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The Effect of Implementing Games in Teaching Oral Skills on Students Motivation

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Oumaima's Dedication

I would like to express my sincere gratitude to Almighty Allah for giving me the strength to complete this thesis.

I want to take a moment to appreciate myself, I want to thank me for believing in me and never giving up on my dreams even when others doubted in me, for always trying to be better and never settling for anything less than I deserve. I want to thank me for being my own supporter and strong despite the difficulties, challenges, and the hardest moments I have overcome. I want to thank me for struggling to do more than is expected of me and give more than I receive, for doing all my best to help others whenever I can, for my fidelity to doing what is right, even when it is difficult. I want to thank me for being me at all times, and for never pretending to be someone other than who I am.

I also want to dedicate this thesis to,

- *The most important people in my life, the ones who made my success possible, my dear and beloved parents. Without them, I would not be where I am today.*
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- *To my loving grandfather, who fills my heart with warmth and joy .My grandmother's memory, my uncles especially Samir, and aunts for supporting me all the way.*
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Chaima' Dedication

I dedicate this work to

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Abstract

The present dissertation aims at investigating the effectiveness of using educational games, (known as game-based learning), in improving EFL learners' speaking skill. To achieve the mentioned objective, a descriptive study was conducted with EFL teachers and students at Abdelhafid Boussouf University Center of Mila. The researchers relied on a questionnaire and an interview to collect data. On the one hand, the interview explored the teacher's perceptions towards the usefulness of games as a technique for teaching oral and speaking skills. On the other hand, the questionnaire investigated the learners knowledge and the use of educational games in improving their oral skills, as well as their attitudes towards implementing them, and how they can work as a motive that stimulate them to speak.

The results revealed that educational games have an influential role in enhancing learners' oral abilities and motivating them to learn in an easy and a funny way. However, they need to be well selected by the teachers in order to fit the learners' background, cultural context and learning styles. Besides, they must be appropriate and tailored to the students' level, the lesson objectives and time constraints.

Keywords: GBL, Educational Games, Speaking Skill, Motivation.

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List of Abbreviations

EG: Educational Games

GBL: Game-Based Learning

EFL: English as Foreign Language

MUC: Mila University Center

OE: Oral Expression

FL: Foreign Language

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TBL: Task-Based Learning

Q: Question

PhD: Doctor of Philosophy

%: Percentage

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General Introduction

Educational games have been found to be effective in enhancing oral skills among learners. There are three key elements that contribute to the success of educational games ,

namely are, motivation, gamification, and oral expression. Motivation is a crucial factor in any learning environment, and educational games are no exception. To put it differently, when learners are motivated, they are more likely to engage in the learning process and retain what they have learned. Educational games can be designed to provide a sense of challenge, achievement, and reward that motivates learners to improve their oral skills. It is also an important element that enhances oral skills.

Educational games can create fun and allow learners to track their progress and receive instant feedback, which can help them identify areas where they need to improve their oral skills and contribute to the effectiveness of teaching. Further, they can provide learners with opportunities to practice speaking in a safe and supportive environment. This can help learners build their confidence and improve their oral skills over time.

According to a study by Ong, Chang and Lin (2017), educational games can increase oral skills by providing a fun and engaging learning experience that motivates learners to practice speaking and receive feedback. The study found that gamification can boost learners motivation, oral expression activities such as role-playing, debates, and storytelling can help learners develop their oral skills. Educational games can also help learners feel less nervous about speaking in a new language, this can help them become more confident and take more risks when using the language.

The purpose of the present study is to shed light on the effectiveness of educational games in improving the oral skills of second-year EFL students at MUC. The study intends to investigate how these games can facilitate teacher-student interaction and motivate students to participate in meaningful discussions in the target language.

1. Statement of the Problem

In Oral Expression classes, the majority of students communicate using Algerian Arabic, both inside and outside the classroom. Students tend to use their native language when interacting with their peers. The primary challenge for English teachers is finding ways to encourage students to communicate naturally in English with each other, rather than relying on their mother tongue.

Students struggle to hold basic conversations in English due to their lack of language baggage . In address this challenge, one possible solution is to explore strategies or methods that can help teachers enhance their students' speaking skills and improve their ability to communicate effectively in English.

2. Significance of the Study

Educational games are important for language learners to improve their speaking skills. Teachers should use these games in oral classes to help students learn and measure their progress. Using educational games can make language learning fun and motivate students to participate and take part in class discussions.

