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**Teachers' and Students' Attitudes towards the Use of Educational
Games to Teach EFL Students Speaking Skills**

**The Case of First Year LMD Students and Oral Expression Teachers at the
Department of English, Mouhamed Seddik Ben Yahia University Jijel**

A Dissertation Submitted in Partial Fulfillments of the Requirements for
Master's Degree in Didactics of English

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Declaration

We hereby declare that the dissertation entitled “**Teachers’ and Students’ Attitudes towards the Use of Educational Games to Teach EFL Students Speaking Skills**” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

*First and foremost, I would like to praise and thank **Allah**, the Almighty, who has granted me all the strength, patience, and knowledge throughout the accomplishment of this work.*

*To the memory of my dear father **Belkacem BOULFRAD**, may Allah forgive him and have mercy upon him.*

*To my beloved mother **F Dj** for her unconditional love and prayers.*

To my all my brothers and sisters for having my back and giving me strength to move forward.

To my friends who made my university life bearable, helped me whenever I needed help, and always stood by my side.

To all my family members from both sides.

To all the people who never ceased of giving me positive energy to never give up.

Thank you

Haroune

Dedication

“In the name of Allah, the Most Gracious, the Most Merciful”

*And may Allah’s blessings and peace be upon the most honored of messengers,
our master*

Mohammed peace be upon him

I dedicate this thesis to:

*To my father [may God have mercy on him] and my beloved mother and
brother.*

To everyone who has been supported me even with a simple word

*To all my loving family members, your unconditional love and unwavering
support have*

*been the pillars that have carried me through the highs and lows of this
academic pursuit.*

*Your belief in my potential has fuelled my determination to persevere, and I
am forever*

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To my all my friends that helped me even by a small gesture.

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Abstract

The current research aimed at exploring the attitude of both students and teachers about the use of educational games in teaching speaking skills. In this study, it is assumed that educational games will have a positive effect on students' speaking performance. The study resorted to the use of mixed methods by merging between qualitative and quantitative data collection techniques. The latter were selected through random sampling believing that they possess some desired criteria in order to be suitable for the study. Two questionnaires were administered to 50 first year EFL students and 6 oral expression teachers at the department of English at the university of Mohammed Seddik Ben Yahia, to measure not only the teachers' but also the students' views towards the use of educational games and their effect on EFL learners' speaking skills. Based on the analysis of the results, the findings elucidated that the use of such games can have a positive impact on learners' speaking performance. Games as minimal pairs, word chain, tongue twisters, and alphabetical race are examples that most respondents hold that they boost speaking skills of students.

Keywords: Games, speaking, teaching, learning, teachers, students.

List of Abbreviations & Symbols

EFL: English as a Foreign Language

OE: Oral Expression

%: Percentage

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General Introduction

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General Introduction

Recently, educational games become an efficient tool for EFL teaching and learning. With their interactive and engaging nature, educational games provide a dynamic and effective approach to boost language speaking capacities. This introduction aims to explore how using such games can elevate spoken English instructional methods while emphasizing their advantages for students as well as teachers.

Traditionally, language teaching relied on repetitive drills and rote memorization, which can be monotonous and fail to fully engage learners in meaningful speaking practice. However, educational games lead to an enthusiastic departure from these traditional methods by infusing playfulness and interactivity into language learning. By immersing learners in a stimulating and joyful environment, games capture their attention and motivate active participation. Hence, the development of speaking skills can be facilitated.

One of the defining positive aspects of educational games lies in their capability to form an authentic context for language use. Language learning is not merely about memorizing grammar rules and vocabulary; it is about being able to apply the language in real-life situations. Educational games offer numerous immersive scripted scenarios mimicking daily living experiences students may confront worldwide thus enabling practical application of the target language efficiently compared to traditional textbook grammar drills.

Additionally, games offer an engaging environment for learners to familiarize themselves with the language and take risks without the fear of making mistakes. Language speaking can be intimidating for many learners, as they may feel hesitant and unsure about their pronunciation, grammar, or vocabulary. Fortunately, within the

framework of educational games, errors and mistakes are seen as a natural part of the learning process rather than something to be criticized or judged. This sort of atmosphere empowers learners to express themselves more freely, build confidence in their speaking skills, and overcome impediments that hinder their progress.

Furthermore, educational games usually encourage collaboration and social interaction among students. Many games involve cooperative tasks that lead learners to communicate, negotiate, and collaborate with one another. Through such interactions, learners not only practice their speaking skills but also develop crucial interpersonal and intercultural communication skills

In conclusion, educational games emerged as a highly efficient approach to enhance language speaking skills. Their ability to provide an authentic context, foster intrinsic motivation, create an enjoyable learning environment, and promote collaborative learning make them a crucial tool in language education. By implementing educational games into language teaching, teachers can harness the power of playfulness and interactivity to engage learners, cultivate their speaking abilities, and facilitate their journey towards fluency and communicative competence.

1. Background of the Study

Dewi, Kultsum, and Armadi (2016) conducted a study at junior high schools in Jakarta, Indonesia. The study aimed to explore whether communicative games have an impact on teaching speaking skills. Classroom action research was adopted as a method to conduct this research. The researchers used observation along with a questionnaire in order to collect the needed data. The findings of the study revealed that the use of communicative games as a means for instruction improved the students' speaking skills. Additionally, using the games, the students' become more confident, interested, and motivated in their learning.

Marzuki (2021) carried out an investigation with the aim of enhancing EFL students' speaking skills through the use of language games. Concerning methodology, classroom action research was implemented by making use of observation, questionnaires, and tests. The findings of the study indicated that the implementation of language games as a technique is effective in helping learners develop their speaking skills. In addition, learners gained more confidence when presenting the language games when they were based on a particular topic.

Asan and Sezgin (2020), following a semi-experimental design, conducted research aiming to determine the effects of educational games used in lessons. The researcher carried out a pre-test and post-test non-equivalent groups design to reach the needed results. The findings of the study showed that using educational games in instruction had a positive effect on the speaking sounds, which are part of the speaking skills.

2. Statement of the Problem

One common goal that most EFL students have is mastering oral skills since it is one important skill which language learners would be judged for. Yet, many students at the University of Mouhamed Seddik Ben Yahia fail to speak freely and fluently. Reviewing previous literature, clarifies how important of a skill is speaking and how efficient can implementing games be in the classroom. Due to shyness, stress, and fear of making mistakes, the majority of students fail to speak in class, especially in English. Therefore, this study aims to shed the light on the role and the efficiency of educational games on students' speaking performance. The findings from this research display students' attitude towards the use of games in the classroom and teacher' opinion about these games.

3. Research Assumptions

In light of the aforementioned research question, this investigation addresses the following main assumption:

- 1- Educational games will have a positive impact on students' speaking skills.
- 2- Educational games will provide a comfortable environment for students.

4. Research Questions

The study at hand poses two questions:

- 1- What are the teachers' attitudes towards the implementation of educational games in the classroom to teach speaking skills?
- 2- How effective can educational games be in teaching speaking skills?

5. Aim and Significance of the Study:

This study aims at to investigate the perceptions of both EFL teachers and learners towards the use of educational games in developing the oral skills of first year students of English at Mouhamed Seddik Ben Yahia University.

Furthermore, the present study is believed to be significant not only to EFL learners but also to EFL teachers and syllabus designers, in the sense that it introduces them to an approach and a way of how to teach and boost the oral proficiency of EFL students in Algeria.

6. Research Methodology

The current research was conducted at the University of Mohamed Seddik Ben Yahia, Jijel. It followed the principles of mixed methods or what is known as triangulation by administering some questionnaires aiming to explore teachers' and students' attitudes towards the topic at hand. Additionally, the researchers strived not only to provide certain verbal descriptions to the findings that were obtained but also to offer certain statistical

analyses to those responses. In other words, researchers offered verbal descriptions along with some numerical data to their findings. Hence, the study is believed to follow the premises of mixed methods

7. Organization of the Dissertation

The dissertation outline revolves around educational games in teaching and learning speaking skills. Chapter one begins with a literature review that explores the importance of speaking skills in various aspects of communication. It also discusses the characteristics of speaking, such as fluency, accuracy, grammar, confidence, and pronunciation, as well as the elements involved in speaking, including language features and mental and social processing. The chapter also covers an overview of classroom activities like role play, discussions, and communication games, along with communication strategies.

Additionally, it addresses speaking difficulties such as fear of mistakes, mother tongue interference, and lack of participation. Chapter Two is devoted to the fieldwork procedures and data analysis. It describes both the teachers' and learners' questionnaires to gather empirical evidence and insights. Chapter two also includes the interpretation and discussion of the results obtained from both questionnaires. This research approach contributes to understanding the effectiveness of educational games on learners' speaking proficiency.

