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Using Games as a Strategy to Enhance EFL Students' Speaking Skill

Case study of First Year LMD Students of English at Biskra University

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree in Sciences of language

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Dedication

I dedicate this modest work to

My dear mother who spend time praying and asking

Allah to help me.

My dear father who encouraged and supported me

My beloved sisters and brothers and all my family without exception

My lovely aunt who always encouraged and adviced me

My teacher who deserves all my respect and love because

She helped and supported me to finish this work

Special dedication to all my favourite friends and classmates inside

and outside of the University for their great collaboration and

support. And to all my relatives.

Acknowledgements

Abstract

This research is conducted to improve students' speaking skill by applying games. Most of EFL students face a problem when they speak a foreign language. For that reason; we try to find out the best solution to this problem.Therefore, we decide to conduct this research which

deals with using games as a strategy to enhance students' speaking skill. Hence, we hypothesized that the use of games in the classroom can enhance students' speaking skill through motivating them to participate in the classroom. This research depends on descriptive methodology of investigation which includes two questionnaires were devoted to (40) first year LMD students and their (5) teachers of oral expression at the department of English at Mohammed Kheither Biskra University.Its aims to test hypothesis that says if teacher uses games as a strategy in their teaching they will be able to enhance students' speaking skill. The results revealed that the usefulness of games is very essential to overcome the students' difficulties and develop their speaking skill, and this confirmed the hypothesis.

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General introduction

Teaching and learning English is based on four skills (speaking, listening, writing and reading). Among these four skills, speaking plays a vital role in learning a foreign language and conveying a message orally; also it helps students to express their opinions and ideas, but the most problems that EFL students encounter is their inability to speak a foreign language in the classroom. Therefore, teachers should use many strategies as possible to allow students to develop their speaking skill and sustain their interest and work such as, using games in the classroom can encourage them to speak. In addition, games can give more opportunities for shy students to participate in the classroom. Also they reduce their stress and anxiety which prevent 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). So, games are one of the crucial activities that help teachers to teach English an enjoyable atmosphere in order to make their students highly motivated to speak English competently.

1. **Statement of the problem**

The most important objective of learning a foreign language is to be able to communicate successfully. Unfortunately, most EFL students of first year have problems when they attempt to speak in front of their classmates mainly because of the fear of making mistakes, or lack of self confidence. So, to overcome these problems teachers should try to use different activities such as using games, songs, and role play for students in order to encourage them to communicate freely in the classroom.

2.Significance of the study

In order to enhance students to speak in the classroom, teachers should choose an appropriate strategy in their teaching. In this research we are going to shed light on the importance of using games as a strategy in the classroom that help students to reduce their difficulties in speaking English. As well as teachers need to know which are the appropriate games that should be used in the classroom in order to develop students speaking skill.

3.Aims of the study

Games are regarded as one of the most interesting strategy that is used in the classroom in order to improve students speaking. So, the aims of this study is to find out the advantages of using games in the classroom to enhance students speaking skill, because games can give students the prospect to practice English. Also they make them express their opinions, ideas, and feelings successfully. As well as, we suggest some games for teachers to use them in the classroom in order to enhance students' speaking.

4. Research questions

This research work is motivated by the following questions:

1) What is the importance of using games in the classroom?

2) Which games teachers use in the classroom to enhance EFL students speaking?

3) Does the games help the students to reduce their difficulties in speaking English?

4) What is the effect of using games on the students speaking?

5. Hypothesis

The present research is based on the following hypothesis:

 We hypothesize that if the teacher uses the games as a strategy in their teaching they will be able to enhance students' speaking skill.

6.Research Methodology

6.1 Methodology

   This research is based on the descriptive method as an appropriate way to collect data in order to describe and investigate the importance of using games in the classroom to enhance students speaking skill.

6.2 Tools

The significant tools used in this study are questionnaires for both the students of the first year LMD and oral expression teachers. Its aims are to investigate the importance of using games in Learning a foreign language and improving students' speaking skill. Moreover, this type of tool helps us to answer our research questions.

6.3 Population

The study will take place at the University of Biskra with the first year LMD students' of English. We choose this level because we observed that EFL students in the first year LMD have a problem to speak English or participate in the classroom, also they have been studying English for two semesters therefore they should know how to speak with the use the appropriate strategy in the classroom.

6.4 Sample

   Concerning the sample of students we selected our sample randomly from the total of population that consists of forty (40) students.

Concerning the sample of teachers we choose five (5) teachers of oral expression randomly from the total population.

6.5 The structure of the study

The present study is divided into two parts: theoretical and practical. The theoretical part is divided into two main. The first chapter deals with the importance of using games in the classroom and the second chapter is about a general overview on the speaking skill. The third one is the field work that consists of theanalysis of questionnaire that was addressed to first year LMD students and teachers of English at Biskra University to achieve the objectives of using games in teaching speaking skill.

Chapter one: using games in the classroom

Introduction

EFL students face many problems when they learn a foreign language; the teachers should create several strategies to facilitate learning English language such as, use the song, role play, stories, or games. These latter have a good benefit in developing students speaking skill because when the teachers apply games in the classroom, they motivate students to speak in a trustful and comfortable way. In this chapter we deal with using games in the classroom which includes the following elements: We begin by exposing different definitions of games, and their types, and we will mention structure games, also games for learning grammar, games for learning vocabulary, and games for learning pronunciation. We move to present the main advantages of using games, and then we introduce the importance of games, and when to use them, the chapter ends with teacher's role in implementing games in the classroom.

1. Definitions of games

Games are a good strategy in teaching a foreign language and using them in the classroom not only for enjoyment or entertainment, but also for helping students to speak English well. The term games has been defined by many researchers like Wright (2006), Hadfield (1984), Kiryk (2010), Uberman (1998), and Kramer (2000). So games have more than one definition depending on each author's point of view.

Wright (2006, p.1) defines games as "an activity which is entertaining and engaging, often challenging, and an activity in which learners play and interacts with others". Moreover, Hadfield (1984) considers them as "an activity rule, a goal and an element of fun" (p.4). Kiryk (2010) says that "games are fun activities that promote interaction, thinking, learning, and problem solving strategies" (p. 4). Whereas, Oxford Learner's Pocket Dictionary (2008,

p. 181) defines also "games as a form of play or sport with roles". Additionally, Uberman (1998, p. 3) says that "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".

In addition, Kramer (2000) defines games as objects which consist of components and rules and have certain criteria: rules, a goal, always changing course, and chance, competition" (p. 1).

Based on the definitions of games above games are useful strategy that the teachers should use in the classroom, because they create an enjoyable atmosphere and competition between students, also they make them interact between each others at the same time improve their speaking skill.

2. Types of games

Using games in the classroom can help students to practice English in the classroom and they make the lesson more interesting for them. According to Hadfield (1984, p. 4) Divided games into two types and each type also divided into several categories.

First type includes competitive and co-operative games. Competitive games the students race to be the first one to reach the goal, whereas co-operative games the students work together towards a common goal. The second types include the information gap games, guessing games, search games, matching games, matching up games, exchanging and collecting games, combining activities, role play.

2.1 The Information gap games

Information gap games are an important aspect of communication where the teachers give chance to their students to express their opinions and ideas during a play. In this game two students have different information and other students try to discover that.

Harmer (1998) claims that "two speakers have different part of information, making up a whole; because they have different information there is 'gap' between them" (p. 88).

While, Nunan (1989, p. 66) says "information gap which involves a transfer of gave information from one person to another, or from one to another, or from one place to another- generally for the decoding or encoding of information from or into a language". Accordingly, the teacher divides the students into two groups A, B. The group A has information and group B try to find out it, for example, describe and draw apicture game one of the student has a picture and does not show it to his or her friends, there is thus an information gap.

In this game the first student who has the pictures tries to describe it in order to help the second student draw it. Language is used to bridge the gap. Finally the picture drawn by second person is then visible evidence of whether the gap has been closed (Wright et al, 1983, p. 2).

2.2 Guessing games

In these games one of the students know something and other students must guess or find out what it is. As Klippel (1984) affirm 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, one of the student describe a famous person than others try to guess the person. In fact, students like to play guessing games because it has too much fun and full of suspense also it helps them to speak English and communicate with others in the classroom. Klippel (1984, p. 31) also states that "guessing games are true communicative situations and as such are very important for foreign language learning. They are generally liked by students of all ages because they combine language practice with fun and excitement".

2.4 Search games

The teacher involves all students to play. Everyone in the class has one piece of information where students must get a large amount of information available to fill in a questionnaire or to solve a problem.

2.5 Matching games

These games involve matching identical pairs of cards or pictures, and maybe students as a whole class activity, where everyone must circulate until they find a partner with same card or picture, where learners must choose a picture from a selection to match those chosen by their partner from the same selection.

2.6 Matching up games

These games based on a jigsaw principle. Each student in a group has a list of opinions, preference or possibilities, only one of these is shared by everyone in the group. Through discussion the group decides on a common preference in order to agree on something such as a dinner date or choice afternoon activity.

3.7 Exchanging and collecting games

Students have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity where students exchange cards or articles at random.

2.8 Combining games

Students must act on certain information in order to arrange themselves in groups like as families living in the same place.

2.9 Role play

It is an important to use role play in the classroom in order to involve students to participate and interact in the classroom, as well as it makes them work as pairs or group work. Lee (1979) explains Role playing as "an aspect of the simulation. A whole situation is simulated in the classroom, and the participants adopt rules which belong to it" (p. 147). Also, Lee (1979, p. 147) adds "role playing helps to bring the language to life and to give the learners some experience of its use a means of communication". Thus, role play motivates students to improve their speaking skillsuch as play customer at a restaurant. Besides, Harmer (1998) affirms that "role play games are those where students are asked to imagine that they are in different situations and act accordingly" (p. 92). In other words, the students imagine themselves to play the role of someone through using the appropriate language. Generally, role play enhances students to speak a foreign language in the classroom fluently and develop the interaction between them.

As a result of the variety of games that presented by Hadfield, the teachers ought to choose the appropriate games for their students in order to make them enjoyable and more interesting to speak a foreign language in the classroom.

3.Structure games

In order to communicate well in the foreign language students need to use structure games which are one of the games that help them to formulate the sentences correctly. Lee (1979) emphasizes "structure games provide experience of the use of particular patterns of syntax in communication" (p. 13). In addition, Structure games help students to gain information.

3.1"who   am   I"?   "What's   my   name"?
This game is used to practice 'yes-no' questions and to brush up vocabulary.

Method

- All the students in the classroom must participate to play this game.
- Everybody in the classroom imagines himself or herself to somebody else. This person well known locally, nationally, or internationally, or an historical figure such as Napoleon, Shakespeare, Galileo.
- Each makes up two short sentences about himself or herself, for example, I live in... Years ago. I was a king. There is usually not much difficultly in guessing, but it should not be made too easy.
- Student explain the person how is without mentioning her or his name, for example "He said I lived in Stratford-on-Avon and wrote hamlet! This person is Shakespeare".
- The student who guesses the name of the person is the winner.

(Lee, 1979, p. 15-16).

4. Games for learning Grammar

Teaching grammar to students is necessary for making them speak the language correctly. According to the Cowan (2008, p. 3) Grammar as "the set of rules that describe how words and groups of words can be arranged to form sentences in a particular language". In other words, grammar is a group of words formulated into sentences in order to get useful meaning in a specific language.

As well as, Ur (1988) defines "grammar as the way a language manipulates and combines words (or bits of words) in order to form units of meaning" (p. 4). But many of students have a problem with grammar and how to apply it when they are speaking, therefore the teachers should use different strategies to facilitate the learning of grammar for their students in an easy and interesting way.

In order to facilitate grammar lesson for students, the teachers should create a better way to teach it such as using games in the classroom because they support students to avoid their grammatical mistakes and speak English correctly.

Watcyn-Jones (1995) suggests some games to improve the students' grammar in order to be able to produce correct sentences.

4.1 The adverb games

This kind of games is played by all the members of the classroom.

Method

- Teacher copy and cut out and disorganized the adverbs cards.
- Then divide the class into two teams A and B. Put the adverb cards and the game cards face down on a table in front of the class.
- Team A begins. One person comes out the front, turns over the top game cards, plus the top adverb card, for example. Play the piano   angrily.
- This person now says to the class: I am going to play the piano angrily.
- She or he now mimes the game for a few minutes, after which the teacher gives the mark of ten for the performance.
- Someone from team B now comes out to the front and the next two cards are turned over. The game proceeds as before.
- The team with the highest score at the end are declared winners
                    (Watcyn-Jones, 1995, p. 15).

NOTE

A variation would be for the students to mime the game and his or her team to   guess (a) the game and (b) how he or she is doing it, gaining 2 points for guessing game and 5

points for guessing the adverbs. If the first team (A) guess wrongly, the other team (B) can try and guesses and gain bonus points.

This game can engage students to learn grammar.

The following table shows some examples about how teacher plays this game in the classroom.

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" (Watcyn- Jones, 1995, p. 122).

These kinds of games assist students to know how employ the adverbs into sentence correctly in order to speak English successfully.

4.2 Complete the story game

In this game teacher reads out a story with gaps which the students working in pairs or groups try to fill in all the missing words are verbs.

Method

- The teacher divides their students into pairs or groups of three and gives each pair or groups a copy of the handout.
- Explain that you are going to read out a story in which twenty-five verbs are missing. Tell the students the verbs are the ones on their handout.
- Read out the story and pausing after each gap to allow the students to write in their answer.   (Watcyn- Jones, 1995, P. 18-19).

Example

Complete the story (answer sheet of 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. (Watcyn -Jones, 1995, p. 145).

(This story adapted from "that's life" published by Treasure Press, 1989).

Complete the story

These are the missing verbs from the story for students.

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: The complete the story (Watcyn-Jones, 1995, p. 144   ).

As it is obvious in the figure about the students should read the story wellthenfill the gaps**.** In this case, students can learn many things from this story**.**

4.3 Countable and uncountable nouns games

These games can be played by the whole class, and help the students to differentiate the countable and uncountable nouns.

Method

- Copy and cut out and disorganized the nouns.