3. Aim of the Study

The primary aim of this study is to see the effectiveness of educational games in enhancing oral skill among the second-year English students. The research seeks to explore how educational games can facilitate teacher-student interaction and enhance their motivation to engage in meaningful discussions in the target language, which leads to improve the speaking skills, and facilitate communication.

4. Research Questions

The purpose of this research is to examine whether educational games can be an effective tool for enhancing oral communication skills of university students. To achieve this, the study will address the following questions,

1. What ways can educational games help EFL learners increase their motivation and engagement in oral expression and discussion?
2. What types of educational games are most effective in improving the oral skills among EFL students?

5. Research Methodology

In this study, we will be using a descriptive method. Since we will describe events that take place in the classroom. This research contains a survey that is handled at the University Centre of Abdelhafid Boussouf, Mila. At first, a questionnaire will be delivered to fifty second-year English students. To collect information about their viewpoints about how Educational Games can enhance oral skills. Secondly, an interview was be carried out with eight-second-year Oral Expression (OE) teachers from the English department, in order to obtain detailed information about their opinions towards the topic.

By employing this descriptive research approach, the study seeks to gain insights into the effects of using games in teaching oral skills on students' motivation. The survey and interviews conducted at the University Centre of Abdelhafid Boussouf provided valuable data to address the research question of the project.

Chapter One

Literature Review

Section One: Gamification

Introduction

Gamification in education is a teaching technique that has gained increasing attention in recent years. According to Dicheva et al. (2015), it involves the use of game-like elements, such as points, badges, and leader-boards, in a non-game context to motivate and engage learners.

One area in which gamification has shown to be particularly effective is in improving oral skills. Oral communication is a critical aspect of language learning, but it can be challenging to motivate students to practice speaking. Gamification can provide students with a fun and interactive way to develop their oral skills by creating a game-like environment that rewards progress and encourages practice (Zhang et al., 2021).

The purpose of this section is to explore the theoretical basis for gamification in education, examine the design principles of educational games for oral skills, provide examples of effective educational games, and assess the effectiveness of it in improving oral skills. By examining the literature on gamification in education and providing practical guidance for educators and game developers, this section aims to help promote the effective use of gamification to enhance learning outcomes.

By the end of this section, we will gain a deeper understanding of how gamification works, its benefits, and its limitations in the educational context.

1. Definition of Gamification

Gamification is a process of applying game design principles and mechanics to non-game contexts, such as education or work, to make them more engaging and enjoyable. According to Deterding et al. (2011), it is "the use of game design elements in non-game contexts." This approach involves incorporating elements such as points, badges, leaderboards, and challenges to motivate and encourage users to engage with the task at hand. It has been adopted in various fields, including education, health, and marketing, to increase engagement, motivation, and learning outcomes. However, researchers have also noted the need to design gamification appropriately to avoid negative effects, such as reduced intrinsic motivation and unethical behaviour (Hamari et al., 2014).

2. Types of Gamification

There are different types of gamification that can be used in education. According to Hamari, Koivisto, and Sarsa (2014), the four main types are as follows:

Points and Leaderboards

This involves awarding points to students for completing tasks or answering questions correctly. The points can be displayed on a leaderboard, which creates a sense of competition and motivates students to earn more points. (Hamari, Koivisto, & Sarsa, 2014)

- *Badges and Achievements*

This type involves awarding badges or other symbols of achievement to students for completing specific tasks or reaching certain milestones. The badges can be displayed on a student's profile, creating a sense of accomplishment and encouraging further progress. (Hamari et al., 2014)

- ***Narrative and Storytelling***

This type involves creating a story or narrative that guides the learning process. The students are placed in a fictional world and must complete tasks or challenges to progress through the story. (Hamari et al., 2014)

- ***Virtual Goods and Customization***

This type involves allowing students to customize their learning experience through the use of virtual goods. For example, students can use virtual currency to purchase items that personalize their learning environment. (Hamari et al., 2014)

3. Theories That Support Gamification in Education

Gamification is a popular approach to engage students in learning. Self-determination theory highlighted how gamification can support students' psychological needs, flow theory emphasized on the creation of an engaging and challenging learning experience, while cognitive load theory suggested how it can reduce extra cognitive load and facilitate learning.

- ***Self-Determination Theory***

This theory suggested that motivation is driven by three psychological needs - autonomy, competence, and relatedness. Gamification can support these needs by giving students control over their learning, providing opportunities for them to demonstrate and develop their skills, and creating a sense of community and collaboration (Deci& Ryan, 2000).

