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The effectiveness of implementing educational games in EFL classroom to enhance listening and speaking skills (case study of fourth year middle school)

Dissertation Submitted for the Fulfilment of the Requirement for an L.M.D Master's Degree in Applied Linguistics.

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Dedications

In the name of ALLAH, the Most Gracious, the Most Merciful

I dedicate this work to the person who always encouraged me, to the person who sacrifice in her life to see us in the highest places, to the person who went before seeing my success, to my beloved Mother Fatima Zohra my ALLAH bless her soul.

I dedicate this work to my dear father, Abd Al Kader, who taught me the value of education, and support me every time and everywhere.

I dedicate this work to my husband, Walid, who is the source of inspiration.

To all my family members, my sisters Zahra, Noria, Aisha, and Abir, to my brothers Khaled and Mohammed, they were the source of hope.

To my best friend Chahinez who I shared with her all the beautiful moments of university life.

A special dedication to the person who helps as

a lot to finish this work

''Nesrine Bensaber''

Thank you all for your support and help

To all people who pray for my success

Great thanks to my parents for making me

The person I am today.

Akal khaoula

I dedicate my dissertation work to my beloved parents, who have been my source of inspiration and strength. I would offer my humble dedication to my father Ahmed and my mother Nabila to my brothers Adel and NacerEldine

To my husband Abdel Aziz. To my beloved cousins Ines and Meriem for their support. Without forgetting my lovely cat.

Mahdjoubi Manel Fella

In the name of Allah

I dedicate my dissertation work to my family and my friends. A special feeling of gratitude to my loving parents, Khaled and Malika Bakhti whose words of encouragement and who have taught me to work hard for the things that I aspire to achieve.

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Abstract

In light of the importance of speaking and listening as being basic skills that play a vital role in enhancing students 'language learning, this investigation sheds light on demonstrating the role of educational games in fostering English as a foreign language learners' speaking and listening skills. Hence, the study was conducted on 29 EFL learners and 4 teachers at Fodil skneder and Bou Attou Abdelkader middle schools. Accordingly, Qualitative and quantitative methods were adopted for this study. In addition, the data collection tools used in this study include a questionnaire given to both teachers and pupils. The research results show a significant amelioration in the competence of oral communication due to the incorporation of educational games into the speaking and listening sessions Teaching speaking and listening using such new modalities such as games appears to have a positive effect and better learning outcomes as well as a good impact on pupils.

Keywords: Listening, Speaking, Educational games, Oral communication and, Language learning.

الملخص:

نظرًا لأهمية التحدث والاستماع كمهارات أساسية لتحسين تعلم الطلاب للغة، يسلط هذا الاستطلاع الضوء على دور الألعاب التعليمية في تحسين مهارات التحدث والاستماع باللغة الإنجليزية. لذلك أجريت هذه الدراسة على 29 طالبا و4 معلمين من مدرسة فاضل اسكندر ومدرسة بو عتو عبد القادر الإعدادية باستخدام الأساليب الكمية والنوعية. تضمنت أدوات جمع البيانات المستخدمة في هذه الدراسة استبيانات للمعلمين والطلاب. أظهرت نتائج الدراسة أن كفاءة الاتصال الشفوي قد تحسنت بشكل ملحوظ عند إضافة الألعاب التعليمية إلى دروس التحدث والاستماع. يبدو أن تدريس التحدث والاستماع باستخدام أساليب جديدة مثل الألعاب له آثار إيجابية ونتائج تعليمية أفضل وتأثيرات إيجابية على الطلاب.

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List of abbreviations

EFL: English as Foreign Language

GBL: Game-Based Learning

ADHD: Attention-Deficit Hyperactivity Disorder

ASD: Autism Spectrum Disorder

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General introduction

General introduction:

In these modern days, the whole world has become a global village and people communicate with each other in a common language, i.e., English. The English language is spoken all over the world and it has attained the status of the global language.

As English serves the purpose of international communication, most foreign language learners try to learn it. In this process, they have to acquire all the five basic skills of the language, listening, speaking, reading, writing, and culture. They must develop all the aforementioned skills, especially speaking and listening skills because, In the present global world, communication plays a vital role in getting success in all fields. Mastering the English spoken form is related to speaking skill. Language is used as a tool for communication. The best communication is not possible for people without using a language. To become a well-rounded communicator, one needs to be proficient in each of the five language skills listening, speaking, reading, writing, and culture, but the ability to speak skilfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions, and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. When we speak to others, we come to have a better understanding of ourselves, as Robert Frost once said: ''I am a writer of books in retrospect, I talk to understand, I teach to learn.'' Undoubtedly, the clarity in speech reflects clear thinking. Moreover, in another hand, Listening is, the ability to accurately receive and interpret messages in the communication process and is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

This context requires teachers to use suitable strategies to enhance their learners' speaking and listening skills. in addition, students should be motivated to learn. Integrating educational games to improve speaking and listening skills in the classroom has many advantages in promoting their oral communicative competence through the use of educational games

General Introduction :

Educational Learning is taking a new dimensional approach by incorporating the concept of games there is an array of applications that help impart knowledge. The concept of Game-Based Learning (GBL) can be strongly used to achieve better methods for both learning and teaching. It means incorporating games into your medium of instruction. One of the prime challenges educators face is of teaching a huge group of students, all of whom are unique and have different personalities, wave-length of learning, and capabilities. With great expectations, students get an opportunity to work on various educational games along with rewards and surprise elements which help to keep their interest in learning.

Using games in the classroom plays a vital role in teaching by offering the opportunity for students to collaborate, communicate, interact and work in teams with each other, help increase the learners' participation, foster social and emotional learning, and motivate them to take risks. from this scope, it is suggested to use educational games as a method of teaching to enhance the skills speaking and listening in oral communication sessions that may motivate learners to speak and communicate further. using games in the classroom enhance the functioning of the brain, inspire learners to learn new things, develop their skills, especially speaking and listening skills, and builds an emotional connection to learn the subject matter. educational games were the primary concern of pioneers and teachers due to their eligibility with learners' needs. Incorporating educational games in learning objectives along with the curriculum gives a completely new form to learning.

This research study was conducted on pupils of English as a foreign language in the two middle schools who were studying oral classes that includes speaking and listening sessions. to show the effect of educational games on the learning outcome. In this thesis, the researcher seeks to know what type of games teachers usually use and how educational games can enhance their speaking and listening skills. Therefore, the researcher raises the following questions:

Question 1: To what extent did educational games motivate EFL learners to learn the English language?

Question 2: How can educational games, as a new strategy of teaching enhance EFL students in improving listening and speaking skills?

Question 3: Did learners find educational games strategy useful?

To answer the above research questions, the researchers suggested the following hypotheses:

Teachers' regular use of educational games in EFL classrooms may foster speaking and listening skill.

Educational games may motivate and help learners to communicate and use the language freely as well as help to achieve good learning outcomes.

this research work is divided into three chapters. The first chapter is entitled Literature Review. It covers a detailed explanation of the main concepts related with the topic. The first part of this chapter deals with the implementation of games in EFL classroom as a strategy in both teaching and learning in general. On the other hand, it deals with the types of educational games, names one, what is the different word and why? and its use in the EFL classroom. The second part tackles the speaking and listening skills and the main components of communicative competence.

The second chapter is entitled Case Study. It gives a detailed description of the methodology applied involving research design (both qualitative and quantitative methods). Moreover, an explanation of the instrument used for data collection. It also includes the study population and the method of sampling applied in the process of selecting the sample.

Chapter three is entitled Data Analysis and Interpretation. It is devoted to the interpretation of the data obtained via the previous research tool. It contains an interpretation of students' answers to the questionnaire and teachers. Finally, the researcher states the main findings and suggests recommendations for a further research study.

Chapter one: Literature review

1. Introduction:

Teaching and learning the English language are based on five skills (Speaking, listening, reading, writing, and culture).speaking and listening are considered as two necessary skills in the educational sector, learners need to listen to the speaker and understand what he/she is saying because both of them are part of the communication process .speaking and listening play a vital role in learning English as a second language, they are regarded as the key of communication, in which students need to share ideas and thoughts with their classmates, however; for many EFL students, speaking and communicating fluently in the classroom become more challenging. Therefore, educators should develop new strategies to enhance these two skills, such as educational games.

using games in the classroom can increase the learner's outcome and involve their communication, increase participation, get the attention of students in the classroom, and motivate shy students. Uberman (as cited in Klimova,2015) states that " games encourage, entertain, teach and promote fluency and communicative skills Educational games give more opportunity for students to explore, participate and provide them with high motivation to communicate effectively.

2. Definitions of games as an effective method of teaching:

Nowadays, using games in learning gives additional value to the educational world, using educational games in the classroom can be an effective way of teaching and learning, a great source that helps and involve learners to evaluate their speaking, writing, reading, and listening skills. There are several definitions for games. kiryk (2010) believes That "games are effective tools for learning because they offer students an environment in which they can explore alternative decisions without the risk of failure"(p4) also he claims that" games are fun activities that promote interaction, thinking, learning, and problem solving "(p4). While Hadfield (1998) defines games as "an activity with rule, a goal and element of fun(p4). Another researcher said that "

In education, Teachers use games for classroom instruction in social studies, sciences, and humanities and for guidance counseling "(Abt 1987, p.10). Moreover, in the Art of Game Design, Schell 2015 considers games as "a problem-solving activity"(p46). In addition to the Oxford Advanced Learner's Dictionary, defines ~~also~~" game as an activity that you do to have fun". There are a lot of benefits of using games in the classroom, they provide a sense of enjoyment, increase students' participation, and teach concentration. Anyaegbu, Ting, & Li (cited by Ardhianto,2017) stated that "games are proved to raise motivation and interest". to have an effective teaching-learning process, teachers have to be more creative by using different methods, in which they allow students to interact, solve problems, and think critically. A lot of researchers assume that educational games are not only about having fun but also are educational tools to enhance and improve learner's skills and abilities in both learning &teaching processes

3. Games in teaching:

young learners prefer fun activities, in other words, students like playing games, and here adds something that proves the fact that learners prefer fun activities teachers should be more creative in developing different teaching methods~~.~~ accordingly, the application of educational games in EFL classroom motivate learners, get their attention, and increase their language skills. Brumfit and Ray tongue 1995 (as cited by Rabhi, A.2021)state that " children learn through

playing. In playing together they interact and in interacting they develop language skills". A lot of teachers claim that educational games are a source of help for them to provide additional design for the learning process. Haworth and Sedig (2011) claim that " educational games are considered interactive activities that should be just as motivating and engaging as regular digital games, but players will learn rather than be entertained " Hence games are considered to be as great tools for having fun , motivating, entertaining and challenging in the same time and this can create a wonderful atmosphere the classroom, they make it more interesting, through helping learners to build a strong relationship with language. Hadfield (1999) (as cited by Jacobs,2019) provides Two ways of classification language games, language games are divided into two types; linguistic and communicative games. Linguistic games focus on accuracies such as supplying the exact and the correct antonym, however, communicative games require a successful exchange of ideas and information, she also classifies games into other categories: sorting, ordering, arranging, search games, matching games, exchanging games role games

4. Games in learning:

Students are encouraged to learn through enjoyable methods. Games can provide an interesting way to motivate learning experiences, they evaluate and increase students' interest and develop their performance. Game cited by Zemmit.S,2014) confirms that "using games in the classroom gives students the ability to practice the language. Educational games are a useful method that educators should follow in education because they create a great competition between learners and provide them to interact, communicate, and develop listening &speaking skills.