Section One: Speaking Skill

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Chapter One: Literature review

Section One: Speaking Skill

Introduction:

Speaking skill is a fundamental aspect of language proficiency that enables individuals to communicate effectively with others using verbal language. It involves the ability to produce and articulate sounds, words, and sentences fluently and accurately, while conveying intended meanings and messages. Speaking skill is crucial in various academic, social, and professional contexts, as it allows individuals to express their thoughts, ideas, and emotions verbally.

1.1. Definition of speaking skill

Speaking ability is the capacity to express oneself verbally in a clear and efficient manner. It entails communicating with a listener or audience by using the right words, syntax, pronunciation, and tone. Effective speaking is necessary for communication in a variety of contexts, including social, intellectual, and professional ones. It is frequently regarded as an essential part of language proficiency because it allows people to interact meaningfully with others and express their thoughts, feelings, and opinions. The capacity to actively listen and respond to others' verbal and nonverbal cues is a prerequisite for effective speaking. Brown and Yule (1983): "Speaking is the ability to communicate effectively with others using language." (p.1). For Richards and Renandya (2002) "Speaking is the ability to produce language in a fluent and accurate manner in order to convey a message effectively." (p.1). The same goes for Celce-Murcia, Brinton, and Goodwin (1996) who defined it as follows "Speaking is the ability to produce meaningful utterances that are appropriate in context and that achieve the speaker's communicative goals." (p.1).

1.2. The importance of speaking

Speaking skill is essential for learning a language because it helps learners communicate ideas clearly, interact meaningfully, and establish connections with native speakers. Speaking well develops critical thinking, problem-solving, and cultural understanding in addition to improving linguistic talents. Canale and Swain (1980) highlight the significance of speaking skills in developing overall communicative competence, empowering learners to confidently communicate their ideas and establish deeper connections with others. Richards & Renandya (2002) implied that speaking goes beyond mere self-expression; it involves establishing connections with others, exchanging thoughts, and forming interpersonal bonds. A crucial aspect of learning a language is developing speaking abilities. Here are a few causes for this:

1.2.1. Communication

For Richards & Renandya (2002), communication is the verbal exchange of ideas, information, and thoughts between people. Active listening, comprehension, and the capacity for correct and precise idea transfer are all parts of effective communication, in addition to the transmission of messages. Speaking abilities, a part of communication, allow students to relate meaningfully, express themselves with confidence, and promote comprehension in the classroom.

1.2.2 Fluency

Fluency is the capacity to communicate effectively and naturally in a language, displaying a fluid, effortless flow of speech or communication. It includes not only the rate at which speech is delivered but also the coherence and general language competence displayed in oral or written communication.(196).

1.2.3 Confidence

Confidence is defined as a person's belief in their ability for verbal expression and

communication. It entails being confident, composed, and having an optimistic mindset when giving speeches, participating in conversations, or giving presentations in a classroom.(p.61).

1.2.4 Understanding cultural differences:

Understanding cultural differences means being aware, knowledgeable about the various cultural backgrounds, traditions, and communication norms of individuals. It entails being aware of and respectful of the many verbal and nonverbal communication patterns, as well as people's values and worldviews, which might affect how they express themselves and comprehend messages during oral conversations.(21-71).

1.3. Characteristics of speaking

Speaking skill is an essential aspect of language proficiency, allowing individuals to communicate effectively with others using verbal language. To achieve effective communication through speaking, individuals must possess several key characteristics, including fluency, accuracy, grammar, confidence, and pronunciation.

1.3.1 Fluency

The ability to speak effortlessly and without any unnecessary pauses or hesitations is known as fluency, and it is a characteristic of speaking skill. It involves using intonation, stress, and rhythm correctly to produce language in a natural and consistent manner. Because it enables speakers to effectively and efficiently communicate their ideas and thoughts, fluency is an essential characteristic of speaking proficiency. According to Brown and Yule (1983), fluency is "the ability to produce language rapidly, easily, and automatically" (p.13). Similarly, Celce-Murcia, Brinton, and Goodwin (1996) define fluency as "the ability to produce speech with an appropriate rate, rhythm, and flow that reflects the meaning of the discourse" (p.111).

1.3.2 Accuracy

Accuracy as a characteristic of speaking skill refers to the ability to produce correct grammar, vocabulary, pronunciation, and other aspects of language use. It involves using language appropriately and effectively to convey intended meanings and messages. Speaking accurately means that a speaker is able to use the appropriate linguistic forms and structures in a given context without making errors that interfere with comprehension or meaning. Accuracy is particularly important in formal contexts such as academic and professional settings, where clear and precise communication is necessary. According to Brown and Yule, accuracy in speaking refers to the ability to use language correctly in terms of grammar, vocabulary, and pronunciation. For Richards and Renandya accuracy as the ability to use the correct forms of language with precision, including correct grammar, vocabulary, and pronunciation.

1.3.3 Grammar

Another characteristic of speaking skill is grammar, which refers to the correct use of language structures, including word order, tenses, and syntax. It is essential for effective communication as it allows speakers to convey their intended meanings accurately and avoid misunderstandings. The ability to use grammatically correct language is considered a key aspect of language proficiency and is often evaluated in language assessments. According to Celce-Murcia, Brinton, and Goodwin (1996) grammar is a crucial aspect of speaking skill, as it enables speakers to "produce utterances that are structurally well-formed and that conform to the rules of the language system" (p. 14). Similarly, Richards and Renandya (2002) define grammar as "the set of rules that govern how words are combined into larger units such as phrases, clauses, and sentences" (p. 9).

1.3.4 Confidence

Confidence can be defined as a speaker's belief in their ability to use language effectively in a given situation. It is an essential characteristic of speaking skill as it can greatly influence the speaker's performance and communication outcomes. A confident speaker is more likely to express their thoughts and ideas in a clear, organized, and effective manner, while also being able to handle communication breakdowns or challenging situations with ease. According to Brown and Yule (1983), "Confidence involves a speaker's sense of control over the language system and the ability to predict accurately how their language will be interpreted by others" (p. 4). Similarly, Celce-Murcia, Brinton, and Goodwin (1996) state that "Confidence is an important feature of speaking proficiency as it allows the speaker to communicate clearly and fluently without undue hesitation, and to take risks with language use" (p. 8). In summary, confidence is a vital characteristic of speaking skill that can greatly impact a speaker's ability to communicate effectively and achieve their communicative goals.

1.3.5 Pronunciation

Pronunciation refers to the way in which sounds, stress, and intonation are produced and used in speech. It is a crucial characteristic of speaking skill as it influences how well a speaker can convey their intended meaning and communicate effectively with others. Good pronunciation involves producing sounds accurately and with appropriate stress and intonation patterns, as well as using clear and understandable speech. It is essential for successful communication, particularly when speaking with native speakers of the language.

Brown and Yule (1983) define pronunciation as "the ability to produce individual sounds, stress, rhythm, and intonation patterns in the language being spoken" (p. 77).

Similarly, Celce-Murcia, Brinton, and Goodwin (1996) state that pronunciation involves

“the ability to produce the sounds, stress, rhythm, and intonation of a language in a way that is intelligible and appropriate in context” (p. 104)

1.4 Elements of speaking

Speaking is a complex and multi-dimensional skill that involves both linguistic and non-linguistic elements. Among these elements are language features and mental/social processing. Brown and Yule (1983) identified those two elements and defined them.

1.4.1 Language features

According to Brown and Yule (1983), language features are the linguistic components of speaking, including phonetics, vocabulary, grammar, and discourse organization. These elements are essential for effective communication and are critical components of language proficiency. Mastery of language features enables speakers to convey their intended meaning accurately, coherently, and fluently. Brown and Yule view language features as a necessary but insufficient condition for speaking skill, as effective speaking also requires an understanding of the social and communicative context in which language is used.

1.4.2 Mental/Social processing

An element of speaking that involves the cognitive and social aspects of language use is known as mental/social processing. It is the capacity to comprehend and utilize language in its context, taking into account the intentions of the speaker, the background knowledge of the listener, and the social norms and expectations that govern communication. This component incorporates abilities, for example, talk association, turn-taking, fix methodologies, and the capacity to adjust language use to various settings and crowds. Because it enables speakers to effectively communicate their ideas and intentions and to engage in meaningful interactions with others, mental/social processing is an essential component of speaking proficiency.

Brown and Yule (1983) define mental/social processing as the cognitive and affective processes that underlie the production and interpretation of spoken language.(p.27)

1.5 Classroom speaking activities

Classroom speaking activities are activities designed to promote and enhance students' oral communication skills in a classroom setting. These activities often involve the use of spoken language to convey messages, exchange ideas, and express opinions in various social and academic contexts. The goal of these activities is to provide students with opportunities to practice and improve their speaking abilities, including fluency, accuracy, pronunciation, grammar, and vocabulary. Classroom speaking activities can range from structured exercises such as role-playing and presentations to more open-ended activities such as discussions and debates.(p.1-6). Classroom speaking activities include role play, classroom discussion, and communication games.

