



الجمهورية الجزائرية الديمقراطية الشعبية
DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
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THE ROLE OF COMMUNICATION GAMES IN IMPROVING STUDENT'S SPEAKING SKILL

**Dissertation submitted to the Department of English in Partial Fulfillment of the
Requirements for the degree of Master in Language and Culture
Case study second year English students**

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Dedication

This thesis is dedicated to the loving memory of my father, though he may not be physically present to witness the completion of my graduation, I know that his spirit will be present and guides me in every step of my life.

To my loving mother, my brothers, my sisters, and my all family whose unwavering support and encouragement have been my driving force. Their belief in my abilities and their constant encouragement has kept me motivated during the challenging times of my life. I am grateful for their sacrifices, understanding and patience.

I also dedicate this thesis to my pretty friends Fatima Zohraa Methazem and Hanane Arbaoui for their support and kindness.

To all my teachers during my academic journey for their support and encouragement.

Furthermore, I extend my gratitude to all my friends for being a part of my life

Zineb Sahraoui



Dedication

To the dearest people to my heart.

My dear mother, who sacrificed her life for me

My dear father, who is gone and never had the chance to see me, growing up

My angel “khaoula Keziz”, whom I will never forget may Allah, bless her

My best friend Zineb, who supported me and never gave up on me

To all my friends Aya, Doudi, Hadil

To my dear teachers, friends, and relatives who helped me in this work

I dedicate this work

Fatima. Z. Methazem

Acknowledgements

We would like to express our sincere gratitude to all the individuals, those who have supported and assisted us throughout the completion of this thesis.

First and foremost, we are deeply grateful to our supervisor, Dr Rachida Chichoune for her invaluable guidance, expertise, and support throughout the entire research process. Her insightful feedback and constructive criticism have played a vital role in shaping this thesis and enhancing its quality.

We would like to extend our deep appreciation to all members of the jury who devoted time and energy to read and make comments on this work.

Special gratitude to our To our dearest teachers, “Mrs Abd Rezzak Beddiaf” and “Mrs Abd Alkhalek Beddiaf” for their support and encouragement.

Without forgetting our adorable teacher "miss Youcefi nabila " for her help and kindness.

In addition, to the faculty members of English Department at Abbes Laghrour, University of Khenchela for their commitment to providing an enriching academic environment.

We are immensely grateful to all the colleagues of the 2nd year (LMD) in the academic year 2023/2024, who have contributed to the completion of this thesis. Therefore, we are truly honored to have had the opportunity to work with such remarkable individuals.

Abstract:

This study aims at investigating the role of communication games in ameliorating student's speaking skills and to the extent to which it is necessary to integrate them in EFL classes, also to what extent their effectiveness for learners to improve their communicative competence.

To accomplish the study's objective successfully and to fulfil its validity and reliability, a mixed methods research was conducted through collecting both quantitative as well as qualitative data. In one hand, a questionnaire was administered to a randomly selected sample of (40) forty students of second year at the university of AbessLaghror, Khenchela University. The main objectives of this questionnaire is to investigate their familiarity to communication games, how these games can be used successfully as a teaching technique to improve EFL learners speaking ability, and to what extent they feel motivated when using them. In the other hand, an interview was conducted with five (05) experienced teachers in OralExpression module at the same University, in order to investigate teacher's view- point towards the effectiveness of communication games on their learner's motivation and their oral proficiency. The collected data were analysed quantitatively and qualitatively.

The research findings revealed that communicative games are familiar to both EFL class's teachers and learners, and both of them agree on the necessity of integrating communicative games in Oral Expression sessions in order to ameliorate and enhance students' Oral Communicative skills. In addition to its effectiveness in motivating EFL learners and enhancing their speaking abilities. Therefore, it can be concluded that Communication Games are able to improve students' speaking skills at the 2nd year grade at the University of Abbes Laghror, Khenchela.

Keywords: communication games, EFL classes, communicative competence, Oral Communicative skills, communicative language teaching, oral expression

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List of abbreviations:

CG: communication games

CLT: communicative language teaching

EFL: English as a foreign language

FL: foreign learners

GTM: grammar translation method

OE: oral expression

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General introduction

Background

Over the past few decades, English is often considered the global language where it became a dominant language and reaching the power of being spread widely. In this respect, its mastery becomes necessary for learners in the different stages of the Educational Systems.

Consequently, this research presents a study composed of two chapters; the first one includes a general view of two main sections. Oral Communication as the first concern of the current study in EFL classes, as the basic skill of the four skills, for Rivers (1981) speaking is used more than reading and writing skills due to its basic role in communication, speaking is viewed by Harmer (2007) as a complex process and seen as a vital part of human life. William (1983) claimed that what makes communication vital is the development of the communicative relationship between the speaker and the listener through what is called interaction.

The necessity for authentic communication also is considered as another basic concept in this part. An accurate and fluent communicative ability in EFL classes made many researchers trying to find strategies and approaches that aimed at enhancing learner's oral communicative competence inside and outside the class.

According to John and Broni "communication is the transfer of information to create a common understanding" (p117); in other words, it is the process of transmitting information through the exchange of thoughts, messages, or information through words, images, signals, writing or behaviour.

The over-growing need for accurate and fluent communication skills has created an enormous demand for English teaching around the world. This demand led to the rise of a new approach in the late of 1960's in Britain called "Communicative Language Teaching" or

CLT. Richards (1992) in the dictionary of Language Teaching and Applied Linguistic defined CLT as “an approach to foreign or second language teaching which emphasises that the goal of language learning is communicative competence” (p65). The CLT approach helps the students to be able to master English to a high level of accuracy and fluency. Therefore, this research deals with this topic seriously and deals with its most important principles.

With the rise of the new approach of CLT that its focus is on oral proficiency and fluency, Communication Games as the most important part of this study, are one of the strategies used by researchers and teachers in an attempt to improve learners’ speaking proficiency.

According to Shatri (2010) “the use of Communicative Games make the learning teaching process in FL classes conducted in an enjoyable manner and they provide a welcome break in the learner’s routine since they provide a relaxed atmosphere in the classroom that helps them to easily express themselves freely, also improve their oral communicative competence”(p65).

The second chapter of this thesis consists of two main parts, a research design and the analysis and interpretation of the results. Firstly a mixed methods research was selected in an attempt to investigate the role of communication games on EFL students’ speaking skills, through a combination of two instruments in order to facilitate reaching valid and reliable results.

For this regard, a questionnaire was conducted for a sample of forty (40) students of second year at Abbas Laghrour, Khenchela University; in which the results were analysed quantitatively. In addition to an interview, in which the results were analysed qualitatively.

The Interview is deliberately conducted to five (5) Oral Expression teachers since they are tightly connected to the research purpose, in addition to their significant experience in teaching at the same University.

1. Statement of the Problem

Over the past two decades, the demand for learning/teaching English as a foreign language in the educational systems has increased tremendously, creating major problems and challenges for students in learning English that affects their proficiency and their speaking fluency, especially for foreign language learners.

Since the main aim of speaking for English learners is to communicate and interact with others, fluency and accuracy are required for EFL learners, which represents many difficulties and challenges for them.

Muhammed Adil (2022) in his article “Problems Faced by Students in Speaking English Skill” summarised the most important challenges and difficulties that an EFL learner may face while communicating in different points. Firstly making grammar mistakes especially confusing in selecting the appropriate tense, making mistakes in active and passive and mistakes in vocabulary. Therefore, they cannot easily speak English without making grammar mistakes.

Moreover, the lack of confidence in speaking English, which is considered as one of the reasons by which most learners, are unable to speak freely in front of their teachers and colleagues. Another challenge is shyness in speaking English, which is one of the biggest factors because it prevents learners from saying what they are thinking and expressing their ideas and feelings in front of others. Due to shyness, learners feel uncomfortable and anxious in front of their teachers and classmates.

The fear of making mistakes while speaking English also can be considered as another challenge that faces the learner because their mates laugh at them or look silly, or even criticise them when speaking English. Hence, anxiety in speaking English makes learners feel uncomfortable and confused. The lack of motivation in speaking also can be one of the difficulties that face the learner and here the student becomes uninterested in speaking English.

The majority of English students at Abbes Laghrour University in Algeria are facing most of these problems while speaking English, which affects their oral competency. Consequently, this research is conducted as an attempt to investigate the role of Communicative Games as a strategy used in the classroom in order to reduce student's fear and anxiety and improve their speaking skill.

2. Research Questions and Hypotheses

Accordingly, all that is mentioned above increases our interest in investigating the effectiveness of Communicative Games on students of FL classes, and how they can be used as a tool to enhance their speaking skill. For this regard, the following questions and hypotheses are raised:

- What is the effect of Communicative Games on EFL classes' learners?
- Does the use of Communication Games improve student's oral competence?
- To what extent oral expression teachers use Communicative Games during their sessions.
- Do Communication Games motivate EFL learning to learn the English language?

As a first attempt to answer the preceding questions, the following tentative hypothesis has been set respectively:

- The use of Communicative Games in EFL classes has positive effects on learners' speaking skills.
- Student's oral competence is improved due to the use of Communicative Games.
- Most teachers use Communicative Games in their oral expression session.
- Communication Games are used as a motivator to learn the English language.

3. Significance of the Study

English speaking fluency is an important topic for EFL learners because of the vital role of speaking in oral proficiency and communication. However, many studies shed light on the methods and strategies in the sake of reducing the difficulties and problems facing FL learners when speaking English language.

4. Research Objectives

The main objective of the present study is that it is an attempt to investigate the role of Communication Games as a strategy in improving student's oral fluency, also investigating their effectiveness in enhancing learners' speaking skills.

Moreover, to show the necessity of integrating Communication Games in oral expression sessions which would give the learners the chance to engage in classroom discussions and encourage them to become fluent speakers of English language inside and outside classrooms.

5. Methodology

This research is conducted as an attempt to solve one of the problems concerning speaking fluency discovered in the teaching-learning process based on a mixed methods design.

In order to achieve the research objectives, two different data gathering instruments were conducted; questionnaires and interviews. The total number of the sample population of this study concerns the second year LMD English students at Abbas Laghrour University. The questionnaire was conducted to the sample of participants where forty (40) students were selected depending on a random selection method.

As well, interviews were administered to a sample of five (05) teachers of Oral Expression module through a purposive selection.

The data gathered was analysed quantitatively simultaneously qualitatively to investigate the effectiveness of communication games in improving students speaking skills.

Chapter one

**Oral Communication and
Communication Communicative
Language Teaching and
Communication Games**

Introduction

Many recent studies by many researchers have shed light on how to create and develop Communicative Linguistic Competencies in EFL classes. Most of them tried to focus on developing strategies and create approaches, to help students to enhance their “Speaking” in communicative situations. “Communication” as well, was one of the most important concerns of many scholars, who tried to investigate the relationship between speaking and what is known as “oral communication” and the communicative process.

