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Section: English

Teachers' and Learner's Attitudes towards the Use of Educational Games
in Enhancing Speaking

The Case Study of First-Year Students of English at Mila University Centre

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

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Amani' s 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,*

*I gift this graduation paper to my shining stars, to whom I owe great debt, the ones
who gave birth to me and feed me with their unconditional love. To the best father ever
“**Hassen**” for his generosity, love and advice all the way long. To my ideal mother “**Farida**”
for her great encouragement and everlasting prayers, besides believing in me blindly in every
step I make*

*To my beloved grandmother “**Khadija**” and my aunt “**Hadjira**” for their unconditional love
and prayers.*

*To my only dear brother “**Amir**” for his love, tenderness and support.*

*To my fiancé “**Yasser**”, I would like to deeply thank you for your infinite prayers, support,
trust, love and for everything you did for me.*

*To my sweet sisters, “**Abir**”, “**Awatef**” and “**Rania**” who are always there for me with their
endless love and care.*

*To my lonely and lovely niece and nephew the twins “**Mohammed Leith** and **Layane**”*

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

Thank you

Sara's Dedication

*Above all, thanks to **ALLAH** who guided me on the right path.*

I dedicate this modest work, which is the fruit of all my years of study:

*To the source of tenderness “**my mother**”, who kept praying for me.*

*To the source of success “**my father**”, who supported me in all the stages of my life.*

*To my lovely sisters: **Fatima, Tounta, Amina**, and to my support ative sister Boutaina a big*

“Thank you”.

*To my dear brother: **Abdurrahman**.*

*To my dear nephews: **Mouane, Diaa**, and my angel **Taha**.*

*To my lovely nieces: **Doha, Dima, Israa, hind**, and **Anfal**.*

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Abstract

The speaking skill is considered as a constant challenge to students of English as a Foreign Language who face many problems in term of producing well comprehensible speech. For this reason, the application of educational games in the teaching/learning speaking skill is a crucial to develop learners' speaking performance. The current research aims at exploring the attitudes of both students and teachers towards the use of educational games in teaching speaking. Accordingly, within the context of this work, research questions are raised: 1) Are teachers aware of the effectiveness of educational games as a technique to develop the speaking skill? 2) Are learners aware of the effectiveness of educational games in improving the speaking skill? 3) How educational games can develop the speaking skill? To gather the needed data and to answer the aforementioned questions, two questionnaires are administered to teachers of Oral Expression and first year English students in the Department of Foreign Languages at Mila University centre. The findings reveal that both teachers and learners have positive perspectives towards the effectiveness of educational games in developing the speaking skill. Their positive attitudes indicate their awareness of the importance of educational games as a satisfactory technique to enhance speaking level of learners.

Key Words: Educational games, foreign language learners, learners' attitudes speaking skills, teachers' attitudes.

List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

OE: Oral Expression

EG: Educational Games

Q: Question

O: option

N: number

(%): Percentage

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General Introduction

1. Statement of the Problem

For learning a foreign language (FL), speaking is considered as one of the major skills to be developed. First year English as a Foreign Language (EFL) learners are usually asked to produce different pieces of speech, interact and communicate with each other, they need to be able to convey a well comprehensible message to express their thoughts, feelings and points of view clearly and accurately without any sort of mistakes. However, it seems a challenging task for them to develop this skill because they commit many mistakes when they speak in English.

Most EFL learners face many problems and challenges in speaking. These problems are, in fact, can arise from a variety of factors such as lack of vocabulary, grammatical errors, pronunciation errors, anxiety, and cultural differences. In this respect, the use of educational games may appear as a suitable solution that may help learners improve their speaking skill. It is crucial that learners should have positive atmosphere, be motivated, active, interact and collaborate with each other.

2. Aim of the Study

This research sheds light on the role of educational games in developing students' speaking skill. The aim behind the current research is to investigate the perceptions of teachers and learners towards the application of educational games to improve the learners' speaking performance.

4. Research Questions

The present study attempts to find answers to the following questions:

- How educational games can enhance speaking skill?
- Are teachers aware of the effectiveness of educational games as a technique to enhance the speaking skill?
- Are students aware of the effectiveness of educational games as a technique to enhance the speaking skill?

5. Research Methodology

Method:

This research adopted descriptive method which is appropriate with the topic, also this method is useful in providing different facts.

sample of the study:

This research is concerned with the role of educational games in enhancing the speaking skill. The case study consists of 15 oral expression teachers and 70 first year students at Mila University centre to figure out their points of view concerning the application of educational games as a technique to enhance learners' speaking skill.

Data gathering tool:

The main tools used in gathering data in this research are two questionnaires which are administered for 15 oral expression teachers and 70 first year students at Mila University centre, in order to provide the needed information about the importance of using educational games to develop speaking skill, and answering the research questions as well as achieving the aim of the research.

6. Structure of the Study

The present research is made up of two interconnected chapters. The first chapter is devoted to the theoretical part of the study and the second one is the practical part. The first chapter is divided into two sections. The first section sheds lights on the speaking skill: its definitions, types, aspects, importance, principles, classroom activities, characteristics, in addition to the difficulties that EFL learners face. The second section focuses, from one hand, on the definitions of educational games, characteristics, their types, advantages, disadvantages, and their importance. However, the second chapter is the practical part of the study. It contains the full description of the research methodology beside the analyses and discussion of the collected data of both questionnaires for the intention of answering the research questions and achieving the aim of the study.

Chapter One: Theoretical Part

Introduction

The process of learning any FL is mainly based on mastering the four skills: writing, reading, listening and speaking. The latter is one of the most important and complex skill to be developed. Due to its importance, it requires a collaborative effort from the part of learners and teachers as well, in order to reach the level where learners become able to speak fluently. Educational games are regarded as one of the significant strategies used to teach speaking; hence learners are expected to engage in the teaching/learning process, so that they interact and communicate with each other. The first chapter is divided into two sections. The first one deals with the speaking skill and its different categories; moreover, it investigates the problems that learners may face in speaking; it also sheds light on its different approaches, activities and importance. The second section of this chapter copes with different definitions, importance and types of educational games. Furthermore, it shades light on the different types of educational games as well as their advantages and their disadvantages.

1.1. Section One: Speaking Skill

1.1.1. Definitions of Speaking Skill

Speaking is one of the four skills (reading, writing, listening and speaking). It is the means by which learners can speak to each other to achieve certain goals or to express their ideas, feelings, opinions, hopes and views (Torcky, 2006). It is described as the process of

producing systematic verbal utterances to express meaning. (Baily, 2005). Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information” (Florez, 1999, p.1). it is “often spontaneous, open-ended, and evolving” (ibid, 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 the capacity to deliver meaningful utterances that are suitable in context and that achieve the speaker's communicative goals. Furthermore, Jones (1989) described speaking as a form of communication in which the effective conveyance of what the speaker says is very important. In line with this definition, Kush clarified for what is called as effective speaking as an utterance in a set of voices spoken by someone and understood by someone else (Kushartanti et al., 2005).

1.1.2. Importance of Speaking Skill

Speaking skill is important for learning a language because it helps learners exchange ideas clearly, interact meaningfully, and establish connections with native speakers. Speaking well improves critical thinking, problem-solving, and cultural understanding in addition to enhancing linguistic talents. Canale and Swain (1980) emphasized the importance of speaking abilities in improving overall communicative competence, empowering learners to confidently communicate their thoughts and establish deeper interactions with others. Richards and Renandya (2002) indicated that speaking goes beyond mere self-expression; it includes establishing connections with others, exchanging thoughts, and forming interpersonal bonds. A crucial aspect of learning a language is developing speaking skills

Muthu Krishnan (2021) asserted the importance of speaking by pointing its multi-level logical reasons (p. 829)

- ✓ To participate actively in pair or group activities in the classrooms.
- ✓ To give a maiden and impressive speech on different occasions.
- ✓ To participate actively in debates and group discussions.
- ✓ To develop critical thinking among the learners.
- ✓ To pursue higher studies in foreign countries.
- ✓ To interact with people all around the globe.
- ✓ To promote the sale of products in the business.
- ✓ To make living abroad simpler and easier.
- ✓ To get better employment opportunities.
- ✓ To make use of the internet effectively.
- ✓ To perform well in job interviews.
- ✓ To acquire more knowledge.

