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**THE ROLE OF EDUCATIONAL GAMES IN ENHANCING STUDENTS'  
PERFORMANCE AND MOTIVATION IN ORAL EXPRESSION MODULE**  
**CASE OF FIRST YEAR EFL STUDENTS AT EL TARF UNIVERSITY.**

Dissertation submitted in partial fulfillment of the requirements for the Master's Degree in  
Didactique de l'anglais.

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## **Dedication**

I dedicate this humble work to the people who sacrificed many precious moments in their lives so that I could have many of them in mine. My mother and my father no matter how much thankful I maybe down in my heart it will never be enough. Thank you for EVERYTHING; you are the best parents in the world. To the dearest and most precious friends to my heart, Fadowa, Doria and Samira. To My brothers, Mostapha, Khaled, Yacine and Fares. To my sisters' in law Assia and Nadjoua and to all who believed in me I could not ask for a better people in my life. Endless gratitude to my partners in this research Chaima and Lamia whom I shared all the difficult times with. Your continual support and encouragement have made this possible. I will never forget what we went through together.

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## ABSTRACT

Speaking the English language is an indispensable skill that is globally requested in educational settings. This study aims at highlighting the importance and the effective role of educational games as a tool in improving first-year EFL students' motivation and performance and in raising the awareness of teachers in charge of the oral module to the variety of models of motivation, along with providing them with the most appropriate games that encourage students to engage in the learning process thus perform better orally. The current study was hypothesized that Educational games is useful in teaching oral expression module because of involving the elements of interest, fun and low stress during oral activities. In addition, a course based on students' centered concept through the use of educational games will influence positively on their psychological State and increase their motivation. Moreover, if the teacher uses educational games will take the full students' attention and let them more active. This research was carried out in the English department at Chadli BenDjedid University, The research work adopts a mixed methodology, which is both qualitative and quantitative using two instruments for collecting data; an online questionnaire administered for first year EFL students and an interview conducted with the teacher of oral expression module. Findings show that the use of educational games to teach English is an effective method to engage learners during lectures and it allows them to learn in an environment full of entrainment, challenges, and interest, which fosters their motivation to learn. Eventually, this study recommended suggestions for teachers to guide them for effectively implementing this technique, and others for students that may help them to improve their speaking skill.

**Key words:** *EFL classrooms, speaking skill, educational Games, motivation, performance.*

## المخلص

التحدث باللغة الإنجليزية هو مهارة لا غنى عنها مطلوبة عالمياً في عمليات التدريس والتعلم. تهدف هذه الدراسة إلى إبراز أهمية ودور الألعاب التعليمية الفعالة كأداة في تحسين دافعية وأداء طلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية وفي زيادة وعي المعلمين المسؤولين عن الوحدة الشفوية بتنوع نماذج التحفيز وتقديم لهم أنسب الألعاب التي تشجع الطلاب على الانخراط في عملية التعلم وبالتالي أداء أفضل شفويا. أجريت الدراسة الحالية في جامعة شادي بن جديد الطارف بقسم اللغة الإنجليزية لاختبار فرضيتنا. يعتمد العمل الممتد منهجية مختلطة نوعية وكمية على حد سواء باستخدام أداتين لجمع البيانات ومقابلة أجريت مع مدرس وحدة التعبير الشفوي. تظهر النتائج أن LMD استبيان عبر الإنترنت تم إجراؤه لطلاب السنة الأولى استخدام الألعاب التعليمية لتعليم اللغة الإنجليزية طريقة فعالة للغاية لإشراك المتعلمين في الدرس وتتيح لهم التعلم في بيئة مليئة بالمرح والتحديات والاهتمام ، مما يعزز دافعهم للتعلم. في النهاية ، أوصت هذه الدراسة ببعض الاقتراحات للمعلمين لإرشادهم لتنفيذ هذه التقنية بشكل فعال ، وأوصت أخرى للطلاب التي قد تساعدهم على تحسين مهارة التحدث لديهم.

**الكلمات المفتاحية:** فصول اللغة الإنجليزية كلغة أجنبية، مهارة التحدث ، الألعاب التعليمية ، التحفيز ، الأداء

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# **CHAPTER ONE**

## **Introductory Chapter**

### **Introduction**

Recently, English has become qualified as the dominant language and the most spoken one in the world. Despite, the variations between cultures and individual differences, this language has successfully facilitated communication among people. Speaking is a significant skill that EFL learners need to master. One of the main aims among English teachers is getting the students to use the English language fluently and to be able to express themselves freely; for this reason teachers are using different methods like using oral presentation, role play, debates....ectto promote students' interaction and performance during oral classes.

### **Statement of the Problem**

Based on the background of the study, some problems can be identified, related to the students' speaking proficiency. Those come from two main factors lack of motivation and lack in varying methods of teaching. Lack of motivation in classrooms becomes one of the problems that hinder the learning progress; for this reason teachers need to take this issue as a serious challenge. Motivation is a very important element for learners because when they are motivated inside the classroom they focus more, understand more, practice more and perform better. Since the purpose of teachers is to make the learning process easier, they should create a good atmosphere and effective activities where students feel free and motivated to learn and practice more. The other factor that makes it difficult for teachers to achieve the learning

goals is that because teachers themselves do not vary in the use of teaching methods and prefer to stick to one method. They focus on teaching oral expression module similar to other modules using pen and paper instead of practicing the authentic language orally which is not helpful in overcoming students weaknesses in speaking, The use of educational games is more effective because it satisfies learning performance and raises speakers' engagement and motivation in oral classes.

### **Purpose of the Study**

The purpose of this research is to give tips and suggest some solutions that may help both EFL students and teachers at Chadli Benjedid University, El-Tarf to overcome the obstacles that they may face in the oral expression module and to shift from teacher-centered teaching to students-centered classes. In other words, this study aims at highlighting the role of educational games as a tool in improving first-year EFL students' motivation and oral performance and in raising the awareness of teachers in charge of the oral module to the variety of models of motivation and providing them with the most appropriate games that encourage students to engage in the learning process thus perform better. The importance of listening skill cannot be neglected in helping learners develop the skill of encoding their thoughts in the English language.

### **Significance of the Study**

This study is significant for both first-year EFL students and teachers in charge of the oral modules at Chadli Benjedid University of El-Tarf. For students, to improve their ability in using educational games to enhance their motivation and performance during oral module.

For teachers to benefit from the advantages of applying educational games inside the classroom and to improve their teaching methods while planning their courses in the future.

### **Research questions**

The present study addresses the following research questions:

- How the use of educational games help in the process of learning and teaching in EFL classes?
- How can EFL students become motivated to improve their performance to be good speakers of English?

### **Hypotheses**

From the questions above, we can assume the following hypotheses:

- Educational games is useful in teaching oral expression module because of involving the elements of interest, fun and low stress during oral activities
- A course based on students' centered concept through the use of educational games will influence positively on their psychological State and increase their motivation.

### **Research Method**

This research is considered as qualitative and quantitative data collections which contains two tool: online questionnaire that consists of set of different types of questions for first-year EFL students of Chadli Ben Djedid University at El Tarf for both genders, and interview for the teacher of oral expression module. This study focuses on gathering their

point of views about the effectiveness of using educational games approach on the level on motivation and performance.

### **Structure of the Thesis**

The present research is divided into five chapters.

**Chapter 1:** it presents the introductory part which includes the background of the study, the aim of the study and the significance of the study. It deals also with the hypothesis and the statement of the problem. The general introduction ends up with the methods of research and the structure of the dissertation.

**Chapter 2:** it deals with the literature review which is concerned about the previous studies done by other researchers in the purpose of finding gaps and supports our research work with some critics and analysis.

**Chapter 3:** it discusses the methods that are used in this research; both online questionnaire and interview. First of all, for the online questionnaire which will be given for first-year EFL participants of Chadli Ben Djedid University of El Tarf in which the questions are clear, direct and well organized, also it will contain certain types of questions. The interview will be conducted with the teacher of oral expression module in order to ask for her / his opinion about the effectiveness of using the educational games to enhance learner's motivation and performance.

**Chapter 4:** The fourth chapter deals with result analysis and discussion. It provides detailed analysis of students' online questionnaire distributed for first-year EFL classes department of

English at Chadli Ben Djedid University of El-Tarf and teacher's interview. It will help us to see whether the results go in the same direction of our hypotheses.

**Chapter 5:** This research work will end with a general conclusion which we will try to answer the research questions and whether to confirm or disconfirm the hypotheses.

Finally, we conclude with some pedagogical implications and suggestions for future studies and some limitations.

## **CHAPTER TWO**

### **Introduction**

Mastering the speaking skill is a challenging task for EFL educators, for this reason they attempt to use the educational games to reinforce learners' proficiency level. Teachers provide several strategies and activities to motivate learners in the purpose of getting a future better performance. This chapter is devoted to the literature review and deals with the theoretical part of this work. It consists of defining several basic concepts and definitions which are relevant to the research work.