As it is known that speaking is the main part of any communication event between two or more individuals that makes the communication process successful and understandable. Therefore, Speaking is considered as an umbrella term for many aspects; this section includes a scrutinised explanation of two main concepts; Speaking as the most important of the four skills, in addition to communication and its main concepts. In addition to two other major concepts, Communicative Language Teaching and Communication Games.

Above all, it is necessary to know what speaking is. What are its most important elements? Moreover, why it is important for communication? In addition, what does communication means? Moreover, how it can be a successful process between the speaker and the receiver? To answer all these questions it is necessary to know more about the two perspectives.

Section One

Oral communication and Communication in EFL Classes

1. Oral Communication

1.1.: Definition of Oral Communication in EFL Classes

Considerable advanced studies tried to focus on how language can be developed through the four skills in EFL classes, speaking as one of these skills is considered the most important component in a communicative process, by which language is developed and enhanced.

Halliday (2007) confirms that language is a central theme of the educational process; in other words, it is the core of all education since it is necessary in the different educational fields. Despite its difficulty to learn and to be taught in a foreign context or as a second language, in the same regard many researchers such as Halliday (2007), Nunan(1991), and Scott Thornbury (1973); said that speaking for learners of EFL classes represents a real challenge to most language learners.

It is worth nothing that the essential aim of learning a foreign language is to interact and communicate effectively. Furthermore, speaking is considered the core skill of the four skills. Consequently, it received the attention of many scholars. They defined it differently from one researcher to another. Tarigan (2008) defined speaking as one of the basic competences that the student should acquire; since it has an important role in communication, he also suggested that speaking is the way of communication that influences our individual life strongly. By this, he means that speaking is the means of interaction, by

which the correct understanding of the messages sent is determined or not delivered in the correct way.

Similarly, Allen (1983) defined speaking as the development of the relationship between the speaker and the listener, where he viewed that the best tool for communicating between individuals is to speak. As well Richard (2008) stated that “in speaking we tend to be getting something done, working out some aspects of the world, or simply being together” (p 9), here he means that if the student can speak English fluently that can help him to easily communicate and also explore their ideas. Brown (2001) gave speaking an accurate and a general view where he mentioned “speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”.

From the definitions of the scholars above, it can be concluded that speaking skill is the productive process between people that facilitates interaction and communication between them; in other words, it is the ability of expressing ideas, opinions or feelings through interaction. In addition, due to the importance of language in the communication process, other aspects make oral language production efficient in EFL classes and make speaking more accurate in the communication process.

1.2. Aspects of Speaking Skill

Brown (2001) has proposed four aspects or components of language that affect speaking ability, such as fluency, accuracy, pronunciation, grammar and vocabulary. These aspects of language are explained in the following way:

- Fluency: can be defined as the ability to speak fluently and accurately, meaning expressing the language or speaking freely without hesitation and interruption. When the

student is thinking and speaking at the same time, here it can be said he speaks fluently. Richards (2005) goes with the same idea presenting fluency as the use of natural language when the speaker is making and maintaining a substantive conversation.

- Accuracy: It is the ability to form correct sentences with correct grammar and vocabulary in natural magic (Brown.2001). This means to make an accurate language or conversation the student should concentrate on the grammatical and phonological elements, it means that a great emphasis should be on both a correct grammatical structure as well on the vocabulary produced. Simply the student's speech matches what people actually say when they use the target language in the situation (Nunan, 1991).
- Pronunciation: pronunciation as one of the fundamental components of speaking aspects, consisting of two main concepts: Comprehensibility, which can be interpreted as getting the exact meaning of the target utterance. The second is intelligibility that "is the degree to which the speaker's message is actually understood by the listener" (Munro and Derwing, 1999. P 289). Alternatively, it is the degree of the effective conveying of the utterance by the speaker, and the effective understanding by the listener (Derwing and Munro 2009). Based on the above definitions and explanations, the fully intelligible pronunciation includes many aspects, such as individual sounds with stress, intonation patterns, rhythm and other speaking manners. As well as gestures, body language, facial expressions and eye contact; in other words intelligible pronunciation consists of segmental and supra-segmental features.
- Grammar: Thornbury (2013) says that grammar is a description of the rules that govern how language sentences are formed; he added that grammar is a kind of sentence-making

machine. Correct structures and rules keeps communication away from the receivers' misunderstanding when expressing thoughts and ideas.

- Vocabulary: vocabulary is not less important than the other aspects, as the less linguistic catch the student has, the less he understands and communicates with the interlocutor, as he will find it somewhat difficult to effectively convey his thoughts and ideas.

As indicated previously with mentioning the aspects of meaning that are necessary for the effectiveness of speaking ability, the speaker must often pay attention to each aspect carefully in order to be able to communicate in a correct manner. Speaking ability is not limited to these aspects only, but the speaking process itself goes through other four stages that ensure the correct construction of meaning.

1.3. The Four Major Models of Speaking

Speaking in a second language is one of the most difficult skill of the four skills because it consists a complex process of meaning construction (Celce-Murcia and olshtain.2000). In order to be able to produce oral language, speakers had to create a plan based on four main processes, this model is developed by Levelt (1989) and it is explained by Benati (2009.pp201_204) as follows:

Conceptualization: it is the message's level of representation. This involves determining what to say or selecting the wording and content of the message based on the situational context and the specific goal to be achieved through producing verbal messages.

Formulation: Involves the translation of a conceptual representation into a linguistic form by accessing, sequencing, and selecting words and phrases to adequately express the intended

message. This process also covers lexication process, syntactic planning, articulatory planning, and phonological encoding.

Articulation: concerns the motor control of the articulatory organs to execute the planned message, and this also includes the retrieval of internal speech chunks from the buffer.

Monitoring: this process allows the speaker to actively identify and correct mistakes during speaking as needed.

To sum up all the mentioned processes above, it is concluded that by using these major processes, speech accuracy and fluency can be well achieved during a communicative process. In addition to this, it is worth mentioning that many scholars tried to facilitate the concept of speaking for researchers by distinguishing many sub-skills of speaking.

1.4. Types of Speaking

Speaking is the process of delivering ideas and information to communicate with somebody else. A student, as a candidate for professional training, should have the opportunity to learn optimally so that the student learns to speak effectively in speaking class. To learn speaking skill according to Yenny (2014) it is necessary to know the five basic types of speaking:

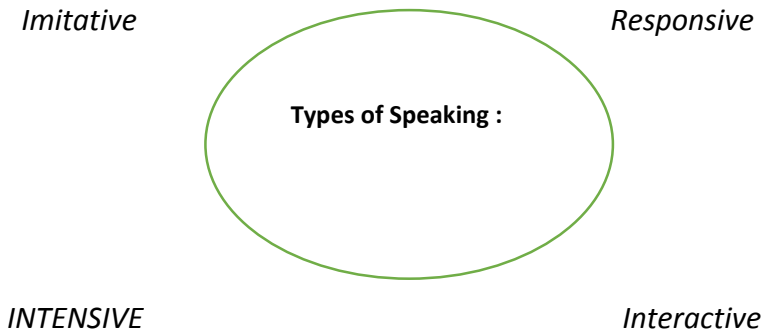


Figure 1: Types of Speaking

- **Imitative Speaking:** a term used to describe something that mimics or copies another thing; it refers to the ability to repeat an action or behaviour. The imitative speaking is when the listener imitates what the speaker said and then reproduces what they heard orally. An example of a child who hears a song or alphabetical letters and he imitates what he heard even if he doesn't know its meaning.
- **Intensive Speaking:** Unlike imitative speaking, intensive speaking does not care about pronunciation or phonological aspects. Instead, it cares about the understanding of meaning, in this type the speaker must be careful about the semantic properties to be able to respond.
- **Responsive Speaking:** it is a kind of an activity that makes the speaker respond to a short conversation, or making simple requests, it is for limited levels or for beginners to practise speaking competency.
- **Interactive Speaking:** it is similar to the responsive type; the difference between the responsive and interactive speaking is in the complexity of the sentences, also the number of the speakers, because it needs more than two participants in the conversation.

These types of speaking helps students to effectively use language in different communicative situations, which is considered by many researchers as the major task of communicative fluency. Consequently, it is necessary to recognize the concept of communication, its main attributions and how it works as a process, all these aspects will be explained in the following part

1.2 Communication

1.2.1 Definition of Communication

Undoubtedly, Speaking is a crucial part of Communication since it allows people to interact through expressing their ideas, thoughts, and emotions; according to William Littlewood (2007), it is the ability to use language in real time, face-to-face communication.

Therefore, being able to effectively or fluently speak is the target task of Communication and it is considered the most important of all life skills. Many researchers dealt with the subject of Communication as a major subject in the educational systems, for Urmila Rai (2010) Communication is the transmission of information from a person to a person or group of persons, in which the crucial element is meaning. John Velentzas (p 117) “Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour”.

The need for creating meaningful and understandable communication made scholars and researchers searching for methods and strategies to overcome learners’ incompetency of Oral Communicating fluency. Consequently, the understanding of the processes of second language learning has shifted considerably in the 1980s’ from the classical language teaching methodologies to a newly method called “Communicative Language teaching” or “CLT” ShatriPratima (2010), in which the main concern is on Oral Competence or Speaking fluency.

This chapter investigates many aspects of Communication, how Communication led to the appearance of Communicative Language Teaching, its features and its integration in EFL classes’ syllabus.

1.2.2 NATURE OF COMMUNICATION

As John Velentzas mentioned it above () Communication is the exchange of ideas, thoughts, and information between individuals through various mediums such as speech, writing, gestures, facial expressions, or even technology. In other words, it is the intended meaningful and understandable conveying of messages among people.

In the same way, Urmila Rai (2010) declared that an effective Communication requires both a sender and a recipient by whom a meaningful message is conveyed; furthermore, John Velentzas (...) insisted on the importance of sharing a common language, social norms, cultural backgrounds and means of understanding between the sender and recipient in order to have an effective communication. Another crucial is that Communication is a Contextualized process “when we speak we normally do so for a purpose, we speak because want to achieve something in a particular situation or context” Esther, Juan & Alicia (2006 .p.188) it means that Communication can occur in different contexts for instance personal, social and cultural contexts.

Therefore, Eddo Rigotti and Andria Rocci (2006) confirmed that communication context is considered as a key for understanding communication. For some reasons Communication plays a vital role in an individual's daily life since it easily helps them interact with each other.

