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**Enhancing EFL Secondary School Learners' Listening and
Speaking Skills through Classroom Games**

Case of Cherief Yahya Secondary School Pupils of Mostaganem

**A dissertation submitted in partial fulfilment for the requirement of
Master Degree in Didactics and Applied Linguistics.**

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Dedication

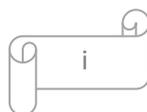
I dedicate this work to all my family.

To my lovely father and mother.

To my dearest sisters Khadidja, Noria, Khadra, Nadjat and

Hadia.

To all my lovely friends



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*This work would never be accomplished without the forte and ability that the Allah enormous
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Abstract

The present master dissertation aims at investigating the effectiveness of using educational games in improving learners' listening and speaking skills. Hence, to achieve the mentioned objective, a descriptive study is conducted, by collecting data from a questionnaire which was addressed to EFL secondary school teachers; in addition to the use of a classroom observation with second year pupils of Cherief Yahia secondary school. Moreover, the questionnaire explores teacher's perception to the usefulness of games as a technique for teaching listening and speaking skills; whereas, the classroom observation collects information from the concerned group about their reaction. In general, this study describes the process of using classroom games and how much pupils may benefit from them. The results reveal that games can have an influential role in the teaching learning process. In the sense that, they enhance learners' listening and speaking competences in an easy and a funny way. Nevertheless, games need to be well selected by the teachers, and they have to fit to the learners' background, cultural context and learning styles. Yet, they need to be used with conditions such as being appropriate to the pupils' level, the lesson objectives and the time constraints.

Keywords: educational games, teachers, secondary schools' pupils, enhancing, listening and speaking skills.

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List of Abbreviations

EFL: English Foreign Language.

ESL: English Second Language.

TPR: Total Physical Response.

CLT: Communicative Language Teaching.

CLTA: Communicative Language Teaching Approach.

MCQ: Multiple-Choice Questions.

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General introduction

Teaching and learning English is based on four skills (speaking, listening, writing and reading). Among these four skills, listening and speaking skills play a vital role in learning a foreign language and communicating orally, but the serious problem that EFL students encounter is their inability to comprehend words and to speak a foreign language especially inside the classroom. Therefore, teachers should use many strategies as possible to allow pupils to develop their listening and speaking competences and sustain their interest, through using classroom games. Furthermore, games can provide more opportunities for shy students to participate in the classroom. Also, they represent one of the crucial activities that help teachers to teach English an enjoyable atmosphere in order to motivate their students highly listen and speak English more fluently.

The main objective of learning a foreign language is to be able to communicate successfully. Unfortunately, most EFL learners in Algerian secondary schools face various difficulties in improving their listening and speaking skills. These listening difficulties could be related to listening material, linguistic aspects or the lack of concentration. They also encounter problems when they attempt to speak in front of their classmates, mainly because of the fear of making mistakes, or lack of self-confidence. So, to overcome these problems, teachers should try to incorporate different activities such as using games, songs, and role plays for students in order to encourage them to communicate freely in the classroom.

This research work aims to investigate the use of classroom games and their relation with the pupils' improvement in English as a foreign language. Moreover, they are used to enhance pupils' listening and speaking skills. The researcher aims to diagnose how essential the use of classroom games is for pupils and teachers to report to them about its importance and usefulness in enhancing and facilitating their classroom work, specifically in listening and speaking sessions. Additionally, it is useful for those researchers who need it as a reference or simply as an interesting topic.

The reason behind the interest in this study, is the belief that classroom games can improve secondary school pupils' listening and speaking skills, and teachers normally should be able to use them effectively in order to develop their students' listening and speaking abilities. The aim of the study is to investigate the effectiveness of using educational games in helping learners to overcome the difficulties to enhance their listening and speaking

proficiency. Therefore, to conduct this research a few questions have to be asked; they are as follows:

1. Do Algerian secondary school teachers use games in their teaching practice?
2. Which type of games can be used to improve pupils' listening and speaking skills?
3. How could classroom games help EFL Learners in secondary schools to improve their listening and speaking skills?

To respond to the above research questions, let us suggest the following hypotheses:

1. English teachers of Algerian secondary schools use games on their teaching.
2. English teachers can use communicative and guessing games to improve their Pupils' listening and speaking skills.
3. If English teachers used games in teaching English listening and speaking skills, they would observe a significant improvement on their learners' communication and participation in the classroom.

This research is based on the descriptive method as an appropriate way to collect data in order to describe and investigate the importance of using games in the classroom to enhance students' listening and speaking skills. The case study is undertaken with 2nd year pupils of Cherief Yahia secondary school at Mostaganem. With the purpose of proving our hypotheses, we addressed a questionnaire to English secondary school teachers in order to gain detailed information about teachers' perceptions and attitudes and pupils' reactions towards using classroom games as a strategy to improve their listening and speaking abilities. The second research tool was a classroom observation undertaken in order to attain a deeper understanding of the situation under investigation, and to achieve more reliable and comprehensive picture on the impact of classroom games on the development of learners' listening and speaking abilities.

The study is organized in three chapters. The first one is a theoretical chapter, and it starts by defining listening and speaking skills including their types, their importance in the teaching-learning process and the difficulties that students encounter when listening and speaking English in the classroom. Then, there is a shift to educational games, starting with different definitions of games, their types, the main advantages of using them in the classroom, and suggesting some listening and speaking games. It also contains some consideration of how to choose games, when and how to use them including the teacher's and

students' roles. The second chapter centers on the practical side of the work. It includes a questionnaire that is addressed to EFL teachers. An observation was also incorporated about the influence of educational games on the English learners. In addition to this, a detailed description of the games that the investigator used in the classrooms is provided. The third chapter includes the data analysis of the questionnaire, and also contains the results of data analysis used in the practical side. Moreover, we provided some recommendations for EFL teachers and learners about how to teach listening and speaking skills and how to use games effectively in the classroom.

Chapter one

Review of Literature

1. Introduction

This chapter deals with the theoretical background behind improving listening and speaking skills through the use of games in the classroom. It will include two sections; the first one sheds some light on the nature of both listening and speaking skills, their importance, their types and the difficulties that students encounter while listening and speaking. Then, the connection between listening and speaking, moving to their integration in the English Language Teaching. While the second section gives insights into the use of the Total Physical Respond and Communicative Language Teaching as methods to teach listening and speaking through classroom games. It deals with different definitions of games, their types, the main advantages of using them in the classroom, and suggests some listening and speaking games. Also, mentioning some consideration of how to choose games, when and how to use them including the teacher's and students' roles.

1.1. The Nature of the Listening Skill

1.1.1. Definition of Listening

One of the most important skills in relevance to learning any language including our own mother tongue is listening. There are a number of definitions proposed by many scholars concerning listening.

According to Goss (1982) listening is a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. Furthermore, Vandergrift (1999) also defined listening as a complex active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was collected in all of the above, and comprehend it within the immediate as well as the larger sociocultural context of the utterance.

Listening is one of the words we use in everyday life without thinking deeply about its meaning. Yet the listening skill is an active and vital mental ability. It is also one of the essential means helping us to understand the world around us, and one of the prerequisite components in establishing successful communication. (Rost 2009)

Additionally, Underwood (1989) simplified the definition of listening to the activity of paying attention to and trying to get meaning from what it is heard.

1.1.2 Importance of Listening

Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to Rost (1994) listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language. The importance of listening is also acknowledged by Brown (2001) who stated that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking. It means that listening is the important thing in daily activities; through listening we can interpret the meaning.

According to Hedge (2000), listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process. Lundsteen (1979) expressed that listening is the first skill to appear. He continued that children listen before they speak. Hedge (2000) indicated that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms.

1.1.3 Types of Listening

Listening differs from a person to another, from a situation to another. Types of listening are based on objective and manner in which the listener takes and respond to the process of listening. According to Rost (2002), there are six types of listening. The first one is the intensive listening; it means to listen closely with the intention to decode the input for the purpose of analyzing. The second type is the selective listening which refers to listening with a planned purpose in mind, often to gather specific information to perform a task. It means the listener attend to only what he wants to hear and turn out everything else. Thirdly, the interactive listening, it refers to listening in a collaborative conversation, in which the listener takes a leading role in understanding through providing feedback, asking questions and supporting the speaker. Then, the extensive listening which means to listen for an extended period of time while focusing on meaning; this type of listening includes academic, sheltered language instruction and listening for pleasure. After that, the responsive listening that refers to a type of listening practice in which the listener's response in the goal of the activity. The last one is the autonomous listening which refers to independent listening; the learners choose

what to listen to seek feedback on their comprehension. It can include all of the types discussed previously.

1.1.4 Listening Difficulties

Listening is an important skill in English language teaching and learning. When learners listen to English, they are more likely to face a number of listening difficulties. Ur (1996) most students have trouble with sounds, they rely mostly on context for comprehension; they are often themselves unaware of inaccurate sound perception. In addition to that, some students feel worried and stressed when they miss some words of the text; they have to understand every word. The effort to understand everything often results in ineffective comprehension, as well as feelings of failure. Also, students can't understand fast, natural native –sounding speech. They can only understand if the teacher talks slowly and clearly. Otherwise, they need to hear the passage more than once in order to understand. Some students may feel overloaded with incoming information; they find it difficult to keep up. Sometimes they feel tired and bored to listen, if the discourse is too long, they also feel more difficult to concentrate.

1.1.5 Connection between Listening and Speaking

In order to be proficient in a foreign language, students must improve the four skills. Speaking and listening are two of these skills which are considered as the essential skills in communication because these two skills are related to each other, however, students use listening skill to improve their speaking. Renandya and Richard (2002) mention in their book “Methodology in Language Teaching” that David Nunan labels the listening skill as the Cinderella skill in second language learning which has been overlooked by its elder sister, the speaking skill. Rost (2011) emphasizes that listening is the crucial components of spoken language processing. There is no spoken language without listening. Also, Rost (2011) adds that listening means to catch what speaker says.

Basically, listening came before speaking for example, students when they start to speak a foreign language, they hear the language, then speak it as Anderson and Lynch (1988) claims that speaking is something you do after listening, rather than while you listen. Also, Wilson (2008) supports that listening came before speaking. In addition, Anderson and Lynch (1988) points out that speaking depends on successful listening for second language learners (p. 16). In other words, a good listener becomes a good speaker.

As a conclusion, speaking and listening plays an important role in learning and teaching a foreign language and they are related to each other, listening complete the speaking skill.

1.2 The Nature of the Speaking Skill

1.2.1 Definition of Speaking

Speaking skill is an important skill needs to be teaching in language class. However, it does not mean the other skills such as listening, reading, and writing are less important rather than speaking skill. Those skills are sustaining each other; for instance, speaking skill preceded by listening. Through listening people know vocabulary they do not know before.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Besides, Florez (1999) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is known as a verbal means to produce expressions and communicate through. It is commonly known that to speak and communicate are the main reasons why do people learn a foreign language.

Ur (2009) stated that of all four skills (listening, speaking, reading and writing), speaking is the most important; people who know a language are referred to as “speakers” of that language, as if speaking includes all other types of knowledge and many foreign language learners are not interested in learning to speak.

Speaking is at the heart of foreign language learning. Consequently, it is regarded as an essential productive skill in which learners can master the language.

1.2.2 Reasons for Teaching Speaking

According to McDonough et al., (2013), speaking is a desire and a purpose- driven. Speakers speak for a reason and whatever they say they must have something to be achieved after. They may speak to express ideas or feelings, exchange pieces of information, to give opinions... and many other reasons. Teachers also have various reasons to make their learners speak in the classroom.