- ***Flow Theory***

According to this theory, people are most motivated when they are fully engaged in a task that is challenging but within their abilities. Gamification can help create this state of

flow by providing students with appropriately challenging tasks and giving them immediate feedback on their progress (Csikszentmihalyi, 1990).

- *Cognitive Load Theory*

This theory suggests that learners have a limited amount of mental capacity, and that extraneous cognitive load (such as irrelevant information or confusing instructions) can block learning. Gamification can help reduce extraneous cognitive load by presenting information in a clear and engaging way, and by providing scaffolding and feedback to support learners (Sweller, Ayres, & Kalyuga, 2011).

4. How to Motivate Students Through Gamification

Gamification is the process of using game design elements in non-game contexts, such as education. To increase motivation and engagement, to motivate students through it, the following strategies can be employed:

Set clear goals

Firstly, set clear, achievable goals that students can work towards. This gives them a sense of purpose and direction, and motivates them to achieve their goals (Sailer et al., 2017).

Use rewards

Secondly, use rewards, such as points, badges, or certificates, to acknowledge students' progress and achievements. This reinforces positive behaviour and motivates students to continue (Hamari et al., 2014).

Provide feedback

Thirdly, provide immediate and constructive feedback on students' performance. This helps them understand their strengths and weaknesses and motivates them to improve (Huang et al., 2016).

Create challenges

Fourthly, create challenges and competitions that encourage students to work together and compete against each other. This promotes teamwork, social interaction, and motivation (Dicheva et al., 2015).

Incorporate storytelling

Fifthly, use storytelling to create a narrative that engages students and motivates them to complete tasks. This can make learning more fun and interesting (Johnson et al., 2016).

To conclude, gamification is a powerful tool for motivating students by creating a fun and engaging learning experience. By setting clear goals, using rewards, providing feedback, creating challenges, and incorporating storytelling, educators can increase student motivation and engagement in the classroom.

5. The Benefits of Gamification in Education

Gamification in education has several benefits that can enhance the learning experience of students. These benefits include many areas.

First, by using game elements such as points, badges, and leaderboards, students are more likely to engage with the material and participate actively in the learning process (Dicheva et al., 2015).

Second, gamification can motivate students by providing them with a sense of progress and accomplishment, as well as by tapping into their intrinsic motivation to play and compete (Hamari et al., 2014).

Third, gamification can improve learning outcomes by increasing students' knowledge retention, skill development, and critical thinking (Sailer et al., 2017).

Fourth, according to (Connolly et al., 2012), it can be tailored to individual students' needs and preferences, allowing for a more personalized learning experience.

It can make learning more enjoyable and fun, leading to a more positive attitude towards learning and increased interest in the subject matter (Alvarez et al., 2016).

Overall, gamification has the potential to transform the traditional classroom experience and make learning more engaging, motivating, and effective.

6. Game-Based Learning Vs Gamification

Game-based learning and gamification are two approaches to integrating game elements into education. Game-based learning involves using games as a primary tool for teaching, where the game itself is designed to teach specific concepts and skills (Arnab et al., 2012). In contrast, gamification involves using game elements like points, badges, and leaderboards to motivate and engage students in non-game contexts (Dicheva et al., 2015). While game-based learning focuses on teaching through play, gamification focuses on enhancing learning through the use of game-like incentives and rewards. Both approaches have been shown to improve learning outcomes and increase student engagement, but they differ in their level of game integration and focus.

7. Principles of Game Design for Oral Skills

Incorporating game design principles such as providing immediate feedback, structured progression, engagement, social interaction, and personalization can make educational games more effective for improving oral language skills. These principles have been identified by researchers and experts in gamification and language learning, and can help make the learning experience more enjoyable and motivating for learners.

First of all, Give learners immediate feedback on their pronunciation, intonation, and grammar, so they can make corrections and get better (Deterding et al., 2011).

Secondly, make sure the difficulty of the challenges or levels gradually increases over time, so learners can improve their skills step by step (Kapp, 2012).

Additionally, make the learning experience fun and interesting, so learners feel motivated to keep practicing their oral skills (Malone, 1981).

Moreover, allow learners to interact and work together with others,(Vygotsky, 1978),which can help motivate them and give them opportunities to practice their skills in real-world situations.

Furthermore, let learners choose what they want to learn and set their own goals, so they feel more in control and engaged (Deci & Ryan, 1985).