5. The implementation of games in EFL classroom

Games are one of the most important methods in teaching English as a Foreign Language Accordingly, the implementation of educational games in the classroom help students reach their expectation related to learning the English language with goals; rules; at the same time have fun. Hadfield (1990) As cited in Gozcu(2016) defines games as “an activity with rules; a goal and elements of fun”. The elements of fun give students the chance to express their ideas and develop

effective strategies for communication. Eventually, teachers apply games in three phases namely;

5.1 Team work

Harmer (2007), as cited by Divya John (2017), retreats on the advantages of group work, shedding light on the idea that group working increases the number of speaking opportunities; provides space for speakers and listeners to express their different opinions; encourage cooperation and negotiation skills. In other words, teamwork can develop students' language and allow them to learn from others through exchanging ideas. Additionally, group work can motivate students and provides them with a peaceful environment to discuss freely.

5.2 Turn-taking

Individual work or Turn-taking allowas the student to talk, and it can be considered one of the features of the classroom interaction. In addition, Exchange turns are a core of learning speaking and listening skills. (Thorn, 2005 as cited by Ibrahaheem, 2017) suggests that there are two main rules for turn-taking:

1. Long silence is to be avoided.
2. Listen when other speakers are speaking.

Moreover, using a turn-taking strategy when playing educational games in the classroom will help shy students to interact with their classmates while at the same time learning and concentrating.



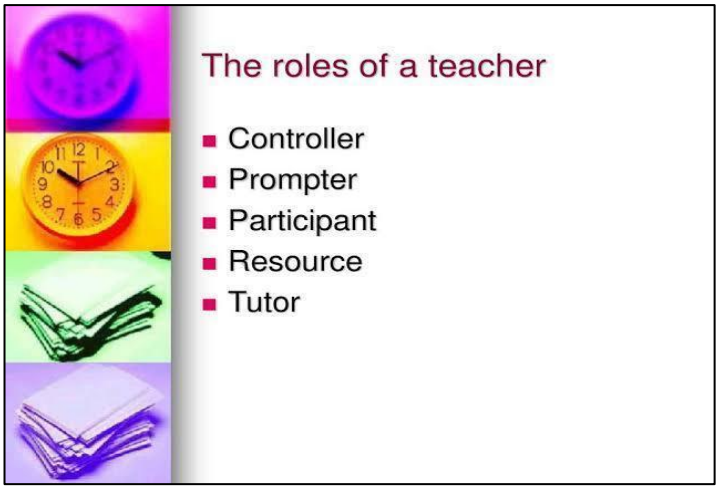
1.1. Figure one: turn-taking strategies.

5.3 Pair work:

Working in pairs can improve learning and help students become more successful. (West (2011) as cited in, Achmad (2014), mentioned that careful pairing and grouping of students by teachers manifest the development of students speaking and listening skills. In other words, pair work is considered a modality for students to talk freely and learn efficiently. Harmer (2001) asserts that "pair works Increase the amount of each student speaking time any one student get in the classroom, and it Is relatively and easy to organize" (p. 117)

5.4 Role of teachers in the implementation of educational games in the classroom:

The teacher is the most important person in the classroom during playing games, through which he is a guide to the students. Harmer (2001) describes teachers as facilitators who facilitate the learning process. He divided the role of the teacher into five:



1.1. Image: the role of the teacher

5. A controller

"When teachers act as controllers, they are in charge of the class and the activity taking place and are often leading from the front" Harmer (20), p.108. In other words, teachers in the classroom care about what students do, what they say, and how they say it, to help them if they make any mistakes.

5.4.2 Promoter

"Sometimes, when they are involved in ~~a~~ role-play activity, for example, students lose the thread of what is going on, or they are 'lost for words (i.e., they may still have the Thread but be unable to proceed productively for lack of vocabulary)" (Harmer, 2001, p.109) This means, that the teacher in the classroom encourages students to participate and gives suggestions about certain activities when learners are 'lost, the promoter helps the students only when necessary.

5.4.3 Participant:



1.2. Image: role of the teacher during activities

"The traditional picture of teachers during student discussions, role-plays, or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only intervening later to offer feedback and/or correct mistakes. However, there are also times when we might want to join in an activity not (only) as a teacher, but also as a participant in our own right" Harmer (2001), p.109. That is to say, teachers may want to join in the act, not as a teacher, but as participants, moreover, students will enjoy having the teacher aroundd them.

5.4.4 Resource:



1.3. Image: teacher resources

Harmer claims "When we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant us" Harmer (2001), p.110 Particularly, the teacher is like a resource ready to offer help when need.

5.4.5 Tutor

when students are working on long projects, such as writing or preparation for a talk or a debate, we can work with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, we are combining the roles of prompter and resource - in other words, acting like a tutor**.** Harmer (2001), p.110. In other words, the teacher acts like a guide or a coach in the classroom, he/she will provide the learners with advice and help as result, it is a great way to pay individual attention to each student

6. Games and communication

Nowadays, English language teaching and learning became extensively emending, as teachers of English have recognized that using educational games play a great role in English language teaching program The purpose of using games in

the classroom is to involve intrinsic goals to create a positive part of the language syllabus because they provide an opportunity for peal communication "(p.4). According to him the appropriate modality for implementing games in the classroom is to practice free communication.

Games increase learners' achievement, as they encourage engagement and improve language fluency, in other words, their test results will reflect their capacity to communicate as well as their vocabulary and knowledge. Kamara, 2010, (as cited in Liu,Vadivel &Namaziandost 2021) concludes that " using games is an efficient way to teach English in the classroom". EFL learners speaking and communicating confidently is quite challenging, students are afraid of being embarrassed if they don't use the language appropriately, however, playing educational games can reach goals, solve problems interact, and communicate effectively.

7. Definition of listening skill:

listening is an important part of everyday communication and in the educational process. listening has long been a neglected skill in second language teaching and learning. However, because of its apparent importance in language learning and teaching, there has been greater attention to L2 listening skills in recent years.

Purdy and Borisoff,1997 stated that "listening is the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings". (p.8). moreover, they claim that "it is one important ingredient to success in personal and professional life. "(p.3).

Mee (as cited by Syafii, Kusnawan & Syukroni 2020) defines listening as "the process by which spoken language is converted to meaning in the mind". as for Gary Buck (2001) concluded that "listening comprehension is an active process of constructing meaning "(p.31). Listening plays a permanent role in enhancing student's ability to understand conversations, without this important skill students will not be able to interact and communicate Efficiently. Nunan (as cited by

MA.M.A.B., &MA.C.T.M.1996) states that “listening is the basic skill in language learning ".

8. Definitions of speaking skill:

speaking is considered one of the four language skills that EFL learners should develop. Accordingly, many scholars generated different definitions of speaking skill. To begin with, Richards (2002) claims that speaking is " one of the central elements of communication. In EFL teaching, speaking is an aspect that needs special attention and instruction" (p.210). As for Gert and Hans (as cited by Amalia, 2017) defines speaking as" a speech or utterances with the purpose of having intention to be recognized and the receiver processes the statements in order to their intentions". While, Rebecca (as cited by Eferizal, 2012) stated that "speaking is the first mode in which children acquire language, it is a part of daily involvement of most people with language activities, and it’s the prime motor of language change”. In other words, speaking is the act of decoding others, it is considered as an interactive skill, and it has big importance in which it involves students to communicate, and share their ideas and thoughts, but to make students speak effectively there should be an implementation for language in real communication

in brief, the aforementioned definitions of speaking skill are of great significance in learning a foreign language in which it is considered as an efficient way to develop learner's communication.

9. Speaking and listening relationship:

In communication, Speaking and listening are considered as fundamental skills, these last are completely related to each other. Rost (2013) looks at" listening as one of the crucial components of spoken language processing -there is no spoken language without listening " (p.1).

Obviously, speaking is preceded by the listening process. Hence, EFL learners should know how to listen to t**h**e language than speak it. Anderson and lynch (as cited in Mahdjouba. Z,2020) points out that "speaking depends on successful listening for second language learners ".

To conclude, speaking and listening are very important skills in learning and teaching English as a foreign language, The relationship between the two processes is complementary and interrelated in that they cannot be separated from each other.

10. Games and speaking skill

EFL learners need to master their speaking skill since this last is regarded as an essential component that participates in constructing and shaping a well-rounded communicator as well as a fluent speaker. Speaking has given a large contribution to human work (Irtatik as cited by Kaur &Aziz 2020). However, in speaking class, many students are often afraid of speaking and making mistakes, and these last are result from a lack of pronunciation, vocabulary, and motivation if there is no motivation.

Eventually, learners can hardly achieve their learning goals. Thus, Class motivation is very necessary to accomplish learning at any stage and developing new materials like communicative games which are more interesting and challenging to communicate effectively. Pranc (as cited by Dewi, Kultsum, and Armadi 2017) stated that " Games are used for giving intense and passionate involvement in communication to the student so that they can feel enjoyment and pleasure in learning ". In other words, speaking games are the best atmosphere during classes through which students will be able to speak and participate freely." One of the best methods of teaching listening and speaking skills for learners is getting help from language games". (Vali pour, Aidinou 2014). Games encourage students to interact and communicate successfully and decrease Anxiety towards speaking the target language, as fo Dewi, Kultsum, and Armadi (2017) claimed that "communicative games are a way to limit students' difficulties in speaking skills. To conclude, using educational games can be an effective ow anxiety activity and fun strategy for learners o learn and practice communicative skills as well as foster their speaking abilities.

11. Games and listening skill:

listening is the first communication skill that peoples obtain from their birth, and it is the first skill to be learned before speaking. the mastery of this skill is a

gradual process for English foreign learners in which it helps them to gain intelligible information. (Sadiku 2015) claim that "Listening is yet another necessitates in language. The more efficient a listener you are ...the more successful and satisfied you will be " in addition, he also claims that “Listening skill plays a vital role in the teaching learning process “. However, many Students often faced several problems in learning listening skill. Boyle (as cited by Puteri 2018), classifies listening problems as two factors; The first factor in the speakers. Speakers has different ways to convey his or her message .... . The second factor is the listener. The same case with speakers, students as listener also have a different capability to receive the information ".

Listening skill should be treated in a way that helps learners to involve their outcomes effectively. As known, students like playing Games since this last engage them and motivates them also pushes them to interact and collaborate with their classmates. Teaching listening skill by using communicative games can be more effective and sufficient manner and there are different types of listening Games such as: Listening and Drawing, according to Jun (as cited in Puteri 2018) “pictures are useful in developing students listening comprehension " in another word it can increase learners' motivation and attention during the class.

In brief, using listening games can be a key factor in developing the hearing process, as well as games an atmosphere that can inspire students to develop their listening skill.

12. Types of educational games

The use of games in the classroom has a long history, in addition, the f, first board game in the world was around 2200 B.C.

12.1 Board games

A board game is a communicative game where all students can participate and use English freely. The main purpose of this game is to make all the students interact with others, learn and enjoy the class as well. Board games have many types, a number of them as follows:

12.1.1 Which one is different? Why?

It is a type of board that can provides an opportunity for students to talk about their favourite things. This type will help students to talk about themselves in English and debate which idea is different from the rest.