### **Literature Review**

Teaching the four skills; reading, speaking, writing and listening is highly recommend in EFL classes, in order to improve student's ability at the level of receiving, producing and engaging the practice of the language. Speaking can be considered as one of the major skills to be developed since oral communication is needed everywhere. Luoma (2004) argues, "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." (p.1). Although speaking is a challenging skill, both teacher and learners need to work as a team and make more efforts for an easy successful process. Hybel (2001) stated that interaction or communicative skill is a process to share information, ideas, and feelings among people, also involves body language. However, there are more aspects to this particular skill of language. Speaking involves accuracy and fluency. Accuracy refers to "the correct use of vocabulary, grammar and pronunciation" whereas fluency is concerned with "the ability to keep going when speaking spontaneously." (Gower et al, 1995, p.99-100). Despite the fact that EFL students' majority score well in written exams ;however, when it comes to speaking they fail to produce an

ongoing utterance because the lack of practice, hesitation, fear of judgment and making grammatical mistakes, and the application of an insufficient method of teaching. According to Nolasco and Arthur (1987), “being able to speak reasonably correct and even fluent English is one thing, but being able to engage in ongoing, interactive, mentally satisfying conversation is another.”(p.3).

Educators should vary in teaching techniques, in order to cover classroom and students' needs and to achieve the ultimate goal of syllabus. Educational games is considered as one of the most essential strategies in EFL classes since it helps in developing learner's speaking skill effectively. One of the best ways to encourage students to practice speaking in the classrooms was using games as a means of instruction (Nguyen& Pham, 2018). Nevertheless, there still limitations in teaching and learning speaking which are coming from two factors, the teachers and the students. Teachers still fail to control the classroom atmosphere where the students are expected to speak. They also get some difficulties in motivating the students to speak English. Another point is that most teachers neglect the listening skill which is inseparable from speaking. Instead, they should present some audio materials such record taps for the purpose of differentiate the pronunciation of words, of tones, and of intonation. Meanwhile students are still lack of awareness in learning speaking; is not only a combination of words and sounds, it is a lifestyle of expressing thoughts and emotions.

There are definite advantages to using games as active learning components in the classroom, depending on the type of game that is played. Several research on games and speaking skills show that students' speaking skills improve as a result of playing games.

Urrutia and Vega (2006) conducted a study in a Colombian public school to encourage youngsters to enhance their speaking skills using games. Twenty girls and boys between the ages of 14 and 18 took part in this study. The researchers used activities that focused on oral games to help students improve their speaking skills. As data collection instruments, questionnaires, teacher notebooks, and video recordings were used. The researchers used charts to examine the data, which included percentages of students' responses to the most challenging skill for them, how often they talk in English during class and the variables that impede with speaking. Students' lack of vocabulary, timidity, and fear of being humiliated and embarrassed, among other factors, suggest that speaking is the most difficult skill to develop; additionally, the researchers explain that students demonstrate the importance of implementing games in the classroom for improving speaking skills. Another note by the researchers showed that although students spoke English occasionally, but the majority of them did not speak during the English class. From the study below, we conclude that the psychological state of the students strongly affect their performance in speaking during oral courses and to avoid failure learners must get rid of anxiety, shyness and fear.

In Singapore, Ying, Lee, and Lei(2007) conducted an action research study on the premise of using language games to improve speaking abilities during English classes at "Jurong," a primary school. There were 78 Students who took part in this study. The researchers divided the students into two groups: an experimental group that received a communicative method in which language games was used to improve speaking skills, and a control group that received a teacher-centered method in which teachers used real-life activities that included the necessary vocabulary to conduct a conversation. The findings revealed that games help more than half of students improve communication in English as a second language; there was an

experimental group and a control group; in the first group, 21% of students felt they couldn't speak better, but only 11% in the second group, despite the fact that experimental group learners enjoyed more games. Based on the findings of this action research, we realize that the experimental group which were provided within educational games felt pleasure in studying but scored less than the other controlled group because in this latter students were guided by their teacher to play real-life activities in which they used different vocabulary to conduct a conversation that enables them to practice more their speaking abilities. We discovered that students in controlled group who are already familiar with the communicative strategies were practical and they find themselves free to be engaged. This result didn't match our study because normally educational games affect the performance positively and enhance the speaking skill.

There are many studies involved with the process of implementing a role play, Susan House (2016), said that there are four main procedures for implementing role play. The first one is students are usually familiar with reading a certain examples of dialogue which could be related and beneficial to the topic of the role play. Second, the division part for example via groups or could be with pairs A and B and later giving them dialogues and roles to present it. Third, give the chance to students in order to practice their role. Fourth, the teacher start to observe and check his or her students and interfere by switching roles and apply corrections on their production and performance, later repeating them. According to Susan House's theory we demonstrate that role play has four steps which need to be covered in order to fruitful a successful role-play and also reading cannot be separated from speaking and it is considered as the first step that students need to accomplish.

Huang (2015) stated that there are six important procedures in implementing a role play, first of all, the teacher must be very specific when it comes to teach materials in a role play

activity; teachers can select the relevant materials by taking the most necessary ones from different sources, beside designing and creating their own special teaching materials and it is really important to consider such important elements while the designing process such as, students' interest to take their full attention, teaching and clarifying the objectives. Second, according to the material that created by the teacher, the students choose the appropriate situation and make their dialogue. Third, before starting the students' practice of the role play, the teacher applies and checks the work, the teacher must teach and ensure about the use of vocabulary if it is useful or not relevant for the practice also the sentences are grammatically correct and have a meaning or not, and the content of the dialogue as well; in addition give the chance to the students to express themselves and ideas through asking questions. Fourth, the teacher asks the students to start practicing the role play it could be in pairs or even in small groups, moreover, after they mastered their roles, here comes the role of the teacher again by asking them to switch the roles and the last point is to present in front of their classmates. Fifth, ask students to change the situation and dialogue from the original one. The last procedure is evaluation; the degree of students' understanding of the chosen vocabulary, sentences, and dialogues. We observe that Huang add some procedures to Susan's theory. Teachers play a major role in the organization of role-play because they supply their students with the necessary materials, the correct grammar and the selection of vocabulary, as a result of the two previous studies we find out that both teachers and learners should work in collaboration for a better achievement.

Alijanian (2012) states in her study that "learners became distracted if the rule was not explained first" (p.417) students need to be familiar with the rules of each activity to avoid misunderstanding and ambiguity. The study scrutinizes teachers' beliefs about grammar teaching process. It investigates the way teachers view the difference between traditional grammar

teaching and through educational games, hence taking another study on Iranian EFL learners, by Taheri (2014) which confirmed that “games are beneficial in language learning, while traditional form-focused is not that most effective because they lack some features of the game” (p.548). We notice that for a successful and clear procedure for EFL students, teacher takes into account necessity of the explanation about the certain activity to have an organized and understandable information. Also the huge difference between the use of educational games and traditional grammar which is confirmed by Taheri that the traditional grammar is not satisfying or beneficial when it comes to compare it with the educational games.

According to Willis & Willis (2013), “many traditional methodologies begin by teaching grammatical forms before going on to set communicative activities for learners to use those forms” (p.18) vocabulary and grammar acquisition should be applied in different context via communication, so that learners benefit from the language use. Adding to that, Thekes (2011) says “the constant explanation of grammar rules and decontextualizing grammar are quick ways for teachers to demotivate their learners and some English as a Foreign Language (EFL) teachers still fall into the comfortable trap of presenting grammar through rules”(p.1) the traditional method of teaching grammar did not cover learners’ need, they still struggle when it comes to applying the rules in interaction and discussion, so they fail in expressing their thoughts clearly and spontaneously. Hence, the variations of methods in teaching is quite demanding in the teaching and learning of grammar in EFL classes to escape the traditional ways which often be used in grammar lessons (Briewin, Naidu & Mohamed, 2013; Taheri, 2014). This study confirm our idea about the failure of the traditional grammar to built a communicative competence of students. Teachers should be aware of using variant methods in teaching oral classes to cover all students need also to enable them to express themselves freely.

In language teaching, teachers' methodology their attitudes towards students and their errors have long been reviewed. There are many factors which cause students' underperformance such as expecting learners to produce the language in front of audience, asking them to perform without being previously prepared, and comparing students' performances with each other make them feel frustrated and embarrassed (Horwitz, Horwitz & Cope, 1986). If the learners are not familiar with the activity or if they do not know what they are expected to do, they might also not perform as well as they wish (Aydın, 2001). This is the reason why teachers should provide the rules of the activities before applying them in the classroom. From the study above we notice that teachers' miss-guides is the main cause behind learners underperformance. If teachers do not prepare well their students to face different situations and different audience, learners in return will be frustrated for sure. In addition to that, it is teachers' duty to provide their EFL students with every rule of educational games to avoid any kind of embarrassment and ambiguity.

Oral presentations around other people was found as the most anxiety-provoking activity type in Koch and Terrel's (1991) study. Horwitz (2008) declares that teachers who tend to answer their own questions only after two seconds as they do not support the classroom 's silence create pressure on learners' to respond quickly. Teachers' feedback to students' errors is considered as a reason for students' poor performance in speaking activities. Horwitz (2008) states that EFL teachers do not authorize their learners to make errors with the panic of fossilization. As Harmer (2007) maintains that teachers should be careful while correcting learners' errors also they should well examine the stages of the lesson and the type of the activity. In addition, teachers should bear in mind that if they interrupt their students while speaking to correct their mistakes, the learners become demotivated and anxious and their flow

of the speech may be affected negatively. From the information above, we conclude that in the participation in oral classes, teachers should respect the given-time for students to answer after asking questions, let them think and give them the chance to participate without any pressure. In addition, the teacher's feedback is very important to fix and comment on students' errors but it comes after the end of the presentation to avoid any kind of destruction while presenting.