8. Examples of Games That Improve Oral Skills and Their

Effectiveness

These examples illustrate how games and digital tools can be effective in improving oral language skills. By incorporating game design principles and elements into language learning activities, learners can have fun while also improving their pronunciation, grammar, and fluency. These games and tools also provide learners with immediate feedback, structured progression, engagement, social interaction, and personalization, which can help make the learning experience more enjoyable and motivating, and these games are as follow:

- *Storytelling*

Storytelling can be effective in improving students' oral language skills as it encourages them to use descriptive language, engage their audience, and practice their communication skills (Kress & van Leeuwen, 2006). However, it may not be as effective for practicing grammar or more formal language skills.

- *Role-playing*

Role-playing is a highly effective game for improving students' oral language skills, as it provides opportunities for them to practice their conversational skills and act out real-life scenarios, improving their fluency and accuracy (Vygotsky, 1978).

- ***Debate games***

Debate games are also highly effective in improving students' oral language skills as they help improve their argumentation skills, public speaking abilities, and critical thinking skills, as they have to defend their opinions and listen to others (Blair, 2013).

- ***Vocabulary games***

Vocabulary games can be effective in improving students' oral language skills by allowing them to expand their vocabulary and practice their pronunciation and fluency in a fun and engaging way, improving their communication skills (Nation, 2001).

- ***Guessing games***

Guessing games can be effective in improving students' oral language skills as they encourage students to use their critical thinking skills, practice their communication skills, and expand their vocabulary as they try to guess and describe words or phrases (Biehl & Clark, 2017).

All of these games and activities can be effective in improving students' oral language skills by providing opportunities for them to practice communicating, collaborating, and using the target language in a fun and engaging way.

Conclusion

To conclude, this section has highlighted the importance of gamification in education and its effectiveness in improving oral skills. By providing theoretical foundations and practical examples, we have shown that it is an original and engaging approach to teaching and learning that can positively impact learners' motivation and performance. The insights gained from this section can inform teachers and instructional designers in the development of effective strategies for enhancing oral skills in learners.

Section Two: Motivation

Introduction

For centuries, motivation is considered as a fundamental concept and remained central to all human behaviour, including learning. The declining interest in studies among students has highlighted the importance of motivation in achieving success. Therefore, this section aims to explore the concept of motivation and how it can be improved to enhance the students' speaking skills in the English language and ultimately contribute to their overall success.

1. Definition of Motivation

Motivation has been defined in various ways by different theorists, but they all agreed that there is a strong connection between a learner's motivation and their behaviour. Despite variations in the conceptualization of motivation, it is widely acknowledged that motivation plays a crucial role in shaping how learners engage with and respond to learning activities.

According to Dörnyei (2005), motivation is the force that drives and guides learners in their learning activities; he noted further that motivation is a multifaceted construct that includes not only the willingness to learn but also the willingness to work hard and persist through challenges. He (2005) Emphasised that motivation is a dynamic construct that can fluctuate over time and across different contexts. This means that educators need to be attuned to learners' changing motivations and adjust their instructional practices accordingly. Zoltan (2009) suggested that motivation is closely linked to learners' beliefs and attitudes about language learning. For example, learners who hold positive beliefs about their ability to learn a language are likely to be more motivated than those who hold negative beliefs.

2. Types of Motivation

When it comes to the teaching and learning process, students can exhibit a range of behaviours that fall into different categories. Ur (2012) suggested that there are four distinct types of motivation that an individual might display in such a setting. These four categories of motivation are:

The provision of rewards for an intrinsically motivated activity can change the meaning of the activity from one that is done for its own sake to one that is done for the sake of the reward" (Deci, Koestner, & Ryan, 1999, p. 661). In other words, individuals who were initially motivated to engage in an activity for its inherent satisfaction may shift their focus to the external reward they receive, leading to a decrease in intrinsic motivation and a shift towards extrinsic motivation.

Deci and Ryan's (1985) research suggested that intrinsic motivation is strongly linked to fulfilling three fundamental psychological needs. Autonomy is the need to feel like we are in charge of our own actions and decisions, competence is the need to feel like we're capable and effective at what we do, and relatedness is the need to feel connected to others and to be part of a group or community. When these needs are met, individuals are more likely to be intrinsically motivated, which can drive behaviour and lead to greater satisfaction and well-being. Again, Deci and Ryan's (2000) work underscored the importance of creating environments that support intrinsic motivation and meet these basic psychological needs to promote personal growth and flourishing.