Harmer (2007) discussed the three main reasons for teaching speaking. The first one is that speaking provides rehearsal opportunities; it means that the teaching of speaking provides the learners with more real-life speaking chances to practice in the classroom. In addition to

that, speaking tasks provides feedback; teachers teach speaking for the reason that through the speaking tasks and activities, feedback will be provided for both teacher and learners. Through the provided feedback, everyone can have a clear idea about their progress. Also, it gives them a chance to detect their language problems and facilitate the way to overcome them. Finally, when the learners have many chances to achieve the various language elements they know, they will tend to use them in a more automatic manner. This gives the result that the learners' autonomy of the language use will gradually be raised.

1.2.3 Types of Speaking

Since speaking is a means of communication used to interact with others. Brown (2004) suggested five basic types of the speaking skill. To begin with in imitative speaking, students repeat a word or perhaps a sentence of others. This imitative contains different components of language, such as phonetics, lexical and grammatical properties. The second type is intensive speaking, this type is the production of short chunks of oral language is designed to show competence in a narrow band of grammatical, phrasal, or phonological relationship such as intonation, stress and rhythm. The speaker must be conscious of semantic properties in order to be able to respond correctly. Thirdly, responsive speaking which involves brief interaction and test comprehension. Students reply when the teacher asks them, but they respond with a very short conversation, such as standard greetings and small talk, simple requests and comments, and so on. Then, interactive speaking is different from responsive speaking in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Finally, extensive speaking involves speeches, oral presentations and storytelling. In this case, the speaker has a chance to speak without interruption from the listener; where the listener replies just through nonverbal responses.

1.2.4. Speaking Difficulties

Foreign language learners face various difficulties when learning the target. One of the main issues that they may struggle with is that there are no enough opportunities to practice the target language. Ur (2009) listed the main problems that learners may have with speaking. First of all, the speaking skill needs a more degree of oral-time exposure to the interlocutors unlike the other skills (listening, writing and reading). Learners are often inhibited about trying to engage in a speaking performance, learners face some factors like shyness and the fear of making mistakes which prevents them from doing so. Additionally, learners produce some common expressions when they are imposed to talk in class; such as " I have nothing to

say", " I have nothing to talk about", " I have no comment", " I don't know what to say". Students tend to use these expressions or even remain silent because of different factors like the lack motivation or the lack of vocabulary about the topic. According to Ur (2009) learners often complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking. Also, it is commonly known that students' participation differs from one class to another according to the learners themselves in many classes. There are some learners who like to dominate the class discussions and participation over others who prefer to be silent or participate just for one time or two if they had the chance. It is generally noticed that each time there are the same faces speaking, raising hands, engaging in the different speaking activities while the other learners remain in the same quiet position most of the time. This phenomenon may occur for instance because of the learner's differences (introvert and extravert students), as it may happen also because of the teacher's attitudes towards learners. When the teacher for example is used to interact only with active students and tends to ignore the passive ones. Learners may not also be provided with equal chances to participate as a reason of their large number. Then, learners use the mother tongue to talk to each other in the classroom; using the mother tongue in the foreign language classrooms is considered to be easier for learners to communicate with and to express themselves clearly. Because they feel unnatural to speak to one another in a foreign language, and they feel less exposed if they are speaking their mother tongue. (Ibid)

1.3. Listening and Speaking in English Language Teaching

The main purpose of EFL learners behind studying English is to be able to master it through comprehension first and then to use it through speaking. Teaching listening and speaking skills has become vital in foreign language learning. Richards (2008) stated that the teaching of listening has attracted a greater level of interest in recent years than it did in the past. In addition to that, he argues that mastering English speaking skill is a priority for many ESL/EFL learners. Hence, learners often value their success in learning the language as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Listening and speaking are two complex skills in which EFL learners should improve to master the language, but they generally face some difficulties during their learning. One of the best methods of teaching listening-speaking skills to EFL learners is getting help from language games.

1.4. Methods and Approaches in Teaching Listening and Speaking

There are many approaches that the teacher can decide upon to teach with, but it is always vital to select the one that meets the learner's needs, abilities, age and experiences. Moreover, there are other factors that control and influence the selection of the right approach; for instance, the relationship between the teacher and the learners which has a great influence in maximizing the learning opportunities. It is also known that using only one approach may lead to the fact that learners would not be motivated to study, the best option in this case is to use a variety of different approaches when planning for the lesson (to be flexible teacher).

In the past several decades, many methods and approaches have been evolved about teaching listening and speaking skills and have been built upon teaching learners how to communicate and how to use the English language more effectively.

1.4.1 Total Physical Response Method

The Total Physical Response is abbreviated as "TPR". Total Physical Response is one of the English teaching methods built and developed by Dr. James Asher, a professor of psychology at San Jose State University. TPR works on the coordination of speech and action through physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. On the foundation of Asher's own researches and theories on second language acquisition, he founds TPR method. He points out that teachers should integrate language with actions to teach English through Total Physical Response. At the same time, they should also develop a student's listening ability firstly, then the speaking. Total Physical Response teaching method provides a more relaxed learning atmosphere for learners. So, students can overcome the stress of speaking English. Teachers can also attempt to create beneficial conditions for students to learn. When the students' subjective initiation is activated, the teaching efficiency will be better, too. (Richards and Rodgers, 2002, p.73)

Asher's TPR is a "natural method", in as much as Asher sees first and second language learning as parallel processes. He sees three processes as central; first, children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition they can understand complex utterances that they cannot spontaneously produce or imitate. The second process is that children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form

of parental commands. Then, once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Total Physical Response Learning, transformed language lessons into fun interactive games and activities pupils would love. TPR is basically deals with commands (such as “sit-down” or “jump”). Students are taught through a set of commands and teachers make them familiar with the language before they are able to respond it verbally. Then, students are asked to give command if they have been good in giving response. (Ibid)

According to Larsen (2000), teachers who use TPR believe in the importance of having their students enjoy their experience of learning to communicate in another language. In fact, TPR was developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

1.4.2 Communicative Language Teaching Approach

Communicative Language Teaching is an approach to foreign or second language teaching which focuses on the idea that language should be learnt through communication. J.C. Richards and R. Schmidt (2002):

CLT is an approach to foreign or second language teaching which emphases that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. (p.90).

CLTA emphasizes the importance of using authentic language. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. So, such communicative activities as authentic texts, scrambled sentences, language games, picture strip stories, role-play, should be used. Learners must be provided with ample opportunities to use the language themselves for communicative purposes. They are encouraged to deal with unrehearsed situations under the guidance of the teacher. The teacher’s main tasks are to facilitate the communication process between the learners in the classroom and also to act as an independent learner within the learning-teaching group. The teacher should be, therefore, an organizer, a guide, a researcher, a needs analyst, a counselor, a group process manager, and a learner too, but not a controller. (Zhu, 2012)

CLT make communicative competence the goal of language teaching that involves speech where learners are exposed to engage, interact and negotiate meaning in different contexts or situations inside and outside the classroom. In fact, communicative language teaching is teaching language as a process of communication and not teaching it as a matter of delivering rules or structure. Moreover, it offers a great chance for students to develop their communicative abilities and promote their level of performance when doing tasks or make use of any activity which would help them to participate and engaged in real communication.

1.5. Teaching Listening and Speaking Skills through Games

EFL students encounter different problems while listening to English and when they attempt to speak in front of their classmates. Therefore, it is the teachers' duty to help their learners to find a suitable method to overcome these problems and motivate students to listen and comprehend sentences easily, and to speak in a trustful and comfortable way. In this case, using games seems to be the most fitting tool to do that. Moreover, the teachers should know much about their learner's weaknesses in listening and speaking skills to select the most appropriate game.

1.5.1 What is a Game in Education?

There are a countless definitions of the word game. According to Wright et al., (2006), the word game means an activity which is entertaining, engaging and often challenging. It is an activity in which the learners play and usually interact with others.

Games have always been and seen as symbols of fun, enjoyment, involvement, competition and cooperation. Hadfield (1999, p.4) considered a game as an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chances to express their ideas in their own ways but under the rule. That is to say; games are an energetic way of maintaining students' interest in the language, they are fun but also part of the learning process. Similarly, Byrne (1995) gave the definition of games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game.

According to Harmer (1991, p.101) games are a vital part of a teacher's equipment, not only for the language practice they provide, but also for the therapeutic effect they have. They

can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

From the definitions above, it can be seen clearly that classroom games do not only provide supportive activities and practices that can motivate the students to interact and communicate, but games can create opportunities for students to acquire the language in a meaningful way.

1.5.2 Kinds of Classroom Games

It is difficult to classify games into categories because such categories often overlap. A good teacher has to have several games on hand at all times. Hadfield (1984) explained two ways of classifying language games; linguistic games that focus on accuracy and communicative games that focus on exchanging information. Further, games are classified into more detailed forms composed of both linguistic and communicative games.

- Sorting, ordering, or arranging games: for example, give students a set of cards with months, and they have to arrange those cards in order.
- Information gap games: the one having information have to exchange it with those who do not have it to complete a task.
- Guessing games: a student with a flash card must just mime it to others who try to guess the word.
- Searching games: for e.g. everyone is given a clue to find out who the criminal is. They ask and reply to solve the problem.
- Matching games: participants need to find a match for a word, picture or card.
- Labeling games: a form of matching games, the only difference is that they match labels and pictures.
- Exchanging games: students barter cards, objectives or ideas.
- Board games: "scrabble" is one of the most popular board games that specifically highlight language.
- Role playing games: students play roles that they might not play in real life. They might also practice dialogues.

Language games may be also classified as follows:

- **Listening Games :**

In class, listening is often carried out in a boring and uninteresting way what makes the lesson more stressful. To make students enjoy listening, the teacher needs to bring it closer to them. A good way is the use of listening games to maintain the student's attention and interest.

- **Speaking Games :**

They can be used at any time, especially as a follow-up to the previous listening to re-enforce vocabulary and expressions heard earlier. Their main aim is to make speaking and expressing ideas orally enjoyable and stress free.

- **Kinetic Games :**

They provide refreshment in the class, especially when students are getting tired and find it difficult to concentrate. They need always to be joined with another activity of reading, listening or speaking.

- **Experiential Games :**

Their real aim is not to win or complete a language task but to experience the process and learn from it. They may influence people's attitudes and teach them the understanding of themselves and the phenomenon around as well.

1.5.3 Advantages of Using Games in the Classroom

There are many advantages of using games in the classroom; this claim can be greatly explained in three main points.

The main reason why games are considered effective learning aids is that they motivate learners. Harmer (1998, p.3) said that games are very motivating since they are entertaining, attractive and at the same time challenging. The activities in a game get all the students to move around, activate their mental competency and motivate neural networks; thus, motivating learners in learning and retention. At that time, students who are shy also attend the activities with fun, forgetting their shyness and fear. Another reason is that games promote learners' interaction; interaction involves the nature of classroom pedagogy and classroom behavior. Pair or group work is one of the main ways to increase cooperation. Many games can be carried out in pairs or in small groups, thereby providing an opportunity to develop their interpersonal skills such as the skill of disagreeing politely or the skill of asking for help. The last point is that games have a great role in improving learners' language acquisition. Students can acquire knowledge faster and more effectively than by other means. Games can

stimulate and encourage students to participate in the activity since they naturally want to win. Apart from having fun, students are learning. They acquire a new language. Students begin to realize that they have to use the language if they want others to understand what they are saying (Schultz & Fisher, 1988 cited in M. VIJAYALAKSHMI, 2007). To sum up, games prove to be a useful tool in language teaching because:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort, games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills (speaking, writing, listening and reading).
- They encourage students to interact and communicate.
- They create a meaningful context for language use.
- They foster a more positive attitude toward the classroom experience, more attention, better attendance and better participation.
- Games improve retention, decision-making skills and comprehension of general principles.