1.1.3. Characteristics of Speaking Skill

Speaking skill is an important aspect of language proficiency, allowing people to communicate successfully with others through verbal language. Fluency, accuracy, grammar, vocabulary, comprehension, and pronunciation are some of the basic characteristics required for effective communication through speaking.

1.1.3.1. Fluency. It is the capacity to communicate effectively and easily without many pauses, fillers, and hesitations. In teaching speaking, students must be allowed to speak and express their ideas without interruption from others; this helps them to practice speaking fluency (Pollard, 2008).

1.1.3.2. Accuracy. According to Baily (2005), accuracy refers to the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning

as well as using the grammatical patterns of English. Speaking accurately means that speaker is able to use the appropriate linguistic forms and structures.

1.1.3.3. Grammar. According to Nelson (2001), grammar is a set of rules for organizing words into larger units. A speaker of English need to learn grammar to produce correct sentences to avoid misunderstanding in delivering a message

1.1.3.4. Pronunciation. Pronunciation is the way of producing words or sounds. Good and clear pronunciation is significant to produce language (Kline, 2001).

1.1.3.5. Vocabulary. Vocabulary is the knowledge of the meaning and functions of words. It includes single words, compound words, and idioms (Richards & Schimdt 2002). Learning vocabulary is not only about the meaning of words, but also includes how to use the words or collocations.

1.1.3.6. Comprehensive. Comprehensive in speaking is the speakers' comprehension of the information given. A speakers' understanding of the subject is crucial to prevent misinformation from reaching their listener. (Cohen et al., 2005).

1.1.4. *Speaking Categories*

Brown (2004, cited in Fitria, 2013) investigated teaching speaking from more fundamental aspects, proposing six speaking categories:

1.1.4.1. Imitative. This category focuses on linguistic elements such pronunciation and imitation of words, phrases, and sentences. The teacher guides this stage by drilling with the purpose of familiarizing students with the targeted language through listening and repetition.

1.1.4.2. Intensive. This speaking-based activity involves practicing phonological and structural drills, including paragraph reading, pair-reading dialogues, chart reading, and more.

1.1.4.3. Responsive. Responsive performance includes interaction and test comprehension, but just for brief exchanges such as greetings, small talk, requests, and remarks. This is a type of brief response that provides instructions and guidance in response to queries or remarks raised by the instructor or a student, so these answers are often adequate and insightful.

1.1.4.4. Transactional (dialogue). This genre tries to transfer or to exchange information through using multi-tiered dialogues.

1.1.4.5. Interpersonal or Interactional (dialogue). This type of speaking depends on using speaking to initiate, maintain and improve social relationships instead of exchanging information. Interpersonal activities include role-plays, discussions, conversations and games.

1.1.4.6. Extensive (monologue). This category promotes students to present oral reports and summaries or tell stories as well as give short speeches. These categories clearly explicate the faculties that students should possess to become competent in terms of mastering the vocabulary, structures and language functions that they are going to use.

1.1.5. Students' Speaking Difficulties

Learners' speaking difficulties are problems or challenges that learners encounter when attempting to produce spoken language in the target language. Ur (1991, p. 121) pointed out some common speaking difficulties:

1.1.5.1. Inhibition. Speaking, unlike the other skills, needs confidence so speakers can express what they want to say. However, inhibition is a normal response resulting from speakers' fear of making mistakes, being criticized, lacking language ability or failure to develop a communicative task.

1.1.5.2. 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.

1.1.5.3. Low or no Participation. During classroom engagement, usually some students will play a more dominant role in speaking. Conversations like this make a minor student feel bored and reluctant to speak. Accordingly, effective engagement demands equal participation from all students.

1.1.5.4. Mother Tongue. Students mostly use their native language while interacting with other students and teachers, which limits their opportunities to practice their foreign languages.

1.1.6. Approaches of Teaching Speaking

1.1.6.1. Direct Approach. The direct approach is characterized by being extremely controlled through focusing on gaining skills. Little wood (1992) and Ernst (1994) claimed that this approach is exceedingly effective because it allows learners to concentrate on definite elements of speaking proficiency through isolating and drilling. Ellis (1994) added another dimension to the direct approach by pointing out that it can be applied through pattern drills, speaking genre analysis, and constructing inductive speaking rules.

1.1.6.2. Indirect Approach. The indirect approach highlights the production of functional authentic or personal tasks. This can be carried out effectively through mediating and negotiating meaning. Furthermore, this task is based on certain dimensions such as using skills, connecting to life and overall practice without minding trivial details as they may impede fluency. Bremer et al. (1996, as cited in Torky, 2006) stated that the indirect approach involves discussion, information gap, simulations and talking circles which are applied to

improve learners' ability to anticipate the kinds of oral communication requirement that may arise in conversation management.

1.1.6.3. Task-Based Learning Teaching (TBLT). Nunan (2005) proposed TBLT for teaching and improving speaking because it helps the amalgamation of skills. It empowers students to comprehend, interact, and produce language. Typically, this strategy necessitates actual work, where students use and play the primary roles of the four skills, which helps students to exploit them in enhancing their communication skills. Mechraoui and Quadri (2014) highlighted the effectiveness of task-based compared to traditional approaches as they encourage learners' autonomy that leads to more independent creative learning. This perception is supported by Murad (2009), Leong and Ahmadi (2017) who insisted that task-based activities develop learners' second language speaking in regard to fluency and accuracy. Additionally, Hassan et al, (2021) believed that task-based activities offer students the opportunity of practicing and sharing speaking tasks in academic formal contexts that enrich their speaking abilities.

1.1.7. Classroom Speaking Activities

There are numerous activities to practice in speaking class. It is the teacher's authority to decide which activity to apply. Some aspects commonly considered in selecting an activity are students' language proficiency level, specific learning goals, and resource availability. This consideration may help to ensure that the activity being chosen is beneficial. The following are some practical activities commonly done in speaking class:

1.1.7.1. Story Telling. Storytelling or telling the story is very useful for developing students' vocabulary and pronunciation and helps students develop their thinking skills and imagination (Cameron, 2001). According to Atta-Alla (2012), storytelling helps develop integrated language skills at once; listening, speaking, reading, writing, interactional,

vocabulary, and literacy. The students essentially retell a story that they have read or heard in their own words. When narrating a story, the students, first of all, remember the story, then reconstruct the memory, ideas, and then internalize them. After that, the students narrate it. Sometimes body language expressions are used to make the story more vivid. The utterances are also varied in terms of volume, dynamics, rhythm, intonation, and body language expression to drive the message more powerful.

1.1.7.2. Play Role. Role-Playing is a beneficial communicative activity that can be used to develop students' speaking performance through creating real-life situations in a conversation (Huff, 2012). Tompkins (1998) considered the role play as a teaching procedure that promotes students' engagement in the learning process. Thus, students can overcome shyness and speaking anxiety through intensive practice in creating scenarios about real-life situations.

1.1.7.3. Communicative Games. Communicative Games can be an effective way to overcome students' problems in learning speaking. In fact, they can develop their speaking abilities. However, talking about communicative games cannot be separated from those two terms;" communicative" and "game". The word communicative refers to the communicative approach in which teaching-learning activity avoids the focus on grammar and vocabulary but emphasizes on the importance of language function (Harmer, 200). In other words, these activities will involve students in real communication, where the achievement of their communicative task is more significant than the accuracy of language they use. Therefore, it can have beneficial effect on students' motivation and classroom atmosphere; accordingly, Wallace, (1987) stated that language games are used for increasing emphasis on the significant of motivation and the suitable kind of positive effective atmosphere in the classroom.