Extrinsic motivation is a form of motivation that occurs when individuals engage in an activity primarily for the external benefits that it can provide. According to Ryan and Deci (2000), extrinsic motivation is defined as the motivation to engage in an activity based on the anticipation of a separable outcome or reward. In this context, the motivation is not driven by

inherent enjoyment or interest in the activity itself, but rather by the external factors associated with it.

According to Haddad (2009), when individuals engage in an activity mainly to receive rewards or avoid punishment, their motivation for performing the activity is considered to be extrinsic. In such cases, the activity itself is not intrinsically interesting or enjoyable to the person; instead, the motivation comes from external factors such as the expectation of receiving a prize, recognition or a good grade.

Aside from an individual's personal interest and level of effort, there are additional factors that can contribute to success in language learning. Integrative motivation, as identified by Gardner et al. (1978), is a crucial aspect that drives learners to acquire a second language to better communicate with and integrate into a foreign community. This type of motivation stems from a genuine interest in the people and culture represented by the target language group, as noted by Lambert (1974) who suggested that learners are motivated to learn a second language due to their "sincere and personal interest" (as cited in Ellis, 1994, p. 509). Ultimately, integrative motivation is characterized by a desire to become part of the target language community and communicate effectively with its members, as explained by Ellis (1994).

In contrast to integrative motivation, which is characterized by a learner's desire to become part of a new community or culture, instrumental motivation is primarily based on practical considerations and the desire to achieve external benefits (Gardner, 1985). In other words, learners with instrumental motivation are primarily focusing on the tangible outcomes of language learning, such as passing an exam, obtaining a job, or accessing technical materials, rather than on the social and cultural benefits of language proficiency.

It is important to note that successful language learning does not rely on either instrumental or integrative motivation. Brown (2000) explained that most language learning

situations involve a combination of both types of motivation, rather than being exclusively instrumental or integrative. This means that both types of motivation are equally important, and learners need to be motivated either instrumentally or integratively to have the desire to learn and succeed. As Cook (2001) noted, “without motivation, learners are unlikely to have the aspiration needed to achieve success in language learning” (p. 118).

3. Theories of Motivation

Motivation plays a crucial role in education as it can impact a student's academic performance, engagement, and overall success. Educators and researchers have explored various motivation theories to understand how to foster motivation in students. Here are a few motivation theories that have been applied in educational settings,

- ***Self-Determination Theory***

Self-determination theory explores individuals' ability to take personal initiative and regulate their own behaviour (Deci, Vallerand, Pelletier & Ryan, 1991). Deci et al. (1991) argue that self-determination theory distinguishes between intrinsic and extrinsic motivation in language learning. They referred to a person's ability for extrinsic motivation to expect an external reward in an effort to fulfil a particular obligation. Additionally, Noels (2001) argued that the self-determination theory recognizes the role of motivation in helping students achieve their educational goals based on their own wants and desires.

- ***Achievement Motivation Theory***

Atkinson (1957) stated that an individual's efforts and experience in achieving their goals and performing well are crucial. He (1957) identified three key factors that are important for the motivation for success: motivation for success itself, expectancy of success, and the incentive value of success. This means that individuals' engagement in achievement-oriented behaviours depends not only on their motivation for success, but also on their belief

in their likelihood of success and the value they place on achieving their goals. In essence, Atkinson's theory (1975) highlighted the connection between individuals' behaviour and their need for achievement. (Oxford & Shearin, 1994, p.8).

- *Self-Worth Theory*

Bandura (1989) defined self-efficacy as "people's convictions about their capabilities to work out control over occasions that influence their lives" (p. 1175). Self-confidence is closely related to self-efficacy, as individuals with high self-confidence typically have high levels of self-efficacy, and vice versa. Self-efficacy beliefs play a critical role in determining how individuals approach and respond to challenging situations, with those possessing high self-efficacy being more likely to approach difficult tasks with enthusiasm and persistence (Bandura, 1989). Low self-efficacy, on the other hand, may result in individuals avoiding challenging tasks or becoming discouraged in the face of obstacles. Thus, self-efficacy is an important factor in shaping individuals' motivation, performance, and overall well-being.