12.1.1.1 Instructions:

1. Have students divided into groups of 3-4.
2. Determine who goes first and counter clockwise.
3. One of the students rolls the dice in turn.
4. the player moves their game pieces along the path according to the number of spaces indicated by the dice.
5. One of the spaces where they land, the player reads the four words aloud.
6. The player says which word does not fit into the set logically and gives a reason why the word is different. It is important to stay the reason because there is no one correct answer.
7. The game continues until one or all players reach tthe end

(**Game instructions, which one is different? Why? 2013, p.17)**

12.1.1.2 How to play

"Player Talk" in Which One Is Different? Why?

Cue

Intelligent, handsome, Funny, shy

"Player Talk"

I think handsome is different. It is the only one that
Describes someone's appearance. The other three
Describe someone's personality.

Cue

The U.S.A., England, France, Australia

Player talks

France is different because they speak French. The
U.S.A., England, and Australia are English-speaking

(Which one is different? Why? 2013,p.17).

GAME SQUARE:

START: LET'S BEGIN!

1. The U.S.A., England, France, Australia
2. Wedding day, holiday, birthday, weekend
3. Wood, metal, plastic, stone
4. Tea, coffee, milk, fruit juice
5. Hot, cold, wet, warm
6. Plants, trees, flowers, grass
7. Red, white, blue, orange
8. Finger, leg, head, neck
9. Post office, library, police station, hospital
10. Spanish, Arabic, English, Indonesian
11. Ocean, lake, river, rain
12. Sun, moon, planet, Earth
13. Car, train, helicopter, airplane
14. Dog, fish, mouse, elephant
15. OUCH! GO BACK TO START.
16. Cake, candy, chocolate, ice cream
17. Mother, grandfather, aunt, father
18. Hat, jacket, shoe, scarf
19. Kitchen, garage, yard, home
20. Intelligent, handsome, funny, shy

FINISH

(**Which one is different? why? 2013, p.18)**

12.1.1.3 Game outcomes

Which one is different? why? the game encourages learners to interact, communicate and gain new vocabulary. Additionally, this game can be considered as a means of instruction to improve their achievements and results of speaking skill, through enjoyment, getting motivated, interested in, and self-confident.

12.2 Name your favourite

Name Your Favourite provides an opportunity for students to talk about their favourite things in a variety of categories. It gives students practice using vocabulary and expressions that they may need to talk about themselves in English. Teachers may want to remind students of the use of the clause "because…" in addition to superlative adjectives such as "the best" and "the happiest.

(Name your favourite, 2013, p.9).

12.2.1 Game instructions

1. Make the students sit in groups of 3–4.

2. Determine who goes first and counter-clockwise.

3. The player rolls the dice in turn.

4. On their turns, the players move their game pieces along the path according to the number of spaces indicated by the dice.

5. When players land on a space, they should read the category on the square.

6. The players should say their favourite item in that category and explain why it is them

favourite.

7. The game continues until one or all players reach the 'Finish' space.

(Name your favourite, 2013, p.9)

12.2.2 How to play

"Player Talk" in Name Your Favourite

Cue "Player Talk"

Season My favourite season is winter because I love skiing.

(Simple response)

Fruit Bananas are my favourite fruit. If I don't have one

For breakfast, I will be sad and hungry all day long.

(Complex response)

(Name your favourite, 2013, p.10)

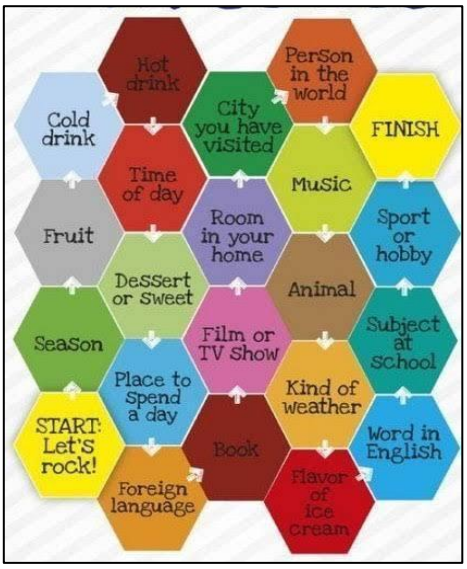
Game square

START: LET'S ROCK!

1. Season

2. Fruit
3. Cold drink
4. Hot drink
5. Time of day
6. Dessert or sweet
7. Place to spend a day
8. Foreign language
9. Book
10. Film or TV show
11. Room in your home
12. City you have visited
13. Person in the world
14. Music
15. Animal
16. Kind of weather
17. Flavour of ice cream
18. Word in English
19. Subject at school
20. Sport or hobby

FINISH



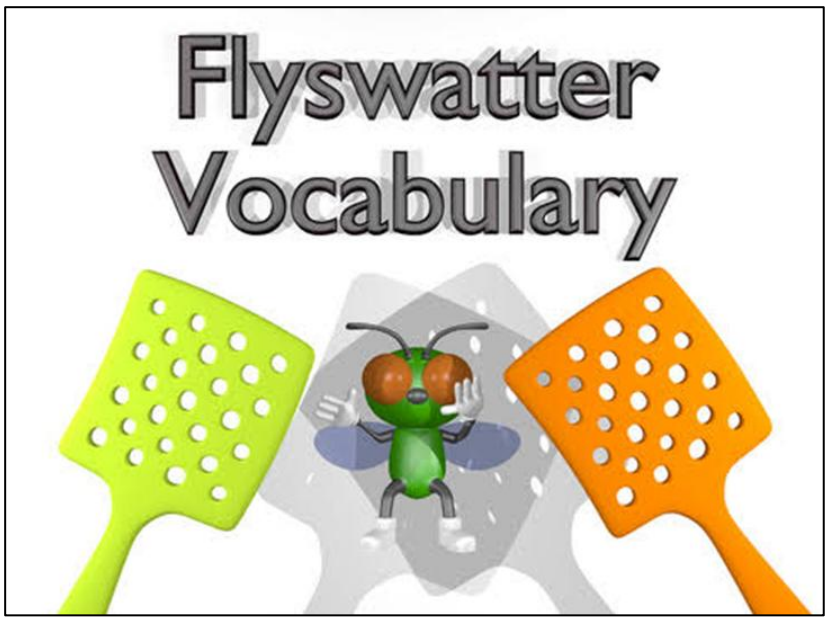
1.4. Image: Name your favourite (2013, p.10)

12.2.3 Game outcomes

Name your favourite game to allow students to speak in English about their favourite things, and learn vocabulary, spelling, and consideration skills.

12.3 Flyswatter vocabulary game

A fly swatter is an instrument used to kill flies. It consists of a small square piece of material or mesh that is on the end of a short flexible stick (Haring, 2009, as cited in shells,2019). Fly swatter is a game that needs students' ability to get the word on the whiteboard by using the teacher's instruction. In this game, the students are encouraged to be active and creative in finding words (Lubis, 2017, p. 5, as cited in shells, 2019).



1.5. Image: Flyswatter Vocabulary

12.3.1Game instructions

The teacher asks one member from each group to come forward and1. They stand in front with their back facing the whiteboard so they can' t read the words written on the whiteboard.

2. give the students a Fly Swatter.

3. The teacher gives instruction to the players randomly

From the words that the students have been learned before from the material.

4. When the teacher finishes reading the instruction, the players at the front can turn around, face the whiteboard, and then they have to find the word that is the correct answer. When they find the word, they have to swat it with Fly Swatter. The first student that swats the correct answer will get points for his/her team.

5. After that, both of the players sit down and change with two new Students from each group.

6. The students can end the game either when she/he uses up all the instructions or the definitions or when every student has gotten a chance to play the game (Amanda in Muadah,2019, as cited in Saputra, (2019).

12.3.2 How to play

List a vocabulary words students have recently been studying. Using Many colours of board markers, and using a large script, randomly scatter the words across the Board. Count off learners into two teams. Line the teams up, each person standing behind the Next, with the first person in the line facing the board, standing about six feet away. Give the First-person of each team a plastic flyswatter. Read aloud a definition or description of each Word. The first person to swat the correct word on the board with their flyswatter earns a point for his/her team. Learners can swat the word as soon as they figure out which word it is. After Each word, the learners with flyswatters hand their flyswatters to the person behind them and Rotate to the back of the line. (As citied by flyswatter vocabulary,2010.p.15)

(**Flyswatter vocabulary, 2010, p.15)**

12.3.3 Game outcomes

Flyswatter vocabulary game encourage learners to be active and creative in finding words, it can influence the chancing of students listening skill. In addition, it helps students to memorize unfamiliar words.

13. Definitions of communicative competence

Communicative competence is a term in linguistics that refers to both the speaker's knowledge and user's grammatical knowledge of syntax, morphology, and phonology, as well as social knowledge of the rules for appropriate use.

Communicative competence distinguished between linguistic and communicative competence, to highlight the difference between knowledge language forms and the knowledge that enables a person to communicate functionally and interactively.

Hymes referred to communicative competence as that aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within a specific context.

According to Widdowson, communicative abilities have to be developed at the same time as linguistic skills; otherwise, the mere acquisition of linguistic skills may inhibit the development of communicative abilities.as cited by Widdowson (1978) strongly suggests that we have to teach communicative competence along with linguistic competence. He also distinguishes two aspects of performance: 'usage' and 'use'; He explains that 'usage' makes evident the extent to which the language user demonstrates his knowledge of linguistic rules, whereas 'use' makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication.

Widdowson claims that grammar must be based on semantic concepts and must help learners to acquire a practical mastery of language for the natural communicative use of language.

Communicative competence is the ability to use language, and convey and interpret meaning. Canale and Swain (1980) divided communicative competence into four separated components namely: grammatical competence, which is relevant to the learner's knowledge of the vocabulary, phonology, and rules of the language, as for discourse competence it is related to the learner's ability to connect utterances into a meaningful whole; In addition sociolinguistic competence that enables learners to use language appropriately, ending up with strategic competence that allows learners to employ strategies to compensate for imperfect knowledge.

13.1 Linguistic competence:

linguistic competence is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows the speech community's language perfectly and is unaffected by such grammatically irrelevant

conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance as cited by (Chomsky, 1965)

According to Valeeva, Baykova, &Kusainov, (2016, as cited by BANSABER and TOUATI 2019.p30) To develop the linguistic competence of the academic teaching staff; charts, diagrams, handouts, and illustrations help to maximally individualize and promote the process of development of skills and abilities of all kinds of speech activity and also help the learners to memorize language and speech units; audio and video materials; computer programs and the Internet.

13.2 Grammatical competence

Canale and Swain (1980, 1981), claim that grammatical competence is mainly defined in terms of Chomsky's linguistic competence, which is why some theoreticians (e.g., Savignon, 1983), whose theoretical or empirical work on communicative competence was largely based on the model of Canale and Swain, use the term «linguistic competence» for «grammatical competence». According to Canale and Swain, grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence allows the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

13.3 Discourse competence

Discourse competence is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively it's knowing how to combine language structures into a cohesive and coherent oral or written text of different types.

Discourse competence Is the ability to combine language structures into different types of cohesive and coherent texts (e.g., letter, political speech, poetry, academic essay …).

13.4 Sociolinguistic competence

Sociolinguistic competence is the knowledge of social cultural rules that shows how to use and respond to language appropriately. Accordingly, the appropriateness depends on the setting of the communication the topic and the relationships among the people communicating.

Sociolinguistic competence is the mastery of socio-cultural code of language use (style, register, politeness...) in a social situation

Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can learners express a specific attitude (courtesy, authority, friendliness, respect) when they need to? How do they know what attitude another person is expressing?