1.2.3 Attributes to Communication

Communication is an essential part of peoples' daily lives, allowing people to interact with each other, express themselves, convey information, and establish relationships. Effective Communication involves not only the exchange of messages but also an understanding of the context, purpose and medium of Communication. In addition to

that, Communication has many characteristics according to Urmila Rai (2010) the most important of them are as follows:

Communication is Non-verbal:

Undoubtedly, most of an individual's communication is done by using language (words) for different purposes and it is considered as the effective way of communication, since verbal communication ensures a total command of different oral communicative usage, clarity in thinking, and conveying ideas and messages smoothly.

Whereas non-verbal methods of communication are the window into a person's thoughts, feelings, and intentions. In other words, Drucker (1967) explained that Non-verbal communication refers to the transmission of information, ideas, and emotions using face expressions, body language, eye contact, voice qualities in speech. In addition, graphics like pictures, maps, charts, diagrams in written documents are considered as non-verbal means of communication.

Communication is Unintentional:

While Communication is intentional, it can also sometimes be unintentional. Urmila Rai (2010) suggested that Unintentional Communication can happen, when a persons' words or talk conveys a message that was not intended; in other words the targeted recipient may receive less or more than what the speaker wants to convey. Unintentional communication can occur due to a group of factors such as the lack of awareness, cultural differences, emotional state, and misunderstanding.

Communication is a Dynamic Process:

Communication is an ongoing process that is always changing. It means that communication is not exactly the same as it was the first time. Every time we engage in an act of communication, to bring to it all our previous experience, feelings, thoughts, and attitudes that have been formed by other communication events.

Communication is systemic:

Communication is systematic because it passes through many processes. Starts from a message from source or the sender passes through the medium or the channel by using verbal or non-verbal expression ending with the receiver's understanding of the conveyed message or the "feedback". In addition, all of these process components are affected by each other; this means that any stage in the communication process affects the entire process.

In summary, it can be said that Communication is a systemic and dynamic process that can deliver unintentional messages either verbal or non-verbal communication.

1.2.4 Process of Communication

The communication process is a cyclical process that involves many components by which the communication process can be effective. The source, message, encoding, channel or the "medium", recipient, decoding and the feedback are the components of any communication process that all affects each other. SeanMcphet (2010) explained the communication process in the following

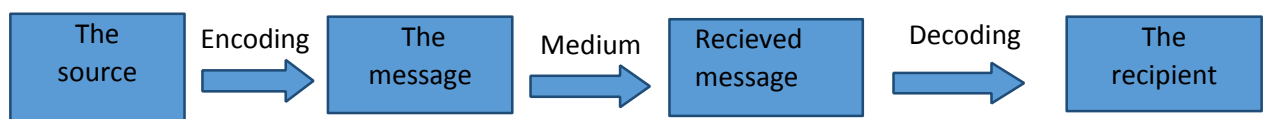


Figure 2: Communication Process.

1.2.5 Importance of Communication in EFL Classes

Effective Communication in EFL classes has many advantages in student's personal, social, and educational experiences. As it is known communication helps in building students confidence in using the language when interacting; Lin & Huang (2017) confirmed the use of communicative activities that contain interaction with others can help students to overcome their fear of making mistakes and to reduce the percentage of anxiety will be reduced.

In addition, Kim (2017) estimated that when students interact and they belong to different backgrounds, they would be exposed to different cultures and perspectives as a consequence their intercultural competence will develop. Moreover, the need for effective communication attracted scholar's attention for the use of language in authentic and meaningful contexts through engaging students in communicative activities.

Consequently, the implementation of these new methods of Language Teaching created a new approach in the field called "Communicative Language Teaching" in "which communicative activities such as, group discussions, role-plays, and problem-solving activities that ensure students' speaking and listening development, as well as their critical thinking and problem solving abilities" Bygate (2018. P.4).

Section two

2. Communicative Language Teaching And Communication Games

2.1. Communication Language Teaching (CLT)

Language teaching history passed through many stages. During the 14th and 15th century, it was seen as the first instance of language teaching methodology as an approach to teach the classical languages like Greek and Latin ShastriPratima (2010); in this stage language teaching was taught through the deductive use of grammar. This method called “Grammar-translation method”. In which teachers and learners insist upon learning grammar rules, vocabulary items and translation of the sentences from the target to the source language and vice-versa (ibid). Reading and writing were the major focus points whereas there was no need for oral practices.

With time, the need for Oral Communication was realised and the use of GTM started to disappear. In 1965, Noam Chomsky created a new theory called “Transformational Generative Grammar Theory” in which the focus shifted from “form” to “meaning”. From this stage, the concepts of Language Teaching started to change, until the late 1970 has witnessed the shift towards “Communicative Teaching Language Approach”. CLT gave importance to the Communicative Competence in which teaching is skill based, major focus was on fluency rather than accuracy, and mistakes were tolerated during learning a language.

The spread of this approach led researchers in applied linguistics to focus on the use of a target language in different communicative situations by FL learners (Jamshinejad, 2020). One key aspect of CLT is the shift from a teacher-centred approach in which the focus is on the teacher who roles in different roles during the teaching process to a learner-centred

approach. In the latter learners are engaged in an active role in which they collaborate with peers, and solve communicative tasks (Bygate, 2018).

The need for the use of language in authentic and meaningful situations led scholars looking for strategies and methods to help EFL learners to improve their oral competence, through engaging learners in communicative activities like, group discussions, role-plays, structured interviews and communication games. Accordingly, the question of what makes games helpful in the language teaching process raises.

2.1.1. Definition of CLT

Many linguists and language teachers consider communicative Language Teaching as a powerful theoretical model in EFL classes as a useful approach to LT. Savignon(2002) defined CLT as “a set of principles about the goals of language teaching, how learners learn a language, the kind of classroom activities that best facilitate learning, and the role of teachers and learners in the classroom” (p.2).

She further explains that CLT is based on the belief that language learning occurs through the negotiation of meaning in real-life situations and that learners need to be exposed to a variety of authentic and meaningful language input to develop their communicative competence.

According to Larsen-Freeman and Anderson (2011), CLT is "a goal-oriented approach to language teaching that emphasizes the use of language for communicative purposes and promotes the development of learners' communicative competence" (p. 50). In brief, CLT is the use of the target language in a meaningful way, that learners will develop their Communicative Abilities.

2.1.2. Major Features of CLT

Communicative Language Teaching (CLT) is an approach to language teaching that is based on communication since it is seen as the primary aim of language learning. Below are some features of CLT:

CLT emphasises on the use or the function of language more than its structure or form, despite the important role of grammar for an effective communication. Little Wood (1981) explained this “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language” (p.1).

CLT also emphasizes on authentic and meaningful communication in the classroom to develop learners’ communicative competence Savignon (2002), Richards and Rodgers (2014). Another feature of communicative language teaching is that it focuses on fluency and accuracy, which are seen as two complementary principles of communicative techniques, but fluency is emphasised over accuracy in order to keep learners meaningfully engaged in language use (Simhachalam, 2021).

Error correction as feedback is an important feature of CLT that views errors as a natural part of the language learning process and emphasises the use of error correction as feedback to help learners improve their language skills (Lightbown and Spada 2013; Richards & Rodgers, 2014). Undoubtedly, there are many other features of Communicative Language teaching that make this approach a fertile field that has attracted the interest of many scholars.

2.1.3. Strategies Used in Teaching CLT in EFL Classes

Since Communicative Language teaching advocates go beyond teaching grammatical rules of the target language, many scholars and language teachers tried to find strategies and methods in EFL classes in order to raise learners' communicative proficiency.

Pair and group work as an example of these strategies give teachers the chance to provide learners with activities that encourage them to interact and communicate with one another (Richards & Rodgers, 2014; Ur, 2012). Role-plays also are a common activity in CLT classrooms, in which learners take on different roles and interact with one another in simulated real-life situations (Richards & Rodgers, 2014; Ur, 2012).

Another strategy used in EFL classes used to enhance learners communicative ability called gap activities that involve learners working in pairs or groups to share information with each other in order to complete a task or solve a problem (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). Error correction as feedback is considered as one of the most important strategies in which feedback strategy is used to help learners improve their language skills (Lightbown and Spada, 2013; Richards & Rodgers, 2014).

Games also can be one of the common activities in EFL classes that ensures motivation, joyful and suitable atmosphere for learners to learn and develop different skills, due to the different types of these games.

2.2. Communication Games

2.2.1. Definition of Communication Games

Communication Games are the activities that increase the interaction among students through verbal and non-verbal communication in order to solve a puzzle, drawing pictures,

reorder things in the right way and find similarities and differences between pictures Harmer (2021).

Moreover, Hadfield (1997) mentioned, "A game is an activity with rules, a goal and an element of fun" (p2). Shatri (2010) also declared, "As language learning follows the dictum of learning by doing, the teacher has to design activities. These activities should be conducted in an enjoyable manner" she added, "These games should be introduced as they provide a welcome break in learner's routine".

Anghanan (2021) suggested that communicative games are pedagogically valued specifically in FLT since they enhance cooperative learning and create positive trends toward learning a foreign language; games also reduce student's communication anxiety and stress, which affects their interaction in real situations. Harmer (2001) Communication Games are the games that are designed to provoke interaction between students frequently depending on an information gap, which requires students to make conversations.

Consequently, Communication games refer to the interactive activities or exercises designed to enhance communication skills and promote effective communication among participants. These games often involve verbal and nonverbal communication techniques, active listening, and the exchange of information or ideas, and they also can be vocabulary games, grammar games and other games based on different aspects of the language Shatri (2010).

2.2.2. Advantages of Communication Games in EFL Classroom

Communicative activities/ games have become an integral part of most EFL classes teaching/ learning strategies Preier (1996), thus, there is an increasing awareness of using

such strategy by teachers in classrooms. Accordingly, the question of what makes Communicative Games considered as a useful tool in an EFL class is raised.

Communicative games play a crucial role in the EFL classroom as they provide a learner-centred and interactive approach to language learning. Many scholars claimed the necessity of integrating this strategy in classrooms since they provide an enjoyable atmosphere during the lesson, Hadfield (1997) argued that CG provides an opportunity for real communication because it engages learners in interaction with each other, and thus they constitute a bridge between the classroom and the real world.

In addition, he declared that they could be used as the culmination of the lecture, as an opportunity for students to practise the language they have learnt freely. Deming (2004) Also stated that Communication Games and activities create a safe environment for students, and build trust among them, improve their oral competence, enhance their verbal and non-verbal communication, and empower students to search for collaborative situations.

Accordingly, Shatri (2010) Agreed on the usefulness of CG since games make learning a challenging task in an enjoyable funny environment, and they ensure a total participation of the learners, hence, they provide learners with a relaxed atmosphere in the classroom that allows them to interact freely and spontaneously.

2.2.3. The Importance of Integrating CG in EFL Syllabus

The ongoing need for accurate and fluent interaction among EFL students made many scholars recommend the Integration of communication games in (EFL) classes. Since they can bring numerous benefits to language.