4. The Relationship between Motivation and Gamification

Gamification and motivation are strongly related in education. By incorporating game elements like points and badges, students can feel a sense of accomplishment and progress, encouraging them to engage more actively with the learning process (Dicheva et al., 2015). In addition to this intrinsic motivation, gamification can also offer extrinsic rewards and incentives, helping students stay motivated even in the face of challenges (Alvarez et al., 2016). Overall, using gamification, can increase students' motivation and create a fun, engaging learning experience that fosters a desire to continue learning.

5. Factors Influencing Motivation

The acquisition of a foreign language is heavily influenced by motivation, which can be affected by various environmental factors. Success or failure in language learning depends

on multiple factors, including psychological elements such as the impact of parents, teachers, and peers on motivation levels.

- ***The Effect of Parents***

According to Olusiji (2016), parents play a crucial role in their children's education and can have a positive or negative impact on their learning. They are seen as examples for their children's future. If parents are well-educated and use English at home, it can encourage their children to learn and use English too. This support can motivate students to succeed in their language learning. Mothers, in particular, often work hard to help their children with their studies. In addition to that, Flouri (2008) also noted that the effects of father involvement on academic achievement may depend on other factors, such as the quality of the father-child relationship, and the father's own educational level. For example, fathers who have higher levels of education may be more involved in their children's education and better able to provide academic support.

- ***The Effect of the Teachers***

Teachers are very important in the classroom because they provide knowledge to students. It is essential for teachers to be good at their job. When it comes to English teachers, they can motivate students to learn by understanding their needs and providing emotional support. This means that if students feel supported by their teachers, they will be more motivated to learn the language. Olusiji (2016) suggested that English teachers have a significant role in encouraging their students to learn and supporting them emotionally.

- ***The Effect of Classmates***

The classroom environment is important for language learning as it provides a social context for the learning process (Kotherja, 2013). According to Olusiji (2016), students can

influence each other in terms of behaviour, motivation, and achievement. Adolescents who are motivated to learn English may view their high-achieving peers as role models.

6. Reasons for Demotivating Among EFL Learners

Demotivation can lead to a decrease in engagement and participation in language learning activities, resulting in slower language development and reduced chances of success.

Here are some reasons that cause demotivation:

- *Anxiety*

EFL learners may experience anxiety when speaking English in public, leading to avoidance or reluctance to participate in speaking activities (Gao, 2018).

- *Negative feedback*

Harsh or overly critical feedback from teachers or peers can lead to feelings of discouragement and demotivation among learners.

- *Lack of opportunities for practice*

According to Gao (2018), learners may not have enough opportunities to practice their oral skills in authentic communicative situations, leading to frustration and loss of motivation.

7. How to Motivate Students to Learn Oral Skill?

Goh and Burns(2012) argued that motivation plays a critical role in language learning, especially in the development of speaking skills. They highlighted that learners need to feel motivated to take risks, make mistakes, and persist in the face of challenges in order to improve their speaking ability. To enhance learners' motivation, the authors suggest that effective speaking instruction need to be designed in a way that makes the learning process engaging, relevant, and meaningful. Engaging learning materials and activities can pique

learners' interest and encourage them to participate more actively in the classroom. Furthermore, learners' personal interests and needs should be taken into account when designing lessons, so that they feel a sense of relevance over their learning.

Finally, providing a clear purpose to the learning activities can help learners understand the importance of developing their speaking skills, and therefore, be more motivated to improve. By creating a learning environment that takes into account learners' interests, needs, and goals, and by providing engaging and purposeful learning materials and activities, teachers can enhance learners' motivation to learn how to speak effectively.

Conclusion

This section tackled motivation, including its different types and theories. It also covered the difficulties language learners face and how they can overcome them. Motivation plays a big role in second language acquisition (SLA) and can greatly impact a learner's level. Educators need to understand how people learn so they can create an effective learning environment. Various factors can affect a learner's motivation, including the role of parents and teachers. Teachers need to use different strategies to motivate their students since everyone learns differently. It's important for teachers to understand their students' individual learning styles and adapt their teaching methods accordingly.

Section Three: Oral Expression

Introduction

Oral communication is a vital component of social and professional interactions, and students who develop strong oral skills are more likely to succeed academically and professionally. Educational games are one of the many ways to enhance oral skills, particularly speaking skills. Games can create a fun and interactive environment that engages learners and encourages them to practice their speaking skills. Games such as role-playing, storytelling, and debate can help students improve their ability to articulate their thoughts and ideas.

The aim of this section is to highlight the importance of oral skills in education and the potential benefits of using educational games to enhance speaking skills. By doing so, this section aims to provide a deeper understanding of the significance of oral skills in education and the ways in which educators can support the development of this skill.