- Divide the class into groups, and then tell each group that they will need a piece of paper to write down their answers. Tell them to have two columns the first columns include countable and the second one of include uncountable.
- Put the pile of cards face down in front of you. Either read them out one at a time or write them on the board. The groups now decide under which column to place the words.
- Continue until all the words have gone.
- Check orally (Watcyn-Jones, 1995, P. 18).

The teacher should give the student group of words and tell them which of these words countable or uncountable. This game is useful for the students in order to make them to know how they can differentiate between countable and uncountable nouns.

The teacher should give the students group of words and tell them which of these words countable or uncountable. Students can benefit from its use.

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 (Watcyn-Jones, 1995, p. 142).

This table above is an example how the teacher plays these games in the classroom in order to make students understand countable and uncountable nouns.

Teaching grammar through using games is a good strategy for helping students to improve their speaking skill.

5. Games for learning vocabulary

Vocabulary is an important thing that should be mastered by students in order to understand the foreign language; many EFL students have unpleasant memories of learning vocabulary also they face difficulties to remember new words and concepts. For that, the teachers should look for useful techniques to be used to facilitate learning vocabulary for their students. Games, for example, are the better method that should be used in the classroom because they allow students to understand the meaning of the words in such contexts.

In other hand, this method also encourages EFL students sustain their work and gains many new words in quick time. According to Lee (1979) vocabulary game as "one in which the learners' attention is focused mainly on words" (p. 37).

Vocabulary games have many characteristics for language teachers and students they help students to learn a foreign language, and consolidate new vocabulary when they are engaged in the games and enjoy without observing that they are learning English. As well as teachers also enjoy when they introduce the foreign language in an enjoyable atmosphere, this make their job interesting and easy.

5.1 Incomplete definitions game

This kind of game is conducted by Lee (1979). The teacher uses this game in the classroom in order to motivate their students to participate and interact with each others, while this game aims to practice how to describe things they know.

Method

- Divide the class into two groups where one member of group defines something and challenge somebody in another group to guess what it is. Group points are given for correct guesses and an extra point if the word is spelled correctly.

- Depends on what is chosen for definition, and also on not giving away too much. For example, an element can be defined as an animal which lives in India and Africa and which can carry people as well as goods but do not mention its trunk, which would make it too easy to guess.

- Another example a piece of furniture in which we keep clothes (a wardrobe). A way of telling us to stop or go ahead in the street (traffic lights). A place where a farmer keeps his cows (a cattle shed). A means of sending a spoken message a long way (the telephone). This game can help students acquire new words

   (Lee, 1979, p. 41-42). .

Examples

"Find someone who" game

Students are asked to give a word for example start with 'A' or they choose the appropriate answer. Usually students use the gestures to describe the person that want to describe in order to help their classmates to guess.

Can name two fruits that begin with "p".	Can name two vegetables that begin with "c".
Knows the opposite of: Rich. Deep. Heavy.	Can name two things found in the: Kitchen. Bathroom. Bedroom.
Knows how many eyes you close when you wink.	Can name four wild animals.

Knows what animal lives in:	Can name three things worn by:
A kennel.	Men.
A nest.	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".
Know a synonym for: Unhappy s.......... Start b.......... Depart c..........	Can name four insects. 1………… 4………………… 2……….. 3………..

Table: 3"Find someone who" games (Watcyn, 1993, p. 28).

6. Games for learning Pronunciation

Pronunciation is one of the obstacles that EFL students face in their learning where they have difficulties to understand the native speaker's talk. Hancock (1995) says "pronunciation is often through the teacher providing a model for learners to listen to repeat" (p: 1). Moreover, Burns and Claire (2003) explain 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). Pronunciation is important in spoken communication as Burns and Claire also (2003) points out "pronunciation is essential in spoken communication even where learners produce minor in accuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation" (p. 5). Therefore, the teachers should search for a good method to help students learning English correctly. Pronunciation games are useful methods to facilitate students speaking skill.

Hancock (1995) suggests some pronunciation games like bingo which focuses on how pronunciation the words (p. 70)

6.1 bingo games

These games use teach students how pronunciation the words correctly. These games play as follow:

Method

- Teacher copy and cut sheet cards, according to the number of the students in the class where include words, for example words that are pronounced the same as each other except for one sound.

- Before teacher gives the sheet cards ask if the students know to play bingo. Remind them that they have to get a complete row horizontal, vertical.

- Then tell them to draw a grid of square.

- The teacher reads out the words that they wrote already and students write these words on their cards in random order. They should ask for spelling at this stage if they are unsure.

- Read out one word from each card in random order. Tick off the words as you read cards when they hear them.

- When the students complete a horizontal or vertical line on the card, he or she shouts bingo! The teacher asks the winner students to read the words that they have completed to see if these words that are among the ones you have already read out.

- The teacher continues the game in order to give other students an opportunity to participate and to win.

    This example explains the way that the students can play this game in the classroom. Bingo games lead the students interact and exchange information with each other at the same times it help them to enhance their pronunciation.

Bingo 1				Bingo 3			
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 2				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).

Using different games to learn grammar, vocabulary, or pronunciation can facilitate students to study English successfully, because learning through fun make the students highly motivated to speak and participate in the classroom.

7. Advantages of using games

There are many advantages of using games in the classroom. According to Kim (1995, p. 1) Suggests some advantages:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for the language user.
- They increase the student's proficiency (Deesri, 2002, p. 3).
- Games help and encourage many students or learners to sustain their interest and work on learning a language; also they can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication (Wright et al, 1986, p. 1-2).
- Games can help teachers to create contexts in which language is useful and meaningful (Wright et al, 1986, p. 1-2).

8. The importance of games

Games play a great importance in learning a foreign language. They can make students to be good communicator, games as motivator; also they can increase student's proficiency in learning foreign language.

8.1 Games and communication

The teacher uses games in the classroom not only for making students enjoy or to spend their time, but for helping them to know how to communicate with others as Hadfield (1984) states that "games provide an opportunity for real communication" (p. 4). As well as students need opportunities to practice English and communicate well in the classroom Hedge (2000) confirm 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). When teachers apply games in the classroom, they should concentrate on the communication rather than on the correctness of the language. Hadfield (1984) supports that "the emphasis in the games is on successful communication rather than on the correctness of the language" (p. 4).

Simply, using games in the classroom can help students improve their communication and speak freely in the classroom.

8.2 Games as motivator

Motivation in learning a foreign language is useful and important because it helps students to have a good communication. According to Harmer (2001, p. 51) motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". This means motivation encourages students to act and participate in the classroom. However, Yu (2005, p. 46) points out "language games have the effective ability to develop student's motivation". So games encourage EFL students to participate liberally in the classroom, but the lack of motivation causes anxiety and fear as well as lack of self confidence.

8.3 Games increase students' proficiency

Using games in the classroom gives students the opportunity to acquire the language and communicate well. Moreover, games make students good in the vocabulary also they help them to reduce their grammatical mistakes. As 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" (p. 3). The Teachers should use the games in the classroom in order to increase the competency of their students.

9. When to use games

The majority of EFL teachers use the games in the classroom as warm up activities at the beginning of the lesson for making students relaxed and ready to learn, or using them at the end of the lesson if there is some time left; because teachers consider them as entertain activities to spend their time. Some teachers implement games to break the routine of the classroom without aware the beneficial of them.

According to Lee (1979) "games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do" (p. 3).Therefore, the teachers pay attention to the importance of using games in teaching English and considered them as one of the language syllabus. And they should know the right time for integrating games in the classroom in order to give students the opportunity to develop their speaking skill in English language. Hadfield (1996, p. 6) Claims that "games should be regarded as an

integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term".

Ersoz (2000) says "when choosing a game, teachers should be careful to find an appropriate one for the class in terms of language and type of communication" (p. 4). In other words, the teachers must know which games they can use in the classroom according to the level of their students and which types of communication use, verbal type (face to face, telephone, and answering machine), or nonverbal, or written.

10. How to use the games

Wright (2006, p. 3) Suggests two ways to use games in the classroom.

10-1 Pair woks

Pair works are suitable and easy to organize students in the classroom. It gives opportunities for intensive listening and speaking. Harmer (2001) asserts that "pair works increase the amount of each student speaking time any one student get in the classroom, and it is relatively and easy to organize" (p. 117). In other words, the students when play games in pair works, they have the chance to speak and to understand what their classmate says. Pair works are usually better than group works because it reduces the classroom discipline problems. So, using pair works can help teachers to control their students easily and give them the prospect to express their ideas and opinions.

10-2 Group work

Sometimes teachers use some games which require four to six students. In this case, group work is important. Simply, group work creates competition and increases motivation as well as exchange information between students. Brown (2000) defines group work as "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). Indeed, group work is a kind of cooperative learning and it helps students to express their ideas. When students are working in groups, the teacher's role is to move from group to group to check students and give them feedback if necessary.

11. Teachers' role in implementing games in the classroom

The teacher plays a great role in developing students through the different stage of their life; he also provides us knowledge and information. Harmer (2001, p 56) conducts some teacher's role, such as a teacher as an organizer, teacher as an observer, and teacher as facilitator.

11.1 Organizer

The teacher has the responsibility to organize his classroom and to give students instruction for obtaining advantages from playing the games in the classroom in order to acquire the ability to speak a foreign language appropriately. Besides, the organizer is one of the basic roles that teacher has to do in the classroom through organizing their students either in pairs or group work depends on the quality of the games.

According to Harmer (2001) organizer as "is one of the important roles that teachers have to perform is that of organizing students to do various activities" (p. 58).

Harmer summarizes the role of organizer as follows:

Engage ⟶ Instruct(demonstrate) ⟶ Initiate ⟶ Organize feedback

Figure: 4 The role of organizer (teacher). (Harmer, 2001, p. 59).

As a result of this figure teacher before starting to play the games in the classroom, he should engage students by attracting their attention and gives them instructions how to play the game for instance, explain the method and the material that use such as using the chart, cards, and tables. As well as, he informs students what happens during playing the games, whether the winner gains a prize or not, or the loser stops to play, then, the teacher checks the students if they understand or not. Before playing the games the teacher should tell their students how many times they must spend playing the game. Finally, the teacher stops the game when limited time is finished at this step is vital to organize feedback.

11. 2 observer

Observing what the students are doing in the classroom is one of the responsibilities of the teacher, but he should know the way of observing their students in order to reduce their feelings of fear and confusion. Harmer (2001) indicates that "when observing students should be careful not to be too intrusive by hanging on their every work, by getting to close to them, or by officiously writing things down all the time" (p. 62).

However, when the teacher applies games he should walk around the classroom to observe and monitor the work of the students, and helping them if it is necessary, because through observing the teacher can evaluate student's achievement in the speaking skill.

11.3 Facilitator

Teacher uses many activities where motivating students to work out their own problem on their own or in pairs or in group; they will have a large number of useful effects both on learning, and on the dynamics and atmosphere in the classroom (Harmer, 2001, p. 57).

Basically, the teacher should use different methods and activities to facilitate the learning process for students as Littlewood in his book (1981) supports that "a teacher is a facilitator of learning" (p. 92). So he should use games in the classroom in order to improve student's speaking abilities.

Conclusion

Through this chapter, we discuss different types of games and the importance of using them in the classroom are very useful in learning a foreign language. As well as, games develop students' speaking skill, and enrich their vocabulary also help them to avoid their grammatical mistakes and improve their pronunciation. Games encourage students' to interact in the classroom. In other side, games create more opportunities for shy students to participate and explain their ideas, opinions, emotions, and feelings freely. The teachers should involve games in teaching speaking skill or other skills.

Chapter two: an overview on speaking skill

Introduction

One of the priorities of EFL students is developing their speaking in order to communicate successfully. As a matter of fact, speaking is a main part in learning language because through speaking students can convey their messages and express their opinions, and ideas accurately. So, this chapter gives a general overview of speaking skill which involves the following elements: the definitions and the aspect of speaking. After that, the functions and types of speaking. In addition, it mentions the relationship between speaking and listening skills, and the different speaking activities. Furthermore, teaching speaking skill through games in the classroom, and the difficulties that students face when they speak. Finally, the chapter ends with the teachers' role.

1.Definitions of speaking

Many researchers and scholars define speaking depending on their point of view. As Renandya and Richard (2002) defines speaking as "one of the central elements of communication" (p. 210). Hedge (2000) also defines speaking as a skill by which people are judged while first impressions are being formed" (p. 261). In other words, speaking is an essential skill that helps students to communicate and express their thoughts and opinions. While, Thornbury (2005) defines speaking as "a part of daily life that we take it for granted" (p. 1). He adds that "speaking is interactive and requires the ability to co- operate in the management of speaking turns" (p. iv). Gammidge (2004, p. 7) Considers it "as a highly challenging yet essential skill for most learners to acquire". That is to say, speaking is an important skill that uses in everyday life to interact with others. Besides, Bygate (1987, p. vii) Defines speaking as:

"A skill which deserves attention every bit as much as literary skill, in both first and second languages. It is the skill by which they are most frequently judged. It is also a medium through which language is learnt which for many are particularly conductive for learning".

As it is known, speaking is a significant skill which deserves more attention in both first and second languages also it reflects student thought, intention, and feeling. Through speaking students can learn other languages. In fact, teaching English as a foreign language is very difficult for EFL students as Richards and Renandya (2002) claim that "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately" (p. 204). Louma (2004) supports that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p. 1). As it is apparent, speaking is complex productive skill students' encounter when they try to learn a foreign language and face difficulties to explore their ideas accurately.

In short, according to the different definitions above, speaking is a main skill that is used to communicate and interact with others. Also, it is an essential part of our daily life.

2. Aspects of speaking

Speaking has two main aspects, fluency and accuracy aspects. Nation and Newton (2009) made a distinction between fluency and accuracy, "Fluency is typically measured by speed of access or production. Whereas accuracy by the amount of error" (p. 152). Baker and Westrup (2003, p. 7) also distinguish between both accuracy and fluency. "Accurate speakers do not make mistakes in grammar and vocabulary or pronunciation. However, fluent speakers can express themselves appropriately and without hesitation and do not usually worry unduly about making mistakes." This difference reveals that fluency differs from accuracy.

2.1 Speaking Fluency

Fluency is the ability to speak a language rapid and proficiently. Nunan (2003) supports that "fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural, false start, word searches" (p. 55). Obviously, fluency is the

main goal students wish to succeed in learning a foreign language, because when they are able to speak fluently they will get the message quickly without any difficulties. Hughes (2002) defines fluency as "the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation" (p.67).Otherwise, fluent speakers can express themselves correctly and efficiently but with some pusses.