1.5.1 Role play

Role play is a classroom speaking activity in which students are assigned specific roles to act out a scenario or situation using spoken language. Students are given a script or guidelines to follow, and they must use their speaking skills to communicate and interact with other students in the scenario. Role play activities can be designed to simulate real-life situations, such as ordering food in a restaurant or conducting a job interview. The purpose of role play activities is to provide students with opportunities to practice and improve their speaking skills in a fun and engaging way. According to Harmer (2007), “role play is a form of drama where learners take on different roles and act out a scenario in order to practice language and develop their communication skills” (p. 149). Similarly, Thornbury (2005) defines role play as “a classroom activity in which learners improvise a scene, usually in pairs or small groups, based on a scenario provided by the teacher” (p. 132).

1.5.2 Classroom discussion

Classroom discussion is a classroom speaking activity that involves students engaging in a conversation or debate on a particular topic or issue. It is a collaborative learning approach that aims to encourage active participation and critical thinking among students. In a classroom discussion, students are given the opportunity to share their ideas, perspectives, and opinions on a particular topic, and to listen and respond to their classmates' views. The teacher's role is to facilitate the discussion, ensuring that it stays on topic and encouraging students to engage with each other in a respectful and constructive manner. Classroom discussions can take many different forms, from small group discussions to whole-class debates, and can be used to develop a wide range of language skills, including fluency, accuracy, pronunciation, and vocabulary. Richards and Schmidt (2010) describe classroom discussion as a student-centered activity that encourages learners to take an active role in the learning process. They suggest that classroom discussions should be structured in a way that allows students to ask questions, clarify misunderstandings, and negotiate meaning.(p.147)

1.5.3 Communication games

Communication games refer to a variety of structured activities that aim to enhance students' speaking skills in the classroom. These games are often designed to create a fun and interactive learning environment while also providing opportunities for students to practice different aspects of spoken language such as fluency, accuracy, and pronunciation. Some examples of communication games include role-playing, improvisation, and board games that require players to use verbal communication to achieve a particular goal. By engaging in these games, students can develop their ability to communicate effectively in a range of social and academic contexts. According to Thornbury and Slade (2006), communication games "help to create a relaxed and enjoyable atmosphere in the

classroom, which can enhance learning and promote motivation among students” (p. 66).

1.6 Learners’ communication strategies

Learners’ communication strategies refer to the conscious and deliberate actions taken by language learners to compensate for their limitations in the target language. These strategies can be broadly categorized into achievement strategies and reduction strategies.(p.65)

1.6.1 Achievement strategies

Achievement strategies are a type of learners’ communication strategies employed by language learners to compensate for their language deficiencies. These strategies are conscious and intentional actions taken by learners to enhance their communication skills in the target language. Examples of achievement strategies include using circumlocution to convey meaning, asking for clarification, and self-correction of errors. This achievement strategies include guessing, paraphrase, and cooperation strategies.

1.6.1.1 Guessing strategies:

Guessing strategies are one type of achievement strategies used by language learners to compensate for their limitations in the target language. These strategies involve using clues from the context to guess the meaning of unfamiliar words or expressions. They can be further divided into three subcategories: syntactic, semantic, and lexical guessing strategies.(p.32-34)

1.6.1.2 paraphrase strategies:

Paraphrase strategies are one type of achievement strategy used by language learners to compensate for limitations in their target language. They involve restating or rephrasing something that has been said in order to check or confirm one’s understanding, to simplify complex language, or to convey meaning in a different way. Paraphrase strategies can also involve the use of synonyms, circumlocution, or gestures to convey

meaning. For example, a learner may use a paraphrase strategy by saying “So you mean...” or “In other words...” to confirm their understanding of something that has been said in the target language.

1.6.1.3 Cooperation strategies:

Cooperation strategies are one type of achievement strategies used by language learners to work collaboratively with their interlocutors to achieve effective communication despite their limited language proficiency. These strategies involve the use of various tactics such as seeking clarification, confirmation, and feedback from the interlocutors, as well as negotiation of meaning and the use of gestures and visual aids to supplement verbal communication. By engaging in cooperative interaction, language learners can enhance their communicative competence and gain confidence in their ability to use the target language.

1.6.2 Reduction strategies:

Reduction strategies refer to the conscious and deliberate actions taken by language learners to simplify or reduce the complexity of their language use in order to communicate more effectively in the target language. These strategies involve modifying language features such as vocabulary, grammar, and syntax to make communication more manageable, particularly when learners lack sufficient knowledge or experience in the target language. The reduction strategies include avoidance strategies.

1.6.2.1 Avoidance strategies:

Avoidance strategies are a type of reduction strategies employed by language learners to avoid using a particular aspect of the target language in order to reduce the possibility of errors. This can include avoiding difficult vocabulary, grammatical structures, or communication situations altogether.

1.7 Learners' speaking difficulties:

Learners' speaking difficulties are problems or challenges that learners encounter when attempting to produce spoken language in the target language. These difficulties can arise from a variety of factors such as lack of vocabulary, grammatical errors, pronunciation errors, anxiety, and cultural differences. Some common difficulties that learners may face in speaking include the fear of making mistakes, mother tongue interference, low or uneven participation and basically nothing to say.

1.7.1 The fear of making mistakes:

The fear of making mistakes is a common speaking difficulty that learners face. This fear can result in anxiety and affect the learners' confidence and willingness to speak in the target language. Learners may be hesitant to produce language for fear of making mistakes, which can lead to reduced opportunities for practice and improvement.

1.7.2 Mother tongue interference:

Mother tongue interference is a common speaking difficulty experienced by language learners, where the grammatical, lexical, or phonological rules of their native language influence their production of the target language. This can lead to errors in grammar, pronunciation, and vocabulary, as well as other communication difficulties. For example, a Spanish-speaking learner of English might struggle with English pronunciation due to the difference in vowel sounds between the two languages, or may use the present tense when they should be using the past tense due to similarities in verb forms between the two languages. Mother tongue interference can affect learners at all proficiency levels and can be addressed through targeted instruction and practice.(p.238)

1.7.3 Low or uneven participation:

Low or uneven participation is a Learners' speaking difficulty where some learners may dominate the conversation while others may be hesitant to speak or may not

participate at all. This can be due to factors such as lack of confidence, anxiety, cultural differences, or lack of language proficiency. This difficulty can hinder the development of communication skills in the target language, as learners may not have the opportunity to practice and develop their speaking skills in a supportive and collaborative environment.

1.7.4 Nothing to say:

“Nothing to say” is when learners have difficulty expressing themselves in the target language due to a limited vocabulary or a lack of ideas, resulting in a lack of meaningful contribution to the conversation. This can be caused by various factors, including anxiety, cultural differences, or a lack of interest or knowledge in the topic. This difficulty can hinder the learners' ability to communicate effectively in the target language and can lead to frustration and disengagement from the learning process (Ur, 2000,p.21).

Conclusion:

In conclusion, speaking is a crucial component of language learning as it allows learners to engage in meaningful communication in the target language. this section provides an overview of speaking in language learning, emphasizing its importance and characteristics such as fluency, accuracy, grammar, confidence, and pronunciation. It also discusses the elements of speaking, including language features and mental/social processing, and presents various classroom speaking activities, such as role play, classroom discussion, and communication games. Furthermore, this section delves into learners’ communication strategies, such as guessing, paraphrasing, and cooperation strategies, as well as reduction strategies like avoidance strategies. Finally, it outlines four common learners’ speaking difficulties, including the fear of making mistakes, mother tongue interference, low or uneven participation, and nothing to say, which can hinder learners’ speaking development. Understanding these concepts and difficulties is critical for language instructors to design appropriate speaking instruction that supports learners’

speaking abilities and fosters their communicative competence.

Section Two: Educational Games

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Section Two: Educational Games

Introduction

Learning by using exciting interactive methods is possible through educational gaming. Over time, their use has greatly increased within teaching contexts seeking student engagement while imparting problem-solving skills across numerous disciplines like mathematics or languages. Ideal for any level at any age, educational gaming encompasses adaptable designs focused entirely on promoting enjoyment; every lesson learnt comes with rewarding experiences. Discussed below are components relevant to this genre, such as definitions or meaning conveyed through them. In other words, educational games can be used to boost learner speaking proficiency and engagement. This section is devoted for shedding light on the importance of educational games

2.1. Educational Games: Definition and Characteristics

A general definition for a games to Huizinga (1951) “voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy, and the consciousness that it is different from ordinary life” (p. 28). More specifically, educational games, in the context of EFL, refer to the wide range of activities that language teachers employ to facilitate their instruction and immerse learners in the process (Reinders, 2012). This range of activities includes a variety of real world games, such as role-plays, debates, mocking events and puzzle solving. Additionally, they include digital games, such as Memrise and FluentU. Furthermore, DeHaan, Reed, and Kuwada (2010) defined educational games as a “form of play with rules that are deliberately created to generate fun and competition, and which can be adapted for language learning purposes”. (p.1) In other words, learning games involve following predetermined rules that are intentionally designed to create enjoyment and contest between the learners.