1.5.4 Games for Teaching Listening and Speaking Skills

Listening and speaking skills remain as important as ever for today's EFL learners. Those two skills are often taught together. Teaching listening and speaking may be a difficult task that a teacher faces; however, it may be simplified by using games on the teaching-learning process.

1.5.4.1 Games for Teaching Listening

Most people remember training their listening skill mainly by doing listening activities when they were in school. Listening activities might very well be an effective way of training this skill. By combining listening with games, teachers might prevent their students from getting bored and keep them all interested. Some examples of good listening games are presented as follows:

1.5.4.1.1 Simon Says

According to Gordon Lewis and Günther Bedson (1999, p.130), the aim of this game is following instructions. The game level is beginner, intermediate, and advance students' levels. It does not need the material to practice it.

The rules of the game are firstly, the teacher tells the students that teacher is going to give them instructions, but they must only obey if the teacher begins by saying "Simon Says". The word Simon can be replaced with another popular character such as "Ranger". Secondly, the teacher says the instructions, then, the students do the action themselves. For example, Ranger says "touch your head".

The students who do the wrong action are out from the game. Finally, the last student is the winner in this game.

1.5.4.1.2 Act out a Story

According to Wright et al., (2006, p.47), this game is a version of the classic TPR game which is recommended particularly for the early stage of language learning and particularly, though not exclusively, for younger learners. It is about responding through action to what is said.

The teacher asks the learners to sit in a circle, if he/she has enough room. Otherwise, they may remain at their desks. Then, he/she tells them a story in which actions play a major part, and encourage the learners to act it out. For example:

Teacher: *"you've got a little cat in a box. Put the box on your desk. Say, 'sit still. Don't move.' Now stroke the little can and say, 'you're a nice cat.' Take the cat out of the box, very carefully and slowly. Put it down. Give it some milk in a saucer. Don't spill it! Say, 'do you like the milk?'* stroke the cat again. Now say, *'Come on, little cat. Let me put you in the box.'* Pick up the cat carefully and put it back in the box. Say, *'stay there. Go to sleep. Go to sleep, little cat.'*

Show your friend your little cat. Tell her what it's like and what it is doing. (p. 47).

1.5.4.1.3 Listen for the Difference

This game is about listening for differences in a spoken text as compared to a written one.

The teacher begins by asking the learners to look at the text s/he has chosen. Then s/he says that s/he will read the text to them, but because s/he is tired s/he might make some mistakes when s/he read it, and they must tell him/her if s/he does. After that, the teacher read out the text and deliberately changes some of it as you read. The learners should follow their copy of the text and immediately stop him/her when they notice one of the changes s/he has made. They must put up their hands and correct him/her.

Then, the teacher pretends that s/he is very tired or can't see very well and apologizes profusely, but then s/he continues and says things wrongly again a moment later. For example:

Teacher: *it was raining and ...*

Learner 1: *it was snowing!*

Teacher: *oh, I'm sorry. Yes. It was snowing and the wind was blowing. John was very cold...*

Learner 2: *John was cold, not very cold.*

Teacher: *oh, dear, dear, dear. You are right. I need some new glasses. John was cold and...*

Once the game is understood, let students play it in groups or pairs (Wright, Betteridge, & Buckby 2006, 48).

1.5.4.2 Games for Teaching Speaking

Teaching communication is very important in knowing the language. So, students must get the chance to practice and not just read conversations. All games call for practice and communication; they emphasize fluency where not much criticism is received what make them communicate without carrying about their errors. As mentioned before- types of language games (Hadfield, 1984)- linguistic games emphasize speaking correctly and playing communicative games focus on fluency. Here are some examples of good speaking games:

1.5.4.2.1 Describe and Identify

According to Wright et al., (2006, p. 29-30), this game is about describing words or pictures. The teacher writes a signal word on a number of small cards or pieces of paper, one

per learner, plus a few extra. The words are going to be described by the learners well enough for the other learners to identify what has been described.

The teacher demonstrates the idea of this game by describing something and asking the class to identify what s/he has described. The subject and language the teacher uses should be appropriate to the learners' level of proficiency and the language he/she wants to practice with them.

Rather than allowing the learners to call out, the teacher asks them first to tell their neighbors what they think he/she has described. Then, he/she asks for suggestions from the class. After that, the teacher asks one of the more confident learners to take one of the word cards at random from his/her hand. He or she must describe the meaning of the word on the card so well that others can what it is. The teacher gives each learner a card and instructs them to prepare a written description of the word on the card. Then, he/she asks all the learners to stand up and to read their description to five other learners, and note down how often their listener can accurately identify the thing described.

1.5.4.2.2 Finding the Right Words

The teacher gives tasks and activities to the students and they will try to find the correct words or expressions to name or explain an idea, a feeling, a desire, a wish, a need, etc. If they did not find the correct word or they cannot remember it, they will discuss the problem with their classmates in the form of pairs or groups, thereby learning-by-doing and by helping one-another. After the students have finished or when the time is up, the teacher can ask the students to read out their answers aloud, correcting mistake and pronunciation where needed.

There are many activities to let students think about the right words like: “guessing with your back to the wall in which the teacher asks one person to sit facing the class, with his/her back to the board, and then the teacher writes a word on the board. Everyone in the room can see the word except the one facing his/her classmates with his/her back to the wall.” Then, the class members have to give verbal hints to help their classmate guess. For example, if the teacher writes Mexico, someone might say: “the country directly south of the American border”. (David Holmes, 2004)

1.5.4.2.3 Interactive Role-Play

According to David Holmes (2004), this means putting two or more Students together and giving them a handout sheet, which they can, read and study, taking time to look-up

unknown words and asking their friends about meanings and pronunciation. Then, give them a little more time to practice speaking, with everybody in the room reading aloud to get a feel for the role they will be playing and get used to the words sounds, phrases and the rhythm of the language.

When they have had enough time to develop some sense of self-confidence, but before they begin to get bored, ask them to read out their parts aloud with the rest of the class listening.

They will be nervous and uncomfortable the first couple of times that they have to perform in front of others, especially the teacher, but with time, the more role-plays that they do, the more proficient and confident they will become. For example: “telephone Role Play”:

Lek: “Hi, Pom this is Lek, are you free tonight? I would like to go out somewhere and have some fun. What do you think?”

Pom: “Actually, I’ve got some homework I have to do, but if I work hard, I think I can be free by about eight o’clock. How about that?”

Lek: “That’s great! OK, what do you want to do? Do you want to go to a movie together? There are a lot of good new films that I haven’t seen yet”

Pom: “Yes, I think that’s a very good idea. Have you seen the new action movie The Terminator Returns? I hear it’s a pretty good one, better than the earlier ones.”

Lek: “Yes, as a matter of fact, I saw it last Saturday with my girlfriend. I thought it was good but she said that there was too much violence.”

1.5.5 How to Choose a Game?

It is clear that not all games can be applied in any class. Teachers should choose the best for their students so that the games are not only for having fun but also to engage the students to get involved in English teaching and learning process. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus, without stress, they can learn a lot of even shy students can participate positively. There are some points of how to choose a game; first of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, when its value is considered from the view point of foreign language teaching, it may have little or

no purpose. Nedomová (2007,p.19) underlines the fact that should be considered whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to revise and practice some particular part of grammar, vocabulary, etc. when they choose a game.

Considering the level of the game is equally important while choosing games. Teachers must decide whether the level of the game fits students' language level because a game may become difficult when it is beyond the learners' level or it may become boring when learners find it too easy to carry on. When a game's value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language only if a game is suitable for learners' level so that the grammatical knowledge can be used easily as they are playing the game.

The fact that games enable social interaction and participation is also important. Learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team, they, at the same time, compete against another team (Rixon,1999, p.5). Hence, what teachers should consider while choosing a game is the fact that children learn best with games which require physical action, interaction, competition and participation.

Students may only want to play games for fun. Teachers, however, need more convincing reasons. Teachers need to consider which games to use, when to use them, and how to link them up to with the syllabus, and how, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game should be fun.

In addition to all these, there are many other factors such as the size and the physical properties of the classroom, the equipment, materials and the time available for a game (McCallum, 1980, p.xii). In conclusion, teachers should take all these factors into account while choosing a game because a game which seems to be most appropriate may turn into a complete failure in the end.

1.5.6 When to Use Games?

The majority of EFL teachers use the games in the classroom as warm up activities at the beginning of the lesson for making students relaxed and ready to learn, or using them at the end of the lesson if there is some time left; because teachers consider them as entertain

activities to spend their time. Some teachers implement games to break the routine of the classroom without aware how beneficial they are.

Teachers should know the right time for integrating games in the classroom in order to give students the opportunity to develop their listening and speaking skills in English language. Hadfield (1996, p.6) claimed that games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term. Lee (1979; p.3) observed that a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. There are, then, many situations in which using a language game is of the advantages mentioned before:

- In cases of lack of interest, a language game can be a springboard for the serious language work.
- When tiredness takes place in the student's repertoire, it is very difficult for him to perform his best. A language game can overcome the crisis and bring educational benefit.
- When there is a lack of co-operation among students, a language game has a great potential bringing them together because they can relax and communicate better.
- When all the planned work has been finished, a short language game may be practiced so as the time remaining is not wasted, and this way motivates students to finish their works earlier in order to have an enjoyable activity.
- While revising, language games help students to recall information in an entertaining way.

There are, in contrast, some situations where a language game does not answer its educational aim:

- If students lack the vocabulary knowledge which the game requires.
- When there is not much time available because it may create an anxious feeling if it has to be done in a limited time.
- If students are misbehaving, they need to calm down to reach the game's purpose.
- If there is no co-operation with the teacher.

1.5.7 How to Use Games?

According to Zhu (2012, p.804), there are four elements to consider when playing games in an English language class. Teachers should keep them in mind when using games in the classroom in order to achieve the best results.

First of all, time, the amount of teaching time devoted to games depends on the content of individual teaching, but it is possible a relatively small percentage of the total teaching time. They can be used at the beginning or at the end of the lesson in a stimulation way, to punctuate a lesson, to relieve stress after a test or concentrated practice session, or at any time the teacher feels appropriate. Then, the teacher must take many factors into account when deciding which game is most suitable and most successful with his/her students at any time. Teachers should consider the level of the students, the main goal of having a game, student's interest, the appropriate time to use a game and the availability of aid and materials. Furthermore, games may be good fun but they need to be well prepared and organized. After selecting the appropriate game, the teacher must be sure that the necessary facilities are available. He/she must work out how the game is to proceed, what the students will need to do and how they will be instructed in what to do. Finally, the teacher must decide previously how to organize the students and the classroom so that the setting up of a game can be carried out as quickly and smoothly as possible. It is known that each game suggests which form of class organization is appropriate. Wright (2006, p.3) suggests two ways to use games in the classroom:

1.5.7.1 Games in pair work and group work

Pair works are suitable and easy to organize students in the classroom. It gives opportunities for intensive listening and speaking; Harmer (2001) mentioned that pair work increases the amount of speaking time any one student gets in the class (p.116). Using pair works can help teachers to control their students easily and give them the prospect to express their ideas and opinion.

Sometimes teachers use some games which require four to six students. In this case, group work is important. Group work is a kind of cooperative learning; it creates a competition and increases motivation as well as exchange information between students. When students are working in groups, the teacher's role is to move from group to group to check students and them feedback if necessary.

1.5.8 Teachers' Role in Implementing Games in the Classroom

The teacher plays a great role in developing students through the different stages of their life. Harmer (2001, p.56) conducts some teacher's roles such as a teacher as an organizer, as an observer and as an assessor.

1.5.8.1 Organizing Class Work

The teacher has the responsibility to organize his classroom and to give students instruction for obtaining advantages from playing the games in the classroom in order to acquire the ability to speak a foreign language appropriately. Besides, the organizer is one of the basic roles that teacher has to do in the classroom through organizing their students either in pairs or group work depends on the quality of the game.