According to Hedge (2000, p. 54) "fluency is the ability to link units of speech together with the facility and without strain or inappropriate slowness, or undue hesitation". Also he adds that:

> *"Fluently means responding coherently within the turns*
>
> *of conversation, linking and phrases, using intelligible*
>
> *pronunciation and appropriate intonation, and doing*
>
> *all of this without undue hesitation (p. 261)".*

Simply, fluency is the ability to speak in a coherent way through choosing the appropriate words or sentences with correct pronunciation, using pauses, intonation, and hesitation.

2.2 Speaking accuracy

Most students speak a foreign language fluently without awareness to their grammatical mistakes; because they focus on fluency and neglect accuracy. So, accuracy is the ability to produce grammatically correct sentences. Nunan (2003) explains accuracy as "the extent to which students' speech matches what people actually say when they use the target Language" (p. 55). In other words, accuracy means to speak the target language rightly. Also speaking accuracy can help students understand the language clearly. Therefore, the students should not focus on one aspect but they should focus on both in order to speak a language successfully.

3. Functions of speaking.

There are two main functions of speaking: The interaction and transaction functions. Brown and Yule (1983) differentiate between the two functions. The interactive function aims to develop and maintain social relationship, whereas, transactional functions focus on the exchange of information. Brown and Yule (1983) list three functions of speaking talk as interaction, talk as transaction, and talk as performance (Cited in Richards 2008, p. 22-26).

3.1 Talk as interaction

Talk as interaction refers to the conversation and explains the interaction that serves an primarily social function. In this case, speakers pay attention more about how they can introduce themselves to each other than on the message. Moreover, this interaction may be used in casual or formal language. For example, when people meet, they exchange greetings, engage in small talk, recount recent experiences so on. Speakers use this interaction because they desire to be friendly and create interaction with others. In other hands, mastering talks as interaction is difficult and may not be a priority for all learners.

3.2 Talk as transaction.

Talk as transaction refers to what is said and done. This type depends more on the message and understands it clearly than the participants and how they interact socially with each other. For example classroom group discussion and problem-solving activities, making a telephone call to obtain information, asking someone for direction on the street.

Besides, there are two types of talk as a transaction according to Burns (1989) made differences between these two types. The first type is focused on sending and receiving information where participants concentrate particularly on what is said or accomplished. While, the second one is focused on gaining goods or services such as ordering food in a restaurant (cited in Richards, 2008, p. 26).

3.3 Talk as performance.

Talk as performance refers to public talk which means talks that convey information in front of the audience and it focuses on the audience and the message, through using the appropriate language. As well as, this function is preferred to written language rather than conversational language for instance, classroom presentation like students' present role play, or conducting a class debate, also public announcements and speeches. Talk as performance appears in the form of monolog instead of dialogue, sometimes it follows a recognizable format like the word "welcome".

4.Types of speaking

Since Speaking is a means of communication used to interact with others.Brown (2004, p. 141-142) suggests five basic types of speaking skill: imitative speaking, intensive, responsive, interactive, and extensive speaking.

4.1 Imitative speaking.

Students repeat a word or perhaps a sentence of others. This imitative contains different components of language, such as phonetics, lexical, and grammatical properties, likewise, it is paying attention more on pronunciation and no inferences are drawn about the test-takers ability to understand or express meaning or contribute in an interactive conversation.

4.2 Intensive speaking

This type is the production of short chunks of oral language designed to show competence in a narrow band of grammatical, phrasal, or phonological relationship such as intonation, stress, rhythm. The speaker must be conscious of semantic properties in order to be able to respond correctly, but interaction with an interlocutor is minimal at best. Moreover, intensive speaking includes some assessment tasks such as reading aloud, sentence and dialogue completion

4.3 Responsive speaking.

Responsive speaking involves brief interaction and test comprehension. Students reply when the teacher asks them, but they respond with a very short conversation, such as standard greetings and small talk, simple requests and comments, and so on. In order to conserve authenticity with possibly only one or two follow-up questions:

     a. Mary: excuse me, do you have the time?
     B. Doug: nine-fifteen.

4.4 Interactive speaking.

This type has two main forms of languages, the transaction language in which the aim of the exchange is specific information. Whereas, interpersonal exchanges, which have the function of preserving a social relationship. Interpersonal exchange can be pragmatically complex because of the use of casual register and the use of colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. The difference between responsive and interactive speaking is manifested in the length and complexity of the interaction, which often involve multiple exchanges or multiple participants.

4.5 Extensive (monologue) speaking

Extensive speaking involves speeches, oral presentations, and storytelling. In this case, the speaker has a chance to speak without interruption from the listener. Where the listener reply just through nonverbal responses. Moreover, in extensive speaking, language style is formal and planned for extensive tasks; however, we cannot deny that certain monologues such as casual delivered speech for example my 'vacation in the mountain'.

5. Speaking and listening relationship

In order to be proficient in a foreign language, students must improve the four skills. Speaking and listening are two of these skills which are considered as the essential skills in communication, because these two skills are related to each other, however, students use listening skill to improve their speaking. Rost (2011) emphasizes that "listening as the crucial components of spoken language processing. There is no spoken language without listening" (p. 1). Also, Rost (2011, p. 1) adds that "listening means catching what speaker says".

Basically, listening came before speaking for example, students when they start to speak a foreign language they hear the language, then speak it as Anderson and lynch (1988) claims that "speaking is something you do after listening, rather than while you listen" (p. 15). Also Wilson (2008) supports that listening came before speaking" (p. 28). In addition, Brown (2004, p. 119) states that "listening is often implied, as a component of speaking". Anderson and lynch (1988) points out "speaking depends on successful listening for second language learners" (p. 16). In other words, a good listener becomes a good speaker.

As a conclusion, speaking and listening plays an important role in learning and teaching a foreign language and they are related to each other, listening complete the speaking skill.

6.Speaking difficulties

Students face many difficulties when they speak foreign languages; these difficulties may be psychological or linguistic.

6.1 Linguistic difficulties

Linguistic difficulties are one of the difficulties that EFL students encounter when they try to speak a foreign language such as lack of vocabulary, grammar mistakes, pronunciation, and mother tongue use.

6.1.1 Lack of vocabulary

In fact, lack of vocabulary prevents students to speak English fluently. Thus, it makes them unable to combine sentences when they communicate in the foreign language. As well as, the students face a problem to respond if their teachers ask them to answer because of their limited vocabulary. Baker and Westrup (2003) affirm 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). For that, the students should read more stories, books, or listen to songs in order to enrich their vocabularies.

6.1.2 Grammar mistakes

Grammar has a greater role in learning and speaking a foreign language, but the majority of EFL students make grammatical mistakes when they attempt to speak. For instance, the students add "S" of the present simple to all pronouns, also they add it when they use models (must, should, could, may), other mistakes is related to regular and irregular verbs. Consequently, the teachers should reinforce student's grammar rules in order to help them to speak the foreign language correctly.

6.1.3 Pronunciation mistakes

There are two reasons that hinder students to pronounce English accurately and correctly. The first reason is the effect of the mother tongue because students like using their first language in the classroom to communicate. The second one refers to the bad pronunciation of teachers, this reflects negatively on the pronunciation of the students because they imitate their teachers' pronunciation. Thus, good pronunciation can help students to communicate well, as Nation and Newton (2009) state that "having a good pronunciation of the language can help in normal communication" (p. 75).

6.1.4 Mother tongue use

Students feel comfortable when they use their mother tongue in learning a foreign language to express their ideas and this has negative effect on their speaking abilities as UR (2012) says "if students spend more time speaking their own language, they will obviously have little opportunities to improve their speaking skill in English" (p. 118). Therefore, the students cannot speak a language successfully because of the influences of using the mother tongue in the classroom. According to Baker and Westrup (2003, p. 12) "barriers to learning can occur if students knowing or unknowingly transfer the cultural rules from their mother tongue to a

foreign language". Besides, lack of vocabulary pushes the students to take words from their mother tongue.

6.2 psychological difficulties

Some psychological problems impede EFL students from learning a foreign language successfully such as inhibition, lack of self confidence, lack of interest, and anxiety.

6.2.1 Inhibition

Inhibition appears when students try to speak a foreign language in the classroom. Littlewood (1981) says "it is too easy for a foreign language classroom to create inhibition and anxiety" (p. 93). Accordingly, this problem is happening because of some factors such as shyness, worried about making mistakes, and fear of criticism when speaking in front of their classmates.

UR (2012,p.118) states that:

"Students are often inhibited about trying to say things in

> *a foreign because they are worried about making a*

> *mistake, scared of criticism or Losing face or simply*

> *shy of the attention that their speech attracts".*

As it is obvious, inhibition is one of the psychological factors which may hinder students while speaking a foreign language in the classroom even if the students speak the language fluently. For that, teachers should motivate their students to speak in order to avoid their fear and anxiety.

6.2.2 Lack of motivation

Most of the time students lost their desire to participate in the classroom due to some negative factors such as lack of self confidence, fear, anxiety, and lack of motivation. This later plays a greater role in learning a foreign language which means through motivation students can achieve their target as Harmer (2001) states that "without motivation we will almost certainly fail to make the necessary effort" (51). Nevertheless, the students lack of their motivation to speak in the classroom because of the lack of trust in their abilities and lack of self respect. For instance, demotivated students always want to perform something in

front of classmates but they get angry, shy and fear of what others might say when they speak. This can lower their competence in speaking English. The students should motivate themselves to speak whatever the others say in order to break these barriers to improve their English.

6.2.3   Lack of interest in the subject

Most students do not like to participate in the classroom, because the subject is not interesting, or because the way in which the teacher presents the lesson is not good. The teacher should be aware to this problem and looking for an interesting style to present the lesson in the classroom, For example, choose the topics that stimulate students' involvements in order to attract their attention.

6.2.4Anxiety

Anxiety is one of the negative factors that affect students spoken English successfully. Horwitz (2001, p. 113) defines anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the autonomic nervous system". Antony and Richard (2008) also define anxiety as "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 7). Fundamentally, EFL students feel anxious when they are presenting something in front of their classmates or teachers, because of lack of self confidence and fear of making mistakes, also they fear from critics of others or when their teachers ask them to speak, they get embarrassed and start hesitating.

7. Teaching speaking through games in the classroom

As it is known, EFL students face problems to speak a foreign language and feel uncomfortable when they speaking it. For that, the teachers should create opportunities to involve their students to speak and interact freely in the classroom like the use of different activities. Games are one of these activities that should be applied in the classroom because they help students to improve their speaking by using different games such as guessing games, card games, match games, puzzle, and crossword and so on. In addition, the aims of using games are not just for entertainment, but for motivating students to speak through increasing their motivation, and developing their vocabulary, grammar, and pronunciation.

According to Chen (2005, p. 4) "Games make the students more willing to ask questions and think creatively how to use English to achieve the goal". When the teachers use games in

the classroom, they lead students to participate and exchange information with others, also to reduce their fear and worry.

8.Speaking activities

Using different activities make students improve their speaking skill. For example; the use of discussion, prepared talks, role play, and storytelling. When teachers apply all of these activities in the classroom, they will create an enjoyable atmosphere for students to enhance their speaking abilities. Also, they give them the opportunities to practice what they have learned before in the classroom.

8.1 Discussion

The discussion is one of the activities where students are engaged to explore their ideas, opinions, and interests. In fact, when the teachers open a discussion in the classroom, they give students the chance to interact and exchange information between each others. Especially, if the topic that is spoken about is really interesting also attracting their attention. As well as, the teachers should inform students about the subject that they will discuss and give them enough time to accumulate their information. Thornbury (2005, p. 102) says "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".

However, sometimes the discussion fails because of the student's lack of self confidence and lack of motivation or the topic is not interesting. These make students unwilling to express their opinion in front of their classmates, especially, if the students cannot think of anything to say. Buzz group is one of the solution that help teachers avoid such problems. This implies, the teachers organize quick discussion and divide students into small groups, and so they give them the chance to compile their information before someone asks them to speak in front of the whole class (Harmer, 2001, p. 272).

As a result, discussion is a good activity which can be applied in the classroom to encourage students to speak in the classroom and explain their thoughts.

8.2 Prepared talks

According to Harmer (2001) "prepared talks where a student makes a presentation on a topic of their own" (p. 274). Fundamentally, the teachers give students the chance to organize

themselves to speak about something or subject which is significant for them. However, when students discuss the topic of their own choice this makes them more motivated to take part in the classroom.

8.3 Role play

Role plays is considered as an important activity that assists students to practice their speaking. The students are required to perform some roles or they imagine themselves in that role, for example, one of students performs the role of doctor and others role of sick patients. Harmer (2007) indicates that "role play activities are those where students are asked to imagine that they are in different situations and act accordingly" (p.92). Hence, role plays increases students desire to participate in the classroom with high self confidence and motivation.

8.4 Storytelling

In this activity, the teachers ask students to compose a story that they heard or read before then narrate it to their classmates. Thornbury (2005, p.95) considers storytelling as "a universal function of language and one of the main ingredients of casual conversation". In other words, storytelling is the principal element of informal conversation where students recount folk tales, laughs, or anecdote. The aim of using storytelling in the classroom is to create interaction between students and boost their creative thinking in order to improve their speaking abilities.

9. Teachers role

The role of teachers is very important in the classroom where they motivate students to speak a foreign language fluently and accurately. Hence, the teachers play different roles in the classroom, such as assessor, prompter, and a resource.

9.1 Assessors

One of the most significant matters that students suppose from their teachers is to know if they are speaking English right. Harmer (2001) indicates 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). In other words, the teachers should assess the functioning of their students and inform them if it is successful by giving them the marks according to their degree.

9.2 Prompter

Students usually lose the words when they interact with others or perform something. In this case, the teachers should support their students to think creatively to get new words without the help of their teacher. When teachers act as prompter they need to do it sensitively and encouragingly in order to help students to speak foreign language proficiently.

9.3 Resource

In fact, EFL students sometimes encounter difficult to identify the meaning of some words or phrase, or during activities they ask questions such as how to say or pronounce a word. Therefore, the students go directly to ask their teachers because they consider them as a resource of information. According to Harmer (2001) "when we are acting as a resource will 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). Simply, the teachers should be ready to assist and guide their students, in other hand, do not always help them, but leave them to depend on themselves to work out their problems.

