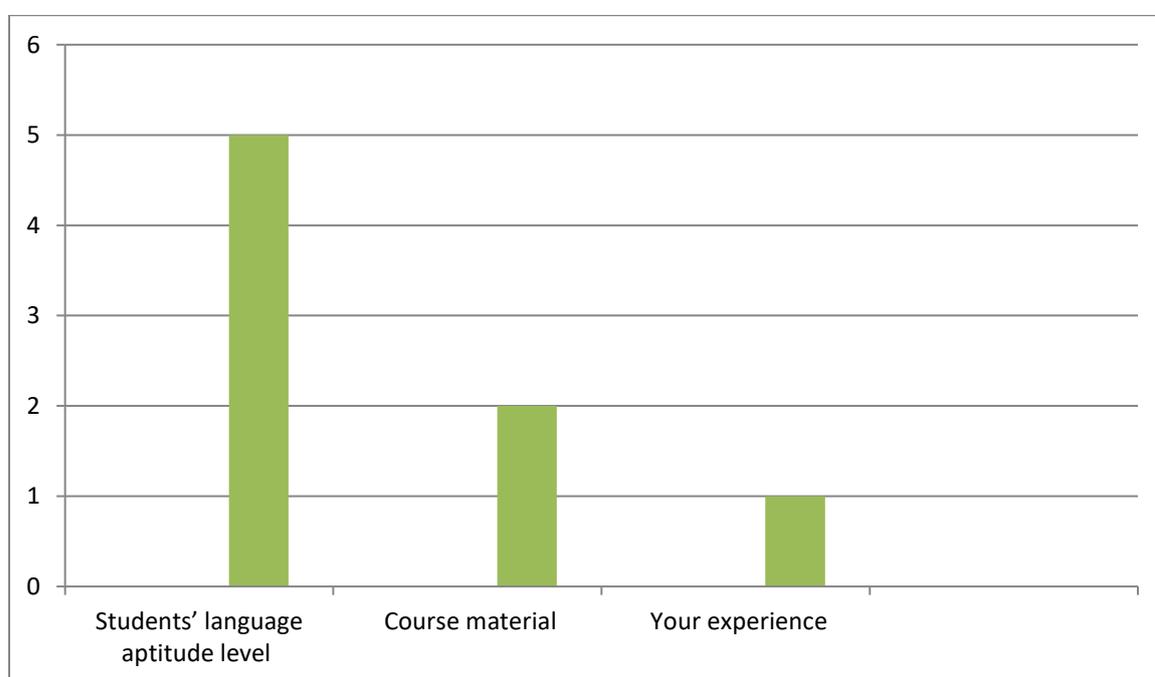
Figure 13 : Factors that effects the decision of choosing the type of the game

The aim of the question is to know how teachers choose which game to present

for learners and what factors they consider before starting a game , a percentage of (62.5%)

of teachers choose their games according to their students' language aptitude level which

means that teachers consider their students' competences and capacities that correspond with

a certain game and then apply it on them . The other (25 %) of teachers stated that they

choose their games according to the course material, and (12.5 %) stated that they choose

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their games according to their experience. In other words, some games represent oral

proficiency in a better form than others do , and other games facilitate the learning of

speaking skill such as debate more than others.

Item 11 : The challenges faced in teaching by English educational games

Options	percentage	Participants
Noisy classroom	37.5%	3
Insufficient time to finish the game	25%	2
Lose control of the Class	25%	2
Other	12.5%	1