1.1.7.4. Problem Solving. Another intriguing activity that can enhance students' oral communication is problem-solving. Students can be given a problem or an issue and some data to help them fully comprehend the problem. Then, they are requested to find an appropriate resolution to the problem (Richards & Rodgers, 2001). The language needed for problem-solving activities depends on the type of topic for each activity. In addition, students can be asked to make suggestions, provide reasons, and even accept or reject the suggestions and reasons provided by other classmates (Klippel, 1984).

1.1.7.5. Interview. Conducting interviews offers students the opportunity to practice speaking with others and makes them more sociable (Kayi, 2012). The interview can be very beneficial if the interviewer is skilled enough to ask the appropriate questions, focus on meaningful answers, interpret the interviewee's answers correctly, and engage in a comprehensive and fruitful discussion with the interviewee. Both the interviewer and interviewee need to be good listeners so that the question-and-answer sequence leads to a fruitful conversation (Klippel, 1984).

1.1.8. Characteristics of Successful Speaking Activities

According to Nafa, (2023) a successful speaking activity has some characteristics:

1.1.8.1. Learners Talk a Lot. Learners talk a lot as much as possible of the period of time given to the activity is in fact filled by learner talk. This seem obvious, but often most time is taken up with teacher talk or pauses.

1.1.8.2. Participation is Even. Classroom discussion is not dominated by a minority of talkative participants: all get an opportunity to speak, and contributions are fairly evenly distributed.

1.1.8.3. Motivation is High. Learners are excited to speak, because they are interested in the subject and have something new to say about it, or because they want to contribute to achieving a task objective.

1.1.8.4. Language is of an Acceptable Level. Learners express themselves in utterances that are relevant, simple to comprehend to each other, and of an acceptable degree of language accuracy.

1.1.9. Teachers' Role in the Speaking Process

According to Nafa (2023), teachers can perform multifaceted roles to guide and enrich the speaking process with respect to:

1.1.9.1. Modelling. Kurniawan and Sabaruddin (2017, p. 27) emphasized teachers' role in teaching speaking fruitfully by indicating "Because this speaking skill is difficult, the teacher's factor as a role model or language input for students is very important in determining the success of students in English."

1.1.9.2. Active versus Passive Roles. Teachers should balance between active and passive roles as they should gradually minimize their active roles. They assume an active role through asking some questions to start discussions, and move to passive roles to listen for comments.

1.1.9.3. Guide on the Side (Supporter and Provider). Teachers should promote students to engage into conversations and guide, support and encourage them. Teachers should be creative and develop interesting resources that correlate with students' speaking growth levels.

1.1.9.4. Prompter. This role is extremely crucial especially when students get lost or become confused. At this stage, teachers provide students with some prompts to continue their speech.

1.1.9.5. Participants. Sometimes teachers need to participate in certain discussions, role-plays as animators in order to keep these speaking tasks progressing at a higher rate.

1.1.9.6. Feedback provider. This role is exceedingly crucial as teachers provide students with the necessary linguistic and psychological feedback that enable them to proceed. However, providing feedback on speaking activities is a vexed question since it can enable student to continue with their speech on the right track or exasperating their fear and make them less confident. Consequently, teachers should be careful when and how to present their feedback.

From another perspective, Davies and Pearse (2000) emphasized some characteristics that teachers of language and particularly speaking should have:

1. Teachers should be highly knowledgeable beyond the level of grammar to the practical command of English language.
2. Teachers should use English almost most of the time regardless of students' levels.
3. Teachers should focus and improve learners' practice more than teachers' explanation.
4. Teachers should observe overall communication more than language forms' and structures' practices.
5. Teachers should concentrate on learners' needs rather than be occupied in completing the course.

1.1.10. Learners Role in Speaking Process

As teachers have their own roles in the teaching process, students or learners also have their own roles in the learning process. When students understand their roles, they learn better and facilitate the teaching process, according to Nafa (2023) they should consider the following roles:

1. Exerting genuine efforts to enhance their pronunciation, intonation and stress in order to express their thoughts, views and feelings clearly.
2. Working on improving their vocabulary, fluency, and accuracy simultaneously.
3. Being communicative and respectful through the whole discussion process by short listing their vocabulary, distancing and functional language.
4. Keeping questions with their teachers and classmates in progress through asking closed and open-ended questions and answering.

1.2. Section two: Educational Games

1.2.1. *Definitions of Educational Games*

A game can be described as “a system in which players engage in artificial conflict, defined by rules, which result in a quantifiable outcome” (Salen & Zimmerman, 2003, p.80). Jane McGonigal defined games as “those that share four overlapping components. All games have four interconnected parts: a) goal, b) rules, c) a feedback system, d) voluntary participation” (201,p.21). What players do in a game is govern by rules (Bjork & Holopainer, 2006), Byrne(1980) defined games as a type of rules-based play in foreign language instruction. According to Greenall (1980), the word game is used whenever there is a component of competition in an activity language between students or groups. In agreement with the preceding points, Rixon (1992) claimed that games have two fundamental elements: player interaction and edge competition.

Educational games defined as activities that allow individuals of learning age to develop their knowledge by repeating what they have learned in an environment where they feel comfortable. According to Mackenzie (2014), educational games are described as a technique

that is often applied in a classroom setting to boost students' interaction and provide better results.

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). Askoy defined educational games as activities that can be played individually or in groups, allowing learners to progress in affective and cognitive senses and to translate the chosen goals into behaviour by considering the educational purposes.

In other words, games are a method used in foreign language teaching to achieve the educational purposes, through games; learners have fun when developing their own language.

1.2.2. The Importance of Educational Games in EFL Teaching

Games are one of the most crucial elements in EFL classrooms. Games involve activities which have goals and rules at the same time fun. Hadfield (1990) described games as an activity with rules, a goal and an element of fun. Games of foreign language learning can be seen as a framework that offers a meaningful context for language acquisition. According to Constantinescu (2012), learners can enhance their understanding of written and spoken English through games. Games are always fun for the learners, they attract their interest, motivate them and prevent the lesson to be ordinary and boring

1.2.3. Characteristics of Educational Games

According to Bradley (2010, p. 3), games have some characteristics that are advantageous to language learners as follows:

- ✓ First, games engage and motivate all students in the learning process.

- ✓ Second, games provide an opportunity for collaboration and/or cooperation. Classroom games increase the opportunity for students to collaborate and cooperate with each other.
- ✓ Third, games offer an enjoyable learning experience.

Teachers must be extremely careful about which games to use, when to use them, how to connect them with the syllabus and textbook, and, more particularly, how helpful they are. Constantinescu (2012) claimed that when selecting language games in EFL classroom, many points are needed to take into consideration by teachers:

- ✓ Games should have a purpose. They are used to motivate students, not only for fun.
- ✓ Games should help students to learn, practice, or refresh language components.
- ✓ Games should fit the curriculum, be correct from all points of view and not promote wrong values (e.g. violence).
- ✓ Games should be technically easy to use in the classroom.
- ✓ Games should be appropriate for students' age and level of knowledge.
- ✓ Games should keep all of the students interested.
- ✓ It is advisable to use short games. Otherwise, students may lose their interest

1.2.4. *Types of Educational Games*

According to Hadfield (1990), games are divided into two kinds: Competitive games in which players race to be the first to reach the goal and Co-operative games in which players work together towards a common goal. Here, Hadfield (1990) stated some types of games such as:

1.2.4.1. Sorting, Ordering, or Arranging Games (combining activities). Players must act themselves depending on certain facts, such as family members or flatmates. For

instant, students have a set of cards that contain different products, and they sort the cards into products found at grocery store and products found at a department store.