The objective of this research is to highlight on the importance of using educational games under the purpose of enhancing learner's motivation and performance in EFL oral classes. By using language games, students are expected to be more motivated in speaking English. When they are motivated, they perform effectively.

## **Theoretical framework**

### **Speaking and Listening**

#### **Definition of Speaking**

Defining the concept of speaking differs from one perspective to another. Thornbury (2005,p.20) claims that speaking is a daily life activity in which the speaker carried out to interact with others in an unplanned, continuous way based on situations.

According to Ladouse (in Nunan, 1991,p.3), speaking is described as a self-expression activity and reporting acts or situations by using specific vocabulary to express fluently thoughts and ideas. Furthermore, Wilson (1983,p.5) defines speaking as maintaining a connection between speaker and listener.

Another definition comes from Cameron (2001,p.40). She says that speaking is the understanding of speaker's emotions and ideas through communication by using the language.

The speakers produce utterances in order to convey their meanings, feelings, ideas and desires.(Nunan,1989).

Caroline (2005,p.45) defines that speaking is fundamental oral communication between people. The adaptation of this mode in a society enables its members to express their thoughts and form a social behavior naturally. In addition, Kayi (2006,p.1) says that speaking is the process of coding and decoding meaning between the speakers and the listeners by using verbal and non-verbal in different context.

To conclude based of the previous definitions, speaking is a mean of producing utterances by the speaker to express his/ her thoughts for the purpose of exchanging information with the listener.

### **Definition of listening:**

Listening skill is a broad concept; it is an aural work for the listener. Accordingly to Cross (1992,p.244), learning listening focuses on captivating the language through learner's hearings to different auditory materials. Scott (1990,p.21), Underwood (1990,p.1) claims that the ability of understanding the language via learning listening is based primary in the mother tongue first. Then it is pursued by learning listening in the target language.

Both Cross (1992,p.244) and Scott (1990,p.21) agree that the development of learning listening is a significant activity during language learning. Furthermore, Scott (1990,p.21) ensure of playing listening games only for a short time during the lessons, because they are not able to focus for a long time. Concentration is the most important strategy for any language game so it can successfully work with young learners.

## **Teaching Speaking Strategies**

### **Teaching Speaking**

The propose of teaching the speaking skill is to enable learners to communicate to understand each other also to use all of their speaking proficiency by avoiding confusion and misunderstanding that may cause obstacles in conveying the meaning due to the incorrect pronunciation, making grammatical mistakes, using poor vocabulary and applying the social and cultural rules that control every circumstances of the communication.

Nunan (2003) believes that there are techniques to teach speaking skill to the learners to:

- a.** Produce the English speech sound and sound patterns.
- b.** Use words and sentences stress, intonation patterns, and the rhythm of the second language.
- c.** Choose the appropriate words combination and sentences according to the suitable social setting, audience, situation and topic matter.
- d.** Organize their ideas meaningfully and logically.
- e.** Use language as a way to express values and judgments.
- f.** Use the language in a quick, confident manner with less unnatural Pauses in order to be fluent speaker for the reason of helping learners to reach the communicative competence in speaking.

Teachers can use different activities approach which combines language input, structured output, and communicative output (Richard, p.2008). First, teacher's talk is the source of language, listening activities, reading passages, and the use of the authentic language in which the students use in their real life situations. It provides the material which learners need to start

producing language by themselves. Language input may be content oriented or form oriented. Second, structured output emphasis on the correct form. In structured output, students' responses are optional but all of the options require them to be specific in using form or structure depending on teacher's modal. Structured output is designed to make learners feel comfortable producing specific and recent items then to link it with previously learned items. Instructors often use structured output activities as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises help to have a good structured output practice activities. Third, communicative output, completing a task is learner's most concerns like obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language based on the teacher's presentation, they also may add any other vocabulary, grammar, and communication strategies relying on their background information. In communicative output activities, the basis of achievement is whether the learner is able to decode the message or not. Accuracy is not an account except its absence interferes with the message.

### **Teaching Listening:**

The most important materials to consider when teaching listening skills is the use of the tape recorder through teacher's given activities to fulfill the task. The tape must have a good speaker, clear voice and good motor speed in order to control the speed, also it should be heard by all learners all around the classroom. For that, teachers should take into consideration the methods and strategies to teach the listening skill. One of the most dominant methods is the default one in terms of listening teaching. The way of teaching this process is common in worldwide which are to make students listen to English tapes first, after that the teacher asks some questions based on their own comprehension of the tape. If they did not

answer as they supposed to, then the teacher will repeat it and re-asking the questions again. By practice they can use the English language until they understand it without any difficulties.

The famous Second Language Acquisition expert (Richard Schmidt, 1995:128) set a theory called the Noticing Hypothesis which states that before they can learn they should notice something. Furthermore, teachers need to assess their students notice language aspects.

Providing both practice and instructions make the class perfect. Practicing in listening is highly needed for meaning and also some instructions to do it appropriate. In listening classes, students are usually given practice in listening without being taught the nature of listening practice is not sufficient. Researchers have suggested many approaches about teaching listening, but it was not applied in classroom practice, because oral classes are established on giving a lot of practice within English language. Scholars take for granted that listening should not be neglected it should be taught instead. Moreover, teachers must break listening skills into micro-skills so that listeners know the combination of words, means when a word ends in a consonant sound and the next word starts with a vowel the words link together. The ending consonant jumps to the next word. For example: she eats an apple. The student would hear it as: She eats **anappel**. They must know how vowels weaken (the central vowels) it means that the vowels in function words of sentences are often weakened, what makes hearing these words difficult. Also students must know how sounds are mixed together (Assimilation) to come up with new sounds. Students must know the role of intonation in turn taking phase, also the different pitch of the voice, falling tones tell the listener that the speaker has finished. Besides, learners must know how stress signals new information so that the listener does not need to listen word by word. They should know that grammar is effective to guess meaning so learners should be motivated to use grammar rules to estimate what they cannot hear.

## **Listening and Speaking Connection**

Listening and Speaking are two inter-related skills and this theory is approved by many researchers such as Bozorgian (2012) and Feyten (1991) and Richard (2008) claim that improving the learner's speaking skill is strongly linked to the students' listening skill development. Celik and Yavuz (2015) state that the successful way of learning and teaching process is based on the understanding of the language's nature skills and their connection between one to another. They recommend the focus on the four skills which are listening, speaking, reading and writing. Zhang (2009) depends on Krashen's Input Hypothesis to highlight the effectiveness of listening process to enhance the learners' oral fluency. In addition, she claims that learners can produce correct pronunciation only by listening to authentic materials by native speakers in order to improve properly their use of characteristics such as stress and intonation. An idea also reported by Bozorgian (2012) and Abbas (2013) who believe that listening is the fundamental skill that should be taken into account in any English language process. Also, time and supervision need to be highly respected to achieve the progress.

## **Educational Games**

### **Definition of Educational Games**

Educational games are not activities that take teacher's time or district student's intention. A game is "an activity with rules, a goal and an element of fun." (Hadfield, 1990, p.5). It creates an enjoyable atmosphere and breaks the routine activities under a set of conditions to govern the instructional process and to reach the outcome which is improving student's linguistic knowledge. Similarly, Carlson (1952) states that games are activities used to provide fun and more relax atmosphere especially in classes for students to acquire a second or foreign language.

Jeremy Harmer (1991) describes a game as “a vital part of teachers’ equipment, not only for the language practice but also for therapeutic effect they have”. To state this differently, games are essential and based in both teaching and learning processes. For teaching, it helps the teacher in creating a modern and creative way of teaching. For learning, it gives the students the pleasure while practicing and kill the boredom and laziness that happen in the classroom.

French sociologist Roger Caillois, in his book “Les Jeux et les Hommes” (Games and Men), defined a game as an activity that must have some characteristics as follows:

- a. **Free:** the game should not be always obligatory otherwise it loses its significance and attraction.
- b. **Separate:** it is circumscribed in time and place and being defined and fixed in advance.
- c. **Uncertain:** the outcome of the game is not attained beforehand.
- d. **Non-productive:** participation does not accomplish anything useful.
- e. **Governed by rules:** it works under conditions that are different from everyday life.
- f. **Fictitious:** it is accompanied by the awareness of a different reality.

According to Haycraft (1978, p.94), “Games are an agreeable way of getting a class to use its initiative in English.” However, games are described by Gibbs (1978; Quoted in Rixon, 1991, p.3), as “games are activities carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives.”

From the definition above, it can be seen clearly that the common elements in all these descriptions is the fact that games involve many factors such as employing rules, making learning fun, getting the learner to use the language in more authentic ways, and encourage them to improve their fluency and accuracy.

## **Criteria of a Good Game**

Educational game's main principle is that not all the games are appropriate in teaching a foreign language. Teachers should be flexible in the process of designing a game that fits students' needs. According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. In addition, they should bear in mind when, where and how to link it with the syllabus. The key to effective educational games is that:

- A good educational game should consist of a set of rules.
- A good game should entertain the students but not cause the group to get out of control. (Lubis,1988, p.5).
- The goal of good educational games is to encourage students to focus on the use of language rather than on the language itself.
- A game should captivate students' full intention.
- A game should increase the degree of competition.
- A game should give the students the opportunity to engage in the learning process.