Table 14 : The challenges faced in teaching by English educational games
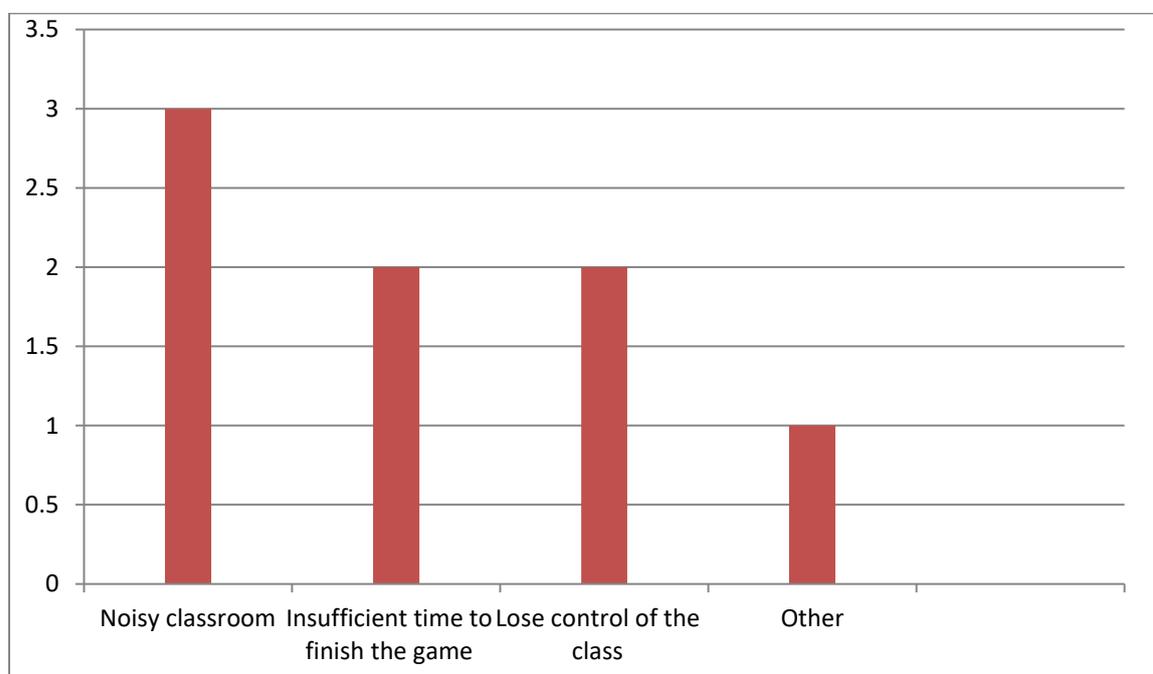

Figure 14: The challenges faced in teaching by English educational games

The table shows that most of teachers (37.5 %) , believe that educational games

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may bring along some challenges and difficulties inside the classroom , as a result of

the interaction and movements of learners that the game requires , this may lead to a very

noisy classroom which can irritate other near classes , another problem that (25%) of

teachers face , is the insufficient time to finish the game which may lead to not finishing

the program or staying behind the curriculum , (25 %) of the participants mentioned that

they suffered from the loss of control of the class when applying such games because of

the activity of learners when doing the tasks , and the other (12.5%) stated another

obstacle , which is the interference of the mother tongue during the game.