According to Kuo and Chuang (2016), educational games can significantly enhance students' speaking skills by providing a low-stress environment that fosters speaking confidence and fluency. Similarly, Gromala and Kostek (2018) found that games that encourage students to speak in a group can improve their communication skills and increase their willingness to participate in discussions.

In conclusion, the oral skill is an essential component of education, and its importance should not be underestimated. Using educational games to enhance speaking skills can be an effective strategy for supporting the development of oral skills in students. By incorporating games that encourage speaking skills in the classroom, educators can help students build the communication skills they need to succeed in academic and professional settings.

1. Speaking Skill

Speaking is how we communicate using words that we say out loud. It is a way of sharing information, ideas, and emotions with others (Beebe & Beebe, 2019). When we speak, we use our voice to make sounds that convey meaning to others. We also use body language, like facial expressions and hand gestures, to show how we feel.

Using the right words is important when speaking, but so is how we say them. The tone of our voice, the speed at which we speak, and the way we stress certain words can all affect how our message is received (Bavelas et al., 1986).

Effective speaking is about more than just using the right words and tone. It's also important to consider our audience and what they need to hear. We can adjust our language and style to suit our listeners and make sure they understand our message (Beebe & Beebe, 2019).

In summary, speaking is a way of communicating using words and body language. Using the right tone, pace, and nonverbal cues can help to convey our message more clearly. Effective speaking involves adapting our language and style to suit our audience (Foss, 2019).

2. Types of Speaking

Speaking can come in different forms and each type has its own features and objectives. These types include imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking. Knowing how these types differ can improve our communication skills in various situations.

- ***Imitative speaking***

Is when we copy someone else's words or actions to learn a new skill (Cervone & Pervin, 2019). For example, if you want to learn how to speak a new language, you might imitate how native speakers talk.

- ***Intensive speaking***

Is when we talk about one topic in detail (Beebe & Beebe, 2019), this can help us understand the topic better by looking at it from different angles.

- ***Responsive speaking:***

According to Foss (2019), when we listen to someone and respond, it is considered interactive speaking. This type of communication can occur in both casual conversations and formal debates, and the goal is to exchange ideas and have a productive discussion. On the other hand, Cervone and Pervin (2019) define interactive speaking as working collaboratively with others to solve a problem or complete a task, which can happen in group discussions or team projects. Beebe and Beebe (2019) describe extensive speaking as using a large number of words to communicate complex ideas or information. This type of communication can be observed in long speeches, essays, or conversations that last a while. Therefore, interactive speaking and extensive speaking are different types of communication, with the former focusing on collaboration and problem-solving, and the latter on conveying complex information through a lengthy discourse.

3. Major Types in Teaching Speaking

Different classroom activities are proposed for teaching speaking. Almost all of them aim at maximizing interaction among language learners, and developing their communication proficiency. The most common activity types used for teaching speaking are,

- *Prepared Talks*

In this activity, students prepare and deliver a speech on a given topic. This type of activity can help students develop their public speaking skills (Brown & Yule, 1983).

- *Simulations and role-plays*

In this activity, students act out a given scenario or situation. This type of activity can help students practice their communication and problem-solving skills (Chapelle & Jamieson, 1987).

- *Discussions*

In this activity, students engage in a conversation about a given topic. This type of activity can help students practice their speaking and listening skills (Jacobsen & Kooy, 2005).

- *Communication Games*

In this activity, students play games that involve speaking and listening. This type of activity can help students practice their communication skills in a fun and engaging way (Hadfield, 1990).

- *Storytelling*

In this activity, students tell a story to their classmates. This type of activity can help students develop their narrative skills and improve their speaking fluency (Tomalin & Stempleski, 1993).

4. The Importance of Speaking

Speaking is an important skill for a variety of reasons. Firstly, it is a crucial tool for effective communication, allowing individuals to express their thoughts, ideas, and feelings to others (Brown & Yule, 1983). Secondly, it is necessary for social interaction and building

relationships with others (Mehrabian, 1972). It also helps to establish rapport, create connections, and convey respect and empathy. Thirdly, speaking can help individuals to advance in their careers, as it is often required in job interviews, meetings, and presentations .

In addition to these practical benefits, speaking can also have personal benefits. It can boost self-confidence, as individuals become more comfortable expressing themselves and engaging with others (Brown & Yule, 1983). It can also help to develop critical thinking skills, as individuals must consider their audience and tailor their message accordingly (Beebe & Beebe, 2019).