Conclusion

Teaching and learning a foreign language depends on four skills which are considered as the main significant skill in teaching a foreign language. Speaking is one of these skills that help students to practice either first or second language, also it helps students to learn different form of languages. Through speaking the communication and interaction with others become easy and successful. So, this chapter gives different definitions of speaking, and its aspects. Also, mentions its functions and types, and then discusses the relationship between speaking and listening. In addition, the difficulties that student face when they speak in the classroom such as linguistic and psychological difficulties, also teaching speaking through games in the classroom. Finally, it ends with the teachers' role. As it is obvious, speaking plays an important role in learning a foreign language.

Chapter three: practical part

3.1 Students' questionnaire

Introduction

The purpose of this research is to gather data about using games as a strategy to enhance students speaking skill. Since the teachers and the students are the main part in providing data about this research. For this reason, two questionnaires were administred to five teachers of oral expression and forty students of first year LMD selected randomly, at Biskra University. These questionnaires help to conduct this research and confirm the hypotheses.

3.1.1 Description of the students' questionnaire

This questionnaire is designed to first year LMD students of the department of English at Biskra University. However, this questionnaire, divided into three sections, includes seventeen questions starting from open- ended questions such as, yes/no questions and multiple questions to close -ended questions. So, the first section is about the personal information of the students or participants. Then, the second section is about speaking skill. Its purpose is to create a chance for students to give their opinions toward speaking skill. The third section deals with the importance of using games in the classroom.

3.1.2 Section one: Personal information

This section contains three questions that aimed to collect general information about students such as: gender, and whether their choice to study English at the university is personal or imposed and their level in English.

3.1.2 Section two: speaking skill

This section includes nine questions. It concerns student's opinions toward speaking skill and its importance in learning and teaching foreign language. This section consists different of questions such as the importance of speaking skill and the difficulties that students face when they speak in the classroom. The main aim of these questions is to give the students opportunities to express their different ideas, and thoughts.

3.1.3 Section three: using games in the classroom

This section includes five questions; it consists of different questions about the importance of using games in the classroom. These questions conducted to collect data about the students and their views toward using games in the classroom in order to develop their speaking skill.

3.2. Results analysis of students'questionnaire

3.2.1. Section one: personal information

Item 1: Gender

Options	Participant	Percentage
Male	11	27.5 %
Female	29	72.5 %

Table 01:Students'gender distribution
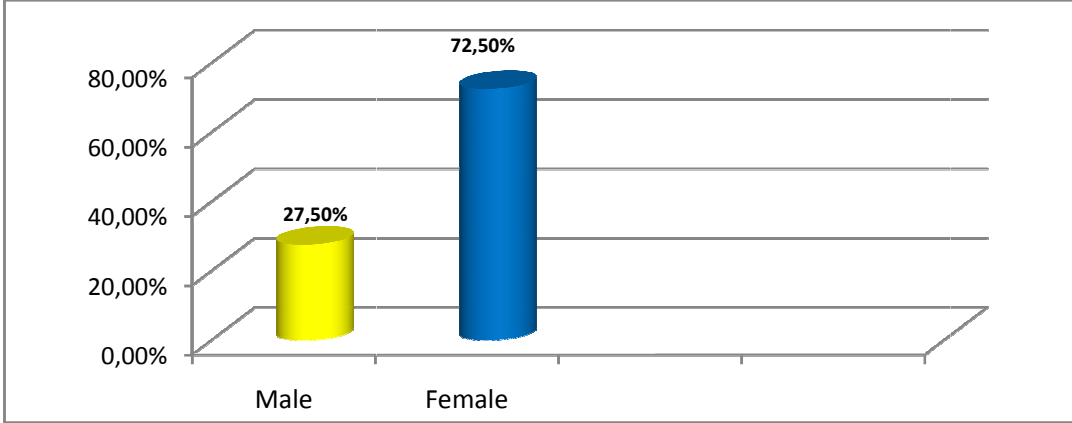
Students' gender distribution

This table shows that the majority of the students (72.5%) are female and only (27.5%) are male. Because female are expected to be more interested in learning a foreign language.

Item2: Students' choice to learn English

Options	Participants	Percentage
Personal choice	35	87.5%
Imposed	5	12.5%

Table 02: Students' choice of English
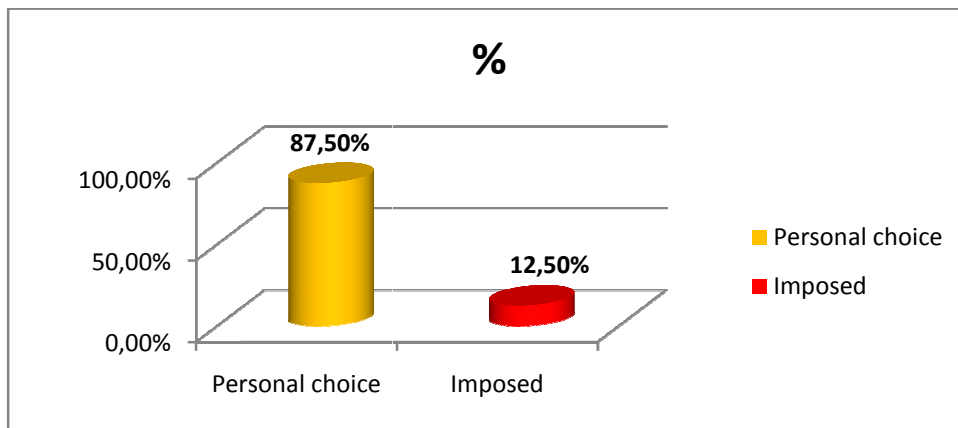
Graph 02: Students' choice of English

In this item, the students are asked to answer whether their choice of English is personal or imposed. The highest proportion (87.5%) of the students said that the choice of learning English is personal. While, (12.5%) were imposed to learn English, due to some reasons like parents decisions, their obtained grades, or they do not get enough grades to choose other branches.

48

Item 03: Your level in English

Options	Participants	Percentage
Very good	4	10%
Good	29	72.5%
Average	7%	17.5%

Table 3: Student's level in English
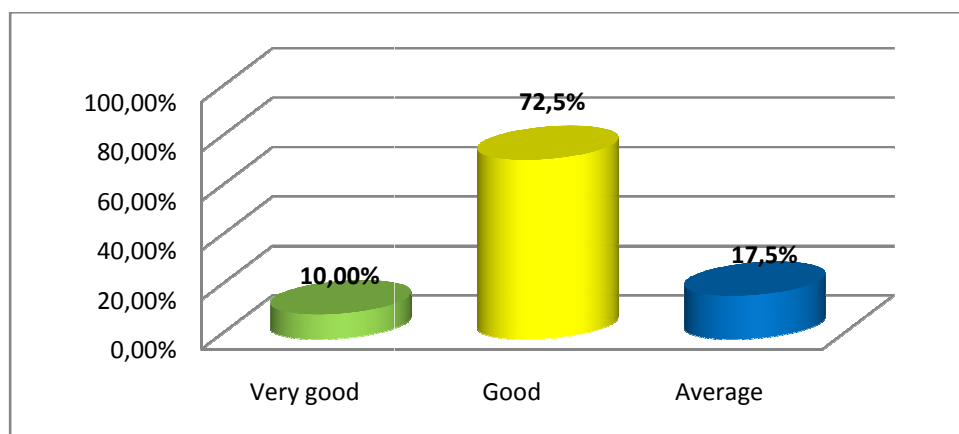
Graph 3: student's level in English

From the table above, most students (72.5%) have a good level in English, only (17.5%) of them reported to have average level and (10%) of their said their level is very good. This indicates that they have background and desire to learn English.

3.2.2 Section two: speaking skill

Item 1: Do you like to participate in oral expression module?

Options	Participants	Percentage
Yes	23	57.5%
Sometimes	16	40%
No	1	2.5%

Table 4: Students' participation in oral expression module
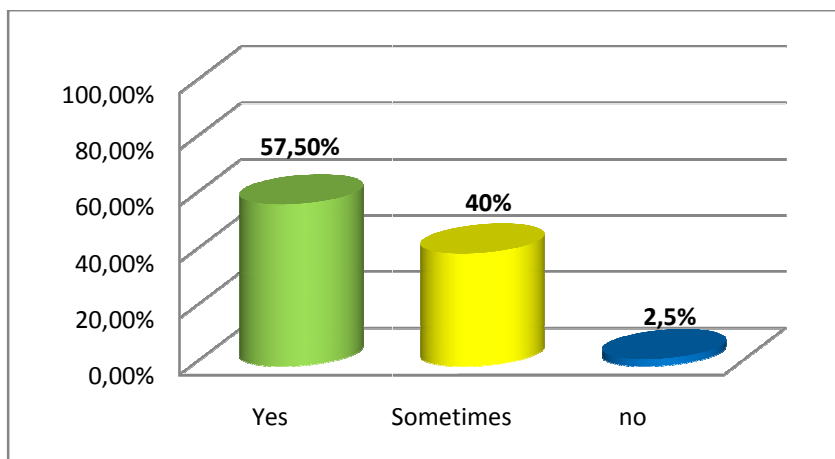
Graph 4: Students' participation in oral expression

The aim of this question is to know the frequency of the student's participation in oral expression. The majority of the students (57.5%)stated that they like to participate in oral session, because they enjoy when they participate, and considered it as an important module which gives the students opportunities to practice their speaking abilities and get new words; they also feel free to express their opinions and interests. However, (40%) of them said that they sometimes participate in the classroom. Only (2.5%) of them responded that they do not like to participate in oral module because they fear of making mistakes.

Item2: How many sessions of oral expression do you have in a week?

Options	Participants	Percentage
One	0	0%
Two	3	7.5%
Three	37	92.5%

Table 5: students' oral expression sessions

50
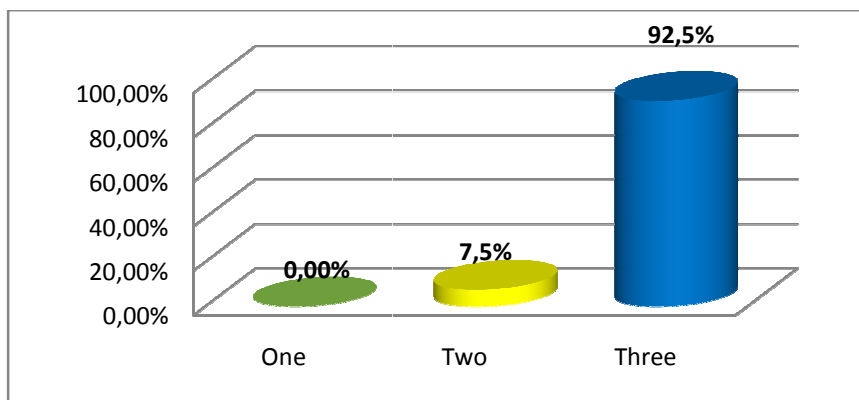
Graph 5: **student's oral expression sessions**

According to the results above demonstrated, it can be seen (92.5 %) of the students reported that they have three sessions in a week. In other hand, (7.5%) of them have two session.

Justification of the question: do you think the time allocated to this session is enough?

(22) Of the students point out that the time allocated to the session of oral expression is sufficient because they said more than three sessions it will be boring, also they said it enough to learn more about pronunciation, and improve their speaking skill. Where (18) of them declared that the time specified to the session of oral expression is insufficient, they need more session to improve their speaking because learning English is required through time and practice.

Item 3: Howdo you assess your speaking ability?

Options	Participants	Percentage
Very good	4	10%
Good	27	67.5%
Not bad	9	22.5%

Table 06: student's speaking ability

51
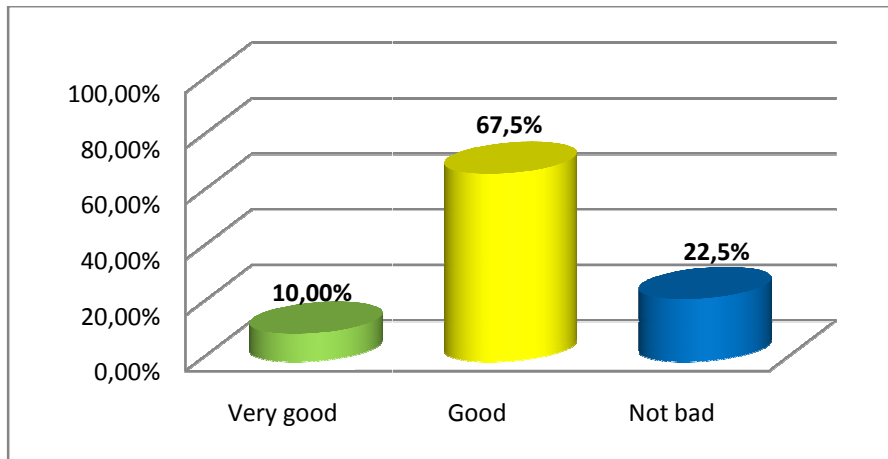
Graph 06:Student's speaking ability

Student's answers indicated that (67.5%) of them assessed their speaking ability is good, others (22.5%) of them said their speaking is not bad. Whereas, (10%) of them affirmed that their speaking is very good.

Item 4: Which of the following skills is related to speaking?