According to Hadfield (1997), Games can be used at any stage of teaching learning programs he added:

“...The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means of an end (objective). And acts as a diagnostic tool for the teacher, highlighting areas of difficulty. Last but certainly not least, although the above discussion has tended to focus on methodological considerations one of the most important reasons for using games is simply those they immensely enjoyable for both teacher and student...”

In other words, communication games provide students with opportunities to actively use the target language; they encourage students to practise it in a meaningful and interactive way promoting fluency and accuracy. Deming (2004) Considered games as they are inherently competitive which can significantly increase students' motivation and engagement in the learning process, making language learning more enjoyable for students. Moreover, through using games, students learn to convey their ideas, negotiate meaning, ask and answer questions, and engage in real-life communication situations. As a result, EFL learners' overall communication skills, including vocabulary, grammar, and pronunciation are improved.

In conclusion, integrating communication games into EFL classes promotes active language production, boosts motivation, improves communication skills, builds confidence, and encourages cooperative small group works. These benefits make communication games a valuable tool in enhancing the overall language learning process.

2.2.4.EFL Classroom Activities

Classroom activities refer to a wide range of educational tasks, exercises, and interactive situations that take place within the classroom setting. These activities are designed to facilitate learning, engage students, reinforce concepts, promote critical thinking, and encourage active participation. Classroom activities can be teacher-centred or student-centred, and they aim to enhance understanding, knowledge retention, and skill development.

They can include individual tasks, group work, discussions, experiments, games, presentations, projects, simulations, and more. These activities are an integral part of the teaching and learning process, providing students with opportunities to apply what they have learned, collaborate with peers, and actively participate in their own education.

Consequently, Shatri (2010) distinguished three types of activities, individual work activities, and pair work activities in addition to group work activities. However, Hadfield (1997) differentiated three other main practical types of activities, pair work activities, small group work activities and whole class activities. According to Shatri (2010) individual work activities are a common teaching pattern in the classroom that provide learners the chance to participate and express their thoughts in their own way. This type of activity should be based on a student's individual abilities and needs.

Concerning pair work activities Shatri (2010) and Hadfield (1997) defined them as the involvement of two learners or partners to do a task; in other words, it refers to a task or exercise designed for two individuals to work together collaboratively. According to her, this type of activity is based on real life situations to improve student's communicative competence in a cooperative way. The third type is group work activities which is defined by

Shatri (2010) “it is a very good strategy for the dynamic interaction in large classes; it leads to the total participation of the learners and reduces domination of the teacher” (p59). On the other hand Hadfield (1997) distinguished two other types of activities.

In addition to pair work activities mentioned above, small group work activities refer to tasks or exercises that involve a small number of individuals working together. These activities are commonly used in educational settings, workshops, team-building sessions, or any situation where a small group of people needs to work collectively to solve a task. The last type is whole class activities, which are designed to engage and involve an entire class of students working together collectively. These activities foster a sense of community, promote active participation, motivate learners and encourage peer learning.

These activities are an integral part of the teaching and learning process, providing students with opportunities to apply what they have learned, collaborate with peers, and actively participate in their own education. Hadfield (1997) Stated, “All of these activities require some flexibility in the constitution of groups and organisation of the classroom”.

2.2.5. Difference between Linguistic and Communicative Games

Undoubtedly, the use of games in a form of activities inside EFL classrooms give learners the opportunity to practise and improve their language abilities through communicating with each other. Hadfield (1997) suggested two types of games: Linguistic games and communicative games.

Linguistic games are activities used to improve student’s accuracy in which the aim is to achieve a correct structure; in other words they are games that focus specifically on language-related skills and components, such as vocabulary, grammar, pronunciation, or language structures such as word association, sentence building, sentence completion...etc.

These games aim to reinforce and practice language skills in an enjoyable and interactive manner.

However, Communication games are the activities with a non-linguistic aim or goal that does not care for language structure; instead, it focuses on fluency of speaking proficiency and successful communication. For instance, tongue twisters, board games, guessing games, matching games, role-playing games, repetition drills...etc.

Since the first task of learning a foreign language is to be able to communicate freely and without hesitation, Communicative games provide an interactive and engaging way to practise language skills while promoting meaningful communication and social interaction.

2.2.6. Major Types with Examples of Communication Games

According to Hadfield (1997) Assumed that games make use of a variety of techniques, which achieves a significant task in language teaching acquisition. The following types and examples of games are considered as the major useful ones that are used by teachers in a form of individual, pair or group work activities in EFL classes.

Guessing games

According to Scott Thornbury (2005), it is a number of guessing games that takes place in real-time, which provides an element of spontaneity and unpredictability, focussing on the results. These games promote critical thinking, question formation, and descriptive language use.

Examples: An example of this type of game is "20 Questions" In 20 which one person thinks of an object, person, or concept while the others take turns asking yes-or-no questions to narrow down the possibilities. The goal is to guess the correct answer within 20 questions

or fewer. Participants need to ask strategic questions and listen carefully to the answers to make educated guesses.

Another example can be illustrated in the “who am I?” game, participants think of the name of a famous person or character. They must ask yes-or-no questions to the group to determine their identity. The challenge is to guess who they are by gathering information through effective questioning

Matching games

Matching games are interactive activities where participants engage in communication to find pairs or connections between related items, words, or concepts. According to Hadfield (1997) these games focus on different principles; these games involve matching identical pairs of cards or pictures or sentences.

Example: In this activity, learners can ask and answer questions describing the cards or the pictures until they find a partner with the same description than they match them. This kind of game can be played in a pair work activity as well small group work activity.

Another example is “match the clue” In this game, participants are given sets of clue cards and matching answer cards. They must communicate with each other, sharing clues from their cards to find the matching answers held by others. The game encourages effective communication and deductive reasoning to make connections between the clues and answers.

Information Gap Games:

An information gap activity is an educational or interactive task designed to create a communication gap between participants by withholding certain information from each

other. In other words, one student has access to some information that another student does not know, the rest of students try to find the information to complete the task successfully. The purpose of this activity is to promote effective communication, active listening, and information exchange. It is commonly used in language learning, team-building exercises, and problem-solving scenarios.

Example: Picture Differences are best examples of information gap games, here participants are provided with similar pictures, but each picture contains subtle differences. They must describe and communicate the differences they observe to their partner, who tries to identify and mark those differences on their picture. This activity enhances observation skills, communication, and attention to detail.

Problem-Solving Games

These activities require participants to work together, communicate effectively, and apply critical thinking skills to solve a specific problem or challenge. These games often involve collaborative decision-making, brainstorming, and sharing of ideas to reach a common solution.

Example: an example of problem-solving games is problem-solving scenarios that present participants with hypothetical or real-life challenges or dilemmas. Players must discuss and analyse situations, propose potential solutions, and engage in dialogue to reach a consensus or make informed decisions.

Role-playing Games

This type of activities give students a chance to play different roles or characters and engage in simulated scenarios or situations. These games involve communication,

improvisation, and acting, allowing participants to explore different perspectives, practice empathy, and develop effective communication skills.

Example: role-playing interviews allow participants to pair up and take turns playing the roles of an interviewer and an interviewee. They create a scenario where the interviewee is applying for a job for instance, and the interviewer asks questions relevant to the position. Participants practise effective communication by conveying their skills, qualifications, and experiences while responding to interview questions.

Storytelling games

Storytelling is a type of activity in which students are required to choose a story, prepare it, and tell it in front of their classmates. It can be played individually or in small groups in order to give the opportunity for all the students to participate and share their ideas and thoughts to write the task and present it in front of the class. In order to motivate learners and engage them in classroom interaction.

Example: Tales of the Arabian Nights is an epic storytelling game set in the world of Arabian folklore. Players take on the role of characters and embark on adventures, encountering various encounters and challenges along the way. The game features a book of stories with multiple branching paths, and players make choices that determine the outcome of their character's tale, resulting in a unique and immersive storytelling experience.

Board games

Communicative board games are games that prioritise communication and interaction among players. These games often require players to communicate, cooperate, negotiate, or convey information effectively to succeed. Harmer (2001) assumed that these games work

only if handwriting on the board is clear and easy to decipher, and the used materials should be organised so that it becomes easier for students to participate and interact with the game.

Example: codenames is a word association game where players are divided into two teams. Each team has a spymaster who provides one-word clues written on the board in order to guide their teammates to guess specific words. The challenge is to communicate effectively with limited clues and avoid misinterpretation.

Imitative Games

This type of games also improves student's communication through focusing on imitating or mimicking specific aspects of communication. These games are designed to improve participants' ability to mimic and reproduce various elements of communication such as accent's body language, facial expressions, gestures, intonation, and pronunciation.

Example: In this activity, the teacher can ask his students to use "accent Imitation games" in which they imitate different accents or speech patterns. Participants can take turns imitating various accents, such as British, American, or regional accents. This game helps develop listening skills, phonetic awareness, and adaptability in pronunciation.

Conclusion

In summary, successful communication depends on the ability to accurately convey meaning and understand the messages of others. This was considered as one of the main tasks presented on the table of linguists and scholars.

A consequence of the constant need to develop communication skills is the emergence of a new approach to language teachers that empowers students in EFL classes to use the target language in real situations and to engage it in authentic communication. CLT also emphasises the importance of meaningful interactions, negotiation of meaning, and the ability to function effectively in various communicative situations. One of the strategies emerged by the coming of CLT is the use of games in teaching the learning process.

These communication games can be used to promote communication among learners in a fun and engaging way, which can help to increase learner's motivation and participation in the classroom and enhance their oral proficiency. Therefore, the main objective of communicative games is to create a communicative and interactive classroom environment that promotes meaningful language use and fluency.

Therefore, communicative games are valuable tools in language teaching EFL classrooms. They offer diverse activities that promote communication, collaboration, and language proficiency. These games create an interactive and engaging learning environment, benefiting learners in multiple ways and contributing to their overall language development.

Chapter two

Research Design, Analysis and

Discussion of Findings

CHAPTER TWO

RESEARCH DESIGN, ANALYSIS AND DISCUSSION OF FINDINGS

1: Research Design and Methodology

Introduction

This chapter aims at scrutinizing the findings that were collected and analysed qualitatively as well quantitatively under a mixed methods design, in order to investigate the effectiveness of Communicative Games in Enhancing Second Year LMD Student's Speaking Skills. The study was conducted at the English Language Department at Abbes Laghrour, University of Khenchela during the academic year 2023-2024.

This chapter is divided into two parts; the first part is concerned with the description of research methods, sample of participants, and the research instruments used in gathering data. The second part is devoted to interpret and discuss the results collected through the data gathering procedures. In addition; it answers the above-sited hypotheses and research questions.