2.2 Types of Educational Games

Incorporating educational gaming into language education has been widely accepted by educators for several decades. John Hadfield's analysis (1990) categorized five different types of educational games that have proven impactful in keeping students actively involved during language acquisition.

2.2.1. Memory games

Certain types of games entail the need for individuals to commit to memory and reciprocate specific information, as seen in games such as matching games or memory card games.

2.2.2. Vocabulary games

These are language-centric games that are designed to facilitate the expansion of vocabulary for learners by employing immersive gameplay, via word searches, crossword puzzles, and various other linguistically stimulating games.

2.2.3. Grammar games

The primary goal of these interactive activities revolves around reinforcing one's familiarity with both grammatical norms and linguistic patterns. To achieve this outcome, participants will engage in various language mechanics through multiple avenues: constructing nuanced sentences through practice exercises; taking quiz challenges to gauge their grasp on fundamental syntax conventions; or practicing ordering words properly for maximum communicative clarity.

2.2.4. Problem-solving games

These games require players to solve problems or puzzles, such as logic games, math games, or strategy games.

2.2.5. Creative games

These games encourage players to use their creativity and imagination, such as art

games, storytelling games, or role-playing games.

2.3. Characteristics of Games in the Teaching and Learning Process

According to Malone (1981) in order to create a good game, various critical factors must be considered for optimal results. The first characteristic of a good educational game is control, which allows learners to feel empowered. This, element also creates an enjoyable and friendly atmosphere that makes them actively involved in the session. The second characteristic is challenge, which should be integrated into the center of the game to maintain player focus by offering progressively greater obstacles, hence enhancing their own strategy or skill development as they go through the game levels. Third, Malone (1981) stated that fantasy is one other characteristic that contributes to the quality of instructional games. This entails that creating an imaginative environment sets the scene for learning in an exciting manner, especially for children and young learners as "many children's games also include essential fantasy elements" (Malone, 1981, p. 337). Lastly, Curiosity plays a crucial role in educational games by fostering engagement, motivation, and deep learning. When incorporated effectively, it encourages players to explore, inquire, and seek knowledge within the game environment. Here's how curiosity contributes to educational games (Malone, 1981).

Balancing these fundamental components will yield not only an interactive but also enjoyable gaming experience ensuring avid gamers find their way back for even more unforgettable entertainment experiences.

2.4. Advantages of Using Educational Games in Teaching

The use of educational games has rapidly increased over recent years. As it has been recognized as an operational means of enhancing learners' performance and engagement in various academic settings. Such interactive gaming options provide enjoyable yet rigorous learning experiences that inspire learners to become actively

involved in the knowledge-acquisition process. The advantages of educational games are numerous, including:

2.4.1. Motivation and Engagement

Educational games can motivate and engage learners by making learning fun and interactive. (Papastergiou, 2009)

2.4.2. Active Learning

Games provide an opportunity to ensure that students are fully invested in their education, leading to improved results. (Clark, Tanner-Smith, & Killingsworth, 2016)

2.4.3. Individualized Instruction

Educational games can be designed to provide individualized instruction, catering to the needs and abilities of individual learners. (Ke, 2008)

2.4.5. Memory Retention

Games can improve memory retention by providing a context for learning and allowing learners to practice and reinforce new knowledge and skills. (Wouters, van Nimwegen, van Oostendorp, & van der Spek, 2013)

2.5. Disadvantages of Using Educational Games in Teaching

While educational games offer several advantages in teaching, some potential limitations and disadvantages should be considered.

2.5.1. Limited Learning Outcomes

Educational games might fail to address certain crucial learning outcomes comprehensively. Furthermore, the retention of information may not be comparable to that of conventional instructional techniques for learners. (Clark et al., 2016)

2.5.2. Lack of Teacher Control

Games may not provide teachers with complete control over the learning process, and students may require guidance and support to fully benefit from the games. (Ke, 2008)

2.5.3. Technological Issues

Educational games often require a technological framework, which means that technical challenges such as hardware malfunctions or network disturbances have the potential to slow down students' learning experiences. (Wouters et al., 2013)

2.6 The Importance of Educational Games

The increasing recognition received by educational games highlights their effectiveness in facilitating learning among individuals across all age groups. They offer a distinct approach to engaging and motivating learners. Studies state that playing such games demonstrates significant improvement within areas like critical thinking abilities combined with problem-solving capacity (Gee, 2007; Wouters et al., 2013), revealing their potential by initiating an immersive atmosphere integrating interactive elements offering simulated challenges while actively promoting knowledge retention amongst participants. Education implemented via gaming is significantly more stimulating than traditional methods resulting in a high level of student engagement accompanied by motivation (Hainey et al., 2016). Research supports integrating Educational games into classrooms to improve academic performance and enhance a deeper understanding of complex (Connolly et al., 2012).

Conclusion

In conclusion, educational games can be a powerful tool for enhancing the speaking skills of language learners. In these games, learners get enough chances to use language in a manner that is both purposeful and stimulating. Through promoting interaction, negotiation of meaning, and feedback on grammar and pronunciation, games can help learners develop fluency and accuracy in speaking. As such, the integration of educational games into language learning programs can be a valuable strategy for improving speaking skills and overall language proficiency.

Chapter Two: Field Work and Data Analysis

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Chapter Two: Field Work and Data Analysis

Introduction

While the previous chapter has approached the research topic theoretically, in this chapter, the light will be shed on the practical part that includes two questionnaires administered to first year EFL students, along with OE teachers. The chapter aims to explain and analyze the data that have been collected. The data collection tool was used to investigate if educational games can improve students' speaking performance. In addition to, whether educational games are more efficient than traditional teaching methods. It contains two sections which provide a detailed description of the questionnaires administered for both teachers and students, including information about the sample population. The analysis and discussion of the results obtained from these questionnaires are also presented in this chapter.

2.1. Research Methodology

The present research is conducted through mixed methods, which can be ranked or measured through several categories such as statistical analysis. Two questionnaires were administered. The first questionnaire was to students to explore their attitudes towards the implementation of games in speaking lessons. The second questionnaire, however, was for teachers to discover their attitudes toward the aforementioned topic.

Section One: Questionnaire for Students

2.1.1. Sample of the Questionnaire

The Sample used in this study was fifty (50) first year EFL learners out of a total population of 232 students at the department of English at Mohamed Seddik Ben Yahya University Jijel. The sample was selected randomly from eight groups. First year students were chosen because they are more likely to use educational games in order to improve their speaking skills. Additionally, first year students tend to be more shy and

uncomfortable when speaking which requires teachers to use these games.

2.1.2. Description of the Questionnaire

This questionnaire was designed for first year EFL students at the department of English at Mohamed Seddik Ben Yahya University to provide them with opportunity to express their attitudes towards the use of educational games in the classroom in order to improve their speaking performance. This questionnaire consists of 20 questions divided into three sections: background Information, speaking skill, and using educational games in learning language speaking. The purpose of the first section (Q1-Q3) was to gather personal information through three questions, where students were asked about their perceptions towards learning English and their level of English, as well as their favorite language skill. The second section is from (Q4-Q7); this section indicates students' attitudes towards speaking skill. However, the third section is from (Q8-Q20). This section aims to address the use of educational games in the classroom for teaching speaking skills and to explore students' attitudes towards the use of these games. Moreover, it highlights their impact on students' speaking performance.

2.1.3 Analysis for the Questionnaire

Section One: Background Information

Q1: Do you like learning English?

Table1: Students' Attitudes towards Learning English

Option	Number	Percentage (%)
Yes	48	96%
No	2	4%
Total	50	100%

Table 1 indicates that (96%) of first year students like learning English. While, only

(4%) of them dislike learning English.

Q2: In your opinion, what language skill is the most important?

Table2: Students' Opinion about the Most Important Skill

O	N	(%)
Listening	7	14%
Speaking	43	86%
Writing	8	16%
Reading	6	12%

Table 2 shows that the majority (86%) of students claim that speaking is the most important skill, (16%) said that the most important skill is writing. While, (14%) of them indicate that reading is the most important, and only (12%) of them chose reading to be the most important skill.