13.5 Strategic competence

Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur. for instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what the word is in the target language.

Strategic competence is regarded as an important part of all communicative language use by Bachman (1990, p. 100). Farch and Kasper (1983, p. 31) also argue that communication strategies represent "a highly significant aspect of IL communication" and should "be incorporated into foreign language teaching objectives as from communicative competence to communicative language teaching. Bachman includes three components in strategic competence: assessment, planning, and execution. These types of competence strategic competence could be utilized to compensate for the deficiencies in other competencies. Therefore, strategic competence is considered as a general ability for the individual to make the most effective use of available abilities to carry out verbal or non-verbal tasks (Bachman, 1990, p. 106).

14.Communicative competence and educational games:

As the foreign language pedagogy has been developed over the past few decades, teachers experienced a number of methods and approaches to language teaching. among them, using educational games as a new method of teaching.

Game playing is effective in developing students' communicative ability. The implementation of games in English teaching and learning can realize the fundamental idea of the communicative language teaching approach. Using games is a good way to improve students' various skills, Betteridge and Buckby (2006) say, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". In playing educational games, students have to know and understand the game instruction to compete in the games. In so doing, they can practice their skills of listening, speaking, reading and writing comprehensively, and especially getting more practice in listening and speaking.

Littlewood (1981) proposed that through games, teachers should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations.

15. Communicative competence and speaking skill

The communicative competence of the student is different from one person to another and in order to communicate effectively there must be a good understanding manner of socio-cultural aspects of the target language to enable learners to use the accurate language in the appropriate context. Saler 2013(as cited in prima 2018) claims that "a communicative competence is the concept of a communicative approach to language training. Student's communicative competence can develop when the social environment also contributes something to the development of communicative competence"

The major factor for the needs of communicative competence is English speaking ability, it has a lot to do with how they put the ideas of learning to speak and producing effective English-speaking abilities into practice Many second and foreign language learners' priorities master speaking skills

The main goal of teaching speaking has to be related to communicative competence. Accordingly, improving communication competence in teaching speaking skills is very important in which it evaluates the process of communication, develop new materials like communication games that are more interesting and challenging to have a good communicative competence in teaching

speaking through which learners will be able to use the language in a context and real actions.

16.Communicative competence and listening skill:

Listening skill has a vital role in developing foreign language competence. As cited by Nunan (1998) believes that listening is the basic skill in language learning. Without the listening skill, learners will never learn to communicate effectively.In fact, over 50% of the time that students spend functioning in a foreign language should be devoted to listening (Nunan, 1998)

"Listening is more complex than merely hearing. This process consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. The stages occur in sequence but we are generally unaware of them."as cited by (Steinberg, 2007)

17.Competency based- approach:

Competence based-approach Focuses on the outcomes of learning and addresses what the learners are expected to do rather than on what they are expected to learn about.

According to Chelli (2010) competency-based approach has become a privileged topic in curriculum discourses as it claims that learners should mobilize their values, knowledge, skills, attitudes and behaviours in a personal, independent way, to address challenges successfully (p.21).

18.Game based- approach

Playing educational games in English teaching is one of the effective ways to motivate learners to work hard and cultivate their interests in learning English. With the recent development of English teaching, the roles of games in classroom have been discussed in different aspects. the majority of teachers realize the positive impact of the educational game's implementation in the classroom due to creating a motivational environment

Game-based approach is a set of instructional activity, which integrates games into teaching for instructional goals. Through game-based approach, instructional goals achieved more easily. Under the teachers' guide, students can learn knowledge and improve abilities. So, game-based approach in English

teaching is also an important instructional method, which is used in teaching English for purpose of stimulating students' learning interests and improving teaching effect.

Game-based approach intent at creating suitable context for students to learn and practice English with the application of interesting games and teamwork.
According some scholars English game teaching refers to the method used by teachers in English instruction.

19. Vygotsky's constructivism views toward learning through communication:

Vygotsky's sociocultural theory views human development as a socially mediated process in which learners acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. As cited by Vygotsky's theory is comprised of concepts such as culture-specific tools, private speech, and the Zone of Proximal Development.

Vygotsky's theories stress out the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he strongly believed that community plays a central role in the process of "making meaning."

Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another, it is called constructivist theory because in Vygotsky's opinion, the learner must be engaged in learning process. According to Vygotsky learning happens with the assistance of other people.

A fundamental aspect of Vygotsky's theory is the zone of proximal development this is a range of tasks that are too difficult for an individual to master alone but can be mastered with the assistance or guidance of adults or more skilled peers.

Teachers can adopt social constructivism theory and apply it in diverse situation, such as problem-based learning activities, in Vygotsky's social constructivist approach to learning the groups would consist of at least three students and they would be given a problem that would challenge them all and as a

group they would have to solve the problem the teacher then would set up the activity such that it allows for everyone to contribute some ideas.

20. Hymes communicative competence theory:

According to Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations.

According to hymes ideas about the communicative competence were later developed by Canale and Swain in 1980 who introduced a theoretical model of communicative competence

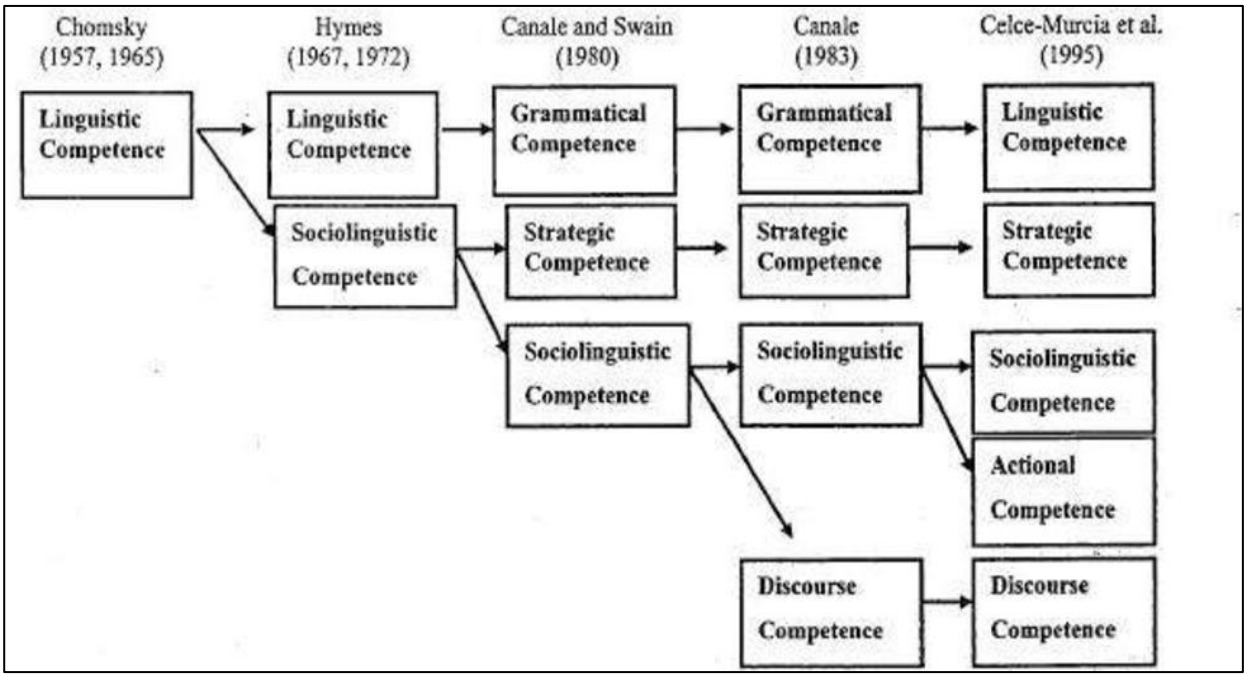


Figure 1.2. Chronological evolution of Communicative Competence (Celce-Murcia, 2007)

Conclusion:

This chapter has focused on different types of educational games and the importance of applying them in the classroom to enhance students listening and speaking skills. We shed light also on the role of the teacher and how can games increase students' vocabulary. As well as games encourage students to interact and learn with fun. The game can create more opportunities for shy students to give their opinion and communicate freely. Teachers should use educational games in teaching listening and speaking skills because it can increase overall motivation.

Chapter two: Case Study

1-Introduction:

This chapter constitutes the practical part of the research study. It represents the methodological process that describes this study. In addition, it pointed out the research hypothesis, research questions and research methods. It also shed light on the detailed illustration of learners' questionnaires and interviews.

2-Statement of the problem:

The EFL learners face many constraints when learning the language, such as shyness, lack of motivation, and dominance of other students in the classroom. Hence, educational games are a new strategy that helps learners get rid of these limitations. Thus, teachers need to such strategies that motivate students and encourage them to interact and communicate freely in the classroom.

3- Significance of the study:

Despite the growing body of research about the use of educational games and their effect on students' language learning, it still unsolvable problem. In the context of learning English Language, teaching with suitable strategies as educational games can help EFL learners to interact, communicate and motivated to be well rounded communicators. In this regard, implementing games is enjoyable method of teaching English language. Moreover, the syllabus designers will probably be of great interest in developing a future speaking curriculum considering communication strategies instruction the rudiments of the syllabus.

4-Research settings:

Research settings means to identify the time which the research tools (the questionnaire and interview) took place. The study was carried out during the academic year (2021/2022) at Skandar secondary school and Bou Atto Abdelkader.The data was collected during the third semester of the same academic year.

5- Research purposes:

The aim of this study is to show the great importance of using educational games in the classroom and their vital role in encouraging learners to interact and communicate in the classroom as well as to speak fluently and listen attentively. This investigation seeks to highlight the fact that educational games create a meaningful context for language use as they are effective learning tools which help learners to comprehend and improve creativity.

6-Research questions:

This research is influenced by the following questions:

Question 1: To what extent did educational games motivate EFL leaner to lean English language?

Question 2: How can educational games, as new strategy of teaching enhances EFL students in improving listening and speaking skills? Question 3: Did learners find educational games strategy useful? a

7-Hypotheses:

The empirical research helps to support or fail to support the proposed hypotheses stated in the theoretical arguments of the study. The proposed hypothesis for this research is the following:

Teachers regular use of educational games in EFL classroom may foster speaking and listening skill.

Educational games may motivate and help learners to communicate and use the language freely as well as helping to achieve good learning outcomes.

8- Research Methodology:

This chapter is the practical part which supply an entire description of the research methods. Aside from the data collection that includes, questionnaire given to pupils and teachers. This research tool is used to collect a variety of data for the research.

8.1- Research design:

To fulfil the research objectives in this study, the mixed methods approach (including both Qualitative and Quantitative Methods) would be applied for data collection and analysis. This approach combines quantitative and the qualitative methods in different ways. To investigate our case study, the researcher relies on one basic research tools represented in Questionnaire given to both learners and teachers for the sake of collecting information.

Accordingly, the use of instruments of data gathering and multiple informants helps gaining an understanding of the phenomenon from different scopes.

9. context:

Bou Atto Abdelkader Middle school is located in Sidi Naaman in Medea, established in 2008, it includes thirteen classrooms. The current director of the Enterprise is Mr.Aidoun Hakim.

Foudil Skender Middle school is located in the center of Medea established in 1987, it includes seventeen classrooms, thirty-two teachers and seven hundreds fifty one students .The current director is Mr. Yaakoub Mohammed .