Item 12 : Learning through educational games motivate learners

Options	Percentage	Participants
Yes	100%	8
No	0%	0

**Table 15 :** Learning through educational games motivate learners
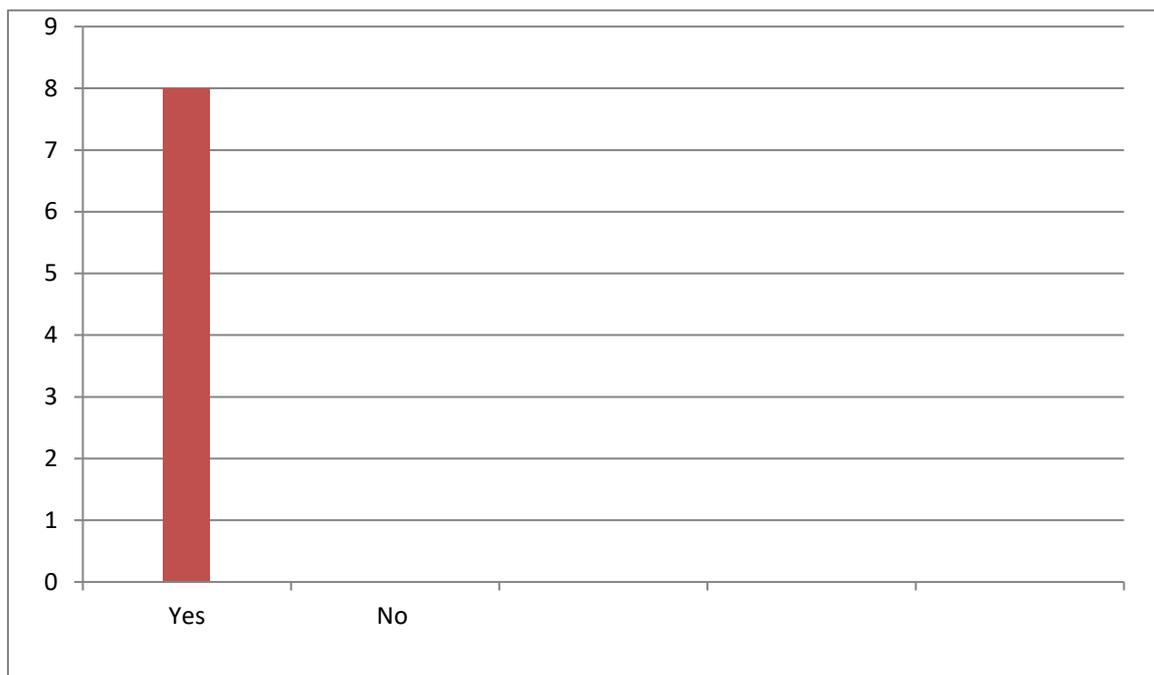
Figure 15: Learning through educational games motivate learners

The table indicates that all teachers (100%) confirm that English educational

games play a huge role when it comes to increasing the spiritual side of students to learn

and study , it keeps the learners motivated at all times .

Discussion

The results of the teachers' questionnaire analysis can be categorized into three main

parts: teaching speaking skill and the learner's development of it in the class, their

acquaintance with educational games , and their behaviors towards the use of educational

games in enhancing their learning in general .

Developing oral proficiency for learners in the second year at the University is not an easy

task . students usually lose focus inside the classroom consequently because of the techniques

of presentation especially when it's the presentation of a new language (the English language) , as a result, a new method has been finding its way to the teaching process where the majority of teachers stated that it has a significant effect on enhancing the learners' language in general and their oral procifiency in a specific way . As our studies showed , and regardless to the frequency of using the educational games a method of teaching speaking skill in class , all of the participants have been exposed to the technique or at least, have a background of the term , the research has been conducted to seek whether the educational games are effective regarding the development of oral procifiency for second year learners , and the majority of our data confirmed that the outcome of such games is highly positive for students where it increases their ability to learn faster.

Almost all of the teachers are interested in involving the educational games in the teaching process irrespective of the fact that it may bring along some challenges and difficulties however , some tricks can control the problems faced.

Students' interview

Aim of the interview

In addition to the questionnaire for teachers , a semi-structured oral interview was conducted for the sake of collecting more data about the subject matter, this tool has been conducted to investigate whether the educational games are as much accepted by learners as it is accepted from teachers, and if students prefer to learn throughout this kind of techniques or by the traditional means that they got used to.

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Description of the students' interview

The interview consists of eight (8) questions. It includes both open-ended and close-ended questions which are set to regard the students' acquaintance with integrating educational games in learning speaking skill. The selection of learners was divided equally based on their gender , and their level of English (beginners , intermediate and advanced) .

Participants in the interview

The interview was administrated at the Univesity Mohmed khider Biskra , which was dedicated for the English language learners of the third year . Twenty seven (27) students were appropriately selected to answer the questions of the interview in order to receive satisfactory and valid answers.

The Analysis of the students' interview

- Question 01: Do you like the English language in general ?

A number of 25 student out of the whole population confirmed that they do

like the English language in general, and the reason as they have explained, is the

movies and the games they watch in the television and play, this category stated

that they consider the English language much easier than any other language they

have been studying and that is because of the constant exposure to the language in

class and at home, in front of the television or by playing games. However, two

learners answered negatively to the question, according to them , the English language is

very complicated and not easily understood because of its multiple accents and meanings

of one word.