Q3: What is your English level?

Table3: Students' English Proficiency Level

O	N	(%)
Bad	0	0%
Average	36	72%
Good	9	18%
Excellent	5	10%

Table 3 indicates that the majority (72%) of students state that their level in English is average, (18%) of them claim that their level is good, only (10%) of them see that their level in English is excellent. According to the table three (0%) of students said that their level is bad.

Section Two: Speaking Skill

Q4: How comfortable are you when speaking in the classroom

Table4: Students' Comfort Level when Speaking in Classroom

O	N	(%)
Very comfortable	12	24%
Somewhat comfortable	33	66%
Somewhat uncomfortable	5	10%
Very uncomfortable	0	0%

Table 4 indicates that (66%) of students feel somewhat comfortable during speaking, (24%) of them are very comfortable, (10%) feel somewhat comfortable, and (0%) of students are very uncomfortable.

Q5: How do you rate your speaking performance?

Table5: Students' Rating of Oral Performance

O	N	(%)
Bad	0	0%
Average	22	44%
Good	24	48%
Excellent	4	8%

Table 5 shows that, (48%) of students state that their speaking performance is good. (44%) of them consider their speaking performance is average, and only (8%) of them are excellent, no one believes that his/her speaking performance is bad.

Q6: Do you prefer using games for learning language speaking?

Table6: Students' Preferences toward Using Games for Learning Speaking

O	N	(%)
Yes	36	72%
No	14	28%
Total	50	100%

Table 6 we notice that the majority (72%) of students prefer using games for learning language speaking. (28%) of them do not prefer the use of games in order to learn speaking.

Sub question: Justify: students' justification for the use of games:

► Students prefer the use of games in learning language speaking, because they make the learning process more engaging and fun, interesting, foster communication and interaction between learners. Also, learners become more involved and interested in learning and speaking. They reduce anxiety and stress, and the nature of the gameplay get students to compete while improving their speaking performance.

► Students dislike the use of games in the learning process, because most students do not have a rich vocabulary, so they fear of making mistakes when speaking. Some of them are not interested in playing games which increase their motivation and involvement.

Q7: What is your attitude towards the oral expression session?

Table7: Students' Attitudes toward Oral Expression Session

O	N	(%)
Boring	0	0%
Normal	11	22%
Interesting	28	56%
Very interesting	11	22%

Table 7 shows that more than half of students (56%) claim that OE is interesting, (22%) of them think that it is normal, and the other (22%) say it is very interesting. From the table we notice that no one said that OE session is boring.

Section Three: Using Educational Games in Learning Language Speaking

Q8: What type of games do you use to practice speaking skill in the classroom?

Table8: Type of Games Used for Learning Speaking in the Classroom

O	N	(%)
Role-playing	15	30%
Word chain	31	62%
Minimal pairs	18	36%
Tongue twisters	9	18%

Table 8 shows that (62%) of students use word chain to practice speaking in the classroom, (36%) of them use minimal pairs, (30%) they play the role play, and only (18%) chose tongue twisters games.

Q9: How often does your teacher use educational games to teach speaking?

Table9: The Frequency of Using Educational Games by Teachers

O	N	(%)
Never	4	8%
Rarely	31	62%
Sometimes	14	28%
Always	1	2%

From table 9, we notice that (62%) of students claim that their teachers rarely use

educational games in order to teach them speaking. While, (28%) of them said that their teachers sometimes use educational games, (8%) said that their teachers never use educational games in the class, only (2%) claim that their teachers always use those games.

Q10: Do you think that these games have helped you to improve your speaking skill?

Table10: Student's Opinion about the Impact of Educational Games on their Speaking Skill

O	N	(%)
Strongly agree	20	40%
Somewhat agree	29	58%
Neutral	0	0%
Disagree	1	2%

Table 10 implies that more than half of students (58%) claim that they somewhat agree that games help them to improve their speaking skill, (40%) strongly agree, only (2%) disagree that games can help them, we notice from the table that (0%) of students are neutral.

Q11: What do you think are the advantages of using games to practice speaking skills?

Table11: The Benefits of Using Games to Enhance Speaking Skills

O	N	(%)
More engaging and fun	33	66%
Provide relaxed and low-stress	15	30%
Build confidence	20	40%

Table 11 indicates that (66%) of students believe that games are more engaging and

fun, (40%) think that games provide relaxed and low-stress environment. While, (30%) of them said that games build confidence in speaking.

Q12: Do you think games can be more effective than traditional language learning methods, such as textbooks or classroom instruction, in improving speaking skills?

Table12: Student's Perceptions towards the Effectiveness of Games Comparing to Traditional Methods in Improving Speaking Skills

O	N	(%)
Strongly agree	23	46%
Somewhat agree	25	50%
Neutral	1	2%
Somewhat disagree	1	2%
Strongly disagree	0	0%

Table 12 shows that (50%) of students somewhat agree that games can be more effective than traditional language learning methods in improving speaking skills, while (46%) strongly agree with that, only (2%) were neutral, also another (2%) somewhat disagree, and nobody strongly disagrees.

Q13: Have you noticed any improvement in your speaking skills since using games in language class?

Table13: Student's Opinion about if Educational Games Improved their Speaking Skills

O	N	(%)
Yes	36	72%
No	2	4%
Not sure	12	24%

Table 13 shows that the majority (72%) of students have noticed that their speaking skills have improved since using educational games, (24%) are not sure. While, only (4%) of them did not notice any improvement in their speaking skills.

Q14: How likely are you to recommend using games to practice speaking skills to your peers?

Table14: Student's Recommendation to Using Games to Practice Speaking Skills

O	N	(%)
Very likely	20	40%
Likely	22	44%
Neutral	8	16%
Unlikely	0	0%

Table 14 indicates that (44%) are likely to recommend using games to practice speaking to their peers, (40%) of them are very likely to recommend it. While, (16%) were neutral.

Q15: Do you think that games should be a mandatory part of language classes?

Table15: Student's Opinion about Requiring Games in Language Classes

O	N	(%)
Strongly agree	20	40%
Agree	23	46%
Neutral	5	10%
Disagree	2	4%
Strongly disagree	0	0%

Table 15 shows that (46%) agree that games should be a mandatory part of language classes, (40%) of them strongly agree. While, (10%) of the students are neutral, and only (4%) disagree.

Q16: Are there any specific other games or activities that you have found particularly effective in improving your speaking skills?

Table16: Other Effective Games Found by Students to Improve Speaking Skills

O	N	(%)
Yes	11	22%
No	39	78%

Table 16 implies that (78%) of students have no other games or activities that they found effective in improving their speaking skills. In the other hand, (22%) have found some effective games.

Students' Illustration: students mentioned some of the games they have participated in: The majority of students said that they participated in accent challenge which helped them to improve their speaking skill and accents. Also, in Alphabetical race that helped students discover new words and practice their speaking skill.

Q17: Are there any disadvantages for using games in language classes to practice speaking skills?

Table17: Existence of Disadvantages for the Use of Games in Language Classes

O	N	(%)
Yes	12	24%
No	38	76%

Table 17 suggests that (76%) of students did not find any shortcomings for using

games to practice speaking in the classroom. (24%) of them think there are some disadvantages for using games to practice speaking.

Students' Illustration: all students who thought that there are some disadvantages for using games to practice speaking, said that games can be disorganized and that they waste a lot of time.

Q18: How do you prefer playing games in the classroom?

Table18: Student's Preferences about Playing Games in the Classroom

O	N	(%)
Individually	10	20%
In pairs	4	8%
In groups	36	72%

Table 18 shows that (72%) of students prefer to play games in groups, (20%) of them prefer to play individually. While, only (8%) of them prefer to play in pairs.

Students' Justification: Most students prefer playing games in groups because they would feel less stressed, more confident to take a part in the game, and that the pressure would be relieved from one student only. While, students who prefer to play individually are confident that they would do well. However, some students like to play in pairs because they already have a friend or a partner that they rely on or trust.

Q19: Does Playing games in the classroom impact your interaction with classmates and the overall class atmosphere?

Table19: Student's Opinion about the Impact of Playing Games in the Classroom on their Interaction with their Classmates

O	N	(%)
Yes	38	68%
No	17	32%

Table 19 implies that (68%) of students believed that games affected their interaction with their classmates in the classroom. In the other hand, (32%) of them think that games had no impact on their interaction in the classroom.

Q20: In your opinion, what are the criteria of selecting games by the teacher in the classroom?

Students' Opinion: According to students the criteria of selecting games were as follow:

- ❖ The game should be selected according to students' interests.
- ❖ The game should be chosen according to students' level.
- ❖ Game selection should be in relation to the lesson.