10. Questionnaire:

The questionnaire is an effective tool to see how the member of the sample think about the use of educational games in EFL classroom. It allows the researcher to ask the participants a set of questions to identify their points of views toward the implementation of educational games in classroom as a new modality to enhance their speaking and listening skills. Taherdoost(2016)defined the questionnaire as "one of the most widely tools to collect data ".

10.1 Questionnaire description:

The questionnaire used in this study emphasizes the effectiveness of educational games in enhancing EFL learners speaking and listening skills. The questionnaire was about a set of written printed questions given to pupils and teachers to respond, in order to see their point of view about the use of games in the classroom.

The questionnaire used in this study aims at focus on EFL learners, it sheds light on educational games and it influence in learners speaking and listening skills.

A/ The students questionnaire starts with an introduction that describes what the topic of the questionnaire is. Moreover, it gives the students information to answer the questions clearly, the questionnaire divided into three parts:

✓ The first part contains a background information and overview about students, including age, gender and how their impressions when learning English language.

✓ The second part deals with listening and speaking skills, and the student's reflection toward learning both skills.

✓ The third section focuses on educational games and its influence on students learning and how can help students to learn both skills.

B/ Teacher's questionnaire used in this study in order to highlight the importance of educational games as effective strategy to use in the classroom or to teach EFL learners. It contains written questions that are given to Teachers to answer them, the questionnaire focuses on educational games and its effect on students' motivation. This questionnaire starts with small introduction that explains the subject to the respondent. It is divided into three sections:

The first section contains background information as gender and teaching.

The second section deals with two main points about listening and speaking skills and the problems that face teachers when teach both skills.

The third section focuses on teachers' perspectives toward the implementation of educational games in the classroom.

10.2 Administering the questionnaire:

After passing all the points to design an appropriate questionnaire, the researcher presenting it to the target group. The researcher explained the topic to the respondents and asked for their cooperation. The process of administering the questionnaire took place in Skendar secondary school and BouAttoAbdelkader secondary school, from the 14th of April to 28 of April ,2022.

11.Population and sample

11.1 population:

In the aim of gathering data, the researcher's recourse or betake to the population and sample to complete this study. The addressee was EFL learners in BOU ATTO ABDELKADER and FOUDIL SKANDER middle schools fourth year level and teachers of English from the same schools. In this study the researchers want to discover the Effectiveness of using educational games as a tool to enhance EFL learner's speaking and listening skills. Population is an importance and efficient for the researchers to collect data also to answer all the questions of the study. Regarding this research, pupils from fourth year in FOUDIL SKANDER and BOU ATTO ABDELKADER middle school shaped the population of this study .in FOUDIL SKANDER there was only one group consists of between 17 to 20 However in BOU ATTO ABEDLKADER there were two groups each group consists of between 20to 25 pupils .So total population were about 60 to 65 ,their

age approximately between 11 to 16 years old .the researchers tried to make the study with small number of the pupils to avoid some problems, the researchers give them printed questionnaire. Giving a total number of 29 participants from pupils. twenty-one (72.4%) respondents were male female and Eight (27.6%) were male years old. Yet for teachers, there total number was 4 females working in the middle school.

11.2. Sample selection and populations:

For the sake of collecting data, the population and the sample are needed in order to accomplish this study

11.2.1. Participants:

The participants in this study were teachers and pupils who were chosen as a sample in order to answer the questionnaire.

11.2.2. Students:

EFL learners of this study have studied English language since the first-year middle school. they were 29 females and 8 males. the purpose of the given questionnaire is to know if they face problems in speaking and listening skill also to see if the use of educational games in the classroom can helps them to enhance speaking and listening skills.

11.2.3. Teachers:

Teachers' answers take apart from this study, they were 4 females from two different middle schools who respond on the questionnaire. their teaching experiences and answers were different from one to another.

The aim of the questionnaire given to teachers was to check their point of view in enhancing their learners' speaking and listening skills by using educational games.

14.Data collection procedures:

Data of the present study were collected during the third semester of the academic year 2021-2022. where both students and teachers' questionnaires were distributed in a prudential classis (face to face) in students and teachers' groups of FODILE SKENDER and BOU ATTO ABDELKADER middle school

As for the process of publishing and collecting answers to this questionnaire extended for the period from 14 April to 28 April of the year 2022.

15.data analysis and procedures:

A mixed method approach is adapted in the present study through collecting both quantitative and qualitative data gathered from the questionnaire.

The questionnaire data were analysed statistically based on the use of the statistical packages for social sciences (SPSS) (version, 18.0).

A numerical value was given to each answer in the questionnaire in order to calculate the frequencies and percentages in data analysis. Then, through the use of descriptive statistical procedures, the data were analysed.

As For the qualitative data, on the contrary, content analysis was each teacher's answers alone the questionnaire that was programmed in a presential way. The raw data were carefully read then organized under each question. At this stage of analysis, some irrelevant answers and comments were ignored. Later on, codes were created and categories were identified.

16. Research procedures and Analysis:

For the purpose of this research study, the researcher applied the Mixed Method Approach (MMA) which includes both qualitative and quantitative methods of data collection. The researcher used the following tools; class observation and questionnaire.

The qualitative data is used to interpret the students' questionnaire and describe the results obtained through the questionnaire. Quantitative data, on the other hand, are used for analysing students' questionnaire into numerical (statistical) data usually done by Excel computer programs.

17. Methodology Limitation:

In order to achieve the aim of this study, the researcher selected one research tool which is the questionnaire for the data collection. However, the researcher may face problems in the process of gathering data. The first limitation that may affect the study is the lack of time due to the pandemic circumstances (covid -19). The number of pupils is perhaps inadequate. Furthermore, the study has been conducted on pupils of fourth year only.

18. Conclusion:

This chapter has introduced the methodology of the present study. Throughout this juncture, we provided detailed description and explanation of the research methodology components. It includes research settings, research purposes, and research questions. The participants of the study have been respectively introduced. Eventually, instruments for data collection have been described. ultimately, it has been presented as a brief discussion of the main limitations of the study. In other words, the present study is a case study which employs both quantitative and qualitative data collected through one instrument the questionnaire.

Chapter three: Data Analysis and interpretation

1. Introduction:

The present study aims to explore the effectiveness of educational games as a tool to enhance EFL learners' speaking and listening skills. Since the students and the teachers are the main part of collecting data about this investigation, two questionnaires were given to pupils of fourth year and their four teachers of English language, at middle school.

This practical chapter contains the field work and it will analyze the collected data in terms of both qualitative and quantitative analysis. Hence, it is divided into two main parts, while the first one is dedicated for: students' questionnaires and the second deals with teachers' questionnaires.

2. Data Analysis

This chapter will introduce the results of collected data from both teachers and students, through the use of SPSS. The results are going to be presented in a form of tables, pie-chart and notes.

3.Description of the students' and teachers' questionnaires:

The present questionnaires were conducted to 29 EFL learners and 04 teachers of English language at middle school.

4. The answers of the students' questionnaire:

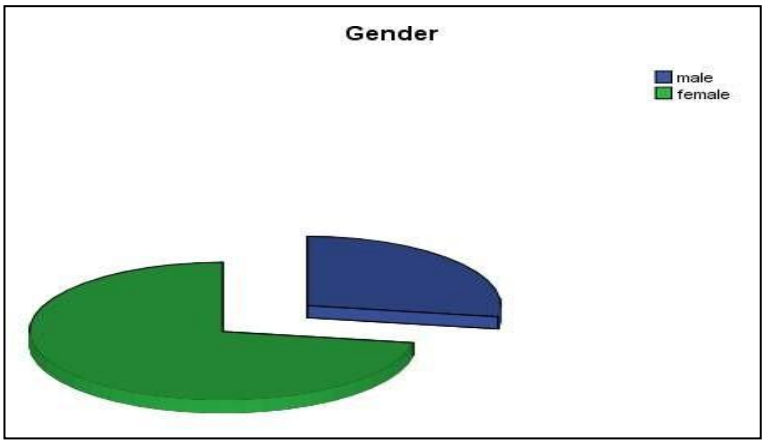
Section one: background information

Question one determines the gender of participants

4.1 Table one: Pupils' Gender

Gender					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**male**	8	27,6	27,6	27,6
	female	21	72,4	72,4	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.1. Pie-chart of Pupils' Gender

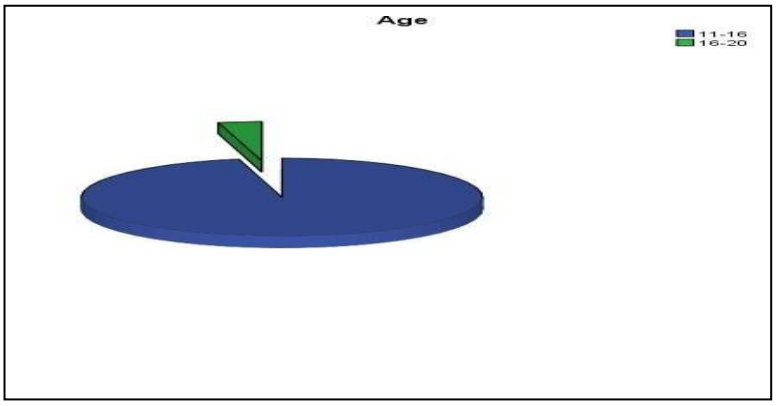
The results of the table and the pie-chart shown that there are 29(100%) as total number of the participants. (27%) are male and (72%) are female. These point out that the number of females is override the number of males.

Question Two determines the age of participants

4.2 Table Two: Pupils' age

Age					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**11-16**	28	96,6	96,6	96,6
	16-20	1	3,4	3,4	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.2.pie-chart of pupils' age

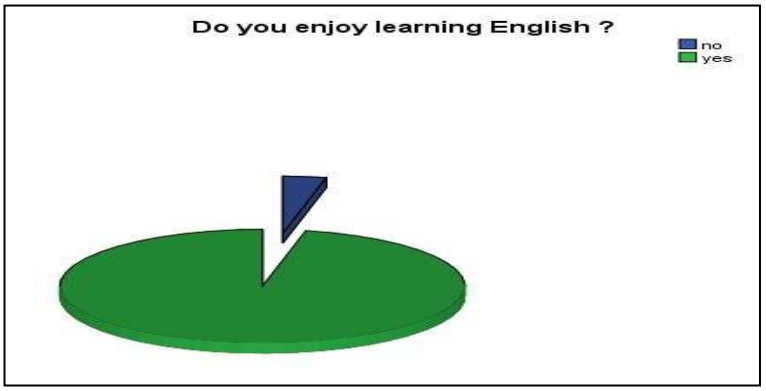
From the results of the table and the pie-chart, it is found that 96% of the participants ranging in the age from 11 to 16, while 3.4% are ranging in the age between 16 to 20. These Analysis means that the majority of the study sample are less than 20 years old.

Question Three: Do You Enjoy learning English?

4.3 Table Three: Pupils' enjoyment in learning English

Do you enjoy learning English?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**no**	1	3,4	3,4	3,4
	yes	28	96,6	96,6	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.3. pie-chart of Learners' enjoyment in learning English

Table and pie-chart number three shown that only 3.4% from the sample do not enjoy learning English, however 96% of the sample enjoy learning English.
96.6 % of pupils like learning The English language given its importance and its vital role in all educational and scientific domains. knowingly, it becomes the main language that allows people to expand the boundaries of the world, and to communicate on a large scale.