## **Types of Educational Games**

Games can be played in the class individually, in pairs, or in small groups or teams. Effective teachers know which types of educational games are the best for their students and can fit the classroom and students' needs. The ultimate goal of using educational games in EFL classes is to allow students not only having an enjoyable experience but also lower their stress

and thus feel free to practice by using the language for communication. Hadfield (1990,p.5) writes some techniques or activities of games such as information gap, guessing, search, matching, exchanging, collecting, combining, arranging and card games, board games, problems and puzzles, role plays and simulation techniques. Soeparno (1987,p.62) lists games activities such as Simon says crossword puzzle, scrabble, scramble, Bingo, spelling bee, twenty questions and guessing games.

This is a list of the most popular educational games that most students know which it can motivate and help them in enhancing their oral performance:

**a. Role Plays:**

A widely spread and one of the best educational games is a role play which is used to encourage general oral proficiency and to train the students in the classroom to use the language in a real interaction context. Revel (1979), sees role-play as “an individual spontaneous behavior reacting to other in a hypothetical situation.” (p.16). this implies that role-play is a useful game which attracts students to speak and in the same time enjoy the activity through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them.

There are many reasons why teachers should emphasize on the use of role play in the classroom. First, using role play is very beneficial for shy students who face some difficulties while participating in conversation about themselves. Second, through this game learners have to deal with various roles which cause student’s self-confidence, highly motivated and no longer feel that their own personality is implicated. In addition, in role play the role relationship among students call for practicing and developing sociolinguistics competence. Moreover, it gives the

chance to students to interact in different contexts such as information, persuading, arguing, discussing, or complaining...etc. Finally, role play makes students creative in a way where they choose what they want to say and not what someone else has told them what to say.

**b. Guessing Games:**

The basic role of guessing games is very simple: one person knows something than another one wants to find out. It is a free game which is applied by the teacher to promote students' vocabulary. Since the majority of humans like the mysterious things, this game encourages the students to look for answers thus activate their minds to be more creative. The teachers role is to diverse in the thing that they are going to guess so the game stay attractive and not become boring. It can be a word, an object, an activity or many other things. Teachers should not deal with guessing games as an extra activity because it has a great impact in helping students practice, logical thinking and asking questions. 3-item story is one example of a guessing game. One person in a group knows the story in which there are three items given to the other members of the group. Depending on the three items, they have to ask questions to find the story. The person who holds the story can only give yes or no answers. The guessing members have to use their questioning skills to get the answer. To give an example of pun: the teacher gives the students a question to explain: "Why do they tie a horse to a post before a race?" The students have to widen their thinking instead of being occupied in a narrow way and be told to think of more than one sense of a word or a sentence. Then after a period of thinking, they are likely to find the answer: "Because they want to make the horse fast." Here, fast has two meaning which can be firmly fixed or quick.

**c. Drama and Stimulation:**

Drama and simulations are very crucial games in language teaching and learning.

Simulation is a kind of role play that emphasizes on creating the atmosphere of a real life.

According to Bygate (1987,p.81) says that

*“they are not performed for audiences, the participants work together within an imaginary setting, therefore students often engage in another identity like drama and simulations activities, where their anxiety is reduced and their motivation will be increased, so EFL learners speaking skill will be enhanced.”*

Students take a part in a simulated environment and try to act either as themselves or as being someone else. This would help them reduce their anxiety and increase their motivation for more practicing and for better usage of language. In order to achieve a suitable simulated environment, teacher should divide the roles in a manner way among students, provide them with the materials they need and arrange the classroom that fits the situation and the role the students are going to act.

**d. Information Gap Activity:**

An information gape task is one of the common used educational games in oral classes. It is a technique in language teaching where learners are missing important information to complete a task or a problem. Students should use their speaking skill to communicate with their classmates to fill in the gaps. Using this game is based on the communicative language teaching and task-based language learning. In Information gap activity students are supposed to work in pairs. One student will have the information that other partner misses and the partners will share their information. This activity supplies multiple purposes such as problem solving or gathering information. Also, working in pairs plays a major role because the achievement of the task

depends on one partner to another in order to provide the information that needed to be accomplished. Thornbury (2005,p.80-84) claims that in information gap activity there is missing knowledge gap among learners that can be found and shared among partners by using the language. So as to achieve the obtaining information, the collaborators should use their communicative competence to help each other to solve the task.

The most applicable information gap activity is noticing the differences in the pictures, exchanging personal information, guessing games and creating a story based on showing reordered flashcards to the students randomly, for a few seconds and one flashcard per group only. This type of tasks makes the students participate and communicate by sharing information to find the lacking gap.

**e. Story Telling activity:**

Storytelling is one of the most attracting games for both listeners and speakers because it is interesting and motivating, also helpful in promoting learners' communication. As storytellers students have the chance to practice all the four skills; reading, writing, listening and speaking. "Storytelling ... costs nothing, is enjoyable, and can be used anywhere and at any time" (Zabel, 1991). Teachers should provide a positive relaxed atmosphere to create stories. Also, they make sure to encourage the students to talk and discuss with each other in an entertaining manner experimenting with voice, facial expressions, emotions, good eye contact and body language while presenting stories which resulting in making them communicate with their audience. As students focus and listen carefully they become less nervous and more engaged in the story and forget about themselves. They also become creatively confident in expressing themselves. The

activities and skills that they learn will not be across the curriculum only but throughout their life.

Storytelling is an impressive tool in enhancing student's speaking skill and oral competence.(Isbell,Sobol, Lindauer &Lowrance,2004). Learners can be able to communicate, negotiate and discuss in a successful way by reaching verbally the proficiency level to express their thoughts and feelings accurately because practicing the language is necessary in everyday communication. In storytelling students can summarize briefly a tale or story they heard from somebody before, or they may create new ones to tell their classmates. Storytelling allows learners to become creative in their thinking. In addition, it helps them to express their thoughts to produce the beginning, development of events, and the ending including the setting, time, and characters of the story.

### **Advantages of Educational Games:**

Many researchers and authors highlight on the importance of using educational games in EFL classes due to its advantages.

If there is a game inside the classroom, learners are higher motivated to learn a language. McCallum (1980) emphasizes this point by suggesting that “games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques.” Avedon (1971; Quoted in Deesri, 2002, p. 2) further argues that “games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses”. In other words, using educational games raise student's interest and highly motivate them thus they practice more and perform better.

Another advantage associated with educational games is that games help students to get rid of anxiety and stress towards language learning. Schultz (1988) said that

*"...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking...  
...raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation.....One method has been developed to make students forget that they are in class....relax students by engaging them in stress-reducing task (games)."*

Since the target language is unknown to the learners, they lose their confidence and feel stressful when it comes to master it. Besides, they become too anxious and nervous about being judged and criticized by their teachers when they make a mistake. At this point educational games are very beneficial because they reduce anxiety, increase positive feelings and improve self-confidence.

According Stephen Krashen (1982), second language acquisition is influenced by affective factors either positively or negatively. One of the teacher's tasks is to create a situation where students' affective filter is lowered so that the comprehensible input could be taken in. One of the advantages of using educational games in class is just to create such a situation.

Add to this, one of the main goals of educational games is to build a good interaction between the teacher and the students and between the students themselves, and so using games in EFL teaching and learning can well realize the fundamental idea of the communicative language teaching approach. Using games is a good way to improve students' various skills, as Wright, 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". Learners can practice their skills of listening, speaking, reading and writing comprehensively, and especially

they get more practice in listening and speaking, which are poor in the traditional teaching method.

Moreover, educational games bring real-life situation to the classroom which put learners in real world settings thus make a connection with the real usage of language. Littlewood (1981) proposes 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.

## **Motivation and Performance Relationship in EFL Classes**

### **Definition of Motivation**

Motivation defined as an important term in the learning process as a whole, especially in the side of student productivity and the achievement of the educational purposes. Keller(1983), reports that motivation is the magnitude and the direction that is related to behavior. It refers to people's choices to get or gain goals they will approach or avoid, and the level of effort they will put in that respect. Also, it decrease the level of failure and avoid emotional pressure while practice. Bomia et al. (1997) claim that student's motivation represent important elements such as willingness, need, desire and the necessity to participate and developing in the learning process. For Dörnyei (2001), claims that motivation is directly linked to what people prefer to do, their patience to continue the behavior and their trying on it.

### **Source of Motivation**

In educational settings, sources of motivation related to two major elements, the learner natural interest (intrinsic) and the teacher (extrinsic).First, intrinsic motivation is the students' internal desire and feeling with satisfaction to finish the given task. Deci and Ryan (2002) said

that the intrinsic motivation back to a certain activity performed for its own sake to provide pleasure or satisfaction. In the other hand, extrinsic motivation related more with the external factors or even the rewards from the teacher which can be a compliment or punishment. Extrinsic motivation is usually tangible while intrinsic motivation is not touchable because it left the positive feeling due to the accomplishing the task. According to Lumsden (1994), giving students ways or strategies could increase their motivation which improve their views of their abilities. Witzel and Mercer (2003) claim that intrinsic motivation can best be described as motivation that takes place when the person performing the task and develops internal satisfying results during or after the behavior. Some examples of the intrinsic are task completion, feedback or result, acquisition of knowledge or skills, and feeling of proficiency. However, extrinsic motivation takes place when someone engaged in a specific behavior to reach satisfying results outside of the person during or after the behavior. Some examples of extrinsic motivation are primary objects, tangible objects, taken systems social approval, and project activities.