According to Harmer (2001; p.58), one of the important roles that teachers have to perform is that of organizing students to do various activities.

Harmer summarizes the role of organizer as follows:

Engage → Instruct (demonstrate) → Initiate → Organize feedback
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Figure 1: The Role of Organizer (Harmer, 2001, p.59)

Through this figure, we recognize that the teacher before starting to play the game in the classroom, he should engage students by attracting their attention. He should explain the method and the material that use such as using the chart, cards and tables. Before playing the game, the teacher should provide their students with a limited time. Finally, the teacher stops the game when limited time is finished at this step is vital to organize feedback.

1.5.8.2 Observing Class Work

Observing what the students are doing in the classroom is one of the responsibilities of the teacher, but he should know the way of observing their students in order to reduce their feelings of the fear and confusion. When observing students should be careful not to be too intrusive by hanging on their every work, by getting to close to them, or by officiously writing things down all the time. (Harmer, 2001; p.62)

However, when the teacher applies games, he should walk around the classroom to observe and monitor the work of the students, and helping them if it is necessary, because through

observing, the teacher can evaluate student's achievement in the listening and speaking skills through game playing.

1.5.8.3 Assessing Class Work

Students always wait from their teachers to assess their English by telling them whether or not it is right. Also, they expect their feedback and correction. The teacher does all of that in various ways.

According to Harmer (2001), when teachers are working as assessors, giving feedback on performance, distributing grades or deciding whether their students can pass to the next level take into account some points, for example, they have to consider that students have to know the way in which they are going to be assessed and for what reason they are so. Teachers should tell their students about what they are looking for behind the game and what are the wanted and the unwanted points.

1.5.9 Active Role of Learners in Class Work

As the role of the teacher changes, a new role for the student also evolves in a game-based classroom. Games create a learner-centered classroom. Not the teacher but the students are now in charge of communication and therefore they take control and responsibility from the teacher. In the game-based, learner-centered classroom the students' role changes from being passive recipients of knowledge imparted by the teacher to being active agents and personally engaged participants in learning activities. Importance is also attributed to the learning process itself. Games not only help students learn content through personal engagement, but they also assist them in developing learning skills, "learning how to learn." This is particularly important in an age of unprecedented technological and social change which requires lifelong learning.

Cuseo (2010) explains why a learner-centered classroom is so beneficial. It utilizes four research-based learning principles that increase student motivation and facilitate student learning and retention: active involvement, social integration, self-reflection and personal validation. If students are actively involved, their learning is more profound and longer-lasting. In addition to that, interaction and cooperation between students enhance learning. Learning is also reinforced if students consider their learning strategies and experiences. Last, but not least, if students feel important, influential and appreciated as individuals, their learning is also intensified.

McKeachie's statement best summarizes the significance of the new, active role of students in the game-based classroom: "If we want students to become more effective in meaningful learning and thinking, they need to spend more time in active, meaningful learning and thinking – not just sitting passively receiving information" (77).

1.6 Conclusion

The purpose of this chapter was to highlight the theoretical aspect of the effectiveness of using games in teaching listening and speaking skills to EFL learners. Firstly, it attempted to give enough information about the concepts related to this research such as the nature of listening and speaking skills, the relationship between them and their integration in the English Language Teaching. Moving to the TPR method and CLT approach in teaching listening and speaking skills. Secondly, this chapter dealt with the definition of educational games, their types and their advantages. In addition to how to choose the appropriate game, when and how to use them, ending with the teacher's and students' roles in implementing games in the classroom.

Chapter two

Methodology and Data Collection

2. Introduction

After having presented some theoretical aspects related to classroom games, listening and speaking skills, this chapter is devoted to giving a general idea about the research methodology followed in the present work. It includes the methods and methodology used to collect data. Furthermore, this chapter presents the population, context of the study and the research procedure. In addition to that, it describes the tools with which the researcher has collected her data and the reasons behind her choice. Finally, she briefly described the games used by teachers during the period of her classroom observation.

2.1 Research Methodology

The research methodology is the systematic, theoretical analysis of the procedures applied to a field of study (Kothari, 2004). It involves procedures of describing, and explaining phenomena to solve a problem. The research study took place at the level of “Cherief Yahia” secondary school at Achaacha-Mostaganem.

The most important objective of learning a foreign language is to be able to communicate successfully. Unfortunately, most EFL Learners in the Algerian secondary schools face some difficulties in improving their listening and speaking skills. They encounter different problems while listening to English, these problems could be related to listening material, linguistic aspects and the lack of concentration. They also encounter problems when they attempt to speak in front of their classmates mainly because of the fear of making mistakes, or the lack of self-confidence. So, to overcome these problems, teachers should try to use different activities such as using games with their pupils to encourage them to communicate freely in the classroom.

This study focuses on the role of classroom games in enhancing EFL learners listening and speaking skills. The objective is to see teachers’ viewpoints, through the questionnaire, about the power of the classroom games in enhancing pupils’ listening and speaking skills. The results obtained from the analysis and the interpretation of the collected data determine which appropriate recommendations to be suggested to teachers to increase their use of games effectively in the classroom as a good technique to foster their pupils’ listening and speaking skills. In this sense, the study tries to answer a set of research questions. The first question is to know whether English teachers of the Algerian secondary schools use games in their teaching. Then, the second one is about the type of games that can be used by those teachers to improve their pupils' listening and speaking abilities. Furthermore, the last question is

proposed to get more information about how could teachers use listening and speaking games more efficiently.

In order to make the research systematic, the researcher has assumed some hypotheses; a hypothesis is a guess or suggestion to the solution of a certain problem. The first hypothesis is that difficulties in teaching listening and speaking skills may lead secondary school thoughtful teachers want to facilitate teaching and make it more fun by adopting educational games in their classrooms. The second suppose that EFL teachers can use communicative and guessing games which are based on lesson context (lesson-context related) to enhance their pupils' listening and speaking skills. The third hypothesis, if teachers efficiently used games in their teaching process, they would notice a significant improvement in their learners' comprehension, involvement and interaction in the listening and speaking sessions.

2.2 Significance of the Study

EFL learners in the Algerian secondary schools face many difficulties when it comes to speaking of course because of many factors. Those difficulties are the starting point of the research. This means that the concern of the work is to solve them and to enhance pupils' listening and speaking abilities enjoyably by using educational games in the classrooms. In general, it is expected that the result of the research can give some contribution to the teaching-learning process that can be useful especially to the teacher. Findings are expected to provide information about some appropriate interactive games and the effective ways of applying them in class activities to improve the pupils' listening and speaking skills. Moreover, this research can develop the researcher's motivation through the process of solving problems and a valuable experience related to her knowledge in research in education. Additionally, it is for those researchers who need it as an interesting subject or as a reference for conducting similar research in this area.

2.3 Limitations of the Study

When asked about their points of view concerning incorporating games in teaching English language skills, especially teaching listening and speaking, teachers will appreciate the technique; however, they will state the difficulties which face them when using it. In this research, the researcher is going to focus only on the significance and the efficiency of classroom games in improving pupils' listening and speaking skills. Furthermore, this study is limited in space because it will be with second-year pupils of Cherief Yahia secondary school

as mentioned before. It is also limited in time and this is an obstacle the researcher may face because the allocated time for the study is not enough to cover all the elements should be treated.

2.4 The Sample Population

The population, as Burn and Grove (1993) describe it, is a set of elements that represent the criteria of the study. On the other hand, the target population “is a narrower circle meaning all the persons or things of whom/which the actual sample is taken” (Boncz, 2015, p.24). In order to achieve the researchers’ goal, test the hypotheses and use the research tools, the researcher decided to work with second-year pupils of Cherief Yahia secondary school at Achaacha-Mostaganem. The purpose behind choosing only the second-year pupils is that they have been in touch with the English language for at least five years, particularly the oral expression, that is to say, they are mature enough to express their thoughts about the issue. Furthermore, they have faced their listening and speaking difficulties, in addition to the fact that most of them tried different ways to develop those skills in particular. As for the third-year pupils, they have an important written exam, so they focus more on writing and this study is oral based on listening and speaking.

Additionally, The population of this study were English secondary schools' teachers in the wilaya of Mostaganem, the investigator will deal with a sample of twenty-two (22) teachers from different secondary schools to respond to the research instruments that were addressed to them concerning the use of classroom games as a strategy to improve learners’ listening and speaking skills.

2.5 Research Procedure

To obtain the empiric information for the current research work; two research methods were used: a questionnaire was administered to EFL secondary school teachers, and a classroom observation was undertaken. In the first stage, the researcher administered the questionnaire to twenty-two (22) secondary school teachers, who are different at in age, gender and the experience of teaching. They were asked to tick choices in the corresponding boxes or provide information whenever necessary concerning the present study which is investigating EFL teachers use of classroom games in teaching listening and speaking skills. In the next stage, a classroom observation is devoted to the learners to examine games efficiency on their listening and speaking skills. The observation took place at the level of

Cherief Yahia secondary school with second-year pupils from 06th to 20th February 2020; after getting permission from the director of this secondary school.

2.6 Research Methods

The main purpose of any research project is to provide answers to questions through the use of a particular research approach depending on the nature and type of research. There are two basic approaches to research, quantitative approach and qualitative approach.

In this study, the researcher adopts a descriptive research methodology. Singh (2006) claimed that descriptive research is concerned with the present and attempts to determine the status of the phenomenon under investigation. This is due to the nature of the problem under investigation in the present study which attempts to investigate the role of classroom games in developing pupils listening and speaking skills in EFL classes using mixed methods approach which involves the combined use of quantitative and qualitative approaches with the endeavor of offering the best of both. The former is generally carried out to obtain numerical data e.g., numbers and percentages; whereas the latter is based on careful and detailed descriptive data that do not make use of statistics.

2.6.1 Quantitative Approach

According to Borg& Gall (1989), most quantitative research falls into two areas; studies that describe events and studies aimed at discovering inferences or casual relationships. Descriptive studies aim at finding out ‘ what is ’, so observational and survey methods are frequently used to collect descriptive data. In this study, the quantitative research approach is adopted in order to deal with numbers more than facts. Because the researcher uses statistical or mathematical data to understand a subject matter, she opted to use it since it requires less time, effort, in addition to the fact that it suits the research aim. The quantitative aspect of this study involves the statistical analysis of the questionnaire to describe the teachers' viewpoints about the significance of the classroom games in enhancing pupils' listening and speaking skills.

2.6.2 Qualitative Approach

Qualitative procedures to investigation are often contrasted with the quantitative ones. Qualitative research is conducted in the natural world and uses multiple techniques that are interactive and holistic. It allows for the collection of data that is rich in description of people, the investigation of topics in context and understanding of behavior from the participants' own frame of reference (Bogdan& Biklen 1998; p.10). The qualitative research is a broad

methodological approach that contains many tools; the researcher chooses the most workable one for her situation that serves the purpose of the investigation. Classroom observation seemed to be the appropriate data collection tool for this study.

2.7 Data Collection Tools

In this research, the researcher mixed between quantitative and qualitative approaches in order to gather information needed and test her hypotheses. The quantitative research was used in the form of a questionnaire administered to the teachers. Besides, in the qualitative approach she adopted the classroom observation using an observation list, the research was done at the 2nd year of Cherief Yahia secondary school in Achaacha- Mostaganem.

2.7.1 Teachers' Questionnaire

According to Brown, the questionnaire is an any written instrument that presents 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 answers (qtd. in Mackey and Gass, 2005: 92). Accordingly, one of the most common methods in collecting data in foreign language research is to use questionnaires of various kinds, since the essence of any scientific research is the attempt to find out answers to questions in a systematic manner. In this study, the researcher used questionnaire by asking some questions in the written form concerning the use of classroom games as a strategy to enhance pupils' listening and speaking skills.