Options	Participants	Percentage
Listening skill	21	52.5%
Writing skill	2	5%
Reading skill	11	27.5
Listening +reading skills	6	15%

Table 07: the link between the speaking skill and other skills
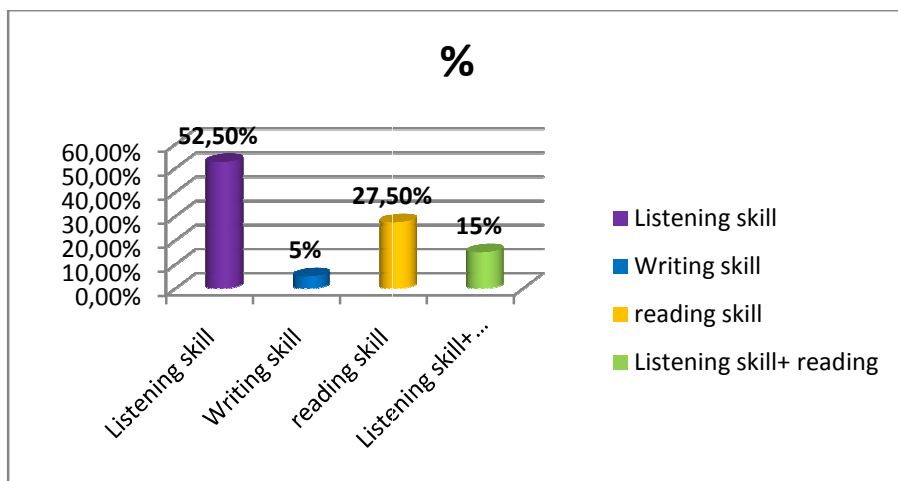
Graph 07: the link between the speaking skill and other skills

The table above reveals that (52.5%) of the students considered speaking skill as the most related skill to listening. In addition, (11) of students (27.5%) claimed that speaking is related to reading skill. Whereas, (15%) of them opted that speaking is linked to listening and reading skills. The rest of the students (5%) viewed speaking is related to writing skill.

Item 5: do you think speaking is more important skill than other skills (reading, listening, and writing

Options	Participants	Percentage
Yes	17	42.5%
No	23	57.5%

Table 08: The importance of speaking skill compared to other skill
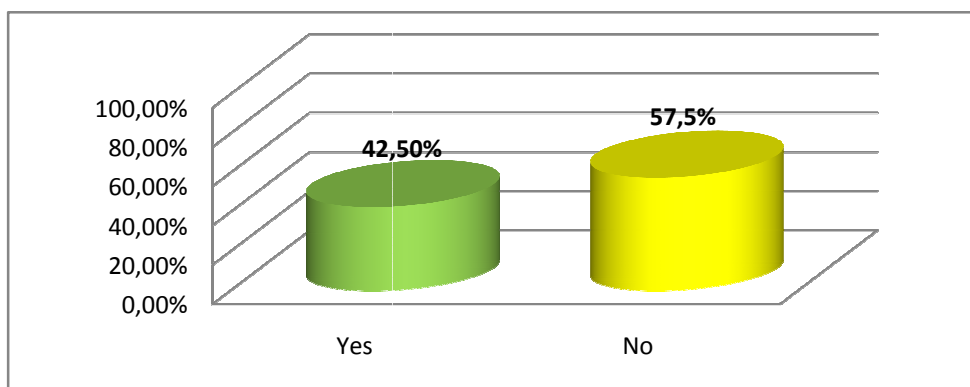
Graph 08: The importance of speaking skill compared to other skill

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The table (08) shows that (57.5%) of the participants refused that speaking is not important skill because the four skills are essential in learning and teaching a foreign language. Nevertheless, (42.5%) of them confirmed that speaking is an important skill because speaking helps them to communicate with others also it improve their accent and other skills.

Item 6: Which of the following difficulties you face when you speak in front of your classmates?

Options	Participants	Percentage
Lack of vocabulary	9	22.5%
Grammar mistakes	5	12.5 %
Pronunciation mistakes	4	10%
Anxiety	22	55%

Table 09: Students speaking difficulties
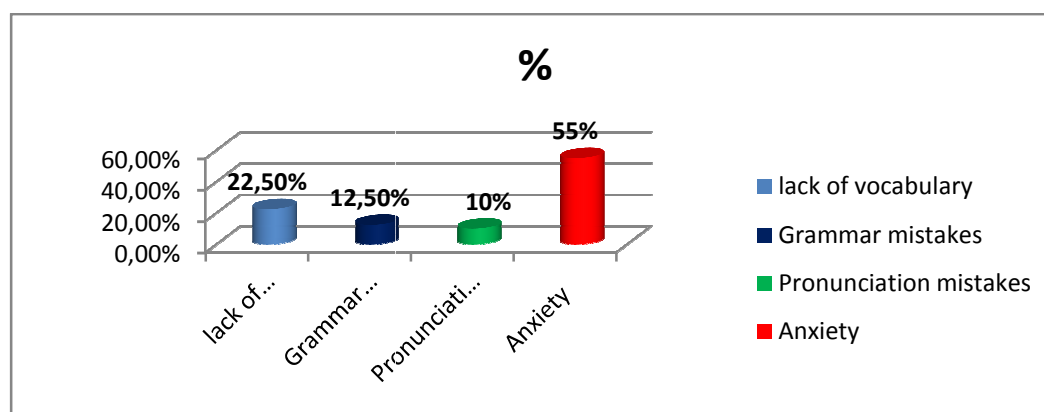
Graph 09: Students speaking difficulties

The collected answers confirmed that (55%) of the students face difficulties in speaking due to anxiety that effect negatively on students speaking skill. And (22.5%) said that they encounter difficulty when they speak in the classroom because of lack of vocabulary. Furthermore, (12.5%) of them answered that they confront difficulties owing to grammar mistakes. Finally, (10%) of them stated that they make pronunciation mistakes when they speak in the classroom.

Item 7: How often doesyour teacher correct your mistakes?

Options	Participants	Percentage
Always	4	10%
Often	10	25%
Sometimes	20	50%
Never	6	15%

Table 10: frequency of correction mistakes
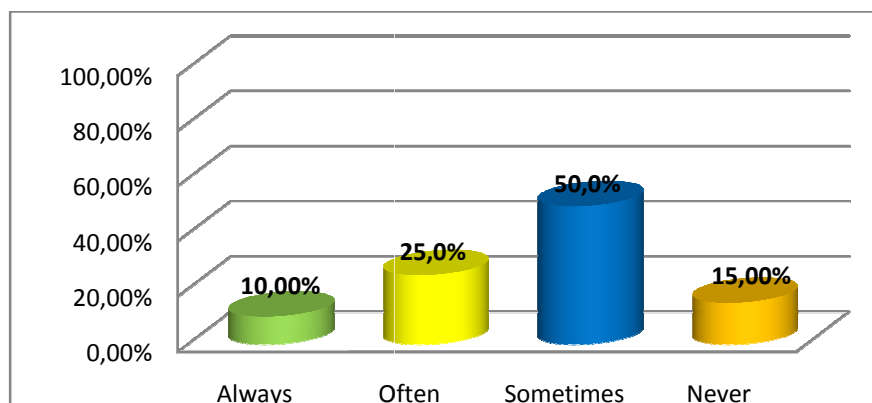
Graph 10: Frequency of correction mistakes

The investigation shows that (50%) of the students argued that their teacher sometimes correct their mistakes, about (25%) of them said that their teacher often correct their mistakes when they speak in the classroom. On the other hand, (15%) of the participants asserted that their teacher often correct their mistakes, but (4) of students (10%) said their teacher always correct their mistakes.

Item 8: which one of these aspects of speaking is, in your opinion more important to communicate?

Options	Participants	Percentage
Fluency	5	12.5%
Accuracy	14	35%

Both	21	52.5%

Table 11: speaking fluency and accuracy
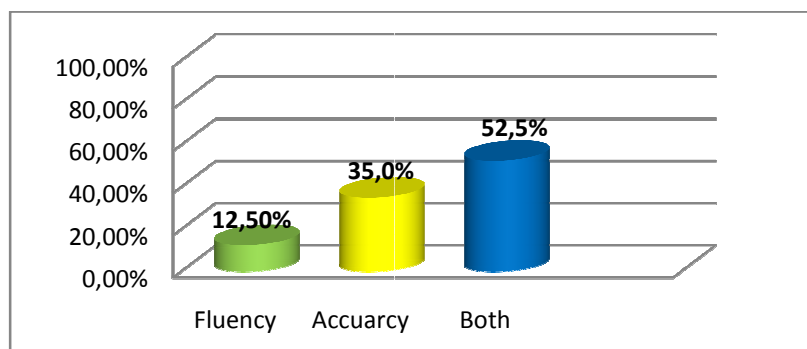
Graph 11: speaking fluency and accuracy

The highest percentage of students (52.5%) selected fluency and accuracy as a result of the responses: both of them are important to produce a good language, they said if they speak correct they will speak fluently. Moreover, (35%) of them said that accuracy is essential to communicate, because when they speak correctly without mistakes they can make others understand them. While, (12.5%) of them selected fluency because, they like to speak fluently like native speakers.

Item 9: Which the following of these speaking activities you prefer your teacher use them in the classroom

Options	Participants	Percentage
Role play	11	27.5%
Discussion	23	57.5%
Prepared talk	6	15%

Table 12: speaking activities
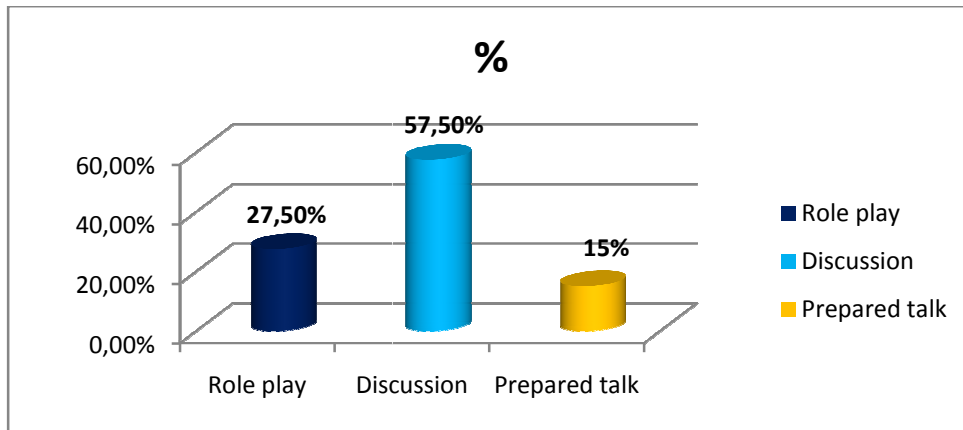
Graph 12: speaking activities

This item attempt to investigate which the speaking activities students prefer their teacher use in the classroom. The highest proportion of students (57.5%) responded thatthey prefer their teacher use discussion in the classroom. Whereas, (27.5%) of them like the role play because it gives them the chance to show their creativity, and (6) of students (15%) chose prepared talk may be it reduce them their fear and anxiety.

Section three: using games in the classroom

Item 1: Do you think that using games in the classroom can help you to develop your speaking skill?

Options	Participants	Percentage
Yes	24	60%
No	16	40%

Table 13: The importance of using games in the classroom
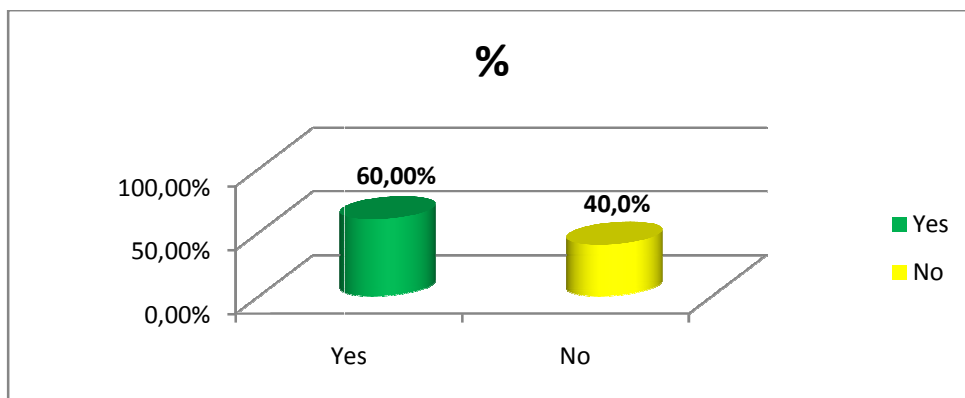
Graph13: The importance of using games in the classroom

From this analysis we resulted that most students (60%) revealed that using games in the classroom can help them to develop their speaking skill. When students justified their answer they said that games can build their vocabulary and reduce their fear, also they motivate them to speak in the classroom without complexity. While, (40%) of them confirmed that games cannot improve their speaking skill.

Item2: Does your teacher use games in the classroom?

Options	Participants	Percentage
Yes	5	12.5%
Sometimes	14	35%
No	21	52.5%

Table 14:Thefrequencyof using Games in the classroom to speak
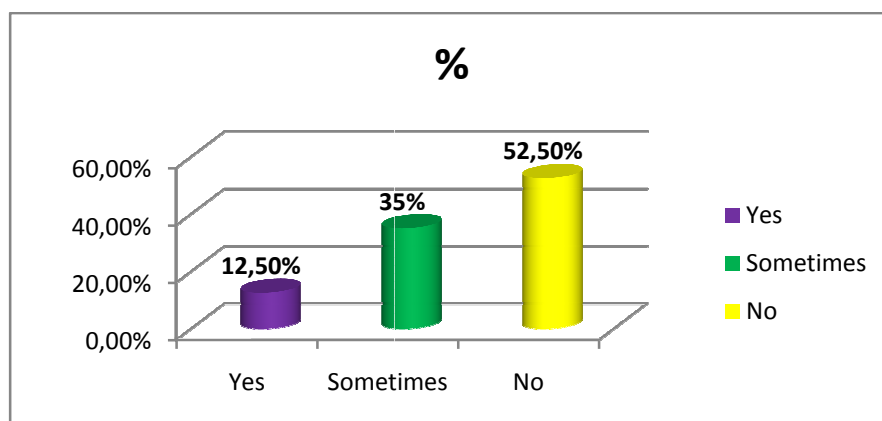
Graph 14:The frequencyof using Games in the classroom to speak

Most students (52, 5% answered that their teacher does not use games in the classroom may be the have not enough time. Whereas, (35.5%) of teacher sometimes use it in the classroom as a strategy to develop their students speaking skill, but (12.5%) of them reported that their teacher use games in the classroom.

Item3: which of these following games you like to play in the classroom?