### **EFL Learners Main Challenges**

Every educational field contains problematic factors and the oral performance is not that easy task because it contains some dominant obstacles which it could stand up on learners' way to have a well competent performance during the relevant session. The following features present the most repetitive challenges:

- The inappropriate method used that may limits learners' participation and encourage teacher-centered rather than student-centered.
- Inhibition: fear of public speaking, fear of making mistakes in front of the teacher, criticism and shyness.

- The use of the mother tongue: particularly common in less disciplined or less motivated classes. Some students rely on their mother language to combine and construct their speech because they find it easier and they use it in unconscious way to express themselves.
- Low participation: usually caused by the tendency of some students to dominate in the group.
- The lack of any sorts of motivation: which consider as the crucial element of students' productivity and in a specific way for making a successful participation.

Everyone needs to have motivation and a reason for making an action. For EFL learners' motivation is the path to have determination to success because it shifts any struggle or obstacle students may face while acquiring a foreign language. EFL classes should be motivational which give learners a positive impression to work hard and pay attention to the classroom lesson. In addition, it creates an active environment which turns the focus on the students themselves. Gardner (1985) States that student's motivation recognized as one of the main elements which affect English language learning. He also says that “motivation as the combination of desire and the effort made to achieve a goal.”(Gardner, 1985).

### **Motivation affect performance**

Great performance comes after a well-motivated student because motivation leads the individual to do whatever it takes to become successful. The category of students who are more motivated in the classroom they engaged with big efforts, learn more deeply, create chances and even perform better compared with demotivated students, also it gives them the needed push to realize and achieve their planned goals. Further than that motivation help them to have a strong direction to chase their dreams. In addition, teachers' beliefs, attitudes and behavior in the

classroom affect student's motivation. Richards, (2003) mention that the teacher plays the most important role in affecting his/her students' motivation in the learning process. Dörnyei (2001) states that "if a teacher is motivated to teach, it will give a good chance that his or her students will be motivated to learn" (p. 156). Also he believed that teachers can influence on students' extrinsic motivation because there are a lot they can do to increase the latter. (Dörnyei (2001).

### **Conclusion**

This chapter aimed to present the two major nature and teachers' techniques of speaking and listening skills. Furthermore, it focused on the usefulness of using the educational games as a tool to enhance students' practice. Finally, this chapter shed the light on the benefit of motivation towards EFL learners' performance.

## **CHAPTER THREE**

### **Methodology**

#### **Introduction**

The researcher tends to prepare a questionnaire and interview to make this work more reliable. This chapter represents the empirical phase of the research. The questionnaire is submitted to first year EFL learners at Chadli Ben Djedid University El-Tarf. It consists questions closed questions, and the interview is conducted with the teacher of oral expression module consisted of eighteen questions.

To make this study more explicit and easily approached, first, the researchers explain the process of the research, then, explain the methods and the research tools as well as pointing out the reasons behind choosing this research. Data analyses are an attempt to find answers to the research questions and produce meaningful and trustworthy conclusions.

#### **Research Design:**

##### **Description of Methods and Tools:**

Based on the nature of the study, the researcher adopted a descriptive approach in order to test the hypotheses of the research. It is descriptive in its nature because it aims at obtaining various ideas about the effectiveness of the use of educational games on developing students' oral performance. Furthermore, the data is collected quantitatively and qualitatively relying on a set of research instruments that are a questionnaire and an interview; online questionnaire is

addressed to first year EFL students at Chadli Bendjedid, El-Tarf University, while the interview is conducted with a teacher of oral expression module.

The questionnaire is a common tool used by researchers which provide data, being the easiest one because it doesn't require much time or energy to be done. It is a collection of numerous questions which can be close, open and multiple choice questions. According to Nunan (1992, p.231) "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject". Thus, it allows the researcher to collect the information concisely and precisely, and some cannot be observed. However, the interview is described as an important data gathering technique involving verbal communication between the researcher and the participant. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the participant is allowed to talk freely about whatever they wish, to highly structured in which the participant responses are limited to answering direct questions. In this research both types of interview; Structured and Unstructured are conducted by the researchers.

### **Description of Population and Sampling:**

#### **The Students:**

The population of the present study comprises of first year LMD students at the department of English at Chadli Bendjedid University, El-Tarf during the academic year 2020 - 2021. The overall sample for the research is consisted of 30 Students eight males (26, 67%) and 22 females (73, 33 %). They were selected randomly from the whole population in order to respond to the research questions addressed to them.

The reason behind choosing to work with first year is that they are less motivated to practice their speaking skill. Consequently, teachers have to choose the best method to teach them, for the students to perform well orally, or students will never be motivated to speak and thus they will perhaps never be able to use the language correctly.

### **The Teacher:**

In addition to first year English students, this study involves a teacher of oral expression module. He has Magister degree in teaching English. This teacher has been chosen based on his long experience in teaching the oral expression module and because he already dealt with the learners' communication strategies for EFL speaking performance and the communicative activities.

### **Description of Data Collection:**

#### **Students' Questionnaire:**

The questionnaire consists of twenty (20) questions that are organized in a logical order. They are closed questions where the students are required to choose whether the appropriate answers or "yes"/ "no" questions with justifications. The questionnaire is composed of two main sections; the first section deals with background information about the students, it consists of questions from one to eight. They are questions that seek personal information about the learner (age, gender, type of baccalaureate and the reason of the choice of English).

The second section is about educational games and oral performance. It is divided into two parts:

A- Speaking Abilities which consists of questions from nine to 13, and

B- Educational Games which consists of questions from 14 to 20. These questions seek to give the learners the opportunity to express themselves and say their opinion about enhancing their speaking skill via educational games.

**Teacher's interview:**

The teacher's interview consists of eighteen (18) questions. It was both close and open-ended questions. It took place on Sunday at 10:45 am in June the 6th at the English department in room 14 at Chadli Ben Djedid University, El-Tarf.

**Conclusion**

This chapter was devoted to represent the sample chosen, the setting, and the timing of the research. It has also addressed the methodological procedures that shaped the design of this study to get objective information. This research utilized and clarified the investigation instruments, which were online questionnaire for first year EFL learners, and an interview with the teacher of oral expression module. The next chapter will be dedicated to the analysis and the discussion of the data collected for the present study.

## CHAPTER FOUR

### Data Analysis

#### Introduction

This chapter aims to present the analysis of the empirical data of the research, which plans to investigate the role of educational games on learners' motivation and engagement in the EFL classroom. This chapter attempts to refute or confirm the study hypotheses that are suggested by the researcher, it also provides some suggestions and recommendations concerning the use of educational games to enhance and foster learners' performance and motivation.

#### Section One: Background Information

**Table1: Baccaureate Degree**

/	Number	%
<b>Literary</b>	17	56,67%
<b>Scientific</b>	13	43,33%
<b>Technical</b>	0	0.0%
<b>Total</b>	30	100%

The results indicate that 17 students (56, 67%) came from a literary stream, whereas 13 students (43, 33%) came from scientific classes and none student (0%) from technical streams. This indicates that first year students have different backgrounds, different types of knowledge that has influence on their motivation because each stream focus on different information and the way they deal with the different input given in the EFL course.

**Table 2: the Choice behind Studying English**

/	Numbers	%
<b>Personal</b>	24	80%
<b>Imposed by administration</b>	5	16,67%
<b>Imposed by parents</b>	1	3.33%
<b>Total</b>	30	100%

The great majority of students (80%) personally chose to study English and this indicates the level of motivation to learn the language, followed by five students who said that they are sent to the English department because they did not fulfill the condition to subscribe or register in other branches, but only one studies English because it was imposed by their parents.

**Table 3: The Need for English in Terms of Language Skills.**

/	Numbers	%
<b>Listening</b>	1	3,33%
<b>Speaking</b>	18	60%
<b>Reading</b>	1	3,33%
<b>Writing</b>	3	10%
<b>Others</b>	7	23,33%
<b>Total</b>	30	100%

Table 3 shows that 18 of first year students (60%) need English for speaking skills, 3 students answered that they need English for writing, 1 student (3,33%) said that he/she needs

English for listening, 1 student said that he/she needs English for reading, and 7 students (23, 33%) selected all of the skills. This indicates that students are aware that speaking is primary in learning a foreign language.

**Table 4: The Need of Speaking English Correctly**

/	A personal interest	A formal requirement	A necessity in modern life	Others	Total
<b>Numbers</b>	12	1	17	0	30
<b>%</b>	40%	3,33%	56,67%	0,0%	100%

56, 67% of students selected speaking English correctly because it is necessary for modern life, whereas 40% of students their choice was based on personal interest. The remaining number (1) chose it for formal requirement, so as to get jobs in the future. From all that, it is obvious that our first year students are motivated to learn the English language, and the role of the teacher and the course of EFL has to be enhanced to develop the speaking skill.