1.1: Research Design and Choice of the Method

Yin (2018) defined the research design as the set of methods and procedures used in collecting and analysing measures of many variables specified in the research problem; according to Leedy and Ormrod (2010) the research design involves the decisions a researcher make concerning the direction and methodology of the research. It serves as a roadmap since it encompasses many processes including the selection of research methods, data collection techniques, sampling strategy, and data analysis procedures. The research

design also, provides a structure and framework for organizing and executing the research study in a logical and coherent manner.

Mixed Methods as one of the most widely used techniques par excellence in academic research designs that refers to the intentional collection and analysis of qualitative and quantitative data and the use of distinct methods that best capture the strengths of both designs, while offsetting their limitations.

To guarantee the trustworthiness and evidence of the situation under investigation. This study is opted for mixed methods research design in which the data of this research are gathered, analysed and interpreted quantitatively and qualitatively simultaneously. In order to provide a comprehensive understanding of the research problem of this study, as well to offset the weaknesses of the two research paradigms and strengthen the study's findings.

1.2: Population and Sampling

1.2.1: Population

The term "research population" generally refers to the entire group of participants, objects, or phenomena that a researcher intends to investigate and draw conclusions about the target study; (Allen Rubin and Earl Babbie, 2016) claimed that population refers to any well-defined set of individuals or objects that researchers wish to study. For this current study, the entire number of the students under investigation consists of 190 of second year LMD students, English Department at Abbas Laghrour University at khenchela. This number represents the whole population of this study.

Second-year students are deliberately selected as the target population for three main reasons. First, second year students have experienced the same oral expression

courses in their first year; which made them have some knowledge of the study under investigation. Moreover, we can also get access to, and benefit from, their previous scores available at the level of the administration, which enables us to know and get an idea about their speaking competence level. Another reason is that there is a considerable percentage of second year students who face many speaking problems that affects their oral communication competence. Therefore, this study is devoted to reduce these difficulties and enhance students speaking proficiency.

On the other hand, the teacher population for this study consists of oral expression Teachers from the Department of English at Abbas Laghrour University. They are selected because they are a necessary part of the investigation process, and their contribution would provide insights about the methods and approaches used to teach the oral expression subject to second-year classes.

1.2.2: Sample of the Study

Undoubtedly, the key element of any investigation is the appropriateness of the participants on which questions were asked and hypotheses were tested. According to (Frey, 1994) a sample is a smaller but carefully chosen part of a population. Sampling techniques employed in research can vary depending on the research design, research questions, and available resources; random sampling, stratified sampling, convenience sampling, and purposive sampling, are examples of sampling among others.

In this study, we opt to investigate the hypotheses with two types of participants: a sample of forty- (40) EFL students, and five (05) EFL teachers from the same English Department at Abbas Laghrour University.

1.2.2.1: The Learner's Sample

The targeted participants of this research as it is mentioned above were the second year LMD students of English Department at Abbas Laghrour, Khenchela University. They were selected for three main reasons firstly; they are concerned with the topic under investigation, in addition to their knowledge of the subject since they have dealt with such strategic teaching method in their first year. Also, the difficulties that facing them while speaking a foreign language.

The selection of learners sample was determined randomly. Moreover, from a population of (190) student, a sample population was limited to (40) students composed of both males and females were selected through a random sample selection, there ages were from (19) to (25). They have been selected to answer a questionnaire about the effectiveness of Communicative Games on their speaking skills.

1.2.2.1: The Teacher's Sample

According to Thomas (2022), the study's initial aim is to determine the sampling technique used to collect data. One of these sampling techniques is termed purposive sampling or non-probability sampling in which the researcher deliberately chooses participants who can provide rich and meaningful information. Therefore, Thomas (2022) believes that the study's results are valid and reliable because the selected sample is much more tightly connected to the research purpose.

Consequently, in this study, five teachers of Oral Expression subject at the same Department of Khenchela University were interviewed, in addition to their significant experience in teaching at the same University. These sample teachers are concerned to this study and they were purposively selected as eligible participants, and their help is highly

needed to provide us with significant information about the oral expression teaching methods.

1.3: Data Gathering Tools

The purpose of this study is to gather data about using Communication Games as a strategy to enhance students speaking skill and its effectiveness on their Oral Competence. Since the teachers and the students are the major concern in providing data about this research, a mixed methods design is carried out using both a questionnaire administered for forty (40) second year LMD students at Khenchela University. At the same time, interviews were directed for five Oral Expression teachers in the same University.

1.3.1: Description of Student's Questionnaire

According to Brown (2001), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer" (p. 6). For this reason, questionnaires are considered as useful tools for gathering data.

In this study, the questionnaire is composed of two types of questions; "open-ended" questions in which "unrestricted" form of questions are listed. This type of questions give the participants the chance to provide more feedback, justify their choices or give their opinions and explanations.

The second type of questions include "close-ended" or "restricted questions" such as one-choice questions, "Yes/No" questions, multiple-choice questions, and Likert scale questions. This type of questions ensures both consistency and reliability of the research, since the collected data are tabulated, processed in Microsoft Office Excel and the Statistical

Package of the Social Sciences SPSS software, and then analysed quantitatively and statistically.

This questionnaire is divided into four (4) sections. The two first questions, (Q1-Q2) are about the personal background of the students including their gender and age. Questions from (Q3-Q5) concerns student's satisfaction about the time devoted to OE sessions and their awareness toward the importance speaking skills in comparison to the rest of skills. Questions (Q6-Q7) are intended to investigate EFL learner's communication level and their preferable ways of communication whether in English or with their mother tongue. The rest of questions (Q8-Q15) concerns the subject under investigation "CG".

The questions of this section investigate student's awareness of Communicative Games, their effectiveness on their speaking skills, what type of games they prefer during learning, if they prefer individual or group games in addition, their recommendations as future teachers.

1.3.2: Description of Teacher's Interview

A research interview is a data collection method in a qualitative research in which a researcher engages in a conversation with a participant or group of participants to collect information, explore experiences, and better understand a specific research topic or phenomenon. According to Fontana (1994), the research interview is an invitation for participants to become co-authors of knowledge and present their personal perspectives and ideas that make a deeper understanding of the research topic or study.

The objective of this study is to find out useful strategies of teaching in order to enhance student's ability to speak. Therefore, this interview is carried out purposively to investigate Oral Expression teacher's opinions and beliefs towards the use of communicative

games in EFL classes and their effectiveness on students' speaking skill. This interview consists of six (06) questions in which we opt to use a structured type of interviews in which teachers respond to a predetermined set of questions to investigate the subject matter.

2. Data Analysis and Discussion of the Findings

2.1 Students' Questionnaire Analysis

Students' questionnaire analysis includes all the gathered data through a number of questions that were conducted for 2nd year students in order to investigate the effectiveness of communication Games on students speaking skills. These results are analysed quantitatively in a form of numeric percentages presented in various tables and pie charts that were analysed according to the given number of questions.

Item (01): What is your gender?

Table n° 01: Student's gender

options	responses	Percentage
male	4	10%
female	36	90%
total	40	100%

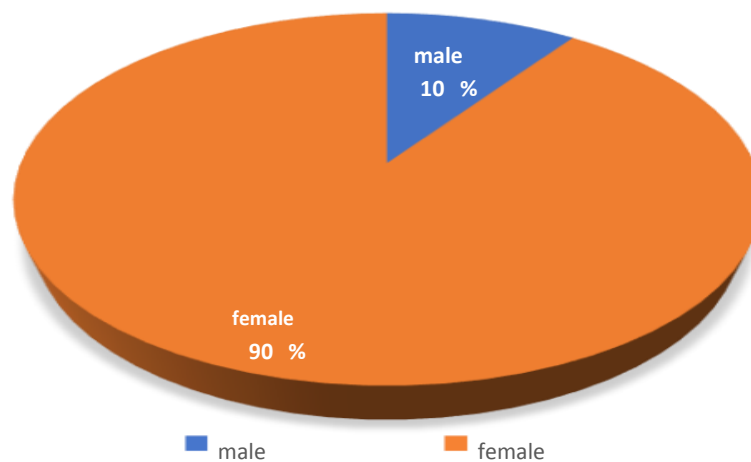


Figure 3.1 student's gender

The table and the graph above represent the student's gender, we noticed that the majority of the students are females (90%) while only (10%) are males. In fact, the gender wouldn't affect our study since all of them are English students and are in the same level.

Item (02) :How old are you ?

Table n° (02) : student's age

opitons	responses	percentage
between 18 and 22	32	80%
between 22 and 28	4	10%
between 28 and 33	2	5%
More than 33	2	5%
total	40	100%

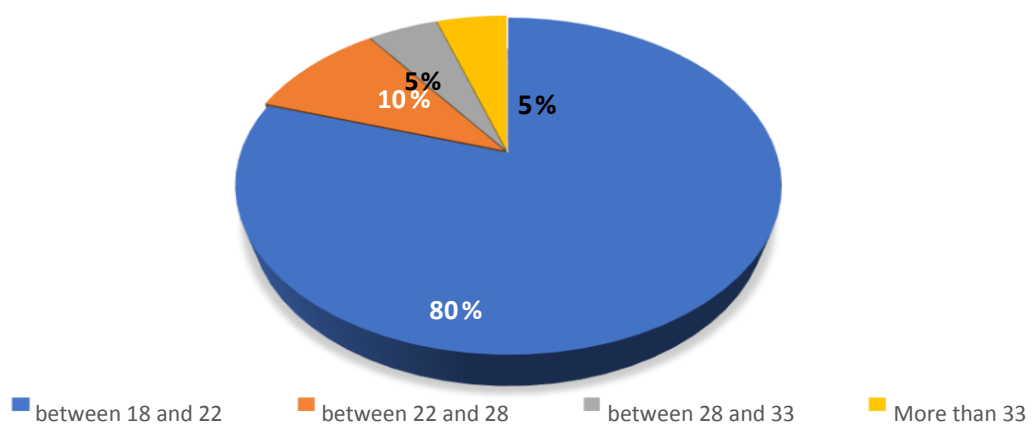


Figure 3.2 student's age

Concerning the student's age we have (80%) of them varies between 18 to 22 years, and four students are from 22 years to 28 years in addition to two students aged from 28 years to 33 years. two other students are more than 33 years

Item (03) : Are you satisfied about the time devoted to study oral expression sessions ?