2.1.4. Discussion of the Results

Based on the results obtained from the students' questionnaire, it can be noticed that the majority of them like learning English, suggesting that most of the students display a positive attitude towards learning the English language. This entails that learning English is their deliberate choice, which makes them more motivated and willing to develop. Moreover, students' answers of the second question revealed that most of them consider speaking as the most important skill, and find the OE session intriguing for them. Additionally, a large number of students' rated their English level as average. Furthermore, from questions 4 and 5 it can be said that the majority of students possess a high level of confidence in their speaking ability and oral proficiency. Question 6 indicates that the majority of students (72%) have a preference for using educational games as a means of learning language. the findings imply that learners find such tools highly engaging and effective in their learning process. To elaborate, some of the questioned students expressed that educational games reduce their anxiety and stress and increase their motivation to speak and interact with their peers.

The third part of the questionnaire was concerned with the use of educational games in learning speaking skills. This section shows that despite the limited usage by teachers, students had a positive attitude towards implementing game-based learning techniques because they find them helpful in creating an engaging atmosphere which helps reduce stress levels within classroom activities while improving overall proficiency with spoken communication tasks. Moreover, many respondents reported noticing significant improvements in oral skill development after integrating such activities as part of their regular curriculum. Students expressed willingness to recommend game-based learning to their peers and advocated for the inclusion of games as a mandatory component of language classes. Furthermore, these same individuals also felt that group gameplay was preferable; although individualized or paired options were also appreciated. Lastly, Students emphasized the importance of game selection based on their interests, proficiency level, and alignment with the lesson.

To summarize, the results obtained from the questionnaire revealed that first year EFL students in the department of English language at the university Mohammed Seddik Ben Yahya believe that integrating educational games into language instruction appears to present positive outcomes for students' speaking skills. making it a worthy consideration for teachers seeking innovative approaches in higher education development.

Section Two: Questionnaire for Teachers

2.2.1. Sample of the Questionnaire

Our sample of teachers consists of six (6) OE teachers at the department of English at Mohamed Seddik Ben Yahya University Jijel. The sample was selected because OE teacher primarily teach speaking along with listening and they are more likely to use games in their classes. In addition, OE teacher have to deal with the challenge of getting students

to speak using different methods.

2.2.2. Description of the Questionnaire

This questionnaire was designed for OE teachers at the department of English at Mohamed Seddik Ben Yahya University to collect their perceptions of role of educational games in enhancing their students' speaking performance. This questionnaire consists of 19 questions divided into three sections: background Information, Students' Speaking Performance, and The Use of Games to Improve Students' Speaking Skills and Build their Confidence. The purpose of the first section (Q1-Q2) was to gather personal information through two questions, where teacher were asked about their degree and experience. The second section is from (Q3-Q9); this section indicates students' speaking skill level and their interaction in the classroom. However, the third section is from (Q10-Q19). This section aims to address the teacher' use of educational games in the classroom for teaching speaking skills and to their attitudes towards them. Moreover, it highlights their effectiveness on students' speaking performance.

2.2.3 Analysis for the Questionnaire

Section One : Background Information.

Q1: What degree do you hold?

Table20: Teachers Degree

O	N	%
Master	3	42,9%
Magister	3	42,9%
PhD	1	14,3%
Total	7	100%

Table 1 indicates that, (42,9%) of teachers hold a Master's degree. (42,9%) hold a Magister degree. While the other (14,3%) of the teacher obtained a PhD.

Q2: For how many years have you been teaching oral expression?

Teachers' Response: A total of 5 teachers (71,42%) have accumulated a range that varies from 1 to 5 years of teaching oral expression. While, 1 teacher (14,3%) have had 8 years, and 1 other teacher (14,3%) have 13 years of teaching oral expression.

Section Second: Students' Speaking Performance

Q3: In your opinion, how important is speaking in comparison to the other skills?

Table 21: Teachers' Opinion Students' About Speaking Skills

O	N	%
More important than the other skills	1	14,3%
As important as the other skills	6	85,7%
Less important than the other skills	0	0%
Total	7	100%

Table 2 shows that the majority of teachers (85,7%) believe that speaking skills are as important as the other skills. In contrast, only a percentage of (14,3%) think that it is more important than the other skills. While, none think it is less significant.

Justifications: Teachers' justification for the important of speaking skills.

- Teachers think that speaking skills are as important as the other skills in language learning. They believe that all skills (listening, speaking, writing and reading) work in harmony, and there is no special preference to one over the other. Moreover, they

state that in order to achieve language communication, social interaction, professional success and education, you have to master all the skills.

Q4: How comfortable are first year students when speaking during oral classes?

Table22: Degree of Comfort of Students when Speaking

O	N	%
Very comfortable	0	0%
Comfortable	1	14,3%
Uncomfortable	6	85,7%
Very uncomfortable	0	0%
Total	7	100%

Table 3 indicates the level of comfort of first year students in speaking classes, according to the teachers. It shows the majority of the students (85,7%) are uncomfortable speaking English in speaking classes; while (14,3%) of the students feel comfortable. None feel extremely comfortable nor extremely uncomfortable.

Q5: How do you evaluate your students' speaking performance?

**Table23: Students Speaking Performance **

O	N	%
Very Good	0	0%
Good	1	14,3%
Average	6	85,7%

Poor	0	0%
Total	7	100%

Table 4 indicates teachers' evaluation of their students' speaking performance. It shows that the majority of teachers (85,7%) evaluate their students' performance as average. While, a percentage of (14,3%) state that their students' level is good. None stated that it's poor nor very good.

Q6: Do you face any difficulties when teaching oral expression?

Table24: Teachers' Choice if Students Face Difficulties

O	N	%
Yes	6	85,7%
No	1	14,3%
Total	7	100%

Table 5 indicates that the majority of teachers (85,7%) face difficulties when teaching oral expression. While (14,3%) do not face any kind of difficulties.

Teachers' explanation:

- Teachers' have stated that the nature of their difficulties in teaching oral expression is related to the lack of teaching aids, customized materials, limited practice opportunities, less interactions in the target language, and time constrains.

Q7: In your opinion, what are the difficulties faced by students when speaking?

Teachers' opinions: Teachers believe that the difficulties faced by students are mostly the fear of speaking, and anxiety. Other factors like limited vocabulary bank, i.e. they do not acquire the necessary words to be used to express themselves; in addition to shyness, lack

of motivation and fear of making mistakes.

Q8: How do you include shy students and those who do not speak in your class?

Teachers' Response: Teachers claim that creating an appropriate environment, asking simple and less personal questions, forcing them to participate occasionally and creating pair work groups motivate shy students to speak and interact in oral expression classes.

Q9: How do you include shy students and those who do not speak in your class?

Table25: Ways to Include Shy Students and those who do not Speak in Lesson

O	N	%
Educational games	3	42,9%
Discussion activities	4	57,1%
Individual presentation	4	57,1%
Others	3	42,9%

According to the data provided in table 25 57.1% of the teachers answers where discussion activities and individual presentation, and 42.9% chose educational games and other activities.

Section Three: The Use of Games to Improve Students' Speaking Skills and Build their Confidence

Q10: What type of games do you use?

Table26: Teachers' Choice of Games

O	N	%
Role-playing games	6	85,7%
Word chain	1	14,3%

Minimal pairs	0	0%
Tongue twisters	0	0%
Total	7	100%

Table 26 indicates that most teachers (85,7%) use role-playing games in their classes. While, (14,3%) of teacher use word chain games. None have stated that they use minimal pairs nor tongue twisters in their classes.

Some teachers use other games such as, puzzles, speed conversation games, hot chair, alphabetical race, and hot potato.

Q11: How often do you use these games?

Table27: The Frequency of Using Games in Teaching

O	N	%
Never	0	0%
Rarely	0	0%
Sometimes	6	85,7%
Always	1	14,3%
Total	7	100%

Table 27 shows that the majority of teachers (85,7%) sometimes use these kinds of games in their sessions. While (14,3%) of the teachers always use them. None have stated that they rarely or never use these games.

Q12: To what extent do you agree that games have helped students improve their speaking skills?

Table 28: Teachers' Perceptions of the Place of Games in Improving Students'

Speaking Skills

O	N	%
Strongly agree	2	28.6%
Agree	5	71.4%
Neutral	0	0%
Disagree	0	0%

Based on the data in table 28, 71.4% agree that games have helped students improve their speaking skills. While 28.6% strongly agree with this statement, no teacher has neither expressed their disagreement nor neutrality.

Q13: What do you think are the advantages of using games to teach speaking skills?