**Table 5: The Reason behind Choosing English Language.**

/	Numbers	%
<b>You want to travel to learn about other cultures</b>	6	20%
<b>It helps you to find a better job</b>	7	23,33%
<b>Because it is a universal language</b>	6	20%
<b>Because it is a popular to know a language</b>	6	20%
<b>Others</b>	5	16,67%
<b>Total</b>	30	100%

The majority of students (23, 33%) chose English to find a better job. Similar percentage (20%) related to three options which are travelling to learn about other cultures, because English is a universal language, and because it is popular to know a language, however, 5 students (16, 67%) answered differently. The analysis showed that the majority of learners consider English as a path to get a future occupation.

**Table 6: Students' Level in English**

/	Numbers	%
<b>Very Good</b>	5	16,67%
<b>Good</b>	17	56,67%
<b>Average</b>	7	23,33%
<b>Poor</b>	1	3,33%
<b>Total</b>	30	100%

The table and figure demonstrated that 5 students (16,67%) considered his/her level to be very good in English, 17 students (56,67%) stated that their level is good, 7 students (23,33) considered that their level in English is average, whereas only 1 (3.33%) learner stated that his/her level is poor. Students usually relate their level to how well or how bad they can understand and produce the language either orally or in writing.

## **Section Two: Educational Games and Oral Performance**

### **A. Speaking Abilities**

**Table 7: Speaking Difficulties**

/	Numbers	%
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<b>Pronunciation</b>	4	13,33%
<b>Vocabulary</b>	11	36,67%
<b>Sentence Structure</b>	13	43,33%
<b>Others</b>	2	6,67%
<b>Total</b>	30	100%

When asked about difficulties 13 students (43, 33%) stressed sentences structure, 11 of them (36, 67%) concentrated on vocabulary, 4 of them (13, 33%) focused on pronunciation, whereas 2 students (6, 67%) answered that they do not face any problem while speaking. In fact each of these elements of language plays a great role in developing the speaking skill but the most common problem is the difficulties with the sentences structure of the English words. However, teachers of oral expression have to make efforts to collaborate the teaching of grammar items with oral expression courses from time to time. In addition to that, teachers must be in a continuous contact with teachers of phonetics to avoid problems of pronunciation.

**Table 8: the Amount of Teacher's Interference in Oral Expression Module**

<i>/</i>	<b>Numbers</b>	<b>%</b>
<b>Intervenes more than enough</b>	3	10%
<b>Intervenes only when necessary</b>	6	20%
<b>Encourage you to speak more</b>	21	70%
<b>Total</b>	30	100%

According to these results, we notice that the majority of the students (70%) said that their teacher encourages them to speak more. It shows that 6 students (20%) see their teacher that she/he intervenes only when necessary, and only 3 students (10%) who see their teacher intervenes too much. As far as the EFL courses are concerned, the teachers have to intend to develop both the speaking and the listening skills and in both cases, the teachers' amount of talking time has to be reduced.

**Table 9: The Amount of Students' Participation in Oral Classes**

/	Numbers	%
<b>Always</b>	7	23,33%
<b>Usually</b>	9	30%
<b>Sometimes</b>	9	30%
<b>Rarely</b>	5	16,67%
<b>Never</b>	0	0%
<b>Total</b>	30	100%

By this table, we wanted to know the students' frequency of using the language and their motivation to speak. Teachers in general emphasize that only motivated students always take the initiative to participate even when are not asked to do so. This category is represented only by 7 participants (23,33%), followed by 9 participants (30%) states that they sometimes participate in oral class, other 9 students said that they usually participate, 5 of them (16,67%) rarely do so, while none of the students never participated this is a sign of interest and motivation in the classroom.

**Table 10: Students' Justification for not Participating in the Oral Module**

<i>/</i>	<b>Numbers</b>	<b>%</b>
<b>You ( personal reason)</b>	7	70%
<b>The teacher</b>	0	0%
<b>The course ( i.e. topics are not interesting)</b>	3	30%
<b>Total</b>	10	100%

As we know reasons may be of diverse sorts, but the most evident ones are student him/herself, the teacher or the course of oral expression. This table shows that the majority (70%) related that to the personal reasons, 3 students (30%) justified that the reason why they do not participate is because of the course itself, while none of them blamed the teacher. These results lead us to think that the learners' personal reasons affect strongly negative on their performance.

**Table 11: Students' Opinion about the Practice they get from Speaking English**

<i>/</i>	<b>Numbers</b>	<b>%</b>
<b>Yes</b>	16	53,33%
<b>No</b>	3	10%
<b>Somehow</b>	11	36,67%
<b>Total</b>	30%	100%

The majority of the learners (53,33%) claimed that the more they practice the language the language the more it helps them to face different situations in life, followed by 11 (36,67%)

who chose “somehow”, while only 3 of them (10%) found that it is not sufficient for them to deal with various situations outside the academic settings.

### B. Educational games

**Table 12: The Familiarity of Using Educational Games in Oral Expression Module**

/	Numbers	%
<b>Yes</b>	23	76,67%
<b>No</b>	7	23,33%
<b>Total</b>	30	100%

The table and figure shows that 23 of students (76.67%) were familiar with the use of educational games in oral expression modules. In the other hand, 7 of them (23.33%) denied their familiarity with this tool. This result showed that the use of educational games is already applied by the teachers of oral expression module.

**Table 13: Student’s Point of View about Teacher’s Use of Educational Games**

/	Numbers	%
<b>Yes</b>	29	96,67%
<b>No</b>	1	3,33%
<b>Total</b>	30	100%

Except one, all the participants (96.67%) agreed on the importance of using educational games as a tool in enhancing their oral performance.

**Table 14: The Amount of Using Educational Games by the Teacher**

/	Numbers	%
<b>Very Often</b>	3	10%
<b>Sometimes</b>	19	63,33%
<b>Never</b>	8	26,67%
<b>Total</b>	30	100%

The most selected answer was “sometimes” by 19 students (63.33%), and 8 of them (26.67%) answered never, however 3 (10%) answered very often. The data showed that the teacher is aware of the effectiveness of using educational games during oral expression module.

**Table 15: the Teacher’s Use of Educational Games to Create a Motivational Atmosphere**

/	Numbers	%
<b>Yes</b>	26	86,67%
<b>No</b>	4	13,33%
<b>Total</b>	30	100%

The table and figure show that 26 students (86,67%) were with idea of the teacher’s use of educational games because it creates a motivational atmosphere in the classroom, but only 4 of them (13,33%) were against this idea. This result indicated that educational games are a source of motivation to practice more the speaking skill.

**Table 16: Educational Games Help the Students to**

/	Numbers	%
<b>Reduce your stress and anxiety</b>	6	20%
<b>Understand the lesson</b>	7	23,33%
<b>Improve your interest in learning</b>	11	36,33%
<b>Participate more</b>	5	16,67%
<b>Others</b>	1	3,33%
<b>Total</b>	30	100%

In this question, subjects are asked to say what educational games help them to do. The data demonstrated that 11 respondents (36,67%) find that this tool help them to improve their interest in learning. The second position is opted by just 7 subjects (23,33%) who believe that educational games help them to understand the lesson. Furthermore, we have recorded 6 of them (20%) who believed that this method help them to reduce their stress and anxiety, 5 students (16,67%) said that educational games help them to participate more, and only one of them chose all of the options.

**Table 17: Types of Educational Games that Student may prefer**

/	Numbers	%
<b>Role play</b>	11	36,67%
<b>Information gap activity</b>	1	3,33%
<b>Storytelling</b>	2	6,67%
<b>Drama and stimulation</b>	5	16,67%

<b>Guessing games</b>	10	33,33%
<b>Total</b>	30	100%

The present item of information is intended to ask participants about the types of educational games they prefer. The table above summarizes the most frequent types that teachers can use in order to carry out a speaking activity. As it can be noticed in table, there are no major differences between the percentages of role plays and guessing games. In the first place comes role plays with (36,67%) followed by guessing games with (33,33%). The third position which is drama and stimulation is selected by 5 subjects (16,67%), only 2 of them opted for storytelling, but only one preferred information gap activities. This indicates that in the first place subjects are aware of these techniques and secondly those who find role plays and guessing games enjoyable are motivated when they set to work in groups.

**Table 18: The Choice between Educational Games and Traditional Method**

<i>/</i>	<b>Numbers</b>	<b>%</b>
<b>Yes</b>	24	80%
<b>No</b>	6	20%
<b>Total</b>	30	100%

The result demonstrated that the majority of the students (80%) prefer to be taught via educational games instead of the traditional method, however only 20% still follow the

traditional method in their learning process. This showed that educational games are highly needed to be taught with in order to enhance the speaking skill.

### **Teacher's Interview Data**

In the current study, the interviews you used only one were used as supplemental data to support the answers obtained from the questionnaire. "Interviews were usually conducted face-to-face by a researcher who orally asked questions to interviewees about certain pre-set questions" (Punch, 1999) to explore people's experiences and their inner perceptions, attitudes, and feelings of reality. In this study, the researchers made use of the semi-structured interview. More questions are predetermined and there is sufficient flexibility to allow the interviewee an opportunity to shape the flow of information. The researchers purposefully select rich information to explore in-depth data.