Table n° 03 : Student's satisfaction about the time devoted to Oral Expression sessions

options	responses	percentage
Yes	27	67.5%
no	13	32.5%

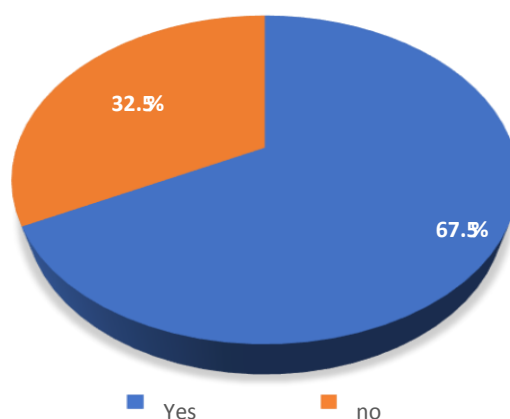


Figure 3.3 Student's satisfaction about the time devoted to Oral Expression sessions

By asking this question, we aimed to know the student's satisfaction about the time devoted to their oral expression session and we found that 27 students are satisfied ,however just 13 are not satisfied which means that they need more sessions to develop their speaking competencies

Item (04): Do you agree the saying “to learn a language you must speak it

Table n°04: Student’s agreement on the saying

opitons	responses	percentage
Agree	13	32.5%
Strongly agree	26	65%
Disagree	0	0%
strongly disagree	1	2.5%
total	40	100%

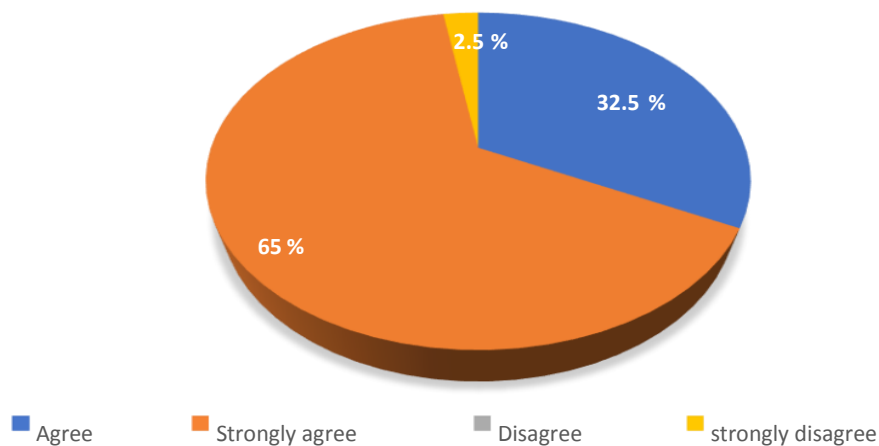


Figure 3.4 student’s agreement on the saying

This question aims to know the importance of the speaking skill in EFL classes and we found that 26 students are strongly agree with the saying, in addition to 13 of them agreed on the saying while just one student is strongly disagree.

Item (05):Do you think that the speaking skill helps you to be more fluent than the other skill (reading, writing, listening) ?

Table n°05: student’s viewpoint of speaking in comparison to other skills.

opitons	responses	percentage
Yes	27	67.5%
No	13	32.5%
total	40	100%

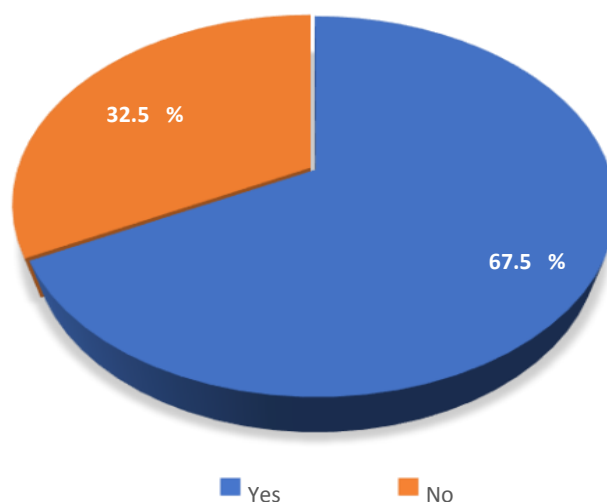


Figure 3.5 student’s viewpoint of speaking in comparison to other skilld

We asked this question to know the importance of the speaking skill according to other skills in enhancing student’s oral profecency, and of course according to student’s opinion the result involves the agreement of 27 of the students, and the rest of them don’t agree.

Item (06): Out of the class do you prefer to communicate with your colleagues in English or your mother tongue ?

Table n°(06): Student's preference in communication with English or mother tongue

options	responses	percentage
English	10	25%
Mother tongue	7	17,5%
it depends	23	57,5%
total	40	100%

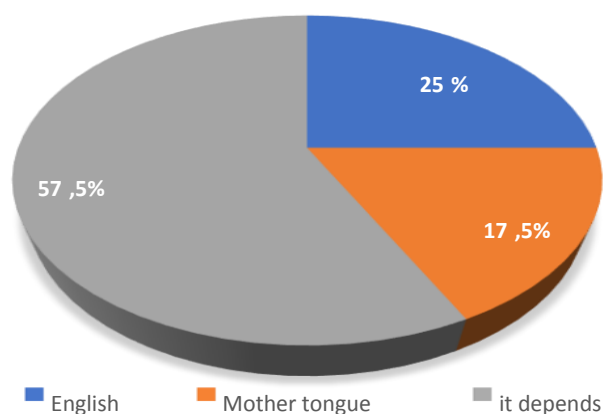


Figure 3.6. student's preference in communication with English or mother tongue

The aim of this question is to see how the EFL learners communicate with each other out of the class and the majority of them answered it depends (57,5%) ,while (25%) communicate in English, and the rest of them use their mother tongue

Item (07): Do you prefer to learn English through communication or other ways ?

Table n°07: Student's preference in the way of learning English

opitons	responses	percentage
Communication	23	57.5%
Other ways	17	42.5%
total	40	100%

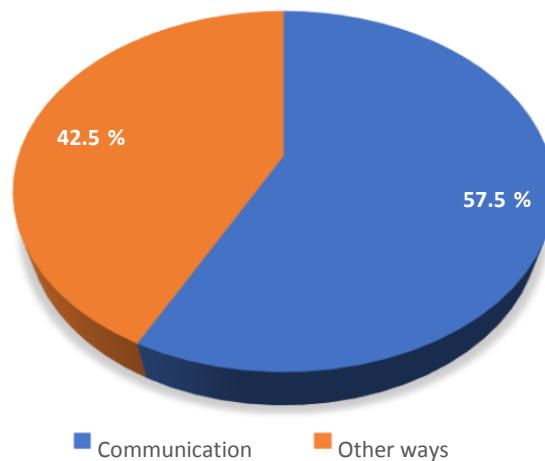


Figure 3.7. Students' preference in the way of learning English

We asked this question to see how communication affect their English and the result was 23 students prefer to communicate with English and 17 students don't.

Item (08): you familiar with communication games ?

Table n°08: Student's familiarity with communication games.

options	responses	percentage
Yes	25	62.5%
No	15	37.5%
total	40	100%

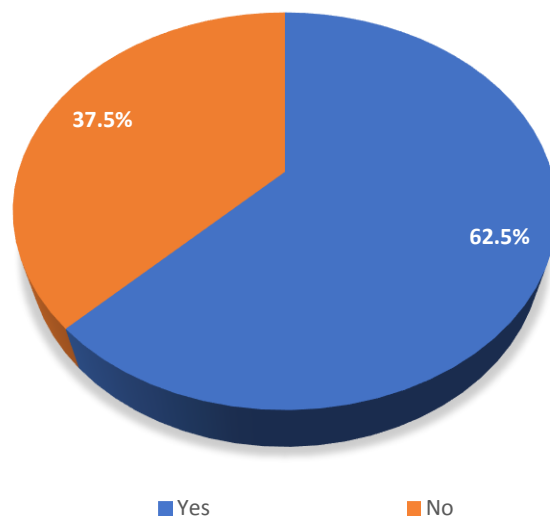


Figure 3.8. Student's familiarity with communication games.

The aim of our question was to know if our students are familiar with communication games or not so we found that 25 students are familiar with those games and 15 students are not

Item (09): Does your teacher of oral expression use communication games in teaching ?

Table n°09: Teacher’s use of communication games in their OE sessions.

opitons	responses	percentage
Yes	30	75%
No	10	25%
total	40	100%

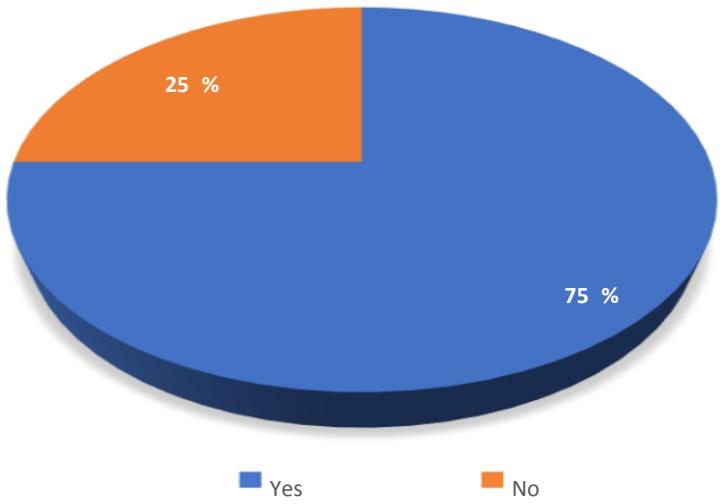


Figure 3.9. Student’s familiarity with communication games.

According to what is indicated above we found that most of teachers used communication games in their oral expression , and just 10 students said that their teachers don’t use those kind of games

Item (10): In your opinion how important are communication activities in learning English ?

Table n°10: Student’s viewpoint of the importance of using communication activities in learning English

opitons	responses	percentage
Very important	27	67.5%
fairly important	1	2.5%
Important	12	30%
Less important	0	0%
total	40	100%

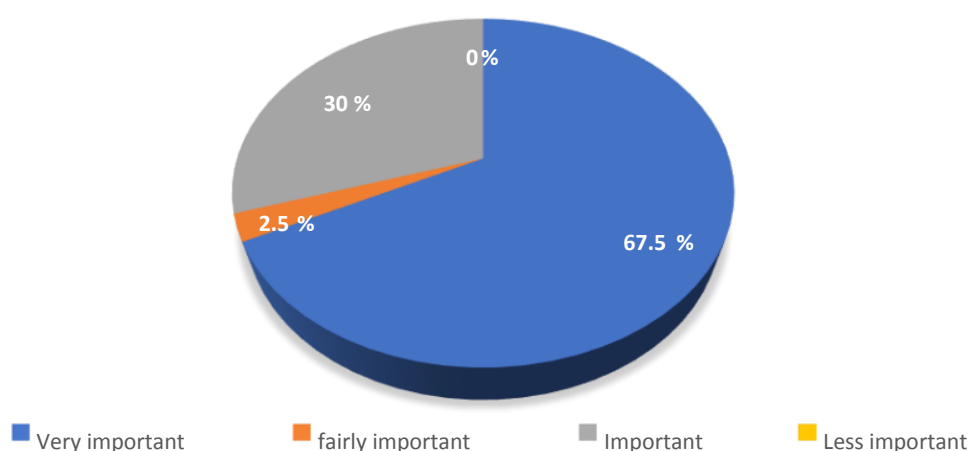


Figure 3.10. Student’s viewpoint of the importance of using communication activities in learning English

27 of students claimed that using communication games are very important, but 12 of them said that they are important. And no one said that they are not or less important .which means that communication activities are effective techniques.