Options	Participants	Personage
Guessing games	14	35%
Role play	17	42.5%
Information gap games	9	22.5%

Table 15: Students favorite games
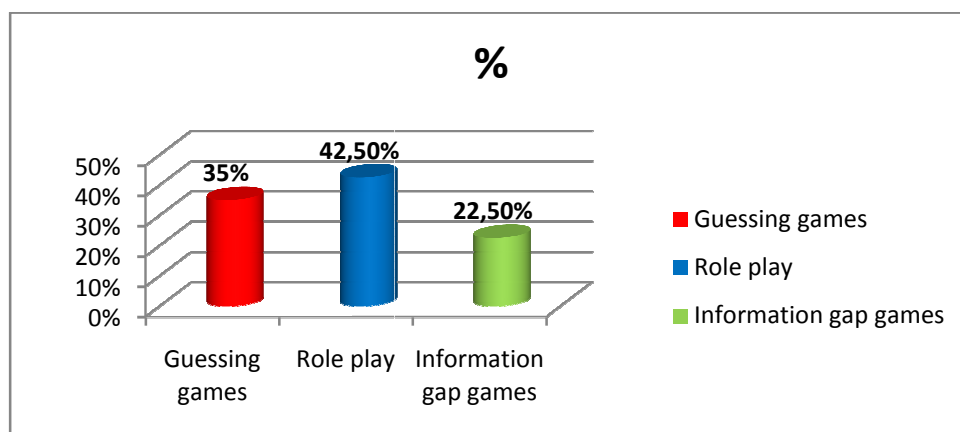
Graph 15: Students favorite games

As it is mentioned in the table above, (42.5%) of the students liked role play, others (35%) preferred guessing games. Thus, the rest of proportion (22.5%) favored information gap games in the classroom.

Item 4: Using games in the classroom can create:

Options	Participants	Percentage
Good atmosphere	13	32.5%
Reduce anxiety	6	15%
Create a competition	3	7.5%

Increase your motivation	9	22.5%
All of them	9	22.5%

Table 16: The use of games in the classroom
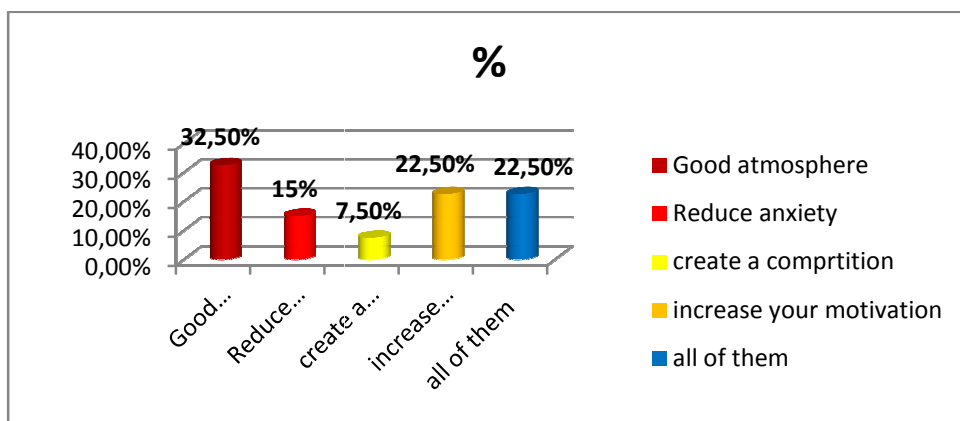
Graph 16: The use of games in the classroom

As we observe in the table above, (32.5%) indicated that using games in the classroom can create a good atmosphere in the classroom, but (22.5%) of them said that games increase their motivation, also (22.5%) of the participants reported that applying games in the classroom can create a good atmosphere, reduce anxiety, create a competition, and increase their motivation. Where (15%) of them pointed that games reduce anxiety, only (7.5%) said that employing games in the classroom can create a competition between students.

Item 5: What is the role of your teacher when he implements the games in the classroom?

Options	Participants	Percentage
Organizer	17	42.5%
Observer	16	40%
Facilitator	7	17.5%

Table 17: Teacher's roles
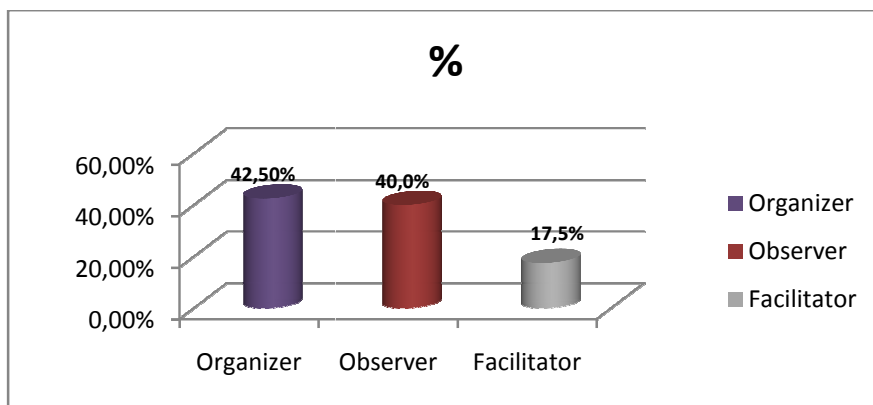
Graph 17: Teachers role

As table (18) shows, the majority of the students (42.5%) replied that the role of their teacher when he implements games in the classroom is act as organizer where they organize their students in pair group or group work. About (40%) of them said their teacher act as observer whereas, (17.5%) of them responded that their teacher act as facilitator.

Conclusion

After analyzing the questionnaire administrated to the students of first year LMD of English at university of Biskra. We concluded that the participants like the topic they were very interested through their contribution. Consequently, the majority of the students answered the questions that were given to them. They claimed that they have difficulties in speaking skill for instance, lack of vocabulary, grammar mistakes, pronunciation mistakes, and anxiety which prevent them from being good speakers. While, this problems affect negatively their

learning, because their teachers do not use a good strategy to help them in order to practice their speaking skill. Such as, use different activities like games in the classroom. The results showed that the highest proportion of the students (52.5%) stated that their teacher do not use games in the classroom which students considere as a good strategy that creates chance for them to practice their speaking in order to speak a foreign language effectively.

3.2 Teachers' Questionnaire Description and Analysis

Introduction

This questionnaire is devoted to teachers of English department at Biskra University. The main purpose of this research is collect data about the teachers' opinions toward the importance of using games in the classroom to enhance students speaking skill. The five (5) copies of questionnaire are distributed for teachers at random.

3.2.1. Description of teachers' questionnaire

Teachers' questionnaire is administrated to teachers of oral expression where it consists of three sections of twenty (16) questions and each section contains different questions.

3.2.2. Section one: Personal information

This section is contains five questions. It consists personal information of the teachers. It attempts to give to provide an overview about the teachers, degree of qualifications, and their opinions toward teaching oral expression.

3.2.3. Section two: Speaking skill

This section contains is concerns the teachers' views about the importance of speaking skill for EFL students with clarification, their encouragement for students to speak, the difficulties that their students face during speaking in the classroom linguistic or psychological difficulties with justification. Also the advice that teacher give to their students in order to improve their speaking skill.

3.2.4. Section three: using games in the classroom.

This part of question is dedicated to teachers' attitude towards the use of games in the classroom. It consists seven (7) questions concerning whether using games in the classroom are important or not, and the problems that they face when they apply the games in the classroom with justification. Moreover, the teachers identify the types of games that they use depend on the level of their students elementary, intermediate, or advanced games.

3.3. Data analysis and interpretation

3.3.1. Section one: personal information

Item 1: Teachers' Gender

Options	Participants	Percentages
Male	1	20 %
Female	4	80 %

Table 18:Teachers' gender distributions
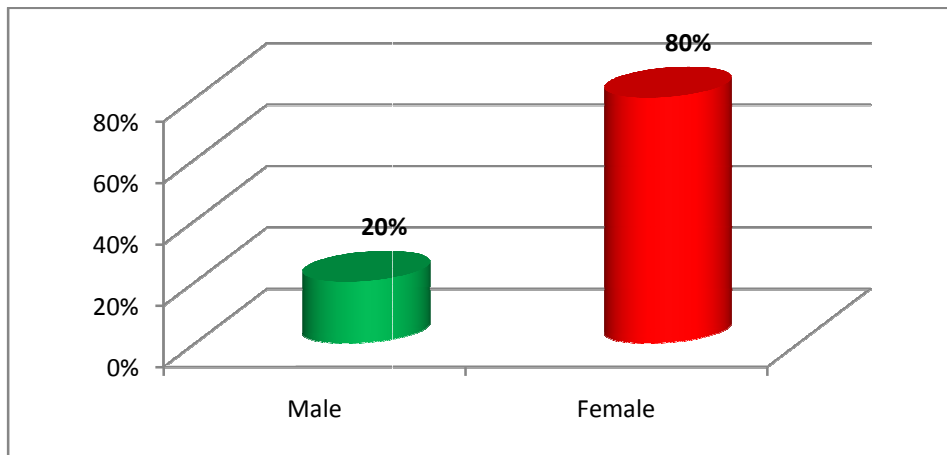
Graph 18: Teachers' gender distributions

As revealed in the table above, (80%) of the teachers are female, only (20%) are male. This indicates that most English teachers are female in our department.

Item 2: Degree of qualification

Options	Participants	Percentages
License	0	0%
Magister/Master	4	80%

Doctorate	1	20%

Table 19: Degree of qualifications
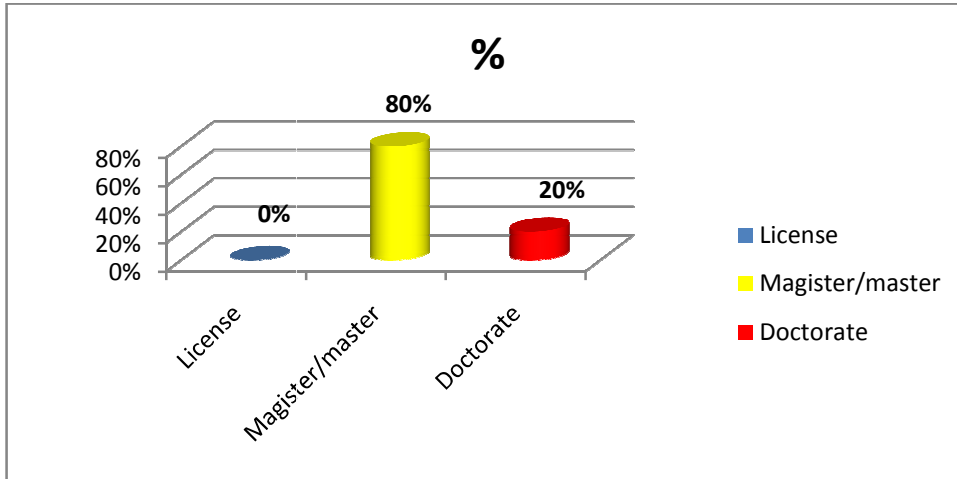
Graph 19: Degree of qualifications

This table illustrates that (80%) of teachers get a magister degree, but (20%) of them get a doctorate degree. This means our department needs more teachers with highly degree.

Item 3: How long have you been teaching oral expression?

Concerning oral expression teaching, two (2) teachers taught it for one (1) year. Only one student taught it for two (2) years, other, two teachers taught it for five (5) years. This means they have experience in teaching oral expression.

Item 4: Do you like to teach oral expression?

Options	Participants	Percentage
Yes	4	80%
No	1	20%

Table 20: Teachers' attitudes towards teaching Oral Expression

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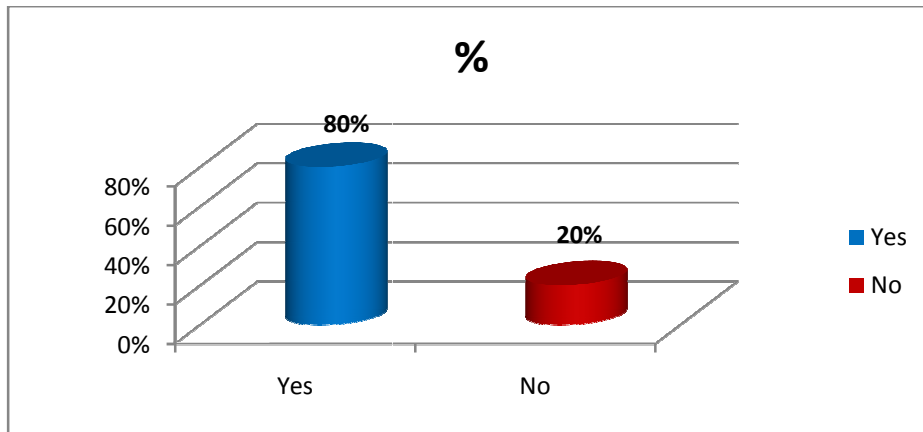
Graph 20:Teachers'Attitudes towards Teaching Oral Expression

The analysis of this item shows that (80%) of the teachers like to teach oral expression, and one teachers (20%)they do not like to teach it because he/she prefers teach other module. This means our department needs more teachers with high degree.

Item 5: Do you face problems when you teach oral expression?

Options	Participants	Percentage
Yes	5	100%
No	0	0%

Table 21: The problems that teacher face when they teach oral expression
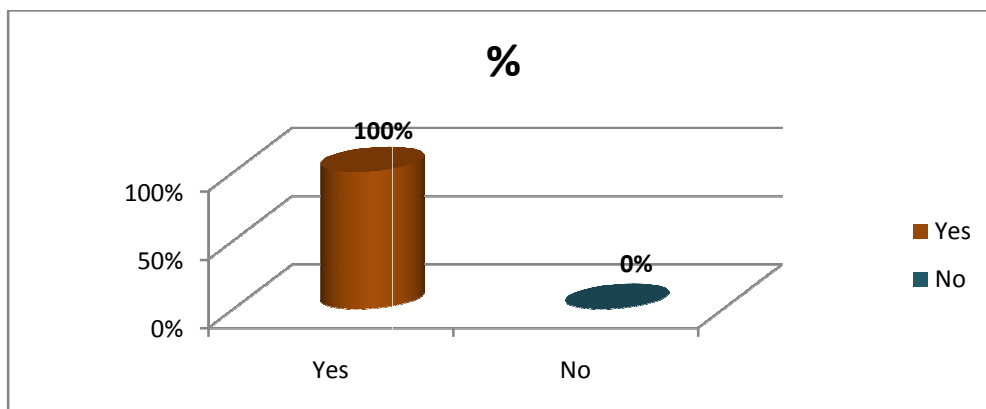
Graph 22: The problems that teacher face when they teach oral expression

The results in the table above shows that, (100%) of the participants face problems when they teach oral expression module, due to some reasons such as sometimes students do not participate in the classroom, crowded class and a lot of noise. As well as, they face difficulty in controlling the overcrowded group.