The teacher of oral expression module was selected for the interview which consisted of 18 open-ended questions. The interview gives the interviewer a degree of power and control over the course of the interview. Besides, misunderstanding or lack of understanding can be immediately sorted out during the exchange of information. (M.J Wallace, 2001). The interview took place on Sunday 6 June 2021 at 10:45 am in the classroom number 14 at the English department at Chadli Ben Djedid University, El-Tarf. The interview took an average of 25 minutes when the teacher was totally free to speak his mind. During the interview the interviewer and the interviewee had the chance to ask for further information to ensure a full understanding. The purpose was to make sure that the teacher expresses his opinion and perspective about involving the educational games to enhance learners' performance and motivation in oral

expression module. Audios were recorded by the Smartphone with the permission of the interviewee for data transcripts.

### **Analysis of Teacher's Responses**

**Q1:** What are your qualifications? License, Magister, or Doctorate.

**Answer:** Magister.

**Q2:** How long have you been teaching English at university?

**Answer:** 10 years.

**Q3:** How many years have you been teaching the oral expression module?

**Answer:** 8 years.

**Q4:** Did you choose to teach this module or is it imposed upon you?

**Answer:** It depends.

**Q5:** Did you take any teacher training course before?

**Answer:** in oral expression module no.

**Q6:** How would you define motivation?

**Answer:** Motivation is really important for both teachers and learners.

**Analysis:** The answer of this question expresses that motivation is a necessary factor in the process of learning and teaching and should be interchangeable between the teachers and learners to build a successful course.

**Q7:** Do you follow a particular model or strategy to motivate your students to speak the language? If yes, which one and why?

**Answer:** generally, we have classrooms are made of different abilities, the aim is to make all the students involved there and able to talk. We should divers the types of activities by using games like role plays, dialogues prepared ones we can offer these students the opportunity to talk, but the other learners who are already motivated they just asked to talk or to be on stage facing the audience.

**Analysis:** Usually a classroom setting consists of different abilities, skills and characters.

Teachers should be aware of the mixed elements and try their best to motivate them to talk and to express their ideas through speaking by involving different types of educational games such as role plays and dialogues because they turn the sessions into a student-centered since the oral courses aim to let the learners improve their speaking abilities. On the other hand, the already motivated speakers who usually participate in the classroom they perform in front of the audience without hesitation.

**Q8:** Do you explain to your students that they are learning English for communicative purposes? In both cases, say why?

**Answer:** generally we don't think so. Explicitly, we are going to tell them that since they chose to learn English and the world is becoming a small village, learning a language is first of all to communicate, we are going to discover that they need to communicate with others. The implicit or the direct objective for both we are going to encourage them to talk.

**Analysis:** According to the teacher's response, since students are studying an international foreign language obviously they are going to use it in communicative purposes in all aspects of life. The teachers' role is to enable them to practice the language orally in a correct way.

**Q9:a.** what is the percentage of students who participate regularly in the class?

**Answer:** Generally speaking no more than 30 %, the others should be asked or encouraged. Teachers should diversify in the types of the activities used in the classrooms in order to make at least those who little to talk can be a part of classroom discussion and interaction.

**Analysis:** It is common that not all learners are active during the oral expression module. For this reason, teachers should be smart enough to select the appropriate activities to attract their attention in order to give passive learners an opportunity to get involved in the classroom interaction.

**b.** So you should push them to participate?

**Answer:** Even the use of students to motivate each other; some students are there to motivate their classmates. If they are going to discover that some students are talkative and they have the ability to speak freely, and not just as an activity or just they need to be evaluated just the fact of being free to talk may motivate the others to enjoy the classroom interaction and discussion. Also through some types of activities that can be part of the discussion. For games, they are used especially with beginners. The choice of games is really important. What types of educational games teachers should be aware to bring in the classroom? The use of games should be part of the teaching process for the beginners.

**Analysis:** This answer highlights the advantages of the pair work and group work while using educational games in the class. The collaborative work enables the learners to be more motivated and to cover each other's weaknesses. This tool is used to enhance the learners' productivity while speaking rather than using it just to have fun and amusement. Since first year students are still beginners, teachers should take into consideration the best type of activities to include in his/her course.

**Q10:** Do you give your students the opportunity to talk about problems they encounter in learning?

**Answer:** Yes I just said it. This is part of the real life situation, they should be aware on their own learning style and how they are going to learn in general and in oral session particularly.

**Analysis:** The answer emphasis that learning a language is a path to deal with different life situations. In order to score well in speaking skill, students should raise their attention on their learning style and how the process works.

**Q11:** How do you try to establish a relaxed atmosphere in the class? How?

**Answer:** Again diversifying the activities; if you notice that the activity is not matching the situation and the population, we should choose another one and make the students feel relaxed.

**Analysis:** Teachers should select the suitable type of activities that match different situations, learners' needs and interests in the purpose of making the learners feel free to talk and express themselves in a positive atmosphere.

**Q12:** Is the relationship which you try to promote between students during classes/games that of: cooperation, competition or entertainment?

**Answer:** Since some games aim to create a kind of competition, so we are going to develop a competitive atmosphere. If it is just we are going to bring group work or team work, we are developing a cooperative learning style. So it depends of the game itself. The aim of the games first of all is be enjoying as a game wherever the objective is it just for enjoying or for educational purposes. One of the main objectives is to make the population enjoy what they are doing and what they are experiencing as a game.

**Analysis:** one of the beneficial roles of involving the educational games is to create a competitive atmosphere. For this reason learners try hard to succeed in their learning process. Also the cooperative work is important to complete the activity. In addition, games are mixed of fun and education to provide the enjoyable setting to learners.

**Q13:** What type of teaching materials do you use?

**Answer:** Different types: Video, visual aids, sometimes just recording to some dialogues of real life situation and it depends on the availability of tools at the University.

**Analysis:** Different materials should be used while teaching especially the visual aids because using illustration facilitates the understanding and satisfies learners need.

**Q14.a.** Do you support your lessons by the language laboratory?

**Answer:** No, unfortunately we are using the classrooms.

**b.** If you don't use the language lab, say why? Is it because of: lack of materials, lack of training, or other, specify?

**Answer:** Because they are out of use, it is technical problem.

**Q15:** In the course of oral expression; on which skill do you concentrate?

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

**Answer:** Speaking and listening.

**Analysis:** Teachers of oral expression module should concentrate on the combination of the two main skills which are speaking and listening.

**Q16:** Do you think that educational games are helpful in improving students' performance?

Explain how?

**Answer:** It can be used as a helpful tool, games can offer the opportunity to the students to enjoy the fact of being learning situations and for those who still shy to be a part of classroom interaction. Because of the use of educational games generally we are going to develop an interactional objective between teachers and students.

**Analysis:** Educational games are a supplemental tool for EFL learners to let them be a part of different learning situations for all learners' categories. Also to raise the level of communication with their teacher and with each others.

**Q17:** From this list what type of educational games do you use to encourage your students to speak English? And why?

- a. Role play
- b. Information Gab activities

- c. Guessing games
- d. Drama and Stimulation
- e. Storytelling.

**Answer:** Generally in speaking it is guessing games, role plays, especially it is used as a start for those who are able to talk. Dialogues they are going to fact of just speaking, because speaking is different are you going to rehearse things or you are going to ask them to develop the activity of thinking about what they are going to say. Storytelling usually we give it to first year students to give them the ability to use the limited vocabulary they have, sometimes we just bring an introduction to the story and let them finish and close the story so they are going to be involved in the fact to bring different ends and telling the story.

**Analysis:** The teacher did not select only one option instead he differs in using educational games because each game has its specific impact and benefits on learners' speaking skills and participation.

**Q18:** Do you think that teachers should differ in using educational games instead of focusing on just one specific game?

**Answer:** For sure, according to the population which is made of mixed abilities, we cannot rely on just one kind of game and forgetting that we are in front of mixed abilities. We should bring different games at least two to tackle all of the facets of speaking activity.

**Analysis:** Before choosing the appropriate educational game, the first step that teachers should take into account that their courses are formed of different population who have mixed abilities to develop their speaking skills. For this, they should vary in using educational activities instead of focusing on just one game to strengthen their level of understanding.

## **Conclusion**

The objective of this chapter was to investigate the effects of involving educational games in learning on learners' performance and motivation in EFL classroom. This chapter provides a review about the situation by analyzing the data using students' questionnaire and teacher's interview, and by using qualitative and quantitative methods. The next chapter will deal with the results and recommendations followed by a conclusion for the whole research study.

## **CHAPTER FIVE**

### **Discussion**

#### **Introduction**

This chapter aims to present the discussion which answers the three main research questions addressed in this research from the beginning. The answers in this discussion part are presented as a combination of the analysis and findings, which are primarily derived from the previous chapter, and the responses collected through the students' online questionnaire and the teacher's interview. Furthermore, the implications of the answers will be linked to the literature review and will be proved whether or not the outcomes expected by the researcher have been achieved in the conclusion chapter.

### **Discussion**

The analysis of the students' questionnaire reveals that the uses of educational games do influence the level of students' motivation towards oral performance. The learners' answers in tables 9 and 15 showed that students who have noticeable interest towards the English language are the ones who usually participate in the oral classes and the ones who prefer to use educational games in the classroom. The analysis of the second part's answers revealed that there is a positive impact of using educational games on both learning and teaching processes in oral expression module. This technique fosters strong relationships between the classmates and the teacher, it also fosters their curiosity and interest to learn, they enjoy learning English and respond well to challenges.

The analysis of the teacher's interview demonstrates that teachers of oral expression module should select the appropriate activities that encourage students to engage and be part of the classroom's interaction since oral classes are formed from mixed abilities, different needs and interests. In addition, the factor of motivation should be both teacher and learners' concern in order to ensure the improvement of the speaking skill, to create an enjoyable atmosphere, and to a better future performance.

Based on the data analysis of the teacher's interview in the question number 12 the first hypothesis which is; educational games are useful in teaching oral expression module because of involving the elements of interest, fun and low stress during oral activities confirms that the use of educational games attracts learners' attention and interests and motivates them to learn English due to the element of fun.

The second hypothesis which is a course based on students' centered concept through the use of educational games will influence positively on their psychological state and increase their motivation, is confirmed by the answer of the students in the section two question number 10. We found that educational games make learners more involved and excited; so they become passionate and more active in the classroom participation. The third hypotheses which is if the teacher uses educational games, this will attract full students' attention and make them more active is proved through students' questionnaire in section two question number 16. The application of educational games by the teacher is very necessary to enhance learners' motivation and to reduce stress and negative feelings so they become more active learners.

The data obtained through first year EFL students' questionnaire and teacher's interview confirms the validity of the research hypotheses.

### **Limitations of the Study**

The study has a number of limitations which are identified as follows:

- The pandemic corona virus known as COVID19.
- The teacher's interview took a long time to be accomplished due to his full work schedule.

### **Implications**

Based on the research findings, the implementation of educational games proved to be effective to increase the students' speaking skills. It also made the English language teaching and learning processes run better. The clearer description of the implication is drawn as follows.

#### **A. Implications for the Students:**

1. EFL learners should be exposed to native speakers in order to improve their oral abilities for instance they should listen to Radio, TV, records, movies...etc.
2. Learners should work in collaboration with each other, because they could get their feedback and interaction which enable them to perform better in second language acquisition.
3. Students should take advantages from making mistakes instead of being stressed out, embarrassed, and frustrated, because mistakes are a positive part of the learning process.

4. Students should learn in a positive atmosphere in order to be able to express their ideas, think naturally, and speak freely.
5. Learners should not be affected by teacher's negative feedback but rather they should consider it as a source of reinforcement in the learning process.
6. EFL learners should use the English language consistently inside and outside the classroom.

#### **B. Implications for the Teachers:**

1. The teacher should not only be the source of knowledge instead he/she should create a situation where the students are more involved in experiencing learning.
2. Teachers should trust their learners' abilities and encourage them to reach their goals.
3. Teachers should decrease students' anxiety by creating fun learning situation in the second language classroom.
4. The teacher should be a facilitator by encouraging the students to ask about their difficulties in order to build a good relationship.
5. The teacher should give more opportunities to students to practice correct pronunciation and intonation.
6. Teachers should take into consideration students' need to build a relevant syllabus of the lessons.
7. The teacher should vary while selecting the appropriate activities and try to adopt new and different interesting topics for the sake of increase students' participation.

8. Teachers should make their learners work in groups so they can evaluate their work as a whole not individually, because solidarity make the relationship stronger between members so they could share personal information SUCH AS emotions,fear, desires, needs, etc....

### **Recommendations**

Mastering the speaking skill is considered as a challenging task for both teachers and learners. It is important to select the appropriate method to achieve oral proficiency through communication.

After concluding the result of the research, we would like to propose some suggestion to the following:

#### **1. English teachers**

The use of educational games in teaching process makes the students more motivated, communicative, and engaged in the lesson. It is necessary for EFL teachers to create an enjoyable environment for better improvement in the learning process.

#### **2. The Students**

Participation is an essential element in applying the technique of educational games for this reason students need to be active in order to improve their speaking proficiency. Besides, they have to motivate themselves to learn as much as possible.

#### **3. The University**

The institutions have to facilitate both teaching and learning processes by providing the modern materials such as laboratories to manage the instructional time and quality of performance.

#### **4. The researchers**

The findings of this research work will be expected to be used as an additional reference for further research study in different contexts which will give valuable contribution to teaching and learning English in EFL classes.

#### **Conclusion**

The use of educational games is beneficial in the processes of teaching and learning because it enhances EFL learners' energy, interest, interaction, motivation, and engagement. This tool provides an enjoyable and stress-free environment. Hence, both processes become more effective and successful. Using games motivates students in the second language acquisition and let them to be a part of the classrooms interaction. Furthermore, it helps both teachers and learners to reach their goals and objectives.

Teachers should use different types of educational games to tackle all the facets of speaking skill in order to cover students' need and overwhelm their weaknesses such as role play, information gap activity, guessing games, drama and stimulation, and storytelling. These activities play a major role in ameliorating their vocabulary as well encouraging the students to be fluent in speaking the English language. In the same light of thought, learning through educational games is useful to promote the communicative efficiency and to build the total readiness for a successful oral production. Moreover, games can let students face the learning

process in more convenient attitude and grab their fully intention so they will not feel bored.

Finally, this tool promotes the speaking skill by increasing motivation and performance inside the classroom and advances the level of language acquisition.

As a final point, the present study highlights on the significance of educational games in fostering motivation in learners for enhancing the students' oral performance. And that it may be supported by further research for the sake of improving teaching/ learning at the level of university.

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## Appendices

### Appendix A: Students' questionnaire

Dear first-year students, this questionnaire is conducted by students at Chedli Bendjedid University, El-Tarf. It is designed to highlight on the effectiveness of using educational games on EFL students' motivation and performance. To answer the questionnaire, you are requested to tick (✓) the appropriate option(s). There is no right or wrong answers. We assure you that your answers will be kept anonymous. We are immensely grateful to you for accepting to answer this questionnaire.

#### Section 1: background information

1-Gender:

- Female
- Male

2- Age: .....

3- Is your baccalaureate degree:

- Literary
- Scientific
- Technical

4- Your choice to study English is:

- Personal
- Imposed by administration

- Imposed by parents

5- Do you need English for?

- Listening
- Speaking
- Reading
- Writing

Other, specify?.....

6- Speaking English correctly is to you:

- A personal interest
- A formal requirement
- A necessity in modern life

7- Why did you choose to study English?

- You want to travel to learn about other cultures.
- It helps you to find a better job.
- Because it is a universal language.
- Because it is popular to know a language.

8- How do you consider your level in English?

- Very good
- Good
- Average
- Poor

## **Section 2: Educational games and oral performance**

### **A. Speaking abilities**

1. In your opinion, what is the most difficult thing when speaking?

- Pronunciation
- Vocabulary
- Sentence structure

Other, specify...

2. In the classroom, would you say that your teacher of oral expression module.

- Speaks more than enough
- Speaks only when necessary
- Encourages you to speak more than he / she does

3. How often do you speak English inside the classroom?

- Frequently
- Sometimes
- Rarely
- Never

4. If your answer is "rarely" or "never", is it because of:

- You (personal reasons)
- The teacher
- The course of oral expression module(i.e. topics are not interesting)

5. Do you think that the practice you get in speaking English is sufficient to face different situations in life?

- Yes
- No
- Somehow, justify?.....

**B.Educational games**

1-Are you familiar with the use of educational games in oral expression modules?

- Yes
- No

2-Do you prefer to have a teacher who uses educational games during oral expression modules?

- Yes
- No

Justify.....

3-How often your teacher use educational games?

- Very often
- Sometimes
- Never

4-Do you think that the teachers' use of educational games create a motivational atmosphere?

- Yes
- No

5-Does the use of educational games help you too:

- Reduce your stress and anxiety
- Understand the lessons
- Improve your interest in learning
- Participate more.
- Other? Specify.....

6- Which type of the following educational games do you prefer?

- Information gap activity
- Storytelling
- Role play
- Guessing games
- Drama and stimulation

7- Don't you think that being taught with educational games motivates you better than just having a teacher who follows the traditional way of teaching?

- Yes
- No

Justify.....

**THANK YOU**

## Appendix B: Teacher's interview

*Dear teacher,*

The subject under study aims at highlighting on the effectiveness of using educational games on first-year students of the English department, and the problems that teachers and learners may encounter in the oral expression course. Therefore your answers and suggestions will be very helpful and useful. So we shall be grateful to you if you could answer the following questions.

*We wish thank you in advance for your collaboration.*

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1. What are your qualifications?

License, Magister, or Doctorate

2. How long have you been teaching English at university?
3. How many years have you been teaching the oral expression module?
4. Did you choose to teach this module or is it imposed upon you?
5. Did you take any teacher training course before?
6. How would you define motivation?
7. Do you follow a particular model or strategy to motivate your students to speak the language? If yes, which one and why?
8. Do you explain to your students that they are learning English for communication? Say why?

9. What is the percentage of students who participate regularly in the class?

B. So you should push them to participate?

10. Do you give your students the opportunity to talk about their problems in

Learning?

11. How do you try to establish a relaxed atmosphere in the class?

12. Is the relationship which you try to promote between students during classes;

that of: Cooperation, Competition, and Neutral.

13. What type of teaching materials do you use?

14. Do you support your lessons by the language laboratory?

15. In the course of oral expression; on which skill do you concentrate?

16. Do you think that educational games are helpful in improving student's performance?

17. From this list what type of educational games do you use to encourage your students to speak English?

Role play, Information Gab activities, Guessing games, Stimulation, or  
Storytelling.

18. Do you think that teachers should differ in using educational games instead of focusing on just one specific game?

**THANK YOU**