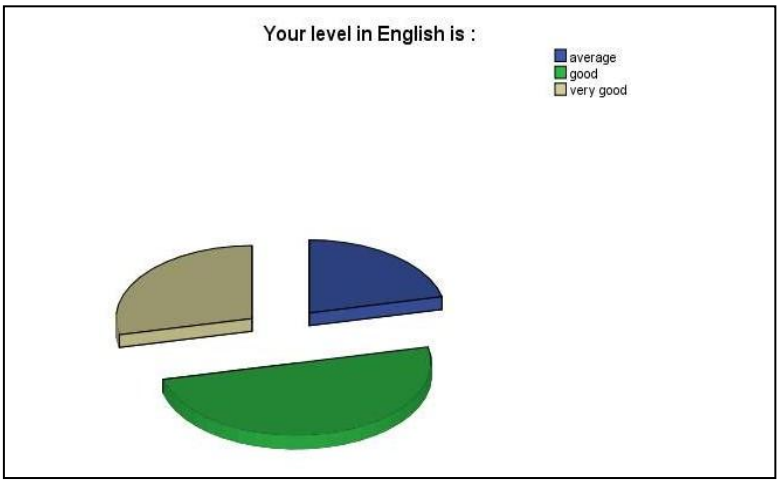
Learners consider that English is the world's language it helps people to travel anywhere and at any time also it's now the media's language in which most content on the internet is written in English in addition to that it becomes the dominant business language. Yet for these reasons, learners should enjoy learning English since is the most useful language for international usage.

Question Four evaluates the level of pupils in learning English

4.4 Table Four: Frequencies and percentage of Pupils' answers toward their level in English

Your level in English is:					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**average**	6	20,7	21,4	21,4
	good	14	48,3	50,0	71,4
	very good	8	27,6	28,6	100,0
	Total	28	96,6	100,0	
Missing	**System**	1	3,4		
Total		29	100,0		

Source: *prepared by the researcher based on SPSS output*



4.4.pie-chart of pupils' level in English

From the results shown above and the graph, it is represented that 20.7% of respondents say that they have an average level in English language, whereas 48.3% believe that they have a good level in English, and 27.6 state that they have a very good level in English.

Students recognized the importance of learning the English language that is why they make efforts to get a good level of English, they practice the four core

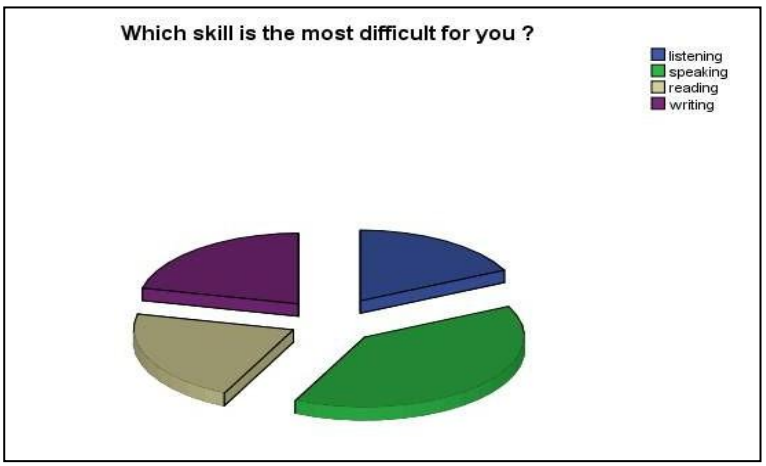
skills of language, communicate with native speakers, also they watch movies, and listen to English songs just to improve their level of English.

Question Five: Which skill is the most difficult for you?

4.5 Table Five: Frequency and percentage of pupils' answers toward the most difficult skill

Which skill is the most difficult for you?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
	Listening	5	17,2	17,9	17,9
	speaking	11	37,9	39,3	57,1
	reading	6	20,7	21,4	78,6
	writing	6	20,7	21,4	100,0
	Total	28	96,6	100,0	
Missing	**System**	1	3,4		
Total		29	100,0		

Source: *prepared by the researcher based on SPSS output*



4.5. pie-chart of pupils' perspectives toward the most difficult skill

From these results we noticed that 17.2% of the sample of learners say that they find difficulties with listening skill, whereas 37.9% of them have difficulties with speaking and 20.7% of them state that they find difficulties both in reading and writing skills.

Each learner will find out which skill is easy or difficult and this comes back to the ability of each student in each skill, in other words, some students can listen very well while others find it difficult, and the same with speaking, some learners can speak and communicate fluently whereas others cannot and they think that is very difficult to speak the language easily. Any skill will be difficult for them if they don't have time to practice it frequently and students should overcome these difficulties in which teachers should reinforce learning and comprehension by adding some activities both in the classroom and at home. speaking and listening skills can improve by talking to the native speakers, watching movies, listening to native speakers, as well as for reading skill by making it a part of daily life, reading short stories, novellas, and books that contain easy words, also reminding students to use pencils during reading to annotate the text and having them read aloud. Hence for writing, it includes the three aforementioned skills, if they could listen, speak and read they will be able to write easily, even though there are some strategies to develop writing skill such as taking notes while the teacher explains the lesson and using a dictionary.

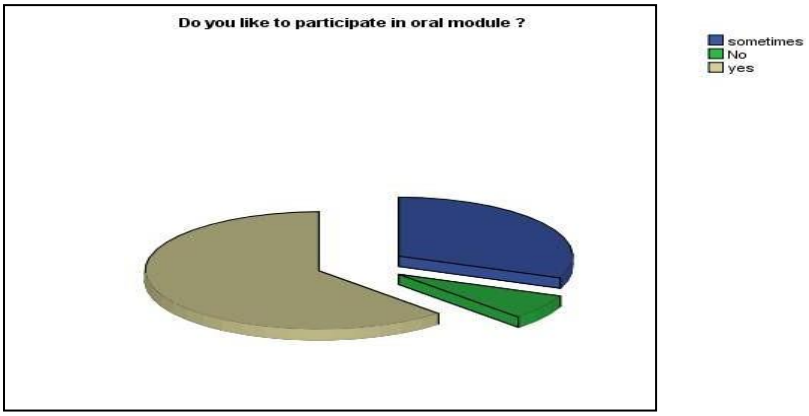
Section Two: Speaking and listening skill

Question one: Do you like to participate in oral module?

4.6 Table one: Frequencies and percentage of Pupils' answers toward participation in oral module

Do you like to participate in oral module?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**sometimes**	9	31,0	31,0	31,0
	No	2	6,9	6,9	37,9
	yes	18	62,1	62,1	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.6.pie-chart of pupils' answers toward their participation in oral module

As indicate both in table and the pie-chart that 31% say that they sometimes participate in oral module and 6.9% claim that they do not participate in oral module, whereas 62.1% say that they participate in oral module.

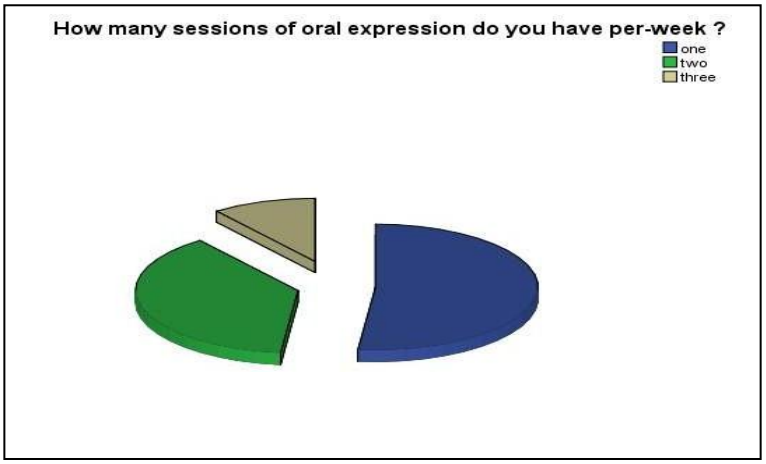
The majority of learners pointed out that teachers play a very essential role in motivating them to become active learners. In addition to teachers' contribution in facilitating the process of learning, the findings show that pupils create a good atmosphere and a comfortable environment to learn and enjoy the oral expression sessions.

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

4.7 Table Two: Frequencies and percentage of the number of oral sessions having per-week

How many sessions of oral expression do you have per-week?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**One**	15	51,7	51,7	51,7
	Two	11	37,9	37,9	89,7
	Three	3	10,3	10,3	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.7. Pie-chart of pupils' answers toward the number of the oral session having per-week

The results shown that 51.7% of the pupils have one session per week, whereas 37.9% say that they have Two session per week and 10.3% of the study sample state that they have Three session per week.

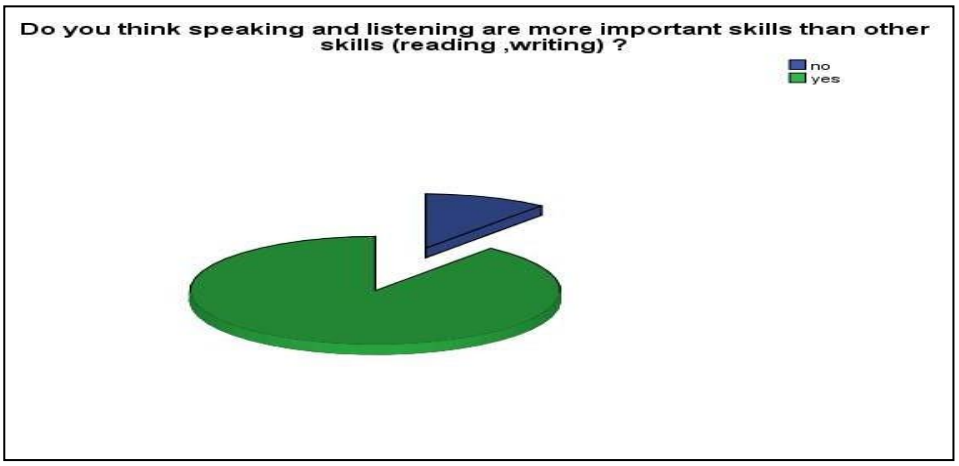
Oral expression session is required as a part of the educational curriculum, and are very important because they will help learners to enhance their listening and speaking skills by giving them chance to participate discuss, and share their ideas.

Question three: do you think speaking and listening are more important skills than other skills (reading and writing)?

4.8. Table three: Frequencies and percentage of pupils' perspectives toward the importance of speaking and listening rather than reading and writing.

Do you think speaking and listening are more important skills than other skills (reading, writing)?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**No**	3	10,3	10,7	10,7
	Yes	25	86,2	89,3	100,0
	Total	28	96,6	100,0	
Missing	**System**	1	3,4		
Total		29	100,0		

Source: *prepared by the researcher based on SPSS output*



4.8. pie-chart of pupils' answers toward the importance of the speaking and listening skill rather than reading and writing

the results shown that 10.3% of the students say no and they think that speaking and listening needs to be almost as important as reading and writing. While 86.2% say yes and they believe that the two aforementioned skills are more important than other skills (reading and writing) the answers indicate that most of

the pupils like to speak English fluently and want to improve their speaking and listening skills and 3.4% didn't answer the question.

most of pupils agreed upon the fact that listening and speaking are considered as the most important skills that every learner should master. Besides the interactions between learners in the classroom, it is based on listening and speaking in which learners need to listen to their teacher and participate through speaking. According to pupils, Speaking and listening solve issues, speculate, help to share ideas, make decisions, and reflect on what is essential. The conversation is important in the classroom because contact enhances students' confidence and attitudes toward learning.