Table29: Advantages of Using Games to Teach Speaking Skill

O	N	%
They make students more engaged and entertained	1	14,3%
They provide relaxed and low-stress environment to practice speaking	4	57,1%
They build confidence in speaking	1	14,3%

Table 29 indicates that most of the teachers 57.1% believe that games provide relaxed and low-stress environment. While, 14.3% chose that they make students more

engaged and entertained. The same number of teachers 14.3% said that they build confidence in speaking.

One teacher said that engaging in entertainment activities brings feelings of joy, which in turn to a sense of comfort. This comfort then plays a crucial role in building confidence.

Q14: Do you think games can be more effective than traditional language learning methods, such as textbooks or classroom instruction, in improving speaking skills?

Teachers Response:

- Some teachers agree with the statement that games are more effective than traditional language learning because it makes the students more motivated to learn.
- On the other hand, other teachers believe that games aren't solely effective in language learning, and traditional methods such as textbooks and classroom instructions are necessary in parallel to achieve language proficiency.

Q15: Do you think that games should be a mandatory part of language classes?

Table30: Teachers' Opinion on Making Games Mandatory Part of Classes

O	N	%
Strongly agree	1	14,3%
Agree	5	71,4%
Neutral	1	14,3
Disagree	0	0%
Total	7	100%

Table 30 indicates that (71,4%) of teachers agree with the fact that games should be a mandatory part of language classes. While, (14,3%) strongly agree, and (14,3%) are

neutral. None have expressed their disagreement.

Q16: Are there any other specific games or activities that you have found particularly effective in improving students' speaking skills?

Table31: Other Games and Activities that Teachers Found Effective

O	N	%
Yes	7	100%
No	0	0%
Total	7	100%

Table 31 illustrates that all the teachers (100%) of teachers use other games and activities that they have found effective in improving students' speaking skills.

Teachers' elaboration:

- Teachers expressed the fact that they use different types of games such as quizzes, fill in the gaps, vocabulary games, running dictation, hangman and other activities to enhance students' speaking skills, and help them memorize new words easily.

Q17: Are there any disadvantages to using games in language classes to practice speaking skills?

Table32: If Teachers Find some Disadvantages to Using Games

O	N	%
Yes	2	28,57%
No	5	71,43%
Total	7	100%

Table 32 indicates that the majority (71,43%) of teachers think that there are no disadvantages to using games in language classes. While, (28,57%) believe there are disadvantages.

Justification:

- Teachers have stated their as far as their experience, using games in speaking classes have no disadvantages. On the contrary, it creates a suitable atmosphere for learners to enhance their speaking skills.
- Others have expressed that relying heavily on games may distract students' attention, and shy students may be more stressed.

Q18: What are the criteria for selecting these games?

- Teachers emphasized the criteria for selecting these games on learners' needs, their effectiveness, objectives, purposes, and students level. It should be educational, enjoyable and suitable for the learning environment.

Q19: Please leave any comments or additions about the use of educational games and how effective they can be in speaking classes.

- Games are effective in enhancing speaking skills.

- Teachers should know the effectiveness of their games in classes.
- Teachers should use games to change the atmosphere.

2.2.4. Discussion of the Results

The findings reveal that the speaking skill is considered as an important skill. This highlights speaking as a primary aspect of language learning and communication. The data also shows that many students are uncomfortable speaking English in class, indicating that there are difficulties and challenges faced by students, that prevent them from expressing themselves confidently. This points out the need for effective teaching methods to create a supportive and encouraging environment that helps students overcome their fear of speaking and build their confidence.

Teachers' evaluation of their students' speaking performance suggests that there is potential for development. In which, educational games is recognized to be the means of enhancing students' speaking abilities. The results show that teachers use a variety of games, such as role-playing games, word chain games, and other activities, to engage students and improve their speaking ability. The majority of teachers, however, reported facing difficulties in teaching oral expression, which can be emphasized in the lack of teaching aids, limited practice opportunities of students in the target language, and time constraints. This highlights the need for additional support and materials to effectively include games into the lessons, allowing teachers to create engaging and interactive learning experiences.

Teachers' opinions on the benefits of using games align with the goals of the research, as they believe that games provide a relaxed and low-stress environment, make students more engaged and entertained, and build confidence in speaking. These factors reinforce the positive impact that educational games have on facilitating language learning and improving students' speaking skills. It is necessary to address the fact that the majority

of teachers agreed that games have helped students to improve their speaking skills, and a large proportion believe that games should be a mandatory part of language classes. This indicates a positive view towards the use of games in the curriculum and recognizes their effectiveness in enhancing speaking abilities.

However, it is important to consider the minority of teachers who expressed concerns or perceived disadvantages in using games. Their opinions should be taken into account to address potential complications, such as the possible distraction of students' attention or the need for a balanced approach that combines traditional teaching methods with game-based activities.

Overall, the findings suggest that integrating educational games into language classrooms can be an effective strategy to enhance students' speaking skills. To increase the effectiveness of games, it is important to provide teachers with appropriate teaching aids and resources. By addressing the identified difficulties, educators can create a positive learning environment that includes active participation, engagement, and the development of confident and proficient speakers.

Conclusion

This chapter was devoted for tackling the principles of academic research which were opted for to conduct the current study. In other words, this chapter includes explanations of the research approach, the samples of both questionnaire, research instrument, and that of data collection procedures. Also, it covers the data description, analyses, interpretation, and discussion of the results.

General Conclusion

1. Putting it Altogether

The purpose of the current study was to explore the perceptions of EFL teachers and learners regarding the effectiveness of using educational games in developing learners' speaking capacities. The research is composed of two main chapters, in addition to a general introduction and conclusion. The first chapter is a theoretical framework that includes an overview of the main characteristics and types of educational games, as well as a speaking expression. The second chapter delves into the practical part of the dissertation, which includes the methodology used and a description of the samples of the questionnaires. Moreover, the fieldwork chapter includes a presentation of the results and their interpretation. Put differently, the theoretical context and practical procedures described aim to address two research questions: what are teachers attitudes towards the implementation of educational games in the classroom to teach speaking skills, and how effective can educational games be in teaching speaking skills?

The analysis of the teachers' questionnaire yielded varying responses among the participants. To explain, some of the teachers confirmed that they incorporate educational games occasionally into their practice of instructing speaking skills, while a small minority indicated that they use them more often. Accordingly, most of the respondents implied that difficulties, such as the lack of aids and resources hinder them from using educational games to create stress-free learning environment and help students foster their speaking proficiency.

The effectiveness of educational games in enhancing speaking skills was also explored from the learners' perspective. Essentially, their responses coordinated with teachers' perceptions suggesting that incorporating fun activities in speaking classrooms

fosters learners' productivity in the target language. Additionally, such activities create a friendly and enjoyable environment for enhancing speaking proficiency. These findings provided several pedagogical recommendations to benefit from games as instructional materials.

2. Suggestions for Future Research

- Further research can be conducted to explore the specific types of educational games that are most effective in developing learners' speaking capacities. This could involve a comparative study of different game formats, such as virtual reality games, online interactive games, or traditional board games, to determine which ones yield the best results.
- Further research can be conducted to explore the specific types of educational games that are most effective in developing learners' speaking capacities. This could involve a comparative study of different game formats, such as virtual reality games, online interactive games, or traditional board games, to determine which ones yield the best results.
- To maximize the benefits of educational games, it is essential to consider the cultural and linguistic backgrounds of the learners. Research could investigate the adaptability and effectiveness of different game formats for diverse learner populations, taking into account their specific needs, preferences, and contexts.

3. Pedagogical Implications

- To maximize the benefits of educational games, it is essential to consider the cultural and linguistic backgrounds of the learners. Research could investigate the adaptability and effectiveness of different game formats for diverse learner populations, taking into account their specific needs,

preferences, and contexts.

- **Providing Resources and Support:** The study identifies the lack of aids and resources as a barrier to using educational games effectively. Therefore, educational institutions and policymakers should prioritize providing teachers with the necessary resources, training, and support to implement game-based learning
- **Creating a Positive Learning Environment:** The research highlights the positive impact of incorporating fun activities and games on learners' productivity and speaking proficiency.

4. Limitations of the Study

As any research, while conducting ours we have faced some challenges and limitations which are presented in the following:

- Because of the lack of familiarity with statistical software, difficulties were impeded in carrying out the research.
- The questionnaire was administered at the end of the academic year. A time which is marked by the absences of the majority of students. Hence, the lack of respondents impeded the process of conducting the current study.
- The collection of the questionnaires was challenging and required some patience.

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Appendices

Appendix I

Questionnaire for Students

Dear students,

This piece of work is entitled “The effectiveness of using games in the classroom for teaching EFL students speaking”. It aims to determine how effective are games in teaching speaking at the department of English, Mohammed Seddik Ben Yahia University, Jijel. Your collaboration through this questionnaire will be of great value. You are kindly invited to answer the given questions bellow and to tick in the right box. Thank you so much in advance for your precious time, help and collaboration.

Section One: Background Information

1. Do you like learning English?

a/ Yes

b/ No

2. In your opinion, what language skill is the most important?

a/ Listening

b/ Speaking

c / Writing

d/ Reading

3. What is your English level?

a/ Bad

b/ Average

c/ Good

d/ Excellent

Section Two: Speaking Skill

4. How comfortable are you when speaking in the classroom?

- a/ Very comfortable
- b/ Somewhat comfortable
- c/ Somewhat uncomfortable
- d/ Very uncomfortable

5. How do you rate your speaking performance?

- a/ Bad
- b/ Average
- c/ Good
- d/ Excellent

6. Do you prefer using games for learning language speaking?

- a/ Yes
- b/ No

Why?.....

7. What is your attitude towards the oral expression session?

- a/ Boring
- b/ Normal
- c/ Interesting
- d/ Very interesting

Section Three: Using Educational Games in Learning Language

Speaking

8. What type of games do you use to practice speaking skill in the classroom?

- a/ Role-playing games
- b/ Word chain
- c/ Minimal pairs
- d/ Tongue twister

9. How often does your teacher use educational games to teach speaking?

- a/ Never
- b/ Rarely
- c/ Sometimes
- d/ Always

10. Do you think that these games have helped you improve your speaking skill?

- a/ Strongly agree
- b/ Agree
- c/ Neutral
- d/ Disagree

11. What do you think are the advantages of using games to practice speaking skills?

- a/ They make learning more engaging and fun
- b/ They provide relaxed and low-stress environment to practice speaking
- c/ They build confidence in speaking

Other.....
.....
.....

12. Do you think games can be more effective than traditional language learning methods, such as textbooks or classroom instruction, in improving speaking skills?

- a/ Strongly agree
- b/ Agree
- c/ Neutral
- d/ Disagree
- e/ Strongly disagree

13. Have you noticed any improvements in your speaking skills since using games in language class?

- a/ Yes
- b/ No
- c/ Not sure

14. How likely are you to recommend using games to practice speaking skills to your peers?

- a/ Very likely
- b/ Llikely
- c/ Neutral
- d/ Unlikely

15. Do you think that games should be a mandatory part of language classes?

- a/ Strongly agree
- b/ Agree
- c/ Neutral
- d/ Disagree
- e/ Strongly disagree

16. Are there any other specific games or activities that you have found particularly effective in improving your speaking skills?

a/ Yes

b/ No

if yes, what are they?

.....

.....

17. Are there any disadvantages to using games in language classes to practice speaking skills?

a/ Yes

b/ No

if yes, what are they?

.....

.....

18. How do you prefer playing games in the classroom?

a/ Individually

b/ In pairs

c/ In groups

Please justify

.....

.....

.....

.....

19. Does playing games in the classroom impact your interaction with classmates and the overall class atmosphere?

a/ Yes

b/ No

20. In your opinion, what are the criteria for selecting games by the teacher in the classroom?

.....

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THANK YOU FOR YOUR PARTICIPATION!

Appendix II

Questionnaire for Teachers

Dear Teachers,

This questionnaire is a part of our research that deals with investigating the effectiveness of using games in the classroom for teaching EFL students speaking. Your answers will be of great help to the research. Please, tick the appropriate box and make statements whenever required.

Section One: Background Information

Q.1. What degree do you hold?

a- Master

b- Magister

c- PHD (Doctorate)

Q.2. For how many years have you been teaching oral expression?

.....years

Section Two: Studens' Speaking Performance

Q.3. In your opinion, how important is speaking in comparaisn to the other skills?

a- More important than the other skills

b- As important as the other skills

c- Less important than the other skills

Please, justify your answer.....

.....

.....

Q.4. How comfortable are first year students when speaking during oral classes?

- a- Very comfortable
- b- Comfortable
- c- Uncomfortable
- d- Very uncomfortable

Q.5. How do you evaluate your students' speaking performance?

- a- Very good
- b- Good
- c- Average
- d- Poor

Q.6. Do you face any difficulties when teaching oral expression?

- a- Yes
- b- No

If yes, would you mention them.....

Q.7. In your opinion, what are the difficulties faced by students when speaking?

.....

Q.8. How do you include shy students and those who do not speak in your class?

.....

Q.9. What are the different oral activities that you give to your students during OE classes?

- a- Educational games
- b- Discussion activities
- c- Individual presentation
- d- Others

Section Three: The Use of Games to Improve Students' Speaking Skills and Build their Confidence

Q.10. What type of games do you use?

- a/ Role-playing games
- b/ Word chain
- c/ Minimal pairs
- d/ Tongue twister

Others, please specify.....
.....

Q.11. How often do you use these games?

- a- Never
- b- Rarely
- c- Sometimes
- d- Always

Q.12. To what extent do you agree that these games have helped students improve their speaking skills?

- a/ Strongly agree
- b/ Agree
- c/ Neutral
- d/ Disagree

Q.13. What do you think are the advantages of using games to teach speaking skills?

- a/ They make students more engaged and entertained
- b/ They provide relaxed and low-stress environment to practice speaking
- c/ They build confidence in speaking

Other.....
.....
.....

Q.14. Do you think games can be more effective than traditional language learning methods, such as textbooks or classroom instruction, in improving speaking skills?

.....
.....
.....
.....

Q.15. Do you think that games should be a mandatory part of language classes?

- a/ Strongly agree
- b/ Agree
- c/ Neutral
- d/ Disagree

Q.16. Are there any other specific games or activities that you have found particularly effective in improving students' speaking skills?

- a- Yes
- b- No

If yes, what are they.....
.....
.....

Q.17. Are there any disadvantages to using games in language classes to practice speaking skills?

- a/ Yes
- b/ No

if yes, what are they?
.....
.....

Q.18. What are the criteria for selecting these games?

.....

.....

.....

.....

.....

Q.19. Please leave any comments or additions about the use of educational games and how effective they can be in speaking classes.

.....

.....

.....

.....

Thank you for your collaboration

Résumé

La recherche actuelle visait à explorer l'attitude des étudiants et des enseignants à l'égard de l'utilisation de jeux éducatifs dans l'enseignement des compétences orales. Dans cette étude, il est supposé que les jeux éducatifs auront un effet positif sur les performances orales des élèves. L'étude a eu recours à l'utilisation de méthodes mixtes en fusionnant des techniques de collecte de données qualitatives et quantitatives. Ces derniers ont été sélectionnés par échantillonnage aléatoire, estimant qu'ils possédaient certains critères souhaités pour convenir à l'étude. Deux questionnaires ont été administrés à 50 étudiants de première année d'EFL et à 6 professeurs d'expression orale du département d'anglais de l'université Mohammed Seddik Ben Yahia, pour mesurer non seulement l'opinion des enseignants mais aussi celle des étudiants sur l'utilisation des jeux éducatifs et leur effet sur les compétences orales des apprenants EFL. Sur la base de l'analyse des résultats, les conclusions ont montré que l'utilisation de tels jeux peut avoir un impact positif sur les performances orales des apprenants. Les jeux tels que les paires minimales, les chaînes de mots, les virelangues et la course alphabétique sont des exemples qui, selon la plupart des personnes interrogées, améliorent les compétences orales des élèves.

ملخص

هدف البحث الحالي إلى التعرف على اتجاهات الطلبة والمعلمين نحو استخدام الألعاب التعليمية في تعليم مهارة التحدث. من المفترض في هذه الدراسة أن الألعاب التعليمية سيكون لها تأثير إيجابي على أداء التحدث لدى الطلاب. لجأت الدراسة إلى استخدام الأساليب المختلطة من خلال الدمج بين تقنيات جمع البيانات النوعية والكمية. وقد تم اختيار هؤلاء الأخيرين من خلال أخذ عينات عشوائية معتقدين أنهم يمتلكون بعض المعايير المطلوبة حتى يكونوا مناسبين للدراسة. تم إجراء استبيانين على 50 طالبًا من طلاب السنة الأولى للغة الإنجليزية كلغة أجنبية و6 مدرسين للتعبير الشفهي بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى، ليس لقياس آراء المعلمين فحسب، بل أيضًا آراء الطلاب تجاه استخدام الألعاب التعليمية ومدى استفادتهم منها. تأثيرها على مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وبناء على تحليل النتائج، أوضحت النتائج أن استخدام مثل هذه الألعاب يمكن أن يكون له تأثير إيجابي على أداء التحدث لدى المتعلمين. تعد الألعاب مثل الحد الأدنى من الأزواج، وسلسلة الكلمات، وأعاصير اللسان، والسباق الأبجدي من الأمثلة التي يرى معظم المشاركين أنها تعزز مهارات التحدث لدى الطلاب.