“Questionnaires allow researchers to gather the information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities-information that is typically not available from production data alone”. Mackey and Gass (2005; 93)

The important part of this research data collection instrumentation is the questionnaire. The questionnaire is considered as the most useful tool to collect data. The effective questionnaire is the one that offers valuable information for the researcher; thus, she had to pay attention to the question-sequence and wording while preparing the questionnaire. Certainly, in this questionnaire, the researcher worked with teachers as main participants in order to collect data about the impact of educational games in enhancing EFL learners' listening and speaking skills.

2.7.1.1 Description of Teachers' Questionnaire

This questionnaire is a written document with different types of questions like open-ended, close-ended, yes or no questions and multiple-choice questions (MCQ). Each question has the purpose of collecting certain information to support the researcher's hypotheses.

The opening of the questionnaire is based on the idea of informed consent, that is to say, informing the respondents about the purpose of the questionnaire and asking them to take part in the research by answering some questions. In this introduction, the researcher has also asked the participants to tick the suitable answer and to explain their points of view. Teachers' questionnaire was categorized into three sections; the first section is entitled "Background information" which includes questions aims at identifying the teachers' gender, their qualifications and the number of years that they have been teaching English in secondary school. The second section is entitled "Listening and Speaking skills" which includes questions about the teaching of listening and speaking skills, and how teachers deal with the difficulties faced by their pupils during listening and speaking in the classroom. The third section is about whether the teachers actually use the games or not, we ask questions about the teachers' attitudes and the frequency of using games in the classroom to improve their pupils' listening and speaking skills.

2.7.2 Classroom Observation

In order to attain a deeper understanding of the situation under investigation, and to achieve more reliable and comprehensive picture, the researcher has employed classroom observation to elicit information on the impact of classroom games on the development of students' listening and speaking abilities.

Observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classrooms. Additionally, observations can allow the study of behavior at close range with many important contextual variables present (Mackey and Gass, 2005: 186-187). Classroom observations have always been regarded as superior to other methods in a qualitative research, and are seen as:

"Methods of generating data which involve the researcher immersing [him or herself] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it". (Mason, 1996: 60. qtd. in Mackey and Gass, 2011: 165)

Classroom observation is used as a tool for this investigation to give more credibility to the research. Before starting classroom observation, the researcher looked for the participants who use the educational games in their teaching process. Then, she searched for the appropriate way to attend the observation sessions, after the supervisor approval, she decided to prepare a list including the elements that needed to be observed.

2.7.2.1 Description of Classroom Observation

In this study, the classroom observation provides the researcher with the opportunity to gather live information from a live situation. The process of observing was conducted in the academic year 2019/2020 with second-year secondary school pupils and different teachers as participants. It took place from 06th to 20th February 2020. It was for the “philosophy and literature”, the “foreign languages” and the “scientific” streams of the second year of Cherief Yahia secondary school. The units were named “Science or Fiction?” and “Budding Scientist”.

The observational task for this research was divided into two parts to see the difference and its impact on the students in close and direct experience. Consequently, the researcher attended eight (8) sessions with teachers who integrated the educational games in their teaching and four (4) sessions with teachers who did not use those games, but different ways to teach their pupils the listening and the speaking abilities. Before attending those sessions, the investigator prepared an observation form which included various aspects; it focused on the variables of her investigation. In other words, she concentrated more on observing the students’ listening comprehension and speaking performance, as well as the influence of the classroom games on the learners, along with the teachers’ roles during the sessions.

The pre-observation sessions took place on 06th, 09th and 10th of February 2020. The first session was conducted with second-year scientific stream, the unit was named « Budding Scientist », the sequence was called « Discovering Language » and the lesson was about « Say it loud and clear ». Then, the second session was conducted with second year « Philosophy and Literature » stream, the name of the unit was « Science or Fiction », the sequence was about « Discovering Language », and the lesson was about writing. Moreover, the next session was conducted with second year « Foreign Languages » stream, the same unit as in the previous session was named « Science or Fiction? », The sequence was called « Discovering Language » and the session was about « Working with Words ».

Regarding the other observation session, it took place from 13th to 20th of February 2020. It was devoted only to those sessions where there was a game is applicated in the classroom. The investigator sat at the end of the classrooms and took notes during the sessions and more specifically during the game application. The researcher focused only on those games which aimed at practicing the listening and the speaking skills.

Session One:

It took place in the secondary school of Cherief Yahia on 13th February. The class taught was second-year Scientific stream and the teacher included a game in the lesson it was called “Stand up and Sit-down Game”. Its objective was to listen to a group of sentences to comprehend. The teacher divided the class into two groups “group A” and “group B”. She started the game by asking “group A” to stand up, then she read a set of sentences. Students of this group were required to listen carefully. If the sentence is correct, they sit down, if it is wrong, they stand up. The sentences are related to the third activity from the textbook of second-year scientific stream of secondary school p.86. The teacher prepared a set of sentences for each question from the task. For example, the first question was “who are the speakers?”, it was devoted to “group A” as follows:

Group A :

- Maya and Ahmed are the speakers.
- Ahmed and Jamel are the speakers.
- Maya and Jamel are the speakers.

Then, the second question was “who suggests to visit the University first?”, it was devoted to “group B” as follows:

Group B :

- Maya suggests to visit the university first.
- Jamel suggests to visit the university first.
- No one suggests to visit the university.

The same thing was done with the other questions until the last one.

Session Two:

It took place in the same secondary school on 17th February with the second year Philosophy and Literature stream. The teacher included a game in the lesson it was called “The Sparkle Game”, its objective was to practice listening comprehension and spelling. The teacher had all the students stand in a circle in the front of the room, then she said a word in the target language; the word was “Registration”. The learners were required to spell the word. One person said one letter until the word was completed. The next student said “Sparkle” to indicate that the word is complete. A new word was given and the spelling started with the next pupil. Once the word was spelt incorrectly, the student who said the wrong letter had to sit down. And once it was spelt correctly, the student after the student who said “Sparkle” sat down.

Session Three:

It took place on 19th February with the second year Foreign Languages stream of the same secondary school. The game included in the lesson was called “The Shopping Run Game”, its objective was to practice “Quantifiers (few, little)”, it was focusing on speaking. The teacher divided the class into groups of ten (10) pupils. Pupils are required to use “a few” and “a little” alternately with countable and uncountable shopping items. The first group stood in a circle. The first learner completed the sentence “I went to the supermarket and bought.....”, she said: “I went to the supermarket and bought a few oranges”. The second learner repeated the first learner’s sentence and added a suitable shopping item preceded by “a little”. She said: “ I went to the supermarket and bought a few oranges and a little chocolate”. This continued around the circle with students using “a few” and “a little” alternately. When one of the learners couldn’t remember all the shopping items or used Quantifiers incorrectly, they should go out of the game and must sit down. The last student left standing wins the game.

Session Four:

The fourth session took place on 19th February with second-year scientific stream of secondary school. The teacher included a guessing game in the lesson it was called “What Is It? Game”, its objective was to practice forming yes/no, and other questions and statements. It focused on speaking. The teacher divided the class into groups of six (6) pupils. One pupil thought of a thing that the class knows the name of. Then, he said: “I’m thinking of something

in the classroom...”. Others started asking questions: “is it a person? is it a thing?”. He continued giving them clues until they found out the name of the thing, he was thinking of the whiteboard. The first learner who guessed correctly took the thinker’s place and continued the game till the last student.

2.7.2.2 Classroom Observation Form

In this research paper, an observation checklist was designed by the researcher in order to help her clarifying the criteria to be measured, operating as an aid to memory, increasing her objectivity as an observer, enhancing the reliability of the findings, and facilitating the replication of the evaluation. Among many scholars, McGrath (2002) views that checklists are systematic in that they can guarantee that all elements judged important are taken into account, they are cost-effective which helps compile data in a relatively short space of time; information is recorded in a format that is convenient for purposes of comparison between competing materials; they are explicit and categories involved are clear to all those concerned by evaluation.

Accordingly, the classroom observation form included one page starting with the time of the lesson, the secondary schools’ name, in addition to the class level and the stream as the heading. In this way, it could be organized and the researcher does not forget the details. It is divided into two sides; the first one was for the games used by teachers during the observation period. On the other side, the list contained eight elements to be observed during the application of each game and discussed later on; starting with the objective of the game, the way the teacher applied it, and the pupils’ response during the game (correct or wrong answers). Moving to the pupils’ reactions which include their interests and motivation, participation and enjoyment, shyness and anxiety, and the average of their understanding. Ending with evaluating the efficiency of each game. At the same time, the researcher specified a little space at the end of the page to be ready for recording unexpected events following the qualitative methodology and writing her comments when it is necessary.

2.8 Data Analysis

As Brown points out, collecting the necessary data is ‘half the battle’, thus, researchers need to tackle the other half which encompasses the analysis of these data. In fact, the researcher needs to edit, simplify, analyze and summarize these data. Cooper and Schindler perceive the process of data analysis as, “editing and reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical

techniques” (qtd. in Jonker and Pennink, 2010: 142). In the current research study, the data analysis can be broadly categorized as consisting of quantitative and qualitative analysis since the chosen research instruments were carefully designed to obtain quantitative and qualitative information. The former is based on the teachers' questionnaire, whereas the latter relied on classroom observation.

2.8.1 Quantitative Data Analysis

A quantitative approach to data analysis has been employed to provide a clear and objective overview of the data. Given (2008) claims that the analysis of quantitative data is useful in enhancing the validity, credibility, honesty and transferability of the research results. A quantitative analysis has been employed in this research in order to provide a clear and objective overview of the data. This may allow generalizations of results from a sample to an entire population. The quantitative analysis in the present work relies on quantified data which can tell us how teachers deal with the difficulties faced by their pupils during listening and speaking in the classroom, whether they use classroom games or not and what are their attitudes and frequency of using them to overcome those difficulties. The data will be summarized in numbers and figures in which the numerical data are converted into percentages to allow comparison.

2.8.2 Qualitative Data Analysis

Qualitative data analysis is defined by Dawson (2009: 116) as, “a very personal process, with few rigid rules and procedures”. It is a simple process which requires a full understanding of the collected data in order to help the researcher to deduce answers for her research questions. In highlighting the main characteristics of qualitative data analysis, Dörnyei (2007) stated that it is a language-based analysis because most of the qualitative findings are transformed into a textual form. In this research study, the qualitative analysis is based on the researcher’s observation and interpretation in order to evaluate the efficiency of classroom games in enhancing learners’ listening and speaking skills in the Algerian EFL classrooms at the secondary school level. Accordingly, in analyzing the qualitative findings gained from the classroom observation, the researcher has relied on inductive analysis, i.e., analyzing the findings in texts and passages.

2. Conclusion

This chapter embodies the main steps followed by the researcher while collecting data, it was devoted to describing the sample population chosen, the context of the study, the

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procedures of this research and the methodology adopted. Besides, in this chapter the researcher has presented the research instruments used to gather quantitative and qualitative data; namely a questionnaire for teachers and a classroom observation in order to collect sufficient, reliable and credible data that allow exploring the research objectives concerning the efficiency of using classroom games as a strategy to enhance pupils' listening and speaking skills.

Chapter three

Data Analysis and Interpretations

3. Introduction

Current study in accordance with the theoretical framework from the previous chapter. The information gathered throughout the different instruments, including teachers' questionnaire and a classroom observation, in order to check the research hypotheses as answers to the research questions. An investigation was set to analyze the data results given by populations of participants. Also, it attempts to provide some effective suggestions and recommendations that may contribute in the improvement pupils' listening and speaking abilities.