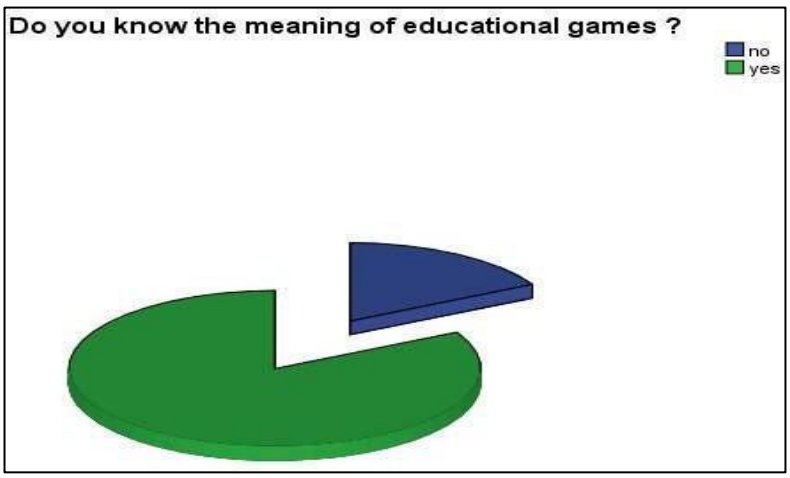
Section Three: Speaking and listening skill

4.9. Question one: do you know the meaning of educational games?

Table one: Pupils' answers toward the awareness about the meaning of educational games

Do you know the meaning of educational games?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**No**	5	17,2	17,2	17,2
	Yes	24	82,8	82,8	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.9. pie-chart of Pupils' answers toward the awareness about the meaning of educational games

The table and the pie chart indicate that 17.2% are not aware of the meaning of educational games, While, 82.8% claim that they know the meaning of educational games. The answers indicate that most of the pupils recognize the meaning of educational games

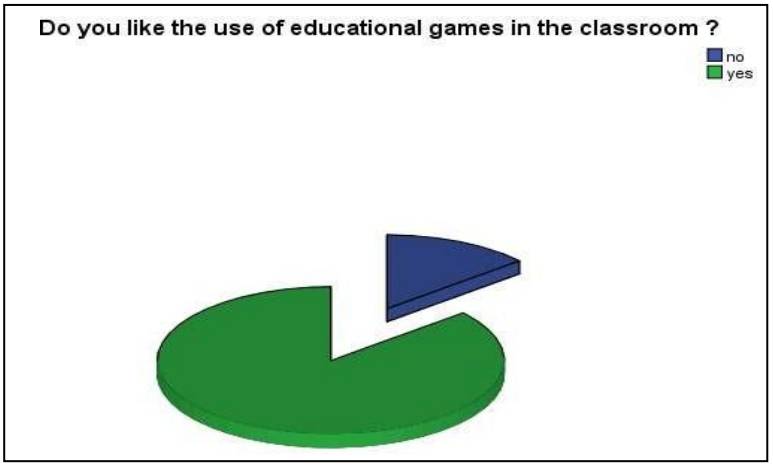
Nowadays most of the pupils know the meaning of educational games because teachers are using multiple methods of teaching in the classroom .one of these methods is educational games

Question two: do you like the use of educational games in the classroom**?**

4.10. Table two: pupils' enjoyment in using educational games inside the classroom

Do you like the use of educational games in the classroom?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**No**	4	13,8	13,8	13,8
	Yes	25	86,2	86,2	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.10.pie-chart of pupils' enjoyment toward using educational games in the classroom

the results shown that 13.8% of the students say no to the use of educational games inside classroom, while .86.2% of the students say yes so, they enjoy playing educational games in the classroom.

Almost all the pupils enjoy using games in the classroom, through games, learners can learn a variety of important skills. There are countless skills that they can

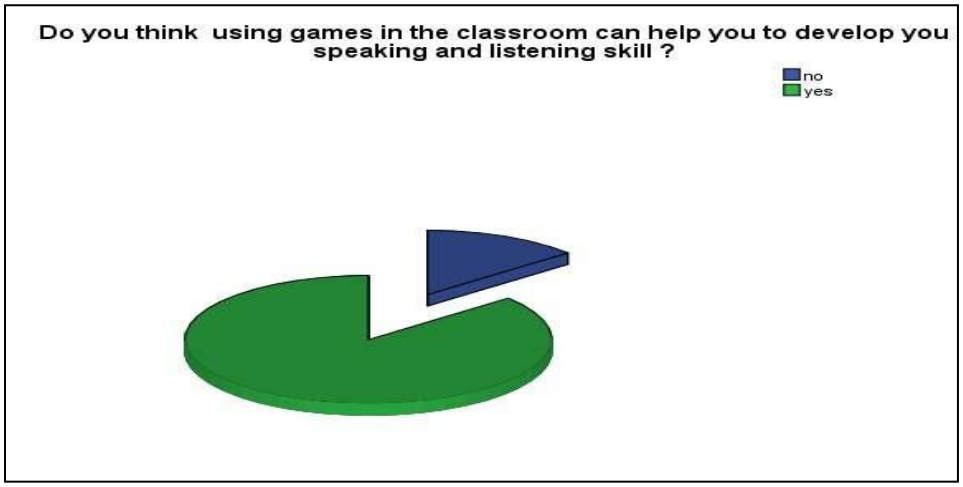
develop through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship they can express their thoughts freely

Question three: do you think using games in the classroom can help you to develop your speaking and listening skill?

4.11. Table three: Pupils' attitudes toward the effectiveness of games in developing speaking and listening skills.

Do you think using games in the classroom can help you to develop you speaking and listening skill?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**No**	4	13,8	13,8	13,8
	Yes	25	86,2	86,2	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.11. pie-chart of pupil's attitudes toward the effectiveness of games in developing speaking and listening skills

The collected answers indicate that most of pupils 86% say that using games in the classroom can help them to develop their speaking and listening skill, whereas 13.8% say no to that.

The answers show that most of the pupils like using games in the classroom room and they think that using games does help them with improving their listening and speaking skills.

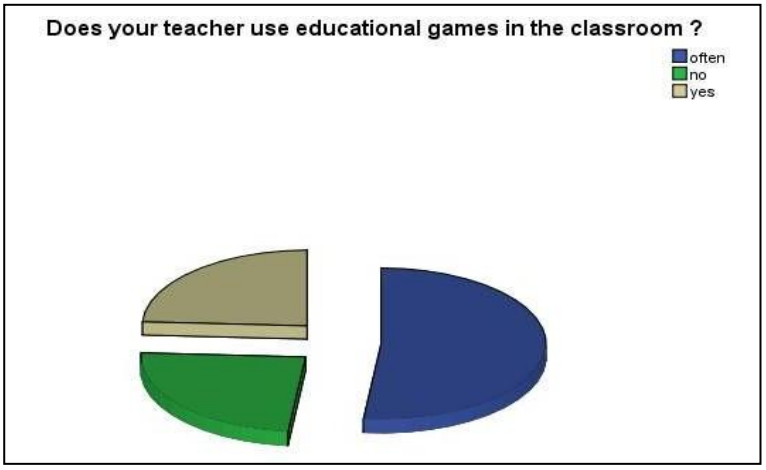
We analyse that Through the co-operative approach to developing speaking and listening skills with games, pupils learn not asking and answering questions mechanically, but interacting with the others and applying what they have learnt to ask and answer questions intelligibly responding to the audience's needs.

Question four: does your teacher use educational games in the classroom?

4.12. Table four: Teacher's practice and use of educational games in the classroom

Does your teacher use educational games in the classroom?					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**often**	15	51,7	51,7	51,7
	No	7	24,1	24,1	75,9
	yes	7	24,1	24,1	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.12.pie-chart of teacher's practice and use of educational games in the classroom

The results reveal that 51.7 claim that their teacher use educational games oftentimes and 24.1% say yes to that that their teacher use educational games in the classroom, whereas 24.1% say that their teacher does not.

Nowadays teachers are using educational games as a new way of teaching in the classroom According to research, using games in teaching can help increase student participation, foster social and emotional learning, and motivate students to take

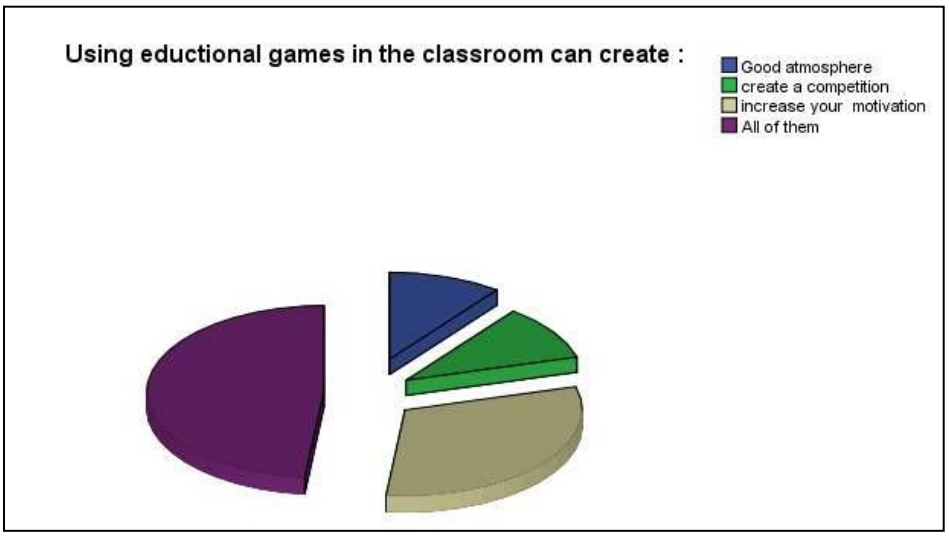
risks. One study of the popular multiple-choice quiz game Kahoot found that it improved students' attitudes toward learning and boosted their academic scores.

Question five involves the effects of using educational games in the classroom

4.13. Table five: Frequencies and percentage of pupils' outlooks for the effects of using educational games in the classroom

Using educational games in the classroom can create:					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**Good atmosphere**	3	10,3	10,3	10,3
	create a competition	3	10,3	10,3	20,7
	Increase your motivation	9	31,0	31,0	51,7
	All of them	14	48,3	48,3	100,0
	Total	29	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*



4.13. Pie -chart of the effects behind using educational games in the classroom

the table above and the pie-chart indicate that most students 48.3 % believe that using educational games can create good atmosphere, competition and increase their motivation. While, 31% claim that it increases their motivation. 10.3% say that it creates a good atmosphere Whereas 10.3% find that it creates a competition for

them. The answers show that using educational games in the classroom can be so beneficial for pupils in many ways educational games can create an attractive learning environment for learners, make learning more interesting, and enable them to learn by doing, thus improving learning s high-level abilities. Educational games can make learning more scientific, enjoyable, and more effective

5. results interpretation of student's questionnaire:

The data collected through the students' questionnaire has revealed that pupils

of Fodil Skender and Bou Atto middle schools enjoy learning English with great interest in the use of educational games in the classroom. They recognize the meaning of educational games and they support them being used while dealing with speaking and listening sessions. The results obtained have shown that learners benefit and enjoy them, they thought that such games have a great impact on enhancing their speaking and listening communicative competence.