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- Question 02 : Do you like learning the English language in your middle school and

inside the classroom ?

Our research has shown that all the participants have answered with yes to this

question with no hesitation, this is due to the encouragement of teachers of English and

their hard work on motivating learners and keeping them on the right path to have better

outcome and to enhance their level and education .

- Question 03 : Do you participate in the activities of the language and its

speaking?

The learners have provided various answers to this question , an amount of 22

students have responded by '' yes '' , and the other 5 students responded by '' no '' , this

indicates that not all students engage in the classroom, some students may learn the

speaking skill quickly while some others may not acquire it as much as easy and quickly.

- Question 04 : How would you like to learn the English language (Movies ,

games …) ?

The primary purpose behind asking this question is to have an idea about how

learner prefer to learn , and what atmosphere they like to work in. Most results indicated

that 24 of learners prefer the fun and joyful atmosphere, in addition to that, they clearly

stated that they like to feel free and comfortable while doing a task. Most learners work

better when they are relaxed and free of rules, not in the exact meaning of the word, but

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free to move, talk, express themselves, in other words they need to be active, because

students nowadays learn by action , and when they are exposed directly to the subject

matter .

- Question 05 : How do you study English inside the classroom ?

This question seeks to have a close look on how teachers present the language and

its characteristics to students inside the classroom, where all 27 students answered the

same way . Teachers first present the lesson (rules , examples , exceptions ..) ,then

give activities to assess the learners' degree of understanding the lesson , and add at the

end of the session some homework based on the given course . This is considered as the

traditional way of the teaching process , and as we have noticed there is no real

application of the educational games as a teaching method in class .

- Question 06 : Would you prefer to learn by educational games instead

of the usual way ?

22 of the participants' answers revealed that educational games can enhance the

learners' interest toward learning English in many ways, as a new experience for some

learners, it may raise their interest and motivation towards learning English, this sample

agreed that they prefer to change the traditional way of learning inside the class and it

seemed that this method made them more motivated and so happy to speak . On the other

hand, some students (5) did not agree with the change of the method and preferred the

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traditional way of presenting the lessons, as they stated , they do not want a change of

methods after they have got used to the old ones .

- Question 07 : Do you feel that you learn better through educational games ?

The feedback of the participants presented shows that 24 of the population feel

comfortable during such games, and that they can learn better and concentrate better in

that atmosphere, however 3 of the students do not develop their speaking proficiency

which they are supposed to because mostly, they prefer to work alone without any

competition, and

any pressure of the outside, either from their classmates or teacher .

- Question 08 : Do you feel more comfortable and more involved and motivated when

you learn through this method ?

As far as educational games are concerned, the participants' responses to the

usefulness of such technique in language learning were positive. Most of the students

proved its usefulness, it is helpful because it motivates students to talk. Based on the learners'

feedback, educational games are useful in language learning .

Discussion :

The overall findings of the learners' interview provide positive responses towards the use

of enjoyment and pleasure tools in EFL teaching and learning in general, and educational

games in specific. Almost all of the students are supporters of using different educational

games as an aid to facilitate the process of teaching and learning such as debates, interviews,

story telling. It develops their speaking proficiency, not only speaking , but also other skills,

like vocabulary, grammar, and pronunciation. Furthermore, it breaks the routine and grants a new learning experience which may increase interest, motivation, and autonomy within learners to learn English. The awareness of such methods, yet, should be spread within teachers in order to help them teach vocabulary and all of the language aspects .

Conclusion

As administrated in this chapter, the retrieved results from the students' interview and the teachers' questionnaire showed that educational games play a significant role in EFL teaching and learning, which confirmed the effectiveness of educational games as a teaching method that enhances the EFL learners speaking skill, and its usefulness in language learning. Moreover, it fulfills the teachers' needs to deliver speaking courses in a more comfortable , attractive, easy, and motivational way.