3.1 Analysis of Teachers' Questionnaire

The questionnaire was administered to twenty-two (22) English teachers from different secondary schools at the Wilaya of Mostaganem. The teachers' contribution was necessary to carry out the investigation, which seek to explore the impact of using classroom games to improve learners' listening and speaking skills. Since most of the teachers have a remarkable experience in the teaching process; which gives them the opportunity to work with different strategies, particularly teaching through educational games, they are considered as best source to obtain reliable results for this research.

To come up with answers to the research questions, data analysis starts with describing teachers.

Teachers' Profile

Answers to **Q1** and **Q2** revealed that female teachers'' outnumber males one, this expresses that female teachers are more interested in teaching the English language. Fourteen (14) teachers declared that they got a magister/master degree, and eight of them stated that they have a license degree.

The table below summarizes answer to question three (Q3) that shows participants teaching experience according to categories.

Q3: how many years have you been teaching English in secondary school?

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Choices	From 1- 5 years	6 to 15 years	More than 15 years
Participants	11	8	3
Percentages	50%	37%	13%

Table 1: Teachers' Experience in Teaching English in Secondary School

From this table we noticed that all the participants have experience in teaching the English language. However, the majority of them (50%) have experienced from [1 to 5] years, less than half (37%) are in the category of [10 to 15] years of experience, and only (13%) are the most experienced participants.

3.1.1 Teaching Listening and Speaking Skills

4- Do you motivate your pupils to listen and speak in the classroom?

The results showed that 95% of teachers said that they encourage their students to listen and speak in the classroom in order to be good in the oral skills. And when asked to explain how, each category of teachers gave a method; for example, the young participants stated that they try to create an encouraging environment by letting them choose a topic they like and providing a friendly atmosphere. Also, they choose interesting topics, asking individual questions and insisting on their participation. The middle-experienced participants use classroom games, challenges, visual aids, and scripts. They also use interpretive and interactive activities such as listening or showing videos/pictures, reading texts, telling stories and illustrating examples from their real-life terms. While the most experienced declared that they ask their pupils open questions to develop their critical thinking, by tolerating mistakes and overcoming anxiety and shyness.

1- Which of the following speaking activities do you prefer to use in the classroom?

Teachers' categories/ Speaking activities	Between [1-5] years	Between [6-15] years	More than 15 years
Role play	2	4	0
Discussion	2	1	2
Story telling	2	2	0
Classroom games	5	2	3
All of them	9	6	2

Table 2: Speaking Activities Teachers Prefer to Use in the Classroom

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After this analysis we find that classroom games are the most used activity in the classroom; where ten (10) participants from different categories stated that they use classroom games in their classes to improve their pupils' listening and speaking skills. Then, six (6) participants from young teachers and middle experienced categories stated that they use discussions in their classes. While four (4) of them declared that they use story telling. Besides, most of participants from all the mentioned categories like to utilize all these activities in order to make their students highly motivated to practice their listening and speaking in the classroom.

1- Do your pupils practice listening and speaking in the classroom?

Teachers' categories/ options	Between [1-5] years	Between [6-15] years	More than 15 years
Yes	9	3	2
No	1	0	0
Sometimes	4	3	0
Never	0	0	0

Table 3: Pupils practicing Listening and Speaking in the Classroom

The table shows that most of the participants (14) from different categories said that their pupils practice listening and speaking skills in the classroom, also half of them declared that their pupils sometimes practice those two skills. However, only one participant said that his pupils do not try to practice their oral skills at all.

2- List at least three problems that your pupils face during a listening comprehension lesson.

Most participants answered this question and they said:

- My pupils have problems with intonation.
- They have also a lot of pronunciation problems.
- My pupils face difficulties in understanding and comprehension because of the lack of linguistic background and vocabulary knowledge.
- They have different learning styles; some learners are not auditory but rather they are visual or kinesthetic learners.
- They are slow in grasping concepts.
- The lack of a good milieu to be motivated when dealing with boring topics.

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3- What are the problems that your pupils encounter when speaking in the classroom?

According to the participants replies. All participants answered that their students face both of linguistic problems such as pronunciation difficulties, intonation and conjugation problems, sentence structure, weak linguistic prior knowledge and a lack of readings. And psychological problems such as feeling stressed, scared to be criticized, not feeling confident and a previous traumatic experience of failure. In addition to other problems stated by some participants such as feeling bored or facing external problems (social one especially when they feel concerned by topic given and they are victims, some of them they are smart enough but they are shy to talk).

4- As an experienced teacher, what are the pieces of advice you give to your pupils to improve their listening and speaking skills?

Concerning this question teachers answered as follows:

Problem	Advice
Pronunciation difficulties	Being silent when playing the audio scripts. It is preferable to use sound dictionary when they look for words so that they can recognize how to spell.
Intonation and conjugation problems	Pupils should listen to music and watch series that they really like.
Sentence structure	Practice English speaking in discussion especially in its context or with their classmates when it is necessary.
Weak linguistic prior knowledge	Watching movies.
Lack of readings	Reading is one major source of information that allows pupils to join any discussion, because of the wide range of vocabulary they will acquire throughout the texts. Practice and communication with different people of different cultural background will enhance their oral performance. Reading and comprehending tasks before

	listening.
Feeling stressed	Practice listening and speaking skills all the time (even out of class).
Scared to be criticized	Using chatting as a tool especially with foreigners (native speaker of English). I give them websites where they speak English with foreigners.
Not feeling confident/ feeling bored	Developing self-confidence through self-speaking in front of mirror at home. They should improve it through peer and classroom interactions.

Table 4: Teachers' Pieces of Advice for Each Problem Using Games in the Classroom to Improve Listening and Speaking

When answering a question about using games, the majority of participants stated that they were very helpful to learners in improving their listening and speaking skills because they increase their classroom interactions and they considered games as a source of motivation. However, only one participant claimed that using classroom games in the teaching/learning process is somehow helpful in enhancing pupils' listening and speaking abilities

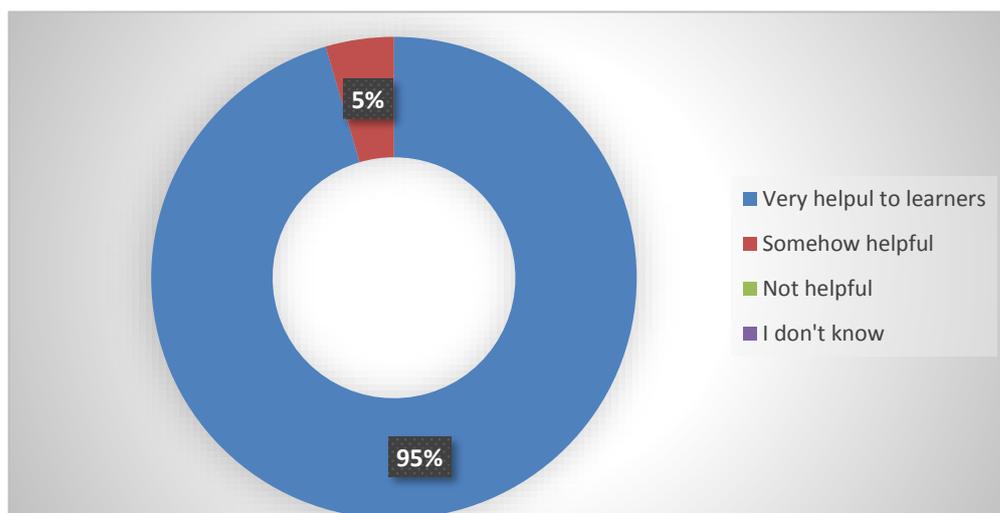


Figure 2: Teachers' Views about Using Games in the Classroom

When the participants are asked about the frequency of using games in the classroom, the majority of them (91%) stated that they sometimes use games in the classroom, however

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(9%) of them said that they rarely use them because of the lack of time and games require too much preparation.

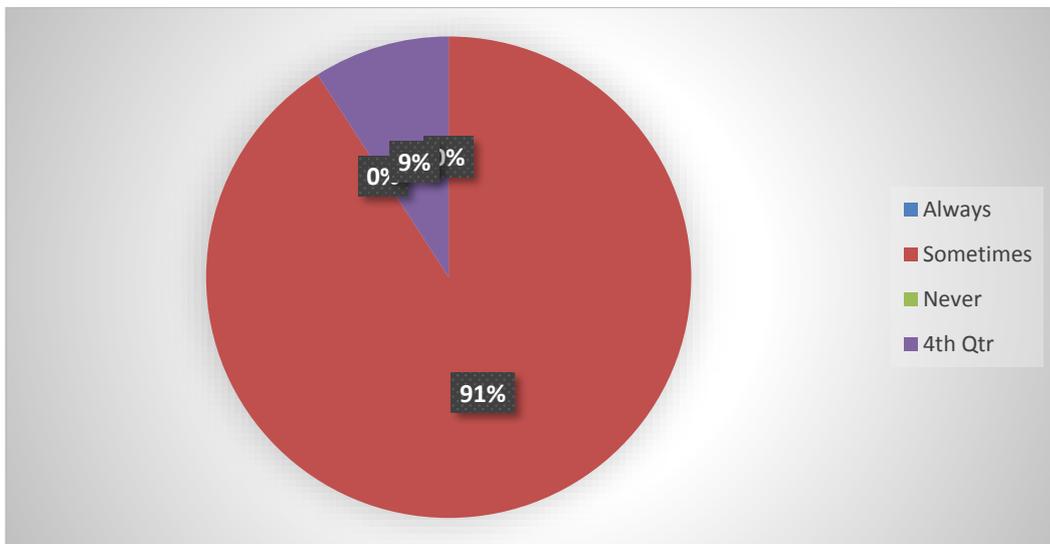


Figure 3: The Frequency of Using Games in the Classroom

As they are asked whether games provide a good learning atmosphere, most participants (77%) claimed that games always provide a good learning atmosphere, and (9%) of them declared that they sometimes provide a good learning situation. Whereas (14%) of the participants argued that games are not providing a good learning atmosphere at all.

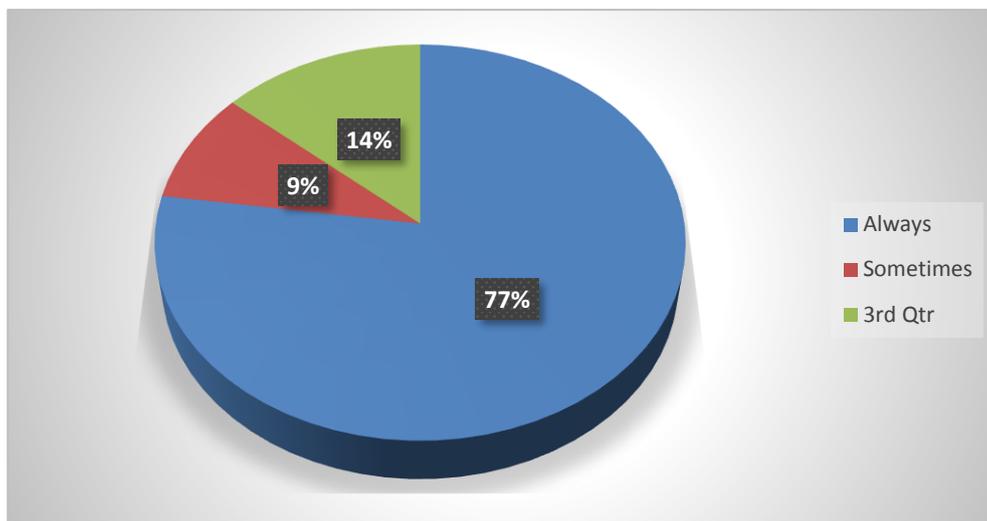


Figure 4: Teachers' Perception of Creating Good Learning Atmosphere through Games

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When using games, 86% of the participants found their learners fairly motivated which applies to the majority of the class. This is followed by a highly motivated minority 14% of them stated that their learners are highly motivated. They see that the type of the game influences pupils' reaction.