Overall, speaking is a vital skill that can improve communication, facilitate social interaction, advance careers, boost self-confidence, and develop critical thinking skills.

5. Benefits of Educational Games for Oral Skills

Educational Games can be an effective tool for enhancing speaking skills, as they offer a fun and interactive way to practice language skills. Here are some ways in which educational games can help improve speaking skills,

- *Improving Pronunciation*

Educational games can help improve pronunciation by providing instant feedback on pronunciation accuracy. Games that use speech recognition technology can detect errors in pronunciation and provide corrective feedback, helping learners improve their pronunciation (Zhao, Wu, & Zhang, 2020).

- *Increasing Vocabulary*

Increasing vocabulary can also help in increasing vocabulary by exposing learners to new words and providing opportunities to practice using them in context. Games that incorporate vocabulary building activities such as word matching, word scrambles, and crossword puzzles can help learners expand their vocabulary (Kuo & Chu, 2016).

- *Boosting Confidence*

Boosting confidence can also help in boosting confidence by providing a safe and supportive environment for learners to practice speaking. Games that use role-playing scenarios or simulated conversations can help learners develop confidence in their speaking abilities (Hsu & Tsai, 2017).

6. The Use of Educational Games to Enhance Oral Skills in Previous Studies

Several studies have explored the use of educational games as a means of enhancing oral skills. Some studies have looked at the use of digital games to improve oral skills. For instance, a study of a language learning game found that players who used the game improved their speaking proficiency more than those who did not (Lu & Lee, 2018). Similarly, another study found that playing a simulation game helped learners improve their speaking accuracy, fluency, and complexity (Safitri & Hidayati, 2018).

Overall, these studies suggested that educational games can be an effective tool for enhancing oral skills, particularly when they are designed to be engaging and interactive. They provide learners with a fun and motivating way to practice their speaking abilities, and can help to build confidence and reduce anxiety around speaking in a second language.

7. Previous Studies on Speaking Skills Acquisition and Development

Several studies have been conducted on speaking skills acquisition and development. In a study by Brown and Yule (1983), it was found that learners who were exposed to more opportunities to speak in the target language showed greater improvement in their speaking skills. Another study by Nunan and Bailey (2009) found that incorporating various speaking activities, such as debates, role-plays, and discussions, into language learning can enhance speaking skills development. Additionally, Wang and Tang (2019) found that the use of

technology-enhanced language learning can also improve speaking skills by providing learners with interactive speaking activities.

In a study by Tavakoli and Skehan (2005), it was found that task-based language teaching (TBLT) can be effective in developing speaking skills. TBLT involves learners completing tasks that require them to use the language in real-world situations. Similarly, in a study by Willis and Willis (2007), it was found that task-based learning (TBL) can also be effective in developing speaking skills.

Overall, these studies suggest that providing learners with ample opportunities to speak, incorporating various speaking activities, using technology-enhanced language learning, and utilizing TBLT or TBL approaches can be effective in acquiring and developing speaking skills.

8. Previous Studies on The Use of Educational Games for Enhancing Speaking Skills

Several studies have investigated the use of educational games as a tool for enhancing speaking skills. For example, Al-Azawei, Serenko, and Al-Ayyoub (2016) found that using a game-based learning approach improved students' speaking fluency and pronunciation. Similarly, Kuru (2017) found that using language games in the classroom increased students' motivation and engagement, which in turn led to improvements in their speaking abilities.

In addition, several studies have specifically examined the use of digital educational games. For instance, Zhang and Li (2018) found that using a mobile game helped students practice their English speaking skills in a fun and engaging way. Similarly, Alqahtani and Higgins (2013) found that using a digital game-based approach led to significant improvements in students' speaking fluency and accuracy.

Overall, these studies suggest that educational games can be an effective tool for enhancing speaking skills, particularly when they are designed to be engaging and interactive.

Conclusion

In conclusion, speaking skill is an important aspect of language learning and its development is crucial for effective communication. Educational games have been found to be an effective tool for enhancing oral skills in language learning. The use of educational games for speaking skill development has been extensively researched, and the findings consistently support their effectiveness. The major types of speaking, as well as the components and nature of speaking, have also been discussed. Finally, the importance of teaching speaking and the benefits of using educational games in speaking skill acquisition have been highlighted. Overall, the use of