General Conclusion

Pedagogical recommendations :

Based on the findings of this study, the following recommendations seem to be appropriate to the teachers of English as a Foreign Language :

1. Speaking skill need to be assigned for much time to be developed.

2. Speaking skill is a hard and frustrating field and students need to be provided with positive

feedback to maintain eagerness and desire to work.

3. Students must be aware of the importance of speaking to be able to communicate effectively.

4. Teachers should encourage students to take more responsibility for their learning, and thereby, results in better learning.

5. Using different techniques such as Educational Games to be used more often in teaching in order to develop students' speaking ability .

6. Students should not rely on what they have been taught in the classroom only; yet, they should rely on practicing and using English in real life situation.

7. Teachers of EFL need to use more often this techniques in order to keep leaners motivated continiously.

The goal behind the conducted research was to measure the effect of educational games on EFL learners' speaking development not only at the Univesity of Biskra, but also in the Algerian Universities in general. The research was divided into two main parts: the theoretical part and the fieldwork. The first includes two chapters, which are devoted for studying the two variables. The first chapter focuses on motivation, its definition, theories, types and factors that affect it.

The second chapter, however, focuses on the second component, which is educational games, its types and characteristics , as well as its significance in EFL teaching and learning. Moreover this chapter contains the combination of the two variables of our research and how they depend on each other.

The third chapter regarded the analysis, description, and discussion of the data accumulated from the teachers' questionnaire and the learners' interview. The data required

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for the study was collected from secnd year license students of English and (8) English teachers at Biskra University. Regardless to the learners' age, gender, and level , the main reason behind choosing them is because we believe it is the right time to put the most focus on speaking skill. Moreover, an interview was conducted with (27) studenst who are selected from different classes in order to support the investigation and to have more insights about the subject matter. The main purpose was whether to confirm or reject the integration of educational games in EFL teaching in order to develop the learners' speaking skill.

The results showed a positive attitude regarding the use of educational games in EFL teaching and learning that showed the significance and the effectiveness of

educational games on learners' speaking skill. Some weaknesses have been observed in the way they are used. Furthermore, the outcomes revealed that even if teachers agree about this method, they do not always use it because they face many challenges in class where games can create problems and difficulties, especially with classroom management and discipline. In addition to that , pupils enjoy learning through games but they sometimes find obstacles that reduce their learning and acquisition .

To conclude, educational games represent a huge significance and importance in both teaching and learning. The revealed results served the primary hypothesis that educational games have a positive impact in developing EFL learners' speaking skill, which leads to finally wrap up the research by stating that the use of educational games is indeed a reliable and relevant method for enhancing the EFL learners' speaking development.

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Résumé

La maitrise de parler est parmis la plus importante, la plus délicate et la plus déficile de n'importe qu'elle langue, et c'est pour cela il faut que les enseignats soient au courant de toute les techniques qu'ils pratiquent pour aider les étudiants. Une des techniques qu'ils pratiqueent c'est d'intégrér les jeux de langage. Les jeux de langage est le concept que nous suggerons dans notre recherche comme moyen éfficace pour enseigner la maitrise de parler.Cette rechérche a comme but de méttre en évidence l'influence de l'utilisation des jeux de langage pour évoluer la maitrise de parler. L'etude éxige que choisir la stratégie des jeux qu'on pratique dans l'enseignement a un éffet positif dans l'évolution de la maitrise de parler, pour arriver au éxactement au but voulu. Les chercheurs ont fait une étude déscriptive, en se basant sur l'analyse des données qu'on a rasemblé, on l'a exposé à huit (8) enseignants, et des interviews avec vingt-sept (27) étudiants de la deuxiéme année filiére d'anglais de l'université de Mohamed Khider Biskra. Tous les résultats ont confirmé nore hypotése, qui démontre que l'utilisation des activités des jeux peuvent aider les étudiants de la langue « Anglais » comme une langue étrangére pour améliorer la maitrise de parler. Alors il faudrait bien l'utilisier dans des conditions favorable : mettre en évidence le niveau de l'étudiant, le but de la lecon et son horaire.