Item (11): Do you think that communication activities improve your speaking competencies ?

Table n°11: Student's assessments towards the effectiveness of communication activities on speaking competencies.

opitons	responses	percentage
Yes	39	97.5%
No	1	2.5%
total	40	100%

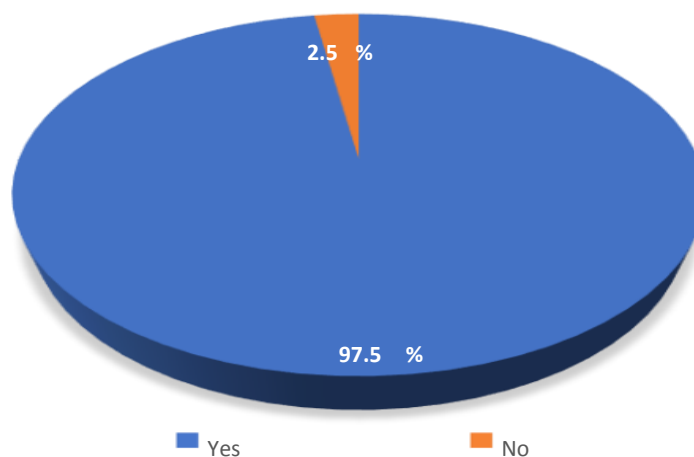


Figure 3.11. Student's assessments towards the effectiveness of communication activities on speaking competencies.

From the table and the graph above. We noticed that all of the students think that communication activities improve their speaking skill. Just one student answered with no.

Item (12):Do you feel motivated when the lecture contains games ?

Table n°12: The impression of students toawrds the lectures that contain games

<i>opitons</i>	<i>responses</i>	<i>percentage</i>
Yes	39	97.5%
No	1	2.5%
<i>total</i>	40	100%

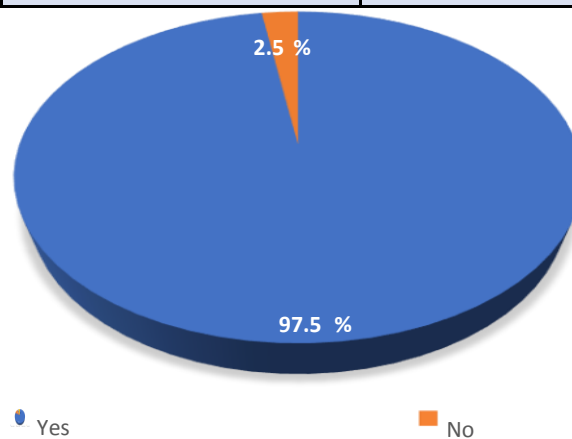


Figure 3.12. The impression of students toawrds the lectures that contain games

We asked that question to see if the students were motivated when their teachers used communication and all of them answered with yes just one student answered with no

Item (13): What are the most important games you prefer to practice in the classroom?

Table n° 13: Student’s preferable games to practice in classroom

options	responses	percentage
Imitative games	3	7.5%
Role play	11	27.5%
guessing games	21	52.5%
Other games	5	12.5%
total	40	100%

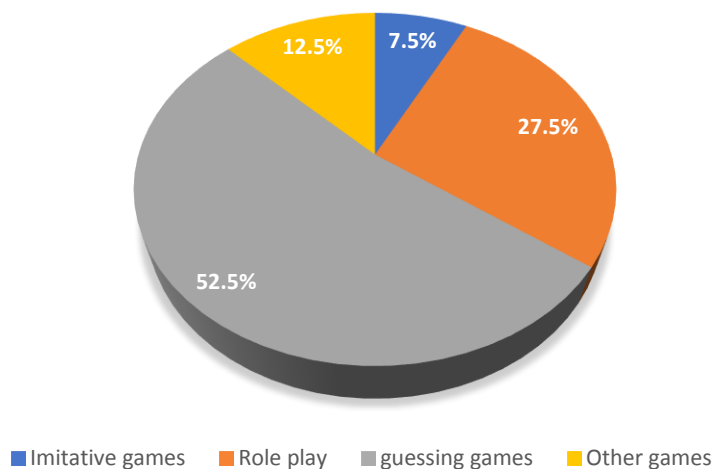


Figure 3.12 Student’s preferable games to practice in classroom

According to what represented in the table and the graph above the most preferable games according to students are guessing games with percentage of (52,5%) and the second game was role play with percentage of (27.5%) and five students select other games and just three students select imitative games

Item (14): According to you is it preferable to work in groups or individually?

Table n°14: Student’s preference of team games or individual games.

opitons	responses	percentage
Team games	32	80%
Individual games	8	20%
total	40	100%

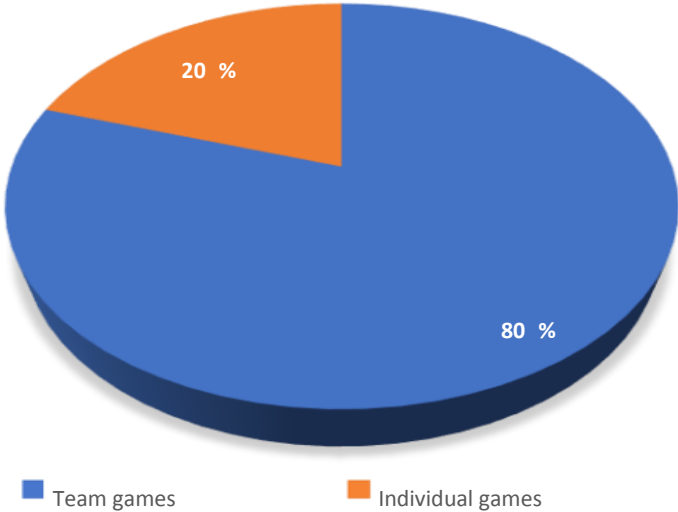


Figure 3.14. Student’s preference of team games or individual games.

We asked this question to see the ability of students in working together or individual with justifying and we found that (80%) of students prefer to work in team because the feel motivated while (20 %) like to play individually because they don’t like to work in team.

Item (15):As a future teacher would you rely on communicative games as means to develop speaking among your students ?

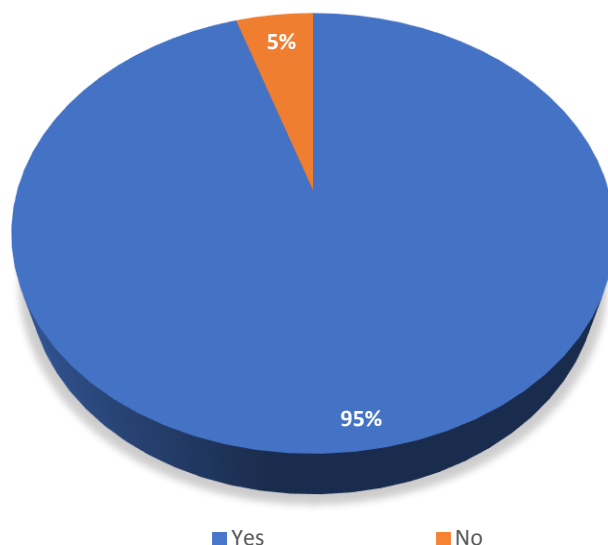


Table n°15: student’s use of communication games as a technique to enhance their future learner’s speaking skill.

options	responses	percentage
Yes	38	95%
No	2	5%
total	40	100%

Figure 3.15. student use of communication games as a technique to enhance their future learner’s speaking skill.

We asked this question to see how our future teachers think about the communication games in teaching , and the result was majority of students prefer to use communication games just two students don't.

2.1.1: Questionnaire Results and Discussion

The following results discussion are interpreted basing on the gathered data through a Questionnaire that was conducted for 40 participants of 2nd year English students at Abbas Laghrour University. These results were analysed quantitatively as they are presented in the above pie charts and tables.

According to the data analysis, the majority of the second year English students are females, and their ages range from 19 to 33 year. These results shows the awareness of the students about the importance of developing their speaking abilities, since they agreed that it is the most important skill in comparison to the other skills.

In addition to that, this study shows that a large number of students prefer to communicate in English for different reasons; for them speaking English inside and outside the classroom gives them the opportunity to improve their oral competencies, moreover, for most of them using the language for communication is considered as the best way to ensure learning it.

What is significant in these results is the familiarity of the majority of the students with Communication games and their use as a technique in the teaching process, which means that their teachers use them as a strategy of teaching. Furthermore, it has been proved through the questionnaire that most of the students agree on the effectiveness of these games in motivating them have been motivated during the lessons, since they provide them with a relaxed joyful atmosphere in the classroom.

Furthermore, all of the students agreed on the usefulness of communication games in enhancing their speaking skills, and they confirmed that they would depend on it as a teaching technique in their classrooms when they become teachers.

To conclude this discussion, students; questionnaire confirms the extent to what the 2nd year students are aware of the usefulness of communication games as a technique of teaching and their effectiveness in enhancing their speaking and oral proficiency.

2.2: Teachers' Interview Discussion

As a first step of this study, an interview was conducted to five (05) teachers of oral expression module at AbbesLaghrou, university of kenchela. Four of our interviewed teacher's experience ranges from one (01) year to five (05) years, while the fifth teacher has an experience of ten (10) years. If this indicates something, it indicates their extensive and huge experience in the field. Consequently, their answers will make the study's results more valuable and reliable.

The objective of this interview is to determine how useful are communication games in enhancing learner's speaking skills through the following questions and their answers were as below:

Item 01: How long have you been teaching oral expression?

We asked this question to check teacher's experience in teaching oral expression module, and we found that two teachers have been teaching oral expression for four (04) years, and one teacher for one year, the last one has an experience of ten years.

Item 02: How do you evaluate your student's speaking skills?

This question is asked to examine the ways in which teachers evaluate their learner's level of oral abilities. According to their answers, the level of the students differ from one another, therefore they could not make a general standard of evaluation.

Item 03: How do you motivate your students to speak fluently?

We intended to ask this question to know the techniques used by teachers to motivate their learners in the classrooms. Each teacher gave a different answer for this question

-Teacher (A) said that he/she uses videos, listening scripts, and conversations among learners and of course games.

-Teacher (B) concentrates on using dialogues, discussions, debates, and role -plays.

-Teacher (C) and (D) agreed on the use of authentic materials like watching native speaker's programs and videos, in addition chatting with native speakers, teacher (D) added tongue twister as a tool to enhance student's fluency.