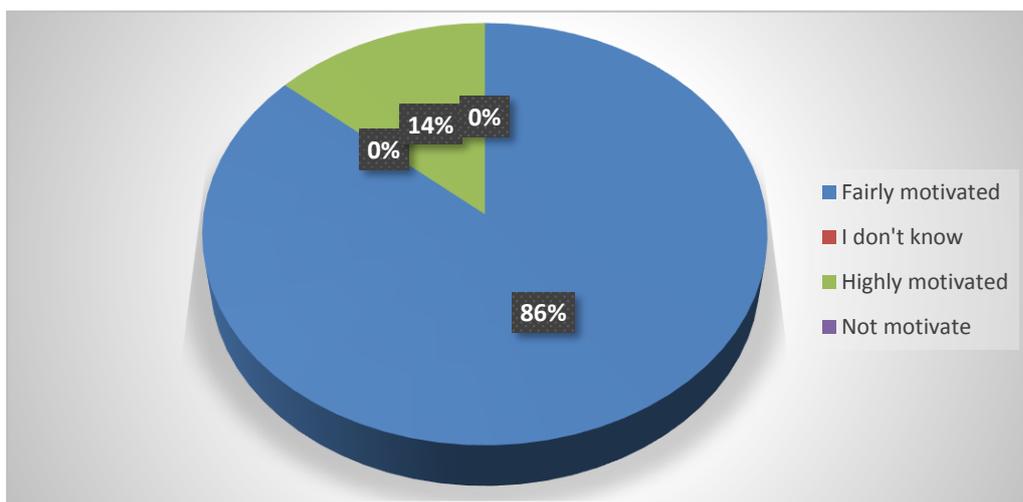


Figure 5: Teachers' Perception of Students' Reaction towards Games

Participants are also asked whether the use of games increases pupils' cooperative learning, most of them (82%) assert the effectiveness of games in increasing learners' cooperative learning. The others stated that they are sometimes effective to encourage learners to cooperate.

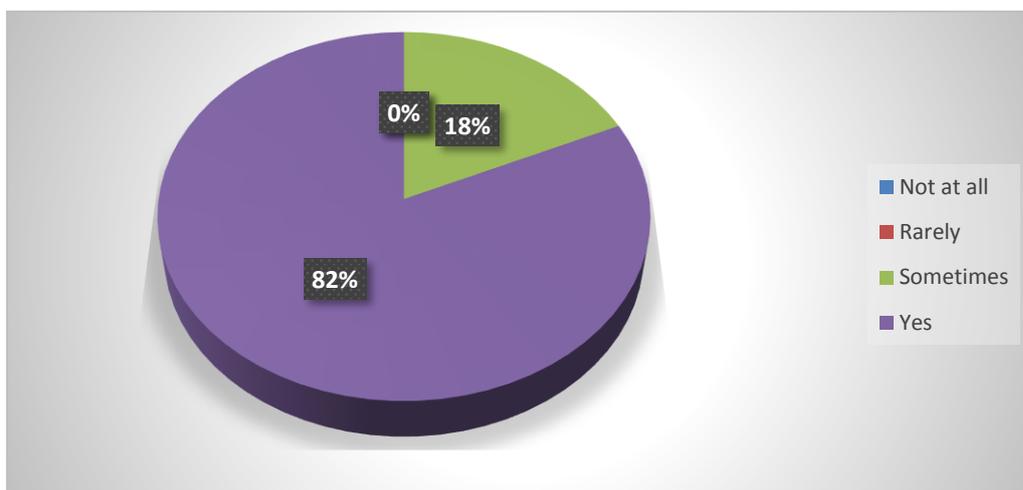


Figure 6: Teachers' Perception of Increasing Cooperative Learning through Games

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When answering a question about improving pupils' listening skill through the use of classroom games, (77%) of participants are agree that games can improve pupils' listening skills, and the rest of participants (23%) state that games sometimes help pupils to develop their listening abilities.

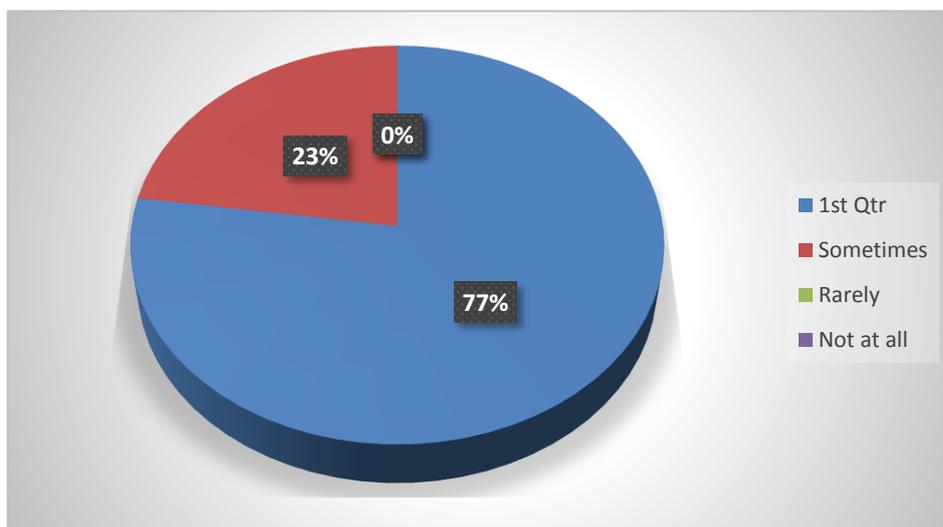


Figure 7: Improving Listening Skill through Games

Additionally, when answering a question about whether using games helps pupils to speak freely in the classroom, the results showed a positive participants opinion where all of them are agree that games can help pupils to speak freely in the classroom because it creates enjoyable atmosphere for them. But no one said that games do not improve speaking skill.

When asking participants if they find problems when using games in the classroom, most teachers (59%) stated that they do not face problems when they use games in the classroom. The rest of participants (41%) pointed that they encounter problems due to pupils do not understand the instruction easily, also they lack of interest.

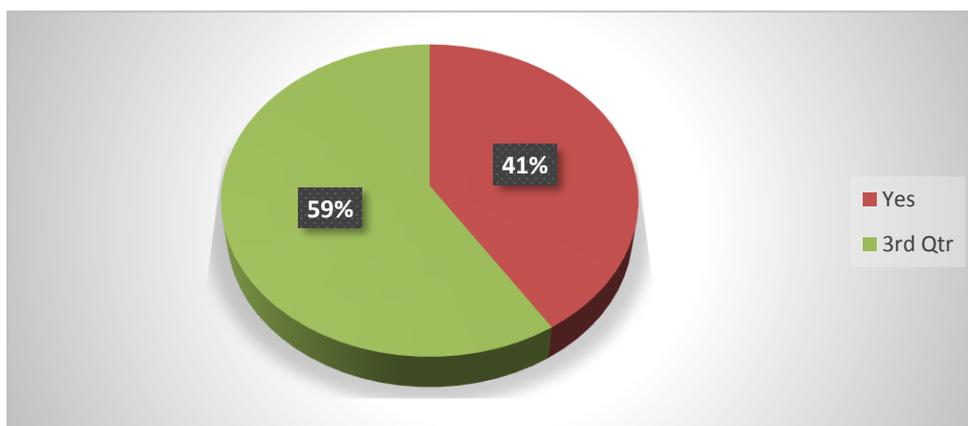


Figure 8: Teachers Face problems during the Game Application

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Participants who claimed that they find difficulties when using games suggested some of them. They explain that by stating some reasons such as making noise, failing to finish the game because of time limitation and failing to make all learners participate especially in the case of group work. Some participants stated that they sometimes do not achieve the goal and they found it just as a waste of time.

Furthermore, participants are also asked how do they manage to solve those problems. The answers show that some teachers manage to solve those problems by choosing short games, dividing pupils into groups and pairs, trying to change planning and correcting the previous answers. However, some other participants stated that actually they don't solve those problems, they just try to give learners all what they need to get.

At the end, participants are requested to propose two of the most successful games in the classroom, they commonly mentioned role plays, the shopping run game, card games, "what is it?" game, the odd word, filling the gap games and some other famous games. They find it successful because it motivates the learners to feel at ease when they talk especially when the teacher encourages them to speak even with their mistakes which they will later learn from them automatically, they will correct themselves later on.

3.2. Analysis of Classroom Observation

The classroom observation was meant to obtain a complete and careful data about games efficiency in enhancing learners' listening and speaking skills in the Algerian EFL classrooms at the secondary school level. Classroom observation was selected to document the teachers' and pupils' behaviors, interactions and actions where educational games are used as a tool to enhance learners' listening and speaking abilities. In the following sub-sections, the main results obtained from the collected information through different observation sessions in Cherief Yahia secondary school are going to be analyzed qualitatively in texts and passages.

The observational task for this research was divided into two parts to see the difference and its impact on the pupils in close and direct experience. During the pre-observation sessions, the researcher could provide great amount of information about the pupils' and the teachers' daily behaviors and attitudes during the teaching-learning process. Accordingly, she noticed that all the classes she attended were about less than twenty-five (25) pupils in each class, they were calm, no noise no nonsense talk, and they were concentrating on the lesson. Moreover, the researcher observed that most of them were trying to participate even though

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they had a lot of mispronunciation. In addition to that, it could be observed that most of them faced difficulties with the listening and the speaking skills. However, they need a help from their teachers to overcome those problems by creating an enjoyable learning atmosphere using classroom games.

In order to demonstrate the efficiency of using classroom games to improve the pupils' listening and speaking skills, the researcher attended the sessions where teachers used different kinds of games in teaching listening and speaking abilities. Regarding this phase of observation; that was during the presentation of the game, the researcher used classroom observation lists to record her notes when there was a listening or a speaking game was conducted. During this classroom observation period, four listening and speaking games were used by English teachers in Cherief Yahia secondary school; two listening games were named "Stand up and Sit-down game", and "The Sparkle game". And two speaking games were named "The Shopping Run game", and "What Is It game".

To begin with, when the pupils heard that they will have a game, they gave their attention to the teacher, and they better concentrated with her when she was explaining the rules of the game. Furthermore, during the four games used, the researcher noticed that most of the pupils respond correctly. There were few pupils whose answers were wrong at the beginning, but after they had understood the game's rules they started answering correctly. Moreover, it has been noticed that the pupils' interests and motivation were good during all the games used. The teacher also gave them a helpful feedback in order to motivate them to speak. Regarding their participation and enjoyment, the majority of the class were concentrated on preparing their answers in order to participate and engage later on, at the same time they were enjoying the game.

However, despite the fact that the target sample had experienced five years learning English as a foreign language, but they still face the feeling of shyness and anxiety. Some learners did not speak for the reason that they were whether shy or anxious from the teacher or simply afraid from making mistakes. Therefore, a few pupils were shy and anxious even though during the presentation of the games; specially during "the Shopping Run game". Besides, the researcher observed that the average of the pupils' understanding was good when they were learning through educational games, and this latter was efficient for them to practice their listening and speaking abilities.

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To sum up, these are some of the remarks that the researcher has noticed in the classroom while dealing with the process of gaming:

- ✓ It was noticeable that the majority of the pupils were learning better through group work, indeed games raised their motivation and excitement.
- ✓ Half of them were participating, as they answered most of the time correctly, and half of them were silent all the time.
- ✓ Most groups of pupils seemed to learn better through having fun and they enjoyed the games.
- ✓ The level of competition was raised.
- ✓ All the groups were interested in practicing their listening and speaking abilities in this entertaining way.
- ✓ They were relaxed, laughing, no stress and no shyness.
- ✓ They were asking for more games to get more chances to speak.

they were asking for more games.