Concerning students' oral communicative competence and speaking and listening skills enhancement using educational games, the majority of learners agree with the effect of such games on their performance and oral competence Although their answers differ from one pupil to another, they meet one universal purpose. Educational games, like which word is different and why? the game has been proven based on its effectiveness. Pupils who are taught by these games are more likely to have accurate and fluent English

6.Teachers' answers to the questionnaire:

Frequency Table

Section one: background information

Question 01: teacher's gender

6.1. Table 01: Teachers' gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	4	100,0	100,0	100,0

***Source: prepared** by the researcher based on SPSS output*

The table shows that all teachers are females

Question 02: do you like teach oral expression? if yes, why?

6.2. Table 02: teachers' enjoyment toward teaching oral expression

Do you like teach oral expression?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	100,0	100,0	100,0

Source: prepared by the researcher based on SPSS output

the table above reveals that all teachers 100% say that they like to teach oral expression, respondents agree that oral expression session helps pupils to resolve conflicts with face-to-face interaction, they believe that it allows them to express their ideas and thoughts also it motivates them to share their knowledge.

Question 03: do you have problems when you teach oral expression? if yes, what are?

6.3. Table03: Teachers' answers toward kind of problems having during teaching oral session

Do you have problems when you teach oral expression?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	50,0	50,0	50,0
	Yes	2	50,0	50,0	100,0
	Total	4	100,0	100,0	

***Source: prepared** by the researcher based on SPSS output*

The result shows that 50% from teachers claim that they have no problem with teaching oral expression, while other 50% state that they face a number of difficulties such as shyness, lack of vocabulary, anxiety, interference of the mother tongue on the second language and luck of good pronunciation.

section two: speaking and listening skills

question 01: do you motivate your pupils to speak in the classroom? If yes, how?

6.4. Table 01: Teachers' answers toward motivating their pupils to communicate

Do you motivate your pupils to speak in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	100,0	100,0	100,0

***Source: prepared** by the researcher based on SPSS output*

The table shows that all the number 100% of teachers say yes, they do motivate their learners to speak and communicate in the classroom and this by making open communication in order to allow them to speak freely, using role playing, create a safe environment, adding extra point and buying them gifts.

Question02: what are the problems that your pupils face when speaking in the classroom?

6.5. Table 02: Frequencies and percentage of pupils' problems facing when speaking in the classroom

what are the problems that your pupils face when speaking in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	linguistic problems	1	25,0	25,0	25,0
	Psychological problems	00	00	00	00
	Both	3	75,0	75,0	100,0
	Total	4	100,0	100,0	

***Source: prepared** by the researcher based on SPSS output*

The table indicates that 25% of pupils are facing linguistics problems, whereas, 75% faced both linguistics and psychological problems.

Almost all pupils face some challenges while expressing their ideas and thoughts using a foreign language. they claim that they encounter some linguistic problems when making their language in use. such as feelings that they do not belong to the English class; lack of experience to handle linguistic needs; large number of

learners in language classroom; the strong influence of first language; inadequate time to address each learners' needs, and language policy not being supportive and psychological problems like Anxiety Disorder, Attention-Deficit Hyperactivity Disorder (ADHD), autism spectrum disorder (ASD), eating disorders and Mood Disorders.

section three: teachers' perspectives about the educational games.

question 01: what do you use as games in teaching speaking and listening skills?

6.6. table01: Frequencies and percentage of types of games used in teaching speaking and listening skills

what do you use as games in teaching speaking and listening skills?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Lexical resource games	00	00	00	00
	Grammatical range and accuracy game	00	00	00	00
Valid	communicative games	4	100,0	100,0	100,0

***Source: prepared** by the researcher based on SPSS output*

The table shows that all teachers 100% use communicative games in teaching speaking and listening skills

Question 02: have you ever used educational games in the session of oral communication?

6.7. Table 02: the use educational games in oral communication session

have you ever used educational games in the session of oral communication?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	100,0	100,0	100,0

***Source: prepared** by the researcher based on SPSS output*

this table reveals that all teachers 100% have used educational games in session of oral communication.

Question 3: How often do you use educational games in the classroom?

6.8. Table 03: Frequencies and percentage of the use of educational games in the classroom

How often do you use educational games in the classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some times	3	75,0	75,0	75,0
	Every session	0	0	0	0
	rarely	1	25,0	25,0	100,0
	Total	4	100,0	100,0	

***Source: prepared** by the researcher based on SPSS output*

The investigations shows that no teacher implemented educational games due to the fact that learners will focus only on enjoying playing the game instead of focusing on how to learn. We noticed that 75% of teachers sometimes use educational games in the classroom, especially in oral expression sessions, because teachers and students discuss sometimes some topics and exchange information. As for the minority of teachers (25%) highlighted that They rarely use educational games in the classroom. Accordingly, using educational games in classroom help to generate a joyful environment that help pupils to participate freely.

According to the represented results, teachers prefer to implement educational games in oral sessions due to the positive impact on learners learning outcome as well as the contribution of these games in fostering speaking and listening skills which therefore make learners well rounded communicators.

Question 4: Have you noticed any improvement in students' performance?

6.9. Table 04: teachers' attitudes about students' improvement in their performance.

have you noticed any improvement in student's performance?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	4	100,0	100,0	100,0

***Source:** prepared by the researcher based on SPSS output*

The table indicates that All teachers 100% respond that they perfectly notice improvement on students' achievement. They reported that using games make

students learn with fun, and their speaking and listening skills improved by such games. Teachers indicate that games help students to learn far away from stress, shyness and anxiety.

Question 5: why do you use educational games in the classroom?

6.10. Table 05: Frequencies and percentage of the purpose of using educational games in the classroom

why do you use educational games in classroom?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	help pupils to get exposed to real language	2	50,0	50,0	50,0
	develop their speaking and listening skill	1	25,0	25,0	75,0
	increase their motivation of speaking	1	25,0	25,0	100,0
	Total	4	100,0	100,0	

Source: *prepared by the researcher based on SPSS output*

The investigation shows that 50% of the teachers respond that games help pupils to get exposed to real language, since educational games give relaxation to the students the thing that make them learn new word and express themselves easily, while 25% of them, say that games develop speaking and listening skills, by exchanging ideas and information. whereas, 25%of them find that games increase their motivation of speaking, they confirm that games make students active, creative and motivate them to speak and express their point of view without shyness. In other words, educational games are regarded as new modality of teaching and learning the English language through which they reinforce learners to expand their knowledge, express opinions and develop critical thinking.

7.Results interpretation of teacher' questionnaire

The questionnaire concludes that Teachers of English in Fodil Skander and Bou Atto Abd Alkader secondary schools are conscious of the use of educational games in teaching English as a foreign language. Additionally, the questionnaire

reveals that teachers use educational games as a tool to enhance Listening and speaking skills. The aim of the use of educational games as strategy of teaching motivate and encourage students to learn as well as expose students to real language and increase their speaking and listening skills. Lastly, teachers see that using such method in teaching help students to learn and take a risk in an enjoyable way.

8. Research finding

This research study explores the role of using educational games on enhancing EFL learners. This study investigates teachers' point of view and students' attitude toward the use of educational games as new strategy to teach speaking and listening skills. Educational games are one of the most important methods that help students to be motivated to learn and take a risk to communicate freely. In addition, the questionnaire showed a positive effect on students' achievement in learning aforementioned skills.

In simple words, the finding designated the learners speaking and listening skills achievement and develop from one to another. The study showed the beneficial side of educational games in speaking and listening skills.

9. Recommendations and suggestions based on the study limitations

This study is focused on the use of educational games process to help students solve their problems in learning speaking and listening skills. Thus, classroom interaction and communication play an important role in teaching and learning especially in EFL classrooms. The researcher suggested some future educational games that help students as well as teachers in learning and teaching.

Moreover, it would be perfect if some research shows the effects of educational games on some skills such as learning vocabulary since many EFL learners have problems with learning vocabulary.

10.Conclusion:

This chapter has covered a complete detail and analysis for the data collected of the presented study. According to the study findings, Using Educational games as a strategy to enhance speaking and listening skills has given a positive effect on all the levels of EFL Learners' development.

General conclusion

General conclusion:

The present study was conducted during the academic year 2021/2022. In fact, EFL learners face many problems when learning the language, however, teachers, try to use effective methods to motivate students to get rid of the difficulties that hinder them. For this reason, this research aimed at exploring classroom interaction and communication during listening and speaking sessions by using effective strategies such as educational games.

The result was obtained from the qualitative and quantitative data analysis of students and teachers questionnaire of Fodil Skander and Bou Atto Abdelkader secondary schools.

Significantly, the findings of this study show that a successful English language teaching of speaking and listening skills would be achieved when teachers choose the right strategy.

The primary purpose of this study is to explore the importance of using games in EFL classrooms since using games creates an environment for learning the language.

Finally, it can be understood that games are a very important strategy, that gives students and teachers a relaxed environment for language teaching and learning.

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Appendices

°Appendix: Students Questionnaire

Dear students,

Thank you for your interest and help in this work. The following questionnaire is a part of our study. It is a miss gathering pieces of information about the effectiveness of using communicative games as a strategy on enhancing speaking and listening skills of EFL learners at Fodil skander and Bou atto abdelkader middle school. We warmly invite you to answer the following questions appropriately. We are grateful to your collaboration.

Section one: background information

Please tick (√) the appropriate answer:

1.Gender: male female

2.Age: 11-16 16-20 20 more

3.Do you enjoy learning English?

Yes no

4.Your level in English is:

Very good Good average

5.Which skill is the most difficult for you?

Listening speaking reading writing

Section two: Speaking and listening skill

1.Do you like to participate in oral module?

Yes No sometimes

2.How many sessions of oral expression do you have per-week?

One two three

3.Do you think speaking and listening are more important skills than other skills (reading, writing)?

Yes No

Section three: The use of educational games

1.Do you know the meaning of educational games?

Yes No

2.Do you like the use of educational games in the classroom?

Yes No

3.Do you think using games in the classroom can help you to develop you speaking and listening skill?

Yes No

Justify your answer…….

4.Does your teacher use educational games in the classroom?

Yes No often

5.Using educational games in the classroom can create:

Good atmosphere creates a competition

increase your motivation All of them

Appendix: Teachers Interview

Sir/Madame,

This interview is part of an academic research. It is about the effectiveness of implementing educational games in EFL classroom to enhance listening and speaking skills (case study of fourth year middle school). The researcher would be very grateful if you answer the following questions. thank you, in advance, for your kind and collaboration.

Section one: background information

1.Gender

……

…….

2.How long have you been working as a teacher?

……

……

……

3.Do you like teach oral expression?

a. Yes

b. No

I «yes» why? ……

4.Do you have problems when you teach oral expression?

a. yes

b. No

if « yes » what are? ……

section two: speaking and listening skills

1.Do you motivate your pupils to speak in the classroom?

a. yes

b. No

if « yes » how?

……

3. What are the problems that your pupils face when speaking in the classroom?

a. linguistic problems

b. psychological problems

c. both

section three: teachers' perspectives about the educational games.

1.what do you use as games in teaching speaking and listening skills?

a. communicative games

b. lexical resource game

c. grammatical range and accuracy game

2.have you ever used educational games in the session of oral communication?

A. yes

B. No

3.How often do you use educational games in the classroom?

a. Sometimes

B. every session

c. rarely

4.have you noticed any improvement in student's performance?

A. Yes

B. . No

5.why, do you use educational games in classroom?

a. help pupils to get exposed to real language

b. develops their speaking and listening skill

c. increases their motivation of speaking