-Teacher E is a little bit different in the way of motivating his/her learners by giving them the chance to speak and communicate through giving direct Long questions that require long answers.

Item 04: Do you use communication games in your sessions?

This question is intended to examine teacher's use of communication games in EFL classrooms. All teachers agreed on using them, which indicates that all teachers depend on them as a strategy in enhancing students' speaking skills and the necessity of integrating them in the classroom.

Item 05: To what extent do you think that communication games are advantageous in oral expression?

We asked this question to know the viewpoint of teachers whether these games are advantageous and important in the teaching process. All teachers declared that communication games are an effective technique, and play a remarkable role in teaching speaking. Therefore. They supported using them since, that communication games are entertaining and joyful which make the students feel motivated.

Item 06: What type of communication games do you use or recommend for oral expression teachers?

All the teachers agreed on the usefulness of these games in EFL classes, and they suggested a number of common and efficient types such as, use role-play, guessing games, story-telling games, and imitative games.

2.3: Interpretation of the Results

Second year learners have an acceptable level of speaking abilities according to their teacher's evaluation, which indicates that the level of Abbes Laghrour University's students is in a noticeable improvement.

In one hand, the results of the student's questionnaire shows that, the students are aware of the importance of speaking in order to reach the communicative task. In addition, they are mindful about the role of communication games in enhancing their speaking skill. Teachers also, insisted on the usefulness and importance of these games to help learners to improve their speaking abilities.

Furthermore, they selected the same activities like role-plays, guessing games, tongue twisters in addition to others that were proposed by the teachers as their preferable games; and they agreed with using these games in the future when they become teachers.

Both teachers' and students' answers in both the interview and the questionnaire, signify their agreement of using communication games. Because they enhance their speaking skill, regardless to students' levels in speaking abilities.

Teachers also noticed that the student is more motivated when he/she is provided with a joyful atmosphere, in which their ability to learn more and engage in class participation is developing. The students in their answers of the questionnaire confirm the same point.

All the previous findings confirm our research hypotheses by finding that communication games are important for EFL learners, to improve their speaking skill, and they should be recommended and integrated in EFL syllabus as an effective technique of teaching English.

This practical part of the current study, in which an interview was conducted to a sample of teachers consists of five (05) teachers of Oral Expression module, and a questionnaire to a sample forty(40) students (second year students) who were selected randomly, confirms all the mentioned hypotheses on the effectiveness of Communication Games in Enhancing students' speaking skills. In addition to their significant role in improving EFL learners oral competencies.

2.4: Recommendations

According to the findings above, Communication Games serves as an effective technique in enhancing EFL students' speaking skills and oral proficiency. For this reason it is worth nothing to propose these recommendations for both teachers and learners in order to fulfil the target task

To Teachers

- Teachers should adapt and select games according to student's needs; in other words, they have to select the games according to the proficiency level of the students in addition to their interests, and consider their strengths and weaknesses and tailor the games accordingly.
- Providing learners with clear and concise instructions in order to clarify the rules, objectives and expectations of each game.
- Teachers also should provide their learners with feedback through observing and listening to them. Then giving them constructive feedback, on their language use, pronunciation, and communication strategies.
- Teachers have to make a balance between fun and learning, since these games have a clear educational purpose and align with the learning objectives of the lesson.

To Learners

- Learners have to actively engage in the games by participating, speaking, listening and make an effort to use the target language as much as possible.
- Activities. Collaborate and support each other's learning by providing feedback and encouragement.
- Learners must use the games to reach the teacher's objectives. Moreover, they must to focus on communication rather than perfection, and take advantage of the opportunity to practice and improve.

- Another point is that learners have to enjoy the games and the learning process, and see them as an opportunity to develop their language abilities in a relaxed and enjoyable setting.

2.5: Limitations of the Study

Although this study reached significant results, but it is undeniable that some limitations occurred and affected the research completion.

One of the major limitations that we have encountered during our research is that many of the sample participants (students) preferred not to justify their answers. They just answered short answers (yes/no answers) which affected the investigation of this research. In addition to that, the lack of references was one of the big obstacles when conducting the current research; the references we found in “communication games” were not enough to carry out the present research.

Furthermore, there was not a sufficient number of second year Oral Expression teachers in our university to interview; therefore, our teachers’ sample was limited to just five teachers. Finally, one should bear in mind that there are many other factors, which could contribute to the limitation of data.

COCLUSION

This chapter represents the practical part of this current study, in which two major themes were discussed in two dependent sections. The first section deals with the choice of the research method in which a mixed methods design was selected depending on two instruments. In one hand, a questionnaire was conducted for a sample of forty (40) students from a total number of population consists of (192) students who were selected randomly.

In the other hand, an interview was administered to five (05) teachers of oral expression module. The second section includes results' discussion, analysis and interpretations. Accordingly, questionnaire's results were analysed quantitatively, while interview's results were analysed qualitatively in an attempt to investigate research hypotheses and objectives. Therefore, the aim of this research is to investigate the effectiveness of the use of Communication Games on second year learners' speaking ability.

General Conclusion

General Conclusion

The English language has become a trend all over the world. and we see that through people who are racing to learn this language Algeria likewise the world is witnessing the spread of the English language so fast ,especially at the educational level, and to be more precise the university level, however EFL learners find many obstacles to master the language and speak it fluently .

Undoubtedly, speaking is the most difficult skill to master, because it needs more confidence and courage. You can write, read, or listen alone, but you cannot speak alone. A good speaker requires having a good background of the language, which is based on accuracy and fluency. These two aspects help the speaker to convey and send his message without hesitation and misunderstanding. Moreover, since it is the main concern of this study, the aim of this research is to shed light on the effectiveness of communication games in improving EFL students' speaking skills at the university of Abbes Laghrour, khenchela.

The first chapter is divided into two sections, the first section dealt with speaking, its definition, aspects, types, and its four major models. Furthermore, communication is defined and explained through presenting its main concepts. In addition to how speaking can be an important part of the communicative process in communicative situations.

In the second section communicative language teaching (CLT), and communication games are explained through presenting the relationship between them. The first part deals with CLT and its development over the time, in addition to its major features and its strategies in teaching language in EFL classes. The second part also presents communication games as one of the strategies used to teach English in EFL classrooms, and how it is necessary to integrate it in EFL syllabus, in order to achieve the fluency and accuracy of the speech.

The second chapter of this research is practically done; it deals with the improvement of the given hypothesis through analysing the gathered data using two instruments, the student's questionnaire, in which forty students were selected randomly. In addition to a teacher's interview, in which five oral expression teachers were selected purposively. Both teachers and students gave their viewpoints about the effectiveness of communication games on students' speaking skill.

The obtained data confirmed that communication games have a significant effect on students' speaking skill, through the interpretation of analysed findings it was concluded that the learner can learn effectively in lessons that contains gaming that provide learners with the right atmosphere to learn. Consequently, it can be said that the proposed hypotheses are approved, and the effectiveness of communication games in enhancing student's speaking skills is confirmed.

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Appendices

Appendix n°1 : Questionnaire questions

This questionnaire is a part of research survey designed to investigate the effectiveness of communication games on student' speaking skills.

Question 01

Are you male or female? Male female

Question 02

How old are you?

Question 03

Are you satisfied about the time devoted to study oral expression? Yes No

Question 04

Do you agree the saying “to learn a language you must speak it”?

Agree strongly agree Disagree strongly disagree

Question 05

Do you think that the speaking skill helps you to be more fluent than the other skill (reading, writing, and listening)?

Yes No

Justify.....
.....

Question 06

Out of the class, do you prefer to communicate with your colleagues in English or your mother tongue?

English Mother tongue it depends

Question 07

Do you prefer to learn English through communication or other ways?

Communication otherways

Question 08

Are you familiar with communication games? Yes No

Question 09

Does your teacher of oral expression use communication games in teaching?

Yes No

Question 10

In your opinion how important, are communication activities in learning English?

Very important Fairly important important less important

Question 11

Do you think that communication activities improve your speaking competencies?

Yes No

Question 12

Do you feel motivated when the lecture contains games?

Yes No

Question 13

What are the most important games you prefer to practice in the class?

Imitative games Role play guessing games Other games

If other games name them:

.....
...

Question 14

According to you is it preferable to work in

Team games Individual games

Justify.....
.....

Question 15

As a future teacher would you rely on communicative games as a means to develop speaking among your students?

Yes No

Appendix n°2: Interview Questions

1. How long have you been teaching oral expression?
2. How do you evaluate your student's speaking skills?
3. How do you motivate your students to speak fluently?
4. Do you use communication games in your sessions?

5. To what extent do you think that communication games are advantageous in oral expression?
6. What type of communication games do you use or recommend for oral expression teachers?

مستخلص البحث:

تهدف هذه الدراسة إلى التحقق من دور ألعاب الاتصال في تحسين مهارات التحدث لدى الطلاب وإلى أي مدى يكون من الضروري دمجهم في فصول اللغة الإنجليزية كلغة أجنبية، وكذلك إلى أي مدى فعاليتها بالنسبة للمتعلمين لتحسين كفاءتهم التواصلية

لتحقيق هدف الدراسة بنجاح وتحقيق مصداقيتها وموثوقيتها، تم إجراء بحث مختلط من خلال جمع البيانات الكمية والنوعية على حد سواء. من جهة، تم توزيع الاستبيان على عينة عشوائية قوامها (40) أربعون طالباً وطالبة من السنة الثانية في جامعة عباس لغرور، خنشلة. تتمثل الأهداف الرئيسية لهذا الاستبيان في التحقق من مدى إلمامهم بألعاب الاتصال، وكيف يمكن استخدام هذه الألعاب بنجاح كأسلوب تعليمي لتحسين القدرة على التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية، وإلى أي مدى يشعرون بالحماس عند استخدامها. من ناحية أخرى، تم إجراء مقابلة مع خمسة (05) مدرسين من ذوي الخبرة في مقياس التعبير الشفوي في نفس الجامعة، من أجل التحقق في وجهة نظر المعلم تجاه فعالية ألعاب الاتصال في تحفيز المتعلم وكفاءته في الكلام. تم تحليل البيانات التي تم جمعها كمياً ونوعاً.

كشفت نتائج البحث أن الألعاب التواصلية مألوفة لكل من المعلمين والمتعلمين في فصل اللغة الإنجليزية كلغة أجنبية، ويتفق كل من المعلمين والطلاب على ضرورة دمج الألعاب التواصلية في جلسات التعبير الشفوي من أجل تحسين مهارات التواصل الشفهي لدى الطلاب وتعزيزها. بالإضافة إلى فعاليتها في تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية وتعزيز قدراتهم في التحدث. لذلك، يمكن استنتاج أن ألعاب الاتصال قادرة على تحسين مهارات التحدث لدى الطلاب في الصف الثاني في جامعة عباس لغرور.