3.3. Discussion of the Results

Based on three sections of teachers' questionnaires along with the observation, our survey aims at improving learners listening and speaking skills through the use of classroom games. After finishing analyzing both questionnaire and observation, we deduced that both quantitative and qualitative research tools converge on specific points in the sense that participants think that the use of educational games improves learners' listening and speaking skills, the received participants show us that pupils face many difficulties in their listening and speaking abilities caused by diverse reasons; consequently it prevents them from participating in oral expression sessions.

On the one hand, the questionnaire results show the teachers' awareness of listening and speaking importance in learning EFL. Consequently, thoughtful teachers tried to overcome the difficulties faced by learners during listening and speaking sessions through the use of classroom games. The analysis of the data shows the reality on the effectiveness of using games in the class to improve learners' listening and speaking skills. Although most theories emphasize the importance of games in facilitating learning and improving learners' skills, teachers do not use them greatly in the class. Most teachers believe that even if games are very effective in creating relaxing learning atmosphere, increasing learners' cooperative learning, improving listening and speaking abilities and even teaching other skills, they

sometimes (91%) or rarely (9%) use them because of many reasons. There are many obstacles that hinder the use of language games and the most faceable ones are the time limitation and discipline problems. Moreover, integrating games can result to creating noise that is difficult to be controlled. These are the most reasons behind the disuse of language games according to teachers' views.

On the other hand, to discover what is going on inside the class a classroom observation is organized. Through the observation we have conducted, there are some points have been confirmed while others have been denied. Concerning teachers' and pupils' attitudes towards the use of the classroom games in enhancing listening and speaking skills where the majority of our sample agreed on the positive attitudes towards the use of games, in which pupils' participation augmented. Accordingly, classroom observation is so effective because it gives the real insights into the subject under investigation. Generally, the majority of pupils were interested to play games; however, they are so motivated not to improve their language, but to break the routine they are living in and to find fun and enjoyment in the class. As a result, they will not benefit from it so much. Similarly, teachers are not interested to integrate games in the lesson because they want to avoid problems as much as possible such as making noise. In brief, all the previously mentioned findings strengthened more the background ideas of this research work. They seem to confirm the two hypotheses which assume enhancing pupils' listening and speaking skills through the use of classroom games. Besides, efficient use of educational games can improve pupils' listening and speaking abilities.

3.4. Limitations of the study

In this research, the researcher is going to focus only on the significance and the efficiency of classroom games in improving pupils' listening and speaking skills. Besides, this study is limited in space because it is with second-year pupils of Cherief Yahia secondary school as mentioned before. It is also limited in time and this is an obstacle the researcher may face because the allocated time for the study is not enough to cover all the elements should be treated.

3.5. Suggestion and Recommendations

Improving speaking skill of EFL students is considered to be a challenge for both teachers and learners nowadays, as it is an important way to strove communication intelligibly and achieve oral proficiency. Accordingly, teachers should be aware of their learners' listening and speaking difficulties and they should look for suitable strategies or methods in order to help them to develop their oral skills. That is why English teachers should use games in teaching listening and speaking to make their pupils highly motivated to participate in the classroom. Based on the results indicated in the conclusion, we recommend the following:

- Teachers ought to motivate their students to speak English with their classmates in the classroom.
- Teachers ought to create an enjoyable atmosphere in order to make their pupils eager to participate in the classroom such as integrating educational games in the teaching-learning process.
- Teachers should motivate their pupils to practice their listening and speaking skills in the classroom.
- Teachers should help their learners to overcome their difficulties in listening comprehension and speaking performance.
- Learners are advisable to develop their oral skills over time, in different learning Context.
- Teachers should enhance the use of games in their courses.
- Teachers should pay attention to their pupils' interests.
- Pupils should not be afraid of making mistakes in speaking, but on the contrary they will learn from their mistakes in order to develop their speaking.
- Pupils should speak English in or outside of the classroom.
- Knowing the pupils' level in oral language proficiency academically is vital to be able to scaffold appropriately as not all games are suitable for all levels of language learners.
- Improving listening and speaking skills to EFL students may not be an easy task at all but building confidence in student is the added benefit.
- Students should be helped to enhance their language development in supportive and encouraging way from teachers.

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- It is advisable for teachers to include all pupils in every speaking activity aiming to test different ways from pupils' participation.
- It is preferable for teachers to reduce their talk time in order to increase speaking time of pupils. This will help learners to progress and teachers to observe.

3.6. Conclusion

This chapter is designed to analyze each data collection separately after that we presented the results along with the interpretation of each item in the questionnaire whether numerically using tables or linguistically, in the analysis of the classroom observation list. In fact, the results we obtained revealed that the use of educational games improve the learners' listening and speaking skills. Additionally, the majority of our sample agreed on its effectiveness and on developing learners' listening and speaking abilities. Within this chapter, we have also attempted to suggest some desirable recommendations for both teachers and learners in order to facilitate the teaching-learning process and to overcome their difficulties in both listening and speaking skills.

General Conclusion

The listening and the speaking skills are considered as the most important skills in learning and teaching a foreign language, in the sense that the more learners improve those two skills the more they master the language. Actually, there are several techniques that may reinforce learners' listening and speaking abilities. Through their studies, scholars found that pleasant and motivating atmosphere can greatly contribute in enhancing the learning process. Classroom games have been regarded as a way of helping students improve language skills in an enjoyable way; this was the reason that motivate us to conduct a research about the use of educational games in enhancing secondary school pupils' listening and speaking skills.

This study was conducted in Cherief Yahia secondary school at Mostaganem. Its aim is to examine the usefulness of integrating educational games with the purpose of improving listening and speaking abilities. For this reason, we have followed some research procedures in order to be systematic and to have reliable findings. There was a questionnaire given to EFL secondary school teachers and an observation was used as well, in order to check the efficiency of the games used. The analysis of the questionnaire and the discussion of data findings also took an important part in the present work. In addition, some suggestions have been recommended that can be useful for teachers and learners. Classroom games have been regarded as a way of helping students improve language skills; this was the reason that motivate us to conduct a research about the use of educational games in enhancing secondary school pupils' listening and speaking skills.

The work was divided into three main chapters. The first chapter presents a literature review about the two variables of our research, the first part was devoted to an overview about listening and speaking skills and their essential in learning a foreign language, starting from different definitions of listening and speaking skills, passing through their types and aspects, and the main difficulties that pupils face when they listen or try to speak in the classroom. The second part was designed to present a general idea the TPR method and the CLT approach, moving to different definitions of educational games, their types and the main advantages of using them in the classroom. Also, it presents some consideration of how to choose games, when and how to use them including teacher's and students' roles. The second chapter centers on the practical side of the work. Hence, one has used some data collection tools to prove the hypotheses suggested. There was a questionnaire given to the teachers and an observation was used as well, in order to check the efficiency of the games used. The analysis of the questionnaire and the discussion of the data findings also took an important part in the present

work. In addition, some suggestions have been recommended that can be useful for teachers and the learners.

The results obtained show the significance of educational games and clarify that the learners' level can be improved more via the use of amusing and entertaining ways. They would be more engaged and involved in the teaching –learning process. After analyzing the data tools, one can realize that our suggested hypotheses are proved and validated in the sense that the use of educational games inside the classroom can improve the pupils' motivation which encourage them to participate without being afraid of making mistakes.

To conclude, we can say that our goal is achieved, in the sense that games have been used succeeded in creating a relaxed, funny and informative atmosphere. Indeed, we cannot ignore the usefulness of learning through having fun. Yet, games should be adjusted according to the content, the cultural aspect, the context and of course to the learners' needs.

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Appendices

Appendix one : Teachers' Questionnaire

Dear teachers,

This is a part of my master research; I would be grateful if you could take time to share your experience with us by answering the following questionnaire which aims at investigating the use of classroom games as a strategy to improve pupils Listening and Speaking skills. Please put a tick (✓) for the appropriate choice and make statements whenever it is necessary.

Section one : Background information

1- Teachers gender :

a- Male

b- Female

2- Qualifications degree :

a- License

b- Magister/master

c- Doctorate

3- How many years have you been teaching English in secondary School?

.....Years

Section two: Listening and Speaking skills

1- Do you motivate your pupils to listen and speak in the classroom?

a- Yes

b- No

If "yes", how?

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

2- Which of the following speaking activities do you prefer to use in the classroom?

a- Role-play

b- Discussion

c- Story telling

d- Classroom games

3- Do your pupils practice Listening and speaking in the classroom?

a- Yes

b- No

c- Sometimes

d- Never

4- List at least three problems that your pupils face during a listening comprehension lesson:

a/.....

b/.....

c/.....

5- What are the problems that your pupils encounter when speaking in the classroom?

a- Linguistic problems:

- Pronunciation difficulties
- Intonation problems
- Sentence structure
- Conjugation problems
- Weak linguistic prior knowledge
- Lack of readings

b- Psychological problems:

- Feeling stressed
- Scared to be criticized
- Not feeling confident
- Previous traumatic experience of failure

Others problems, specify:

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

6- Depend on your experience as a teacher of English, what are the pieces of advice you give to your pupils to improve their Listening and Speaking skills?

a- For listening:

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

b- For speaking:

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

Section three: Using Games in the Classroom to improve Listening and Speaking Skills

Attitude and Use:

1- Do you think that using games in the classroom are?

- a- Very helpful to learners (pupils)
- b- Some how helpful
- c- Not helpful

d- I don't know

Others:

Frequency of Using Games :

2- How often do you use games in the classroom?

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

➤ If never or rarely, choose below reasons of your inability to use games frequently:

- a- Lack of time
- b- Students are not motivated
- c- Games are not useful
- d- Games require too much preparation
- e- Other reasons:.....

.....

3- Do you believe that games provide a good learning atmosphere?

- a- Always
- b- Sometimes
- c- Not at all
- d - Others:.....

4- When using games, how do you find your pupils reactions?

- a- Highly motivated
- b- Fairly motivated
- c- Not motivated
- d- I don't know
- e- Another reaction, precise:.....

5- Do you think the use of games increases pupils' cooperative learning?

- a- Yes
- b- Sometimes
- c- Rarely
- d- Not at all

6- Do you think the use of games improves pupils' Listening skill?

- a- Yes
- b- Sometimes
- c- Rarely
- d- Not at all

7- Do you think the use of games helps pupils to speak freely in the classroom?

- a- Yes
- b- Sometimes
- c- Rarely
- d- Not at all

8- Do you find problems when using games in the classroom?

- a- Yes
- b- No

If "yes", what are they? (state two or three problems).

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

9- Tell us how do you manage to solve these problems?

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

10-

11- Please suggest one or two of the most successful games you did with your class?

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

➤ Why was/is it successful?

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

Thank you for your cooperation.



Appendix two: Classroom Observation

Time of the Session:

Secondary School Name:

Class Level :

Stream :

The observed behaviors	Objective of the game	What did the teacher do?	How did the pupils respond?	Pupils' interests and motivation	Average of their understanding	Efficiency of the game	Comments
The game used							
Stand up and Sit down Game							
The Sparkle Game							
The Shopping Run Game							
“What Is It” Game							
Participation and enjoyment	<input type="checkbox"/> Yes, the majority of the class. <input type="checkbox"/> No/no one <input type="checkbox"/> Only a few						
Shyness and anxiety	<input type="checkbox"/> Yes, the majority <input type="checkbox"/> No pupil is shy <input type="checkbox"/> Only a few						
Notes							