1.2.4.2. Information Gap Activities. In this activity, one or more than one student has some information that other students doesn't know. Here, he or she must find that piece of information to accomplish the task successfully. In other words, the students must know the gap of information that another student has, or both students have information that they must gather to solve problem. This type of games can be played in pairs or in small groups. For example, one student might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing.

1.2.4.3. Guessing Games. In this game, the student who has the information doesn't reveal it, while other student or player guess what this information might be. These are a variation of information gap games, here the student must guess something by asking some questions related to the information hidden. One of the best familiar examples about these games is "20 Questions." In this game, one person (the "guesser") thinks of an object, animal, or person, while the other person (the "questioner") asks up to 20 yes-or-no questions to try to guess what the object is. The guesser can only respond with "yes," "no," or "I don't know."

1.2.4.4. Search Games. This game is also a variation of information gap games. In this game each student act as a giver and collector of information. Every student in the class has a particular piece of information, players must gather as much as possible information to solve particular problem. For instance, the task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who likes pet. Students asking and answering questions to accomplish their own grid and aid classmates accomplish theirs.

1.2.4.5. Matching Games. As the name indicates, students should find match pairs of similar picture, word, or card, for instance, students place 40word cards, composed of 20

pairs, face down randomly, each student turns two cards at time, its goal is to turn over a matching pair, by using their memory. For example:

Card 1: Picture of a pizza slice

Card 2 "Italian dish topped with cheese, tomato sauce, and various toppings"

1.2.4.6. Matching-Up Games (jigsaw principle). Each student is a group which has a set of ideas, habits, preferences or opinions. Just one of these is shared by every member of the group. Through conversation, the group have to decide on a common preference, to agree on something.

1.2.4.7. Labelling Games. In these games, players match labels with corresponding items, objects, or pictures. These are a form of matching.

1.2.4.8. Exchanging and Collecting Games. Exchanging and collecting games are based on barter principle. In these games students exchange ideas, cards, or other objects between groups to achieve a goal or win.

1.2.4.9. Role-Play Games. This game can engage students playing roles that they do not play in real life, such as a doctor, a water... It is used as a subordinate to the game for language practice.

1.2.5. Advantages of Educational Games

1.2.5.1. Students' Motivation. Games motivate learners to learn the language in the classroom. They stimulate students' interest in classroom activities and as a results students became motivated and willing to attend and learn (McCallum, 1980)

1.2.5.2. Students' Anxiety. Games reduce anxiety, increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practising the target language freely (Crookall, 1990)

1.2.5.3. Active Learning. Games are student-centred activities requiring active engagement of learners. They are encouraged to take active role in their learning process (Crookall, 1990)

1.2.5.4. Language Practice. Games bring real-life situation to the confinement of the classroom which provides learners with an opportunity to use language. In other words, by putting learners in real-life situations, games make a connection with the real usage of language. (Celce-Murcia 1979)

In addition to these, MaCallum (1980) explained that there are many advantages of games such as the fact that they

- ✓ Focus students' attention on particular structures, grammatical patterns, and vocabulary items.
- ✓ Can be act as reinforcement, review, and enrichment.
- ✓ Include equal participation from both slow and fast learners.
- ✓ Can be adapted to suit students' age, level, and language skills.
- ✓ Promote healthy competition, providing an outlet for creative use of language in relaxed atmosphere.
- ✓ Can be apply with all skills areas and in any language teaching situation.
- ✓ Provide instant feedback to the teacher.

1.2.6. Disadvantages of Educational Games

Besides many advantages, there are some disadvantages for using games in EFL classroom. Stojkovic and Jerotijevic (2011) mentioned some disadvantages of games as in the following:

- ✓ Discipline issues, learners may become excessively noisy.
- ✓ Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.
- ✓ If games are already familiar or boring, student may might not become equally involved.
- ✓ Some learners especially teenagers, may find games unnecessary and childish.

Conclusion

In conclusion, educational games can be an effective technique for improving speaking skills of language learners. These games provide opportunities for learners to apply language in purposeful and enjoyable manner. Games can assist learners develop fluency and accuracy in speaking by encouraging negotiation meaning, and providing feedback on grammar and pronunciation. As a result, including educational games into language learning programs can be a powerful technique for enhancing speaking abilities and overall language competency

Chapter Two: Practical Part

Introduction

While the previous chapter dealt with the research topic theoretically, in this chapter the focus will be on the practical part that involves two questionnaires conducted to first year EFL students, and oral expression teachers. The chapter seeks to explain and analyse the required data. The data gathering method was used to determine if educational games may help students to enhance their speaking skills. Furthermore, consider whether educational games more successful than traditional teaching techniques. This chapter is divided into two

sections, each of which provides an exhaustive description of the questionnaire conducted to both teachers and students; as well as information about the sample group. It also includes an analysis and interpretation from these questionnaires.

2.1. Section One: Teachers' Questionnaire

2.1.1. Administration of Teachers' Questionnaire

The teachers' questionnaire has been designed to investigate oral expression teachers' perspectives toward the use of educational games. It tries to show teachers' attitudes towards the use of educational games and whether this strategy helps them to improve speaking skill. It has been 20 administered to 11 teachers who teach oral expression to first-year students in the Department of Foreign Languages at Mila University Centre. Oral expression teachers were specifically chosen due to their experience in teaching the speaking skill and learners' difficulties in speaking.

2.1.2. Description of Teachers' Questionnaire:

The teachers' questionnaire consists of 18 questions divided into four sections including 14 closed questions and 4 open-ended questions.

Section One: Background Information (Q1-Q3)

The first section includes general information about teachers' academic degree, teachers' experience in teaching English and teachers' experience in teaching the module of oral expression at university.

Section Two: Speaking Skill (Q3_Q8)

This part is structured to investigate the teacher's views about teaching speaking and their awareness about learner's difficulties.

Section Three: The Use of Educational Games to Enhance Student's Speaking Skill and Build their Confidence (Q9_Q7)

The focus of this section is on the importance of educational games in enhancing learners speaking skill.

Section Four: Suggestions

This part is about asking teachers for further suggestions about teaching speaking and using educational games as a supportive strategy.

2.1.3. Analysis and Interpretation of the Results

Section One: Background Information

Q1: What is your academic degree?

Table 1: Teachers Academic Degree

Option	Number	Percentage %
Master	5	55%

Magister	0	0%
PhD (Doctorate)	6	45%
Total	11	100%

The aim of this question is to identify the academic degree of teacher. As shown in table1, 45% of the respondents claimed that they have Master degree. While 55% declared that they hold a doctorate degree, none has a Magister degree. These results Indicate that the sample teachers are qualified which allows us get more information.

Q2: How long have you been teaching the oral expression to first year university students?

Table 2: Teachers' Experience of teaching oral expression

O	N	%
1-5years	6	55%
10-5 years	2	18%
More	3	27%
Total	11	100%

This question seeks to know the tutor's experience in teaching OE to first year learners. The results attest that **55%** of the instructors had a teaching experience that lasts less than five years; While **18%** of them claimed that they have taught OE for more than five years, the rest **27%** claimed that they have taught for almost nine to twelve years. It denoted that those teachers are experienced and knowledgeable about the way to improve with speaking.

Section Two: Speaking skill

Q3: How do you evaluate teaching speaking?

Table 3:*Teacher's Evaluation about Teaching Speaking*

Option	Number	Percentage (%)
Difficult	7	64%
Easy	4	36%
Total	11	100%

This question aims to obtain teachers how teachers find teaching speaking the table3 shows that **64%** of teachers consider teaching as difficult. While **36%** of them declared that it is easy. These answers indicate that teachers use different strategies to teach OE. Who think that teaching OE is easy are teachers who variate with using strategies that make learners engaged and interested with the session.

Q4: How does first year students feel when speaking during oral session?

Table 4: *Student's Attitudes During Speaking Session*

O	M	%
Comfortable	4	36%
Very comfortable	5	46%
Uncomfortable	2	18%
Very uncomfortable	0	0%

According to the findings **36%** stated that their learners are comfortable when speaking inside the classroom. While, **46%** of teachers claimed that their learners very comfortable during OE session. Finally, **18%** of teachers mention that their learners are very comfortable. This indicates that there are introvert students who struggle from hesitation and stress. while some of them are extrovert they did not face problems when speaking.

Q5: How do you describe first year students' level in speaking?

Table 5: *Student's Level*

O	N	%
High	0	0%
Average	7	64%
Low	4	36%

The aim of this is to know the student's level of English. The table points out that **64%** of the teachers see that learners have an average level; while the rest **36%** described learner's level as low. The results can be evidence for the teachers to use more communicative activities and encouragement to interact with each other in order to improve their oral proficiency.

Q6: What are the language difficulties that first year students face in speaking English?

Table 6: Students' Speaking Difficulties

O	N	%
Lack of vocabulary	8	73%
Difficulties in grammar	2	18%
Lack of pronunciation	0	0
Interference of the mother tongue	1	9%

The question structured to know what the difficulties that learners struggle from when practicing their speaking skill. **78%** of teachers ticked lack of vocabulary, while **18%** selected the second choice, which is difficulties in grammar. The rest **9%**. Picked the interference of the mother tongue. However, none of them has the lack of pronunciation. This implies that learners have the problem of making a well-structured sentences when speaking and they do not have enough input of English.

Q7: How do you integrate shy and non-speaking students in your classroom?

This question aims to know how teachers deal with shy and non-speaking students in their classes. Teachers claimed that:

- ✓ They force them to speak and give their opinions in a friendly way.
- ✓ They encourage hesitant and shy students to participate by discussing issues of their interests.
- ✓ They provide their learners by positive feedback.
- ✓ Picking easy questions and topics to get their attention.
- ✓ By motivation.

Q8: What are the oral activities that you provide your students during Oral expression session?

Table 7: *The oral activities that teachers provide learners during OE session.*

O	N	%
Educational games	5	46%
Discussion Activities	8	73%
Individual Presentation	2	18%
Others	0	0%

This question aims to know what are the activities used by teachers to improve learner's speaking abilities and make learning process fun. **46%** of teachers declared that they use

educational games. 73% claimed that they use discussion activities. While 18% of teachers use individual presentations. This implies that some teachers preferred teaching with discussion activities to promote participation through interacting with their students, others insist on educational games in order to make learning process more flexible

Section three: The Use of Educational Games to Enhance Students' Speaking Skill and Build their Confidence

Q9: which kind of games do you apply?

Table 8: Kinds of Games

O	N	%
Role-playing games	3	27%
Mime	0	0%
Debates	4	36%
Picture games	4	36%

The table shown the types of games that teachers use to promote their learner's speaking skill. 27%of teachers use role playing games in their classes, while 36% of teachers Use debates but there are teachers who prefer to use picture games. This indicates that every teacher use different kinds of games in teaching OE.

Q10: How frequently do you use these games?**Table 9: The Frequency of Using Games**

O	N	%
Never	0	0%
Rarely	0	0%
Sometimes	8	73%
Always	3	27%

The table shows that the majority of teachers **73%** use these kinds of games in their sessions. While **27%** of them use games always. None has stated that they rarely or never use these games. Which indicates that teachers are including those games in their teaching process.

Q11: Do you agree that these games help students to enhance their speaking abilities?**Table 10: Teachers Agreement about Games Enhancement**

O	N	%
Agree	8	73 %
Strongly agree	3	27%
Disagree	0	0%
Strongly Disagree	0	0%

Based on the data in the table 73% agreed that games have helped students to enhance their speaking skill. While 27% strongly agreed with the statement. No teacher has expressed their disagreement.

Q12: what are the advantages of using games in teaching?

Table 11: *The advantages of using games*

O	N	%
They build self-confidence.	4	36%
They help building a good relationship between teacher and students.	4	36%
They make learning more engaging and fun.	5	45%
They provide relax environment in the classroom.	2	18%

The findings indicate that most of the teachers 45% believes that games make learning more engaging and fun. While, 36% claimed that they help building a good relationship between teacher and students. Some 36 % stated that they help build self-confidence. The rest 18% claimed that they provide relax environment in classroom

Q13: Do you think that games can be more effective than traditional language learning techniques in developing speaking performance?

Table 12: *The Effectiveness of Games in Developing Speaking Performance*

O	N	%
Agree	4	36%
Strongly Agree	7	64%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

The table indicates that **36%** of teachers agreed with the fact that games are more effective than traditional language learning techniques. While **64%** of them are strongly agreed. No teacher has expressed neither their neutral nor disagreements. This show that teachers aware that educational games is an effective strategy in improving students' speaking skill

Q14: Are there any other games or activities that are effective in improving student's speaking skill?

Table 13: *Teachers' Opinion about Other Effective Games*

O	N	%
Yes	11	100%
No	0	0

The table points out that all teachers use other games and activities that are effective in improving student's speaking skills.

Teachers Collaboration:

Teachers stated that they use different types of games such as:

Quizzes, tongue twisters, research projects, completing with the last letter, puzzles.to enhance their students' speaking skills.

Q15: what are the disadvantages of using Educational Games in language class?

All teachers **100%** stated that there are disadvantages of games.

Justifications:

- ✓ Creating noise in class
- ✓ Finding struggles with introverted students
- ✓ Absence of particular language aspects to focus on
- ✓ Teachers may lose control over the content to be taught and learnt
- ✓ Taking much time

Q16: Do you think that games should be included in language education programs?

Table 14: *Including Games in Language Programs*

O	N	%
Agree	9	82%
Strongly Agree	0	0%

Neutral	2	18%
Disagree	0	0%
Strongly Agree	0	0%

The Table points out that the majority of teachers **82%** of teachers agreed with the statement that says that games should be included in education programs. While, the rest **18%** were neutral. No teacher has ticked or expressed their disagreements.

Q17: According to you, what are the criteria that the teachers apply to select the suitable games?

Teachers emphasized the criteria of selecting suitable games on:

- ✓ Learners' interest and needs
- ✓ Available time
- ✓ Ability to customize the game
- ✓ Games should be educative and creative
- ✓ Games should be taken from the linguistic point of view
- ✓ Games should enrich the student's vocabulary.

Suggestions:

Q18: Do you have any suggestions or additions about the use of Educational Games? And how they can be beneficial in speaking classes?

Teachers suggested that:

- ✓ Games are good and beneficial in small-sized classrooms.
- ✓ Teachers must be well trained to adapt and make any instant changes when needed.
- ✓ Teachers should be creative in their classes to make students interested and love the session.
- ✓ Students are lucky with the use of artificial intelligence, which help and facilitate their learning process.

2.1.4. Discussion of the Results

The aim behind the teachers' questionnaire is to investigate teachers' perceptions towards the use educational games in enhancing speaking. The analysis of the informants' answers shows that the majority of oral expression teachers in the department of English hold the PhD degree and have experience in teaching oral expression module which indicates their ability to provide us with concrete and valid information concerning our research.

Based on the gathered data, we can assume that teaching the speaking skill is a challenging matter for almost all teachers which can be emphasized in the lack of teaching aids, time constraints, and the level of first-year students who have various problems in different areas of language including lack of vocabulary, difficulties in grammar, pronunciation in their speaking abilities. 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.

Furthermore, these findings demonstrate the agreements of teachers concerning the effectiveness of educational games in enhancing speaking skills, they believe that games make learning more engaging and fun, build self-confidence, and help building a good

relationship between teacher and students. These factors reinforce the positive impact that educational games have on facilitating language learning and improving students' speaking skills. Accordingly, 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 positive attitudes towards the use of games in the curriculum and recognizes their successful in enhancing speaking abilities.

However, it is significant to take into account the minority of teachers who expressed concerns or perceived disadvantages in applying games. Their opinions should be taken into consideration 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.

In the attempt to figure out the points of view of teachers towards the implementation of educational games as a strategy to help students increase their speaking skills, the previously stated results denote their positive perception with regard to the crucial role of educational games in developing students' abilities of speaking besides enhancing their collaboration skills.

2.2. Section Two: Students' Questionnaire

2.2.1. Sample and Population of the questionnaire

The current research is conducted at University Centre of Mila (Abdelhafid BOUSSOUF), Institution of Letters and Languages, Department of Foreign Languages. The population of our research involves foreign language learners. They are first-year students of English in the academic year 2023/2024. Their overall number is 250 students, who are divided into 07 groups; 70 Students is the sample of this study. 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.

2.2.2. Description of Students' Questionnaire

The students' questionnaire consists of nineteen (19) questions divided into three sections including seventeen (17) closed questions and two (2) open-ended questions.

Section One: Background Information (Q1-Q4)

The first section includes questions about students' background information. It involves their choice, their level, their attitudes towards learning English and their opinions about the most crucial language skill.

Section Two: Speaking Skill (Q5-Q8)

The second section aims at discovering the problems and difficulties that the learners face while learning speaking

Section Three : Using Educational Games in Speaking Enhancement (Q9-Q19)

The third section is designed to investigate the students' views concerning the use of educational games for developing their speaking skills.

2.2.3. Analysis and Interpretation of the Results

Section One: Background Information

Q1: Studying English was?

Table 15: *Students' Opinions if English their First Choice*

O	N	(%)
Yes	52	74%
No	18	26%

The aim of this question is to recognize whether learners chose to study English by themselves. Table 1 shows that 74% of the students stated that studying English was their first choice, only 26% of them were obliged to study it. The data reveal that the majority of first-year students are interested in studying English which makes them motivated to work hard to improve all its aspects and skills.

Q2: Do you enjoy learning English?

Table 16: *Learners' Attitudes about Learning English*

Option	Number	Percentage (%)
Yes	66	94%
No	4	6%
Total	70	100%

The aim of this question is to find out whether students are enjoying to learn English. Table 2 indicates that 94% of first-year students enjoy learning English. While, only 6% of them don't enjoy learning English. These findings confirm that the students are motivated to learn English and think of solutions to overcome all the problems faced.

Q3: How do you evaluate your English level?

Table 17: *Students' English Proficiency Level*

O	N	(%)
Good	30	43%
Average	36	51%
Below average	4	6%

This question aims to identify the students' assessment of their level in English. Table 3 implies that more than half students **51%** described their level as average, **43%** of them considered their level is good, only **6%** indicated that their level average. These results denote that most of the students face many problems in speaking and have an average level that can be developed through applying appropriate strategies

Q4: Which language skill do you think is the most crucial?

Table 18: *Students' Opinion towards the Most Crucial Language Skill*

O	N	(%)
Listening	16	23%
Speaking	37	53%
Writing	6	8%
Reading	11	16%

This question aims to figure out students' opinion about the most crucial language skill. According to the table 4, the majority of students **53%** thought speaking is the most crucial language skill, **23%** of students claimed that listening is the most crucial skill. While **16%** said that reading is the most crucial skill, only **8%** of them stated that writing is the most crucial skill. These findings reveal that students aware about the important or speaking skill in learning English.

Section Two: Speaking Skills

Q5: Do you find difficulties when speaking English?

Table 19: Students' Difficulties in Speaking

O	N	(%)
Yes	38	54%
No	32	46%

Question 5 is asked in order to know whether students face some problems in speaking. Table 5 states that **54%** of students declared that they have difficulties in speaking, **46%** of them implied that they don't have difficulties in speaking. These findings indicate that speaking is a difficult skill that requires considerable efforts and efficient strategies to be developed.

Q6: What are the language difficulties that you usually face when speaking English?

Table 20: *Types of Difficulties that Students Face in Speaking*

O	N	(%)
Lack of vocabulary	52	74%
Difficulties in grammar	9	13%
Lack of pronunciation skills	24	34%
Interference of the mother tongue language	12	17%

The purpose behind asking this question is to identify the different difficulties that first-year University students of English frequently encounter when speaking in English Table 6 indicates that the majority of students **74%** said that their difficulties due to the lack of vocabulary, **34%** admitted that they face difficulties in pronunciation skills. According to the table six, **17%** of students claimed that they face difficulties due to the interference of the mother tongue, only 13% of them they faced difficulties in grammar. The findings indicate that lack of vocabulary is the major problem faced by first-year learners.

Q7: What is your opinion about your oral expression session?**Table 21:** *Students' Attitudes about Oral Expression Session*

O	N	(%)
Boring	13	19%
Normal	37	53%
Interesting	17	24%
Very interesting	3	4%

This question is designed for the sake of knowing students' attitudes about their oral expression session. From table 7, more than half students **53%** reported that OE session is normal, **24%** of them said that it is interesting. While, **19%** of students declared that OE session is boring, only **4%** said that it is very interesting.

Q8: Do you like using games for learning language speaking in classroom?**Table 22:** *Students' Attitudes towards the Use of Educational Games in Classroom*

O	N	(%)
Yes	57	81%
No	13	19%

This question is asked to know whether students like using educational games for learning language speaking. Table 8 shows that the majority of students **81%** like using educational

games in classroom for learning speaking, only **19%** of them dislike using educational in classroom. This indicates that the majority of students aware about the importance of using educational games in oral expression classes.

Section Three: Using Educational Games in Speaking Enhancement

Q9: Which kinds of games do you find most beneficial to enhance your speaking skills?

Table 23:

Student' Opinion about which Kinds of Games Most Beneficial for Enhancing Speaking Skill

O	N	(%)
Playing-role game	32	46%
Mime	2	3%
Debates	20	29%
Picture games	28	40%

The aim behind asking this question is to determine the students' preferred type of educational games for enhancing speaking skills. Table 9 implies that **46%** of students said that playing-role game is the most beneficial, **40%** of them chose picture games. While, **29%** of them declared debates, only **3%** of them preferred mime. The findings indicate that the majority of first-year students prefer to practice playing role games, they consider it as a beneficial strategy in enhancing their speaking skills and creating a positive atmosphere.

Q10: How frequently does your teacher use games to teach speaking?**Table 24:** *The Frequency of Using Games by Teachers*

O	N	%
Never	26	37%
Rarely	21	30%
Sometimes	22	31%
Always	0	0%

This question aims to investigate the frequency of using games by the teachers. According to the table 10, 37% of students claimed that their teachers never use educational games in order to teach speaking skills, 31% of them stated that their teachers sometimes apply educational games. While, 30% of students said that their teachers rarely use educational games in classroom, only 2% indicated that their teacher always use those games. The results indicate that the OE teachers of first-year students are not conscious of the importance of applying educational games to teach speaking skills.

Q11: Do you agree that these games have helped you improve your speaking abilities?**Table 25:** *Students' Opinions about the Influence of Educational Games on Speaking Abilities*

O	N	%
Agree	33	47%
Strongly disagree	15	21%

Neutral	21	30%
Disagree	1	2%

This question aims to investigate learners' perceptions towards the influence of educational games on speaking abilities. Table 11 shows that **47%** of students agreed that educational games improve their speaking abilities, **30%** of them were neutral. While **21%** of students strongly agreed that educational games can help their speaking abilities, only **2%** of them disagreed that games can help them. The results identify that first-year students are conscious of the importance of using educational games to improve their speaking skills.

Q12: According to you, what are the advantages of using educational games to develop speaking skills?

Table 26: *Students' Point of View about the Advantages of Using Games to Develop Speaking Skills*

O	N	(%)
Improve self-confidence	21	30%
Building a good relationship between teacher and students	25	36%
Make learning more engaging and fun	21	30%

Provide a relaxing environment	5	7%
All of them	22	29%

Question 11 is designed for the sake of knowing students' opinion about the advantages of educational games. From the table 12 we notice that **36%** of students claimed that games help building a good relationship between teacher and students, **30%** of them believed that games improve self-confidence, also another **30%** of students said that they make learning more engaging and fun. While, **29%** of students selected all of them, only **7%** considered games provide a relaxing environment in the classroom. These findings indicate that students are aware about the advantages of educational games.

Q13: Do you think games can be more successful than traditional language learning techniques in developing the speaking skills?

Table 27: *Students' Attitudes towards the Effectiveness of Games Comparing to Traditional Methods to Improve Speaking Skills*

O	N	(%)
Agree	37	53%
Strongly agree	11	16%
Neutral	17	24%
Disagree	5	7%

This question is asked to explore the students' attitudes towards whether educational games are more successful than traditional methods in developing speaking skills. Table 13 indicates that more than half of students **50%** agreed that educational games can be more beneficial than traditional language learning methods in developing speaking skills, while **24%** of them were neutral, **16%** of students strongly agreed with that, only **7%** of them disagreed. The results identify that the students are conscious of the importance of using educational games as a method to teach speaking skills. Hence, they believe it will be more effective than the traditional one.

Q14: Have you seen any development in the speaking skills after games have been applied in oral classes?

Table 28: *Students' Opinion about if Educational Games Improve their Speaking Skills*

O	N	%
Yes	51	73%
No	19	27%

The aim behind the question above is to know learners' points of view whether educational games improve their speaking skills. Table 14 shows that **73%** of students noticed that the use of educational games improve their speaking skills, only **27%** of students did not notice any improvement in their speaking skills. The findings indicate that students are aware about the successful of educational games in enhancing their speaking abilities.

Q15: Do you think that games should be included in language education programs?

Table 29: *Students' Perception about if Educational Games Should Be Included in Language Learning programs*

O	N	%
Agree	37	53%
Strongly agree	11	16%
Neutral	17	24%
Disagree	5	7%

This question is devoted to explore students' views about whether educational games should be included in language learning programs Table 15 indicates that the majority of students 51% agreed that educational games should be included in language learning programs. 24% of them were neutral, while 21% of students strongly agreed with that, only 3%disagreed. The results identify that first-year students are conscious of the importance of using educational games as an instructional strategy in language learning programs

Q16: Are there any other games or activities that are effective in improving your speaking skills?

Table 30: *Other Successful Games proposed by Students to Enhance their Speaking Skills*

O	N	(%)
Yes	35	50%
No	35	50%

This question is designed to investigate students' opinions whether there are other effective games and activities to enhance their speaking skills. Table 16 states that half of students **50%** have no other successful games or activities that they found effective in enhancing their speaking skills, the other half of them **50%** have found other effective games.

Students' Illustration: students shared some of the games they have engaged in:

- The majority of students said that they use social media in order to communicate with native speaker, and also use some application like Duolingo that helps them improve their speaking skills and accent.

Q17: In your opinion, what are the disadvantages of using educational games in oral classes?

This question is an open-ended question. It is mainly asked to get students' opinion concerning the disadvantages of using educational games to develop speaking skills.

Students' Opinion: According to students the disadvantages of games are

- ✓ The focus will be on playing more than learning
- ✓ They waste a lot of time
- ✓ They cause a mess in classroom

Q18: How do you prefer playing games in classroom?

Table 31: *Students' Preferences about Playing Games in Classroom*

O	N	(%)
Individually	10	14%
In pairs	8	11%
In groups	52	75%

The aim behind asking this question is to determine the students' preferences about playing games in classroom. From the table 18, the majority of students **75%** preferred playing games in groups, while **14%** of students preferred playing games individually, only **11%** of them preferred playing games in pairs. The outcomes suggest that students believe that playing games in groups is more beneficial, which helps them collaborate and exchange ideas, feelings, and opinions.

Students' Justification: The majority of students prefer playing games in groups because they would feel more comfortable, more confident to communicate and engage in the game, also help them building a good relationship with each other. While, students who chose to play individually are confident and they believe that they will perform well. Some students prefer to play in pairs simply because they already have a friend or a partner on whom can depend or trust.

Q19: As for as you, what are the criteria that the teacher should apply to select the suitable games?

This question is an open-ended question. It is mainly asked to get students' opinion concerning the criteria that the teachers should apply when selecting the suitable games.

Students' Opinions: According to students, the criteria of selecting games are:

- ✓ The games should be selected according to students' level.
- ✓ The games should be chosen according to students' need and interest.
- ✓ Games should be selected according to the topic.

2.2.5. Discussion of the Results

Based on the gathered data from students' questionnaire, many facts are revealed. The analyses show that most of the students chose to study English freely without being imposed by anyone which reveals their desire to study it, regardless of their predominant average level. It can be noticed that the majority of them enjoy learning English, suggesting that most of the students display a positive attitude towards learning the English language. Accordingly, the findings indicate that students are aware about the importance of speaking skills. The results show that the majority of students find many difficulties in speaking especially in vocabulary which is proved to portend problems for them in comparison to the other aspects of language (grammar, pronunciation, the interference of the mother tongue).

As the results show the majority of students have a preference for using educational games as a means of learning language. Accordingly, despite the limited usage of educational games by teachers, students had a positive attitude towards implementing game-based learning techniques because they find them helpful in creating an engaging positive atmosphere which helps reducing 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 games as a 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. Noticeably, the findings indicate that students emphasized the standards of game selection based on their interests, proficiency level, and alignment with the lesson.

On the whole, the outcomes obtained from this questionnaire elucidate that students bear a positive perception towards educational games and its effectiveness in enhancing speaking skills.

2.2.6. 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.

2.2.7. Recommendations

The outcome of this research indicates that students and teachers have positive perspectives toward the use of educational games in developing students' speaking skill. The following are some recommendations and suggestions for both teachers and students about the use of peer educational games in teaching and improving the speaking skill:

1. Teachers are recommended to make students realize that speaking is a challenging skill that requires much practice to be developed.
2. Teachers are recommended to change their traditional teaching methods and strategies.
3. Teachers are recommended to use educational games during teaching speaking with the aim of making students familiar with it.
4. Teachers are recommended to raise students' awareness about the values of EG activities through providing them with opportunities to play and interact with each other.
5. Teachers are recommended to appear as a participant, supporter, and provider during the OE sessions in order to facilitate teaching-learning process.
6. Learners are recommended to recognize their weaknesses in speaking and work to reduce them.
7. Learners are recommended to collaborate and help each other to develop their speaking abilities.
8. Learners are recommended to use educational games activities inside and outside the classroom in order to benefit as much as possible from these games.

Conclusion

The present chapter aimed to present, analyse, and discuss the findings derived from the extensive data collected through questionnaires administered to teachers and students. It has mainly shed light on their perspectives toward the use of educational games in enhancing speaking skills. Through these insights, the results indicate that 70 learners face significant challenges in speaking due to a variety of factors, including difficulties in grammar, lack of vocabulary. It emphasizes the need for support and guidance in these areas. The results

highlight the benefits and effectiveness of educational games in different areas in learning: communicative skills, self-confidence, and motivation. Besides, both teachers and students have a positive view towards the use educational games in enhancing speaking skills.

General Conclusion

Speaking is regarded as one of the essential skills which EFL learners need to master the most in teaching and learning process; however, it requires considerable efforts by learners to be improved and to reach the desired level. Among the available strategies to develop this skill is educational games, which is one of the useful techniques that can help students to enhance the speaking skill.

The current study sheds light on the perception of teachers and students towards the use of educational games to enhance students' speaking abilities. This research is composed of two main chapters; the first chapter was directed to the theoretical part in which we explained the two variables in details: speaking skill and educational games. In The second chapter, we dealt with the practical part which we carried out a descriptive research study. We dealt with first year students at Mila University. With the aim of reaching our ultimate purpose of this study, we have provided teachers and learners with questionnaires as research tools to figure out their views towards the efficiency of educational games in improving speaking skill.

The obtained data of this research affirmed that learners have difficulties in speaking skill, and that both teachers and learners have a positive perception towards educational games which indicates that they are aware of its effectiveness in enhancing speaking.

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Appendices

Appendix A: Teachers' Questionnaire

Dear Teacher,

This questionnaire is a part of research which is entitled “Teachers’ and Learners’ Attitudes towards the Use of Educational Games in Enhancing Speaking Skill inside Classroom”. Your answers will be of great help to there search .Please, tick (√) the choice that corresponds to your answer or make a full statement when necessary.

Section One: Background Information

1. What is your academic degree?

a) Master ☐

b) Magister ☐

c) PhD(Doctorate) ☐

2. How long have you been teaching the module of “oral expression ”
to first year university students?

a) 1-5 years ☐

b) 5-10 years ☐

c) More ☐

Section Two: Speaking Skill

3. How do you see teaching speaking?

a) Difficult

b) Easy

4. To what extent does first year student feel when speaking during oral session?

a) Comfortable

b) Very comfortable

c) Uncomfortable

d) Very uncomfortable

5. How do you describe first year students' level in speaking?

a) High

b) Average

c) low

6. What are language difficulties that first year students' face in speaking English?

a) Lack of vocabulary

b) Difficulties in grammar

c) Lack of pronunciation skills

d) Interference of the mother tongue

7. How do you integrate shy and non-speaking students in your classes?

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8. What are the oral activities that you provide your students during oral expression sessions?

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

Section Three: The Use of Educational Games to Enhance Students' Speaking Skill and Build their Confidence

9. Which kinds of games do you apply?

- a) Role-playing games
- b) Mime
- c) Debates
- d) Picture games

Others, please justify.....

10. How frequently do you use these games?

a) Never

b) Rarely

c) Sometimes

d) Always

11. Do you agree that these games have helped students to enhance their speaking abilities?

a) Agree

b) Strongly agree

c) Disagree

d) Strongly disagree

12. What are the advantages of using games to teach speaking?

a) They build self-confidence

b) They help building a good relationship between teacher and students

c) They make learning more engaging and fun

d) They provide relaxing environment in the classroom

13. Do you think that games can be more successful than traditional language learning techniques in developing speaking performance?

a) Agree

b) Strongly agree

c) Neutral

d) Disagree

e) Strongly disagree

14. Are there any other games or activities that are effective in improving students' speaking skill?

a) Yes

b) No

If yes, what they are

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15. In your opinion, what are the disadvantage so fusing educational games in language class?

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16. Do you think games should be included in language education programs?

a) Agree

b) Strongly agree

c) Neutral

d) Disagree

e) Strongly disagree ☐

17. According to you, what are the criteria that the teacher should apply to select the suitable games?

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Section Four: Suggestions

18. Do you have any suggestions or additions about the use of educational games and how they can be beneficial in speaking classes?

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Thank you for your collaboration!

Appendix B: Students' Questionnaire

Dear student,

This questionnaire is part of a study in the framework of a master degree. It aims to collect data about the role of educational games in enhancing speaking skill inside classroom. Hence, your collaboration would be of great help for getting deep understanding of the issue under investigation.

You are kindly invited to tick (√) the appropriate box and provide your opinions and comments wherever necessary.

Section One: Background Information

1. Studying English was

a) Your choice ☐

b) Obligatory ☐

2. Do you enjoy learning English?

a) Yes ☐

b) No ☐

3. How do you evaluate your English level?

a) Good ☐

b) Average ☐

c) Below average ☐

4. Which language skill do you think is the most crucial?

- a) Listening
- b) Speaking
- c) Writing
- d) Reading

Section Two: Speaking Skill

5. Do you find difficulties in speaking?

- a) Yes
- b) No

6. What are the language difficulties that you usually face in speaking English? (You may select more than one option)

- c) Lack of vocabulary
- d) Difficulties in grammar
- e) Lack of pronunciation skills
- f) Interference of the mother tongue

7. How do you feel towards your oral expression session?

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

8. Do you like using games for learning language speaking in classroom?

g) Yes

h) No

Section Three: Using Educational Games in Enhancing Language Speaking

9. Which kinds of games do you find most beneficial to enhance your speaking skills?

a) Playing-role games

b) Mime

c) Debate

d) Picture games

10. How frequently does your teacher use games to teach speaking?

e) Never

f) Rarely

g) Sometimes

h) Always

11. Do you agree that these games have helped you enhance your speaking ability?

a) Agree

b) Strongly agree

c) Neutral

d) Disagree ☐

12. In your opinion, what are the advantages of using Educational Games to develop speaking skill?

a) Improve self-confidence ☐

b) Building a good relationship between teacher and students ☐

c) Make learning more engaging and fun ☐

d) Provide a relaxing environment ☐

e) All of them ☐

13. Do you think games can be more successful than traditional language learning techniques in developing speaking performance?

a) Agree ☐

b) Strongly agree ☐

c) Neutral ☐

d) Disagree ☐

14. Have you seen any development in your speaking performance after applying games in language class?

a) Yes ☐

b) No ☐

15. Do you think that games should be included in language education programs? a) Agree

a) Strongly agree ☐

b) Neutral ☐

c) Disagree

16. Are there any other games or activities that are effective in improving your speaking skill?

a) Yes

b) No

If yes, what are they?

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17. In your opinion, what are the disadvantages of using educational games in language class?

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

a) Individually

b) In pairs

c) In group

Please, justify

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19. According to you, what are the criteria that the teacher should apply to select the suitable games?

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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 70 étudiants de première année d'EFL et à 11 professeurs d'expression orale du département d'anglais de centre université Abdelhafid Boussouf Mila, 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 vire langues et la course alphabétique sont des exemples qui, selon la plupart des personnes interrogées, améliorent les compétences orales des élèves.

ملخص

هدف البحث الحالي هو 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 الأداء الشفهي للطلاب. استخدمت الدراسة أساليب مختلطة من خلال دمج تقنيات جمع البيانات النوعية والكمية. وقد تم اختيارهم عن طريق أخذ عينات عشوائية، معتقدين أنهم يمتلكون معايير معينة مرغوبة لتكون مناسبة للدراسة. تم إجراء استبيانين على 70 طالبًا في السنة الأولى للغة الإنجليزية كلغة أجنبية و11 معلمًا للتعبير الشفهي من قسم اللغة الإنجليزية بالمركز الجامعي عبد الحفيظ بوصوف ميلة، ليس فقط لقياس آراء المعلمين ولكن أيضًا آراء الطلاب حول استخدام الألعاب التعليمية ومهاراتهم. تأثيرها على مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وبناءً على تحليل النتائج، أظهرت النتائج أن استخدام مثل هذه الألعاب يمكن أن يكون له تأثير إيجابي على أداء التحدث لدى المتعلمين. ألعاب مثل الحد الأدنى من الأزواج، وسلاسل الكلمات، وأعاصير اللسان، والسباق الأبجدي هي أمثلة يعتقد معظم المشاركين أنها تعمل على تحسين مهارات التحدث لدى الطلاب.