Section two: speaking skill

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

Options	Participants	Percentage
Yes	5	100%
No	0	0%

Table 22: Teachers' encouragement of their students to speak
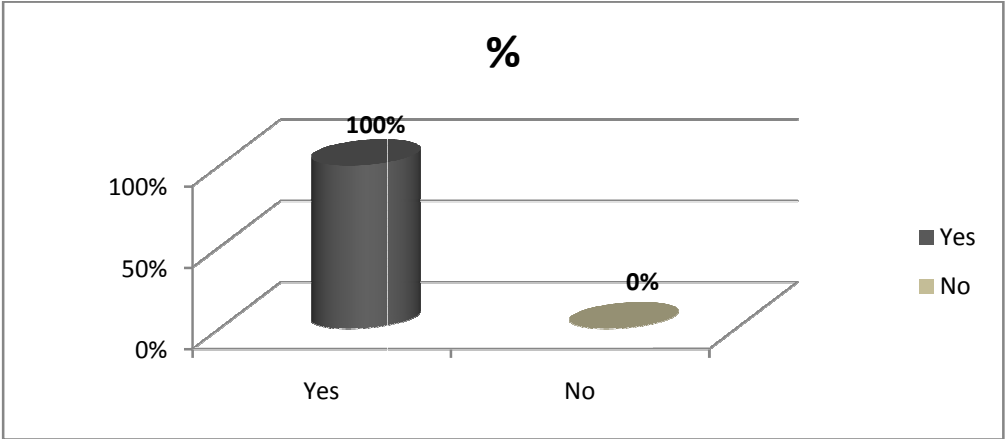
Graph 21:Teachers' encouragement of their students to speak

This item analysis indicates that (100%) of the participants said that they motivate their students to speak in the classroom in order to be good speaker.

Explanations of teachers how they are encourage their students to speak in the classroom.

➢ By choosing interesting topics.
➢ Ask individual questions and insist on their participation.
➢ Use different techniques and activities.

➢ I try to create an encouraging environment for my students.

➢ By letting them choose a topic they like.

➢ By providing a friendly atmosphere.

➢ By tolerating mistakes.

➢ Overcoming anxiety and shyness

➢ The use of authentic materials

➢ I do not evaluate them on their mistakes but on their participation

Item 2: Which of the following activities do you prefer to use in the classroom?

Options	Participants	Percentage
Role play	1	20%
Discussion	1	20%
Storytelling	1	20%
Prepared talk	1	20%
All of them	1	20%

Table 23: Speaking activities teachers prefer to use in the classroom
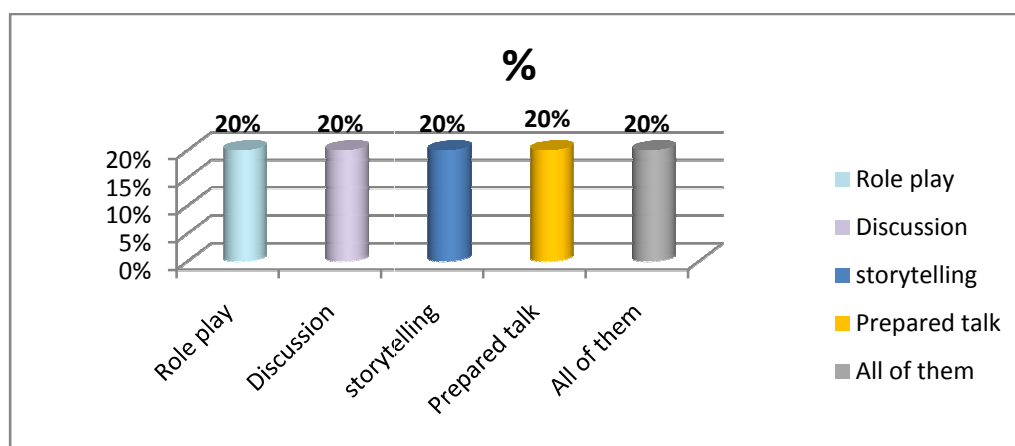
Graph 23:Speaking activities teachers prefer to use in the classroom

After this analysis we find that (20%) of the participants prefer to use the role play in their classroom, also (20%) of them like to apply discussion. However, one teachers (20%) prefer to employ storytelling, but (20%) of them prefer to use prepared talk. Besides, the rest of

teachers (20%) like to utilize all these activities in order make their students highly motivated to practice their speaking in the classroom.

Item 3: What are the problems that your students face when they speak in the classroom?

Options	Participants	Percentage
Linguistic problems	0	0%
Psychological problems	0	0%
Both	5	100%

Table 24: Speaking difficulties that students face in the classroom
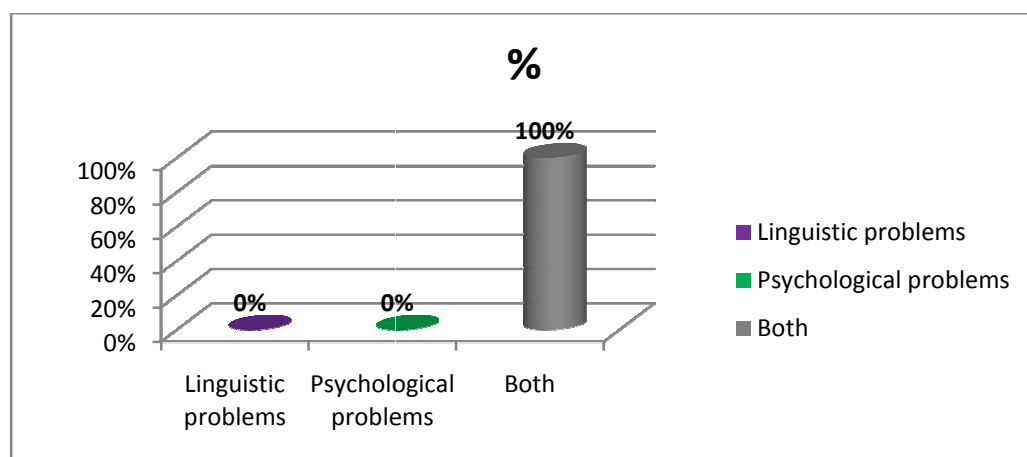
Graph 24: Speaking difficulties that students face in the classroom

According to the teachers answers, (100%) answered that their students face linguistic problems such as, they lack of vocabulary, and they make grammatical mistake. Also students face psychological difficulties like shyness, anxiety, low self esteem, and lack of self confidence.

 Item 4: Depend on your experience as a teacher of English, what is the advice that you give to your students in order to improve their speaking?

 Concerning to this question teachers answered as follow:

- ➢ Practice it all the time (even out of class).
- ➢ Watching movies.

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- ➢ Recording oneself then checking the mistakes.
- ➢ Use chat on Skype.
- ➢ I give them websites where they speak English with foreigners.
- ➢ Reading is one major source of information that allows students to join any discussion, because of the wide range of vocabulary they will acquire throughout the texts.
- ➢ Practice and communication with different people of different cultural background will enhance their oral performance.

Section three: The importance of using games in the classroom

Item 1: Do you think that using games in the classroom?

Options	Participants	Percentage
Important	5	100%
Waste of time	0	0%

Table 25: Teachers'views about using games in the classroom
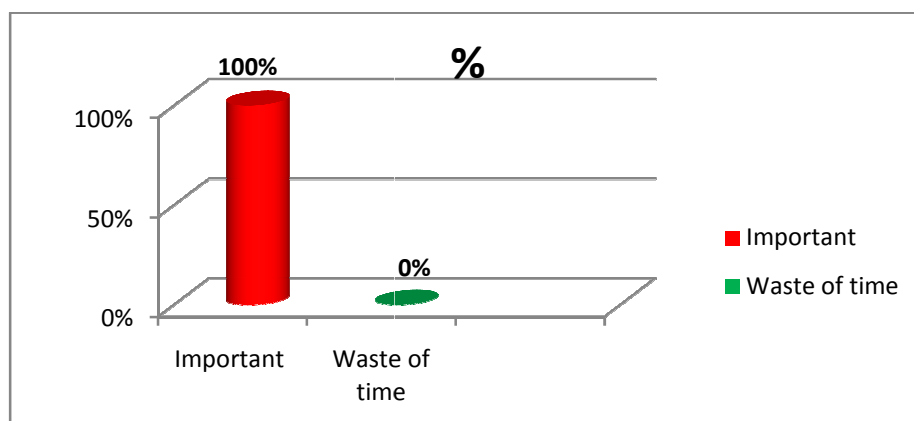
Graph 25: Teachers'views about using games in the classroom

Teachers are asked to give their opinions about whether the use of games in the classroom is important or waste of time. All teachers (100%) answered that games are important in

learning and teaching speaking skill because they help students to interact with their classmates and they considered games as a source of motivation.

Item 2: How often do use games in your classroom?

Always	0	0%
Sometimes	4	80%
Never	1	20%

Table 26: The frequency of using games in the classroom
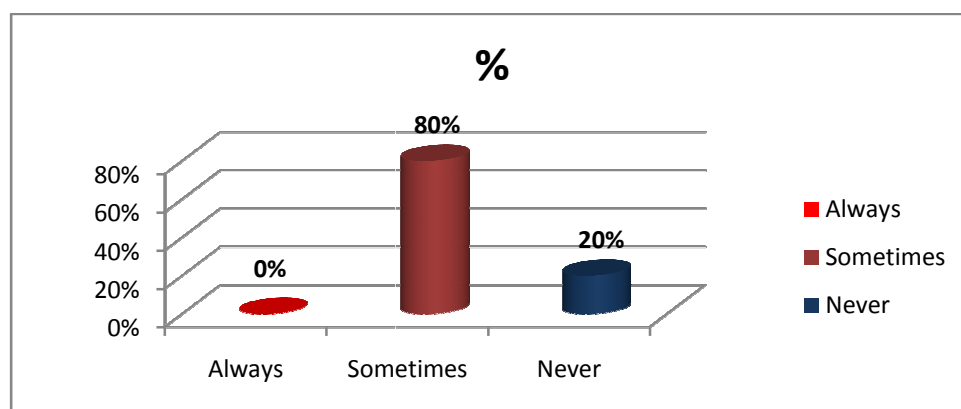
Graph 26: The frequency of using games in the classroom

The table shows that (80%) of the participants sometimes use games in the classroom, however (20%) of them said that they never use them.

Item 3: Which kind of games you often use in the classroom?

Some teachers answered this question and they said:

➢ I use language games and quizzes, including crossword puzzle and the hangman games.
➢ I use the game "who am I" it is kind of games where you write the name of a famous person and let the students ask question.
➢ I use crosswords and riddles.
➢ I use crosswords, riddles, and problem solving.

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Item 4: Do you face problems when you use games in the classroom?

Options	Participants	Percentage
Yes	1	20%
Sometimes	1	20%
No	3	60%

Table 27: The problems that teachers face when they use games
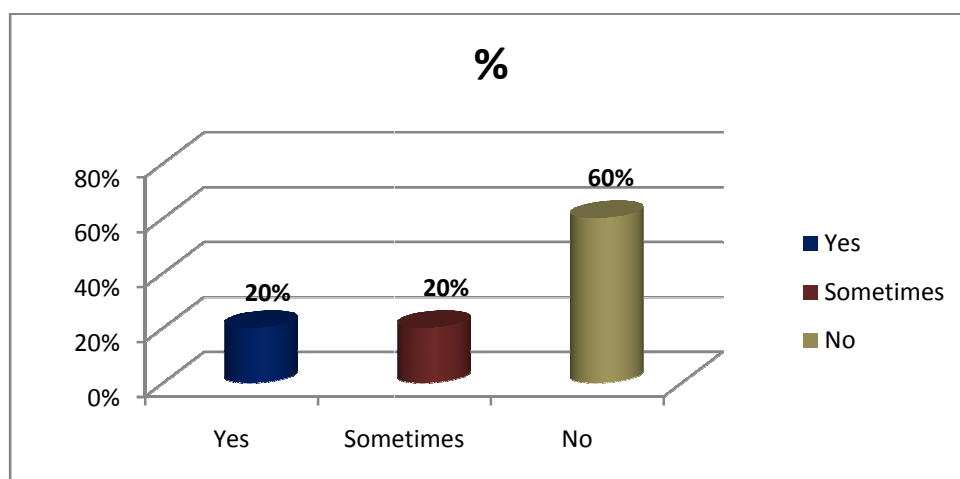
in the classroom

Graph 27:The problems that teachers face when they use games in

the classroom

As it is apparent on the table above, most teachers (60%) stated that they do not face problems when they use games in the classroom, others (20%) of them pointed that they encounter problems due to students do not understand the instruction easily, also they lack of interest. In addition, (20%) of them said that they sometimes face problems.

Item 5: Do you think that using games can improve students speaking skill?

Options	Participants	Percentage
Yes	5	100%
No	0%	0%

Table 28:Teachers'opinion about improving students speaking skills using game
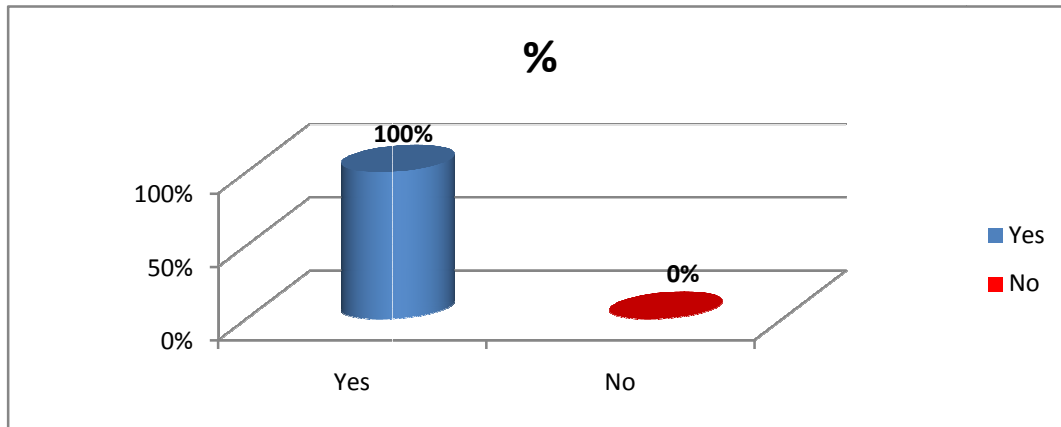
Graph 28:Teachers' opinion about improving students speaking skill using games

As indicate in the table above, (100%) of participants are agree that games can improve students speaking skill because it creates enjoyable atmosphere for them. But no one said games do not improve speaking skill.

Item 6: Which of the following games are suitable for you to use in the classroom depending on the level of your students?

Options	participants	Percentage
Elementary games	1	20%
Intermediate games	3	60%
Advanced games	1	20%

Table 29: The appropriate games that teachers use in the classroom
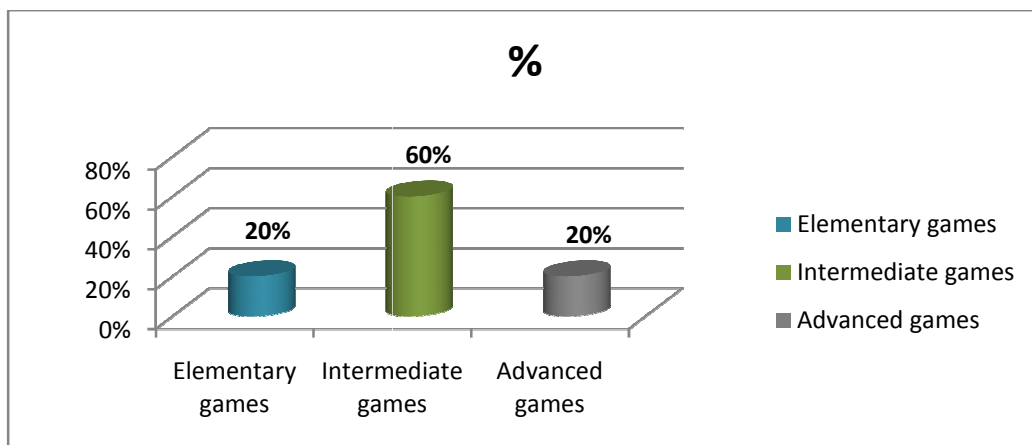
Graph 29: The appropriate games that teachers use in the classroom

As table (29) shows, three teachers (60%) reported that intermediate games are suitable games for first year students because they shouldn't be too easy no too difficulties, about (20%) of them said that advanced games are appropriate. Whereas, (20%) of participants selected elementary games, because first year students don't have yet competence to speak a foreign language successfully therefore this kind of games are suitable for them.

Item 7: Do you use the games in the classroom in order to:

Options	Participants	Percentage
Motivate students to speak	2	40%
Create cooperation between students	2	40%
Just for entertainment	1	20%

Table 30: The benefit of using games in the classroom
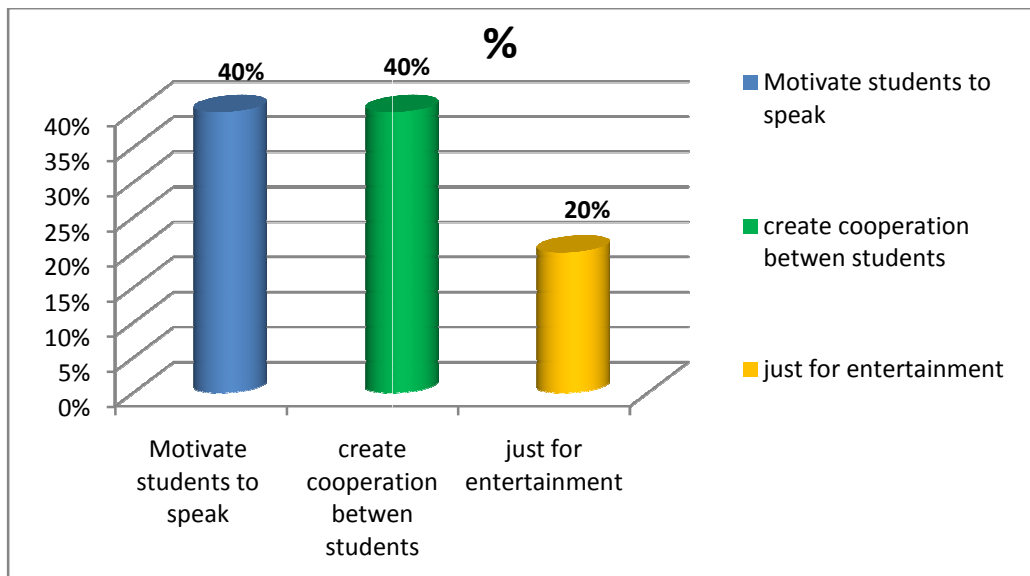
Graph 30: The benefit of using games in the classroom

According to the teachers answers (40%) answered that using games in the classroom can motivate students to speak in the classroom. In addition, (40%) of them pointed that implement games can create cooperation between students, only (20%) of them said that they use games in the classroom just for entertainment.

Conclusion

The collected results from teacher's questionnaire stated that speaking is an essential skill for students whereas; they have faced many difficulties when they speak in the classroom such as lack of vocabulary, lack of self confidence, fear of making mistakes, and so on. In addition, (100%) of the teachers confirmed that using games in the classroom are very important for students to speak a foreign language; also they considered them as a way of motivating students to participate and practice the language in the classroom.

General conclusion

This research describes the importance of using games in the classroom and how students may benefit from them. The results revealed that it is a useful to employ games in teaching speaking and consolidated them in the session which can help students to develop their speaking skill. One of the main problems that EFL students face, especially first year students is speaking which is regarded as an important skill in learning and teaching a foreign language. Moreover, one of the strategies that create enjoyable atmosphere is using games in the classroom which contribute in improving students speaking skill.

This study was conducted in the department of English at Biskra University. Its goals is confirming or rejecting the hypothesis which say if the teacher uses the games as a strategy in their teaching they will be able to enhance students speaking skill. The research case study was first year LMD students and their teachers at Biskra University during the academic year 2014/2015 using questionnaire as main data gathering tool addressed students and teachers.

The first chapter deals with importance of using games in the classroom and their effect in enhancing students speaking skill. Where applying games in the classroom can assist students to increase their motivation, create a competition between them, and reduce their anxiety. The Students can benefit from its use such as; they can improve their vocabulary, grammar, and their pronunciation. So, the teachers should choose the suitable games depend on their students level.

The second chapter is about general overview on speaking skill and it's essential in learning a foreign language. This chapter includes different elements of speaking such as its types and aspects, and the main difficulties that students face when they try to speak in the

classroom. Concerning this chapter speaking is considered as a core of the language that helps students to express themselves in the foreign language.

The third chapter of this dissertation is to investigate the useful of using games in improving students speaking skill through analysing the data collected from students and teachers questionnaire. The purpose of this questionnaire is investigating the teachers and students opinions toward using games in the classroom.

Finally, after analyzing the data collected about the application of games in the classroom for developing students speaking skill. We recognize that the hypothesis is confirmed that using games are supportive and useful strategy in learning and teaching speaking skill.

Recommendations

The most students regarded speaking as a difficult skill where they get embarrassed and shy when are asked to speak in the classroom. Accordingly, the teachers should be aware to their students speaking difficulties and they should look for suitable strategy or method in order to help them to develop their speaking. That is why the teachers should use games in teaching speaking for making students highly motivated to participate in the classroom. Based on the results indicated in the conclusion we recommend the following:

- ➢ Teachers ought to create an enjoyable atmosphere in order make their students eager to participate in the classroom such as find someone who games.
- ➢ Teachers ought to motivate their students to speak English with their classmates in the classroom.
- ➢ Teachers should enhance the use of games in their course.
- ➢ Teachers ought to include different activities in the classroom lake use games, songs, and role plays.
- ➢ Teachers should ask their students about their interest.
- ➢ Students should not be afraid of making mistakes in speaking, but on the contrary they will learn from their mistakes in order to develop their speaking.
- ➢ Students should speak English in or outside of the classroom.
- ➢ More time should be allocated to the session of oral expression at least three or four session in a week.

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Appendix I

Students 'questionnaire

Dear students:

I am very thankful if you can answer the following questions honestly. It is about "the use games as a strategy to enhance EFL students speaking skill".

Would you please, tick in (√) the appropriate boxand make a full statement whenever necessary.

Section one:back information.

Question 1: students' Gender.

Male ☐   Female ☐

Question 2:your choice of English was.

　a- personal choice ☐
　b- imposed ☐

Question 3:your level in English is:

　a- Very good ☐
　b- Good ☐
　c- Average ☐

Section two: speaking skill.

Question 1:do you like to participate in oral module?

　a- Yes ☐
　b- Sometimes ☐
　c- No ☐

Question 2:how many sessions of oral expression do you have per-week?

　a- One ☐
　b- Two ☐
　c- Three ☐

Do you think the time allocated to this session is enough?

....

....

....

Question 3:how do you assess your speaking skill?

☐

a- Very Good

b- Good ☐

c- Not bad ☐

Question 4:which of the following skills is related to speaking?

a- Listening skill ☐

b- Writing skill ☐

c- Reading skill ☐

Question 5:do you think speaking is more important skill than other skills (reading, listening, and writing)?

a- Yes ☐

b- No ☐

Question 6:which of the following difficulties you face when you speak in front of yourclassmates?

a- Lack of vocabulary ☐

b- Grammar mistakes ☐

c- Pronunciation mistakes ☐

d- Anxiety ((worry, nervousness) ☐

Question 7: how often does your teacher correct your mistakes?

a- Always ☐

b- Often ☐

c- Sometimes ☐

d- Never ☐

Question 8: which one of these aspects of speaking is, in your opinion more important to communicate?

a- Fluency (rapidly) ☐

b- Accuracy(correctness) ☐

c- Both ☐

Justify your answer:..

....

Question 9: which the following of these speaking activities you prefer your teacher use them in the classroom?

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

Section two: the use of games.

Question 1: Do you think that using games in the classroom can help you to develop your speaking skill?

Yes ☐

No ☐

Justify your answer: ....

....

Question 2: Does your teacher use games in the classroom?

a- Yes ☐
b- Often ☐
c- No ☐

Question 3: which of these games you like to play in the classroom?

a- Guessing games (one student knows something that another one wants to find out) ☐
b- Role play ☐
c- Information gap games (describe and draw a picture the first student who has the pictures tries to describe it in order to help the second student draw it) ☐

Question 4: using games in the classroom can create:

a- good atmosphere ☐
b- Reduce anxiety ☐
c- Create a competition ☐
d- increase your motivation ☐
e- all of them ☐

Question 5: what is the role of your teacher when he implements the games in the classroom?

a- Organizer ☐

b- Observer ☐

c- Facilitator ☐

Thank you for your cooperation.

Appendix II

Teachers' questionnaire

Dear teachers:

I am very grateful if you can answer the following questions. My topic is about "using games as a strategy to enhance EFL students speaking skill."

Would you please, tick in (√) the appropriate boxand make a full statement whenever necessary.

Section one: background information

Question 1: gender

a- Male ☐

b- Female ☐

Question 2: degree qualification

a- License ☐

b- Magister/Master ☐

c- Doctorate ☐

Question 3: How long have you been teaching oral expression?

....

....

Question 4: do like to teach oral expression?

    a- Yes ☐

    b- No ☐

If "yes" why? ....

....

Question 5: do you have problems when you teach oral expression?

  a- Yes ☐

  b- No ☐

 If "yes" what are? ....

....

Section two: speaking skill

Question 1: do you motivate your students to speak in the classroom?

  a- Yes ☐

  b- No ☐

 If "yes" how...

....

Question 2: which of the following speaking activities do you prefer to use in the classroom?

    a- Role play ☐

    b- Discussion ☐

    c- Storytelling ☐

    d- Prepared talks ☐

Question 3: what are the problems that your students face when speaking in the classroom?

    a- Linguistic problems ☐

    b- Psychological problems ☐

    ☐

c- Both

Question4: depend on your experience as a teacher of English what is the advice that you give to your students in order to improve their speaking skill?

....

....

Section two: the importance of using games in the classroom

Question 1: do you think that using games in the classroom?

a- important ☐

b- Waste of time ☐

Question 2: how often do you use games in your classroom?

a- Always ☐

b- Often ☐

c- Sometimes ☐

d- Never ☐

Question 3: if you use the games give examples?

....

....

Question 4: do you face problems when you use games in the classroom

a- Yes ☐

b- Sometimes ☐

c- No ☐

If "yes" what they are?

....

....

Question 5: do you think that using games can improve students speaking skill?

Yes ☐

No ☐

Question 6: which of the following games are suitable for you to use in the classroom depending on the level of your students?

a- Elementary games ☐
b- Intermediate games ☐
c- Advanced games ☐

Justify..

....

Question 7: doyou use the games in the class in order to

a- Motivate students to speak ☐
b- Create cooperation between students ☐
c- Just for entertainment ☐

Thank you for your cooperation.

الملخص

يهدف هذا البحث الى دراسة مدى اهمية الالعاب في تطوير مهارة التحدث عند الطلبة. حيث معظم طلبة الشعبة الانجليزية يواجهون مشاكل عندما يتحدثوناللغة الانجليزية لهذا السبب نحن نحاول ايجاد حل لهذه المشكلة. لذلك قررنا اجراء هذه الدراسة والتي تتناول استعمال الالعاب كتقنية في تحسين مهارة التحدث لدى الطلبة. وبالتالي فقد افترضنا ان استخدام الالعاب يمكن الطلاب من تطوير مهارة التحدث من خلال تحفيزهم على المشاركة في القسم. اعتمدنا في هذا البحث على المنهج الوصفي من خلال توزيع استبيانين لكل من طلبة السنة الاولى ماستر حيث قمنا بتوزيعهاعشوائيا على (40) طالب و(5)اساتذة التعبير الشفهي في قسم الانجليزية بجامعة محمد خيضر بسكرة. من اهم النتائج التي تم التوصل اليها في هذا البحث هو استيعاب الطلاب والاساتذة لاهمية استخدام الالعاب في القسم, هذا يدل على ان تطبيق الالعاب في تعليم مهارة التحدث يساعد الطلاب في تحسين لغتهم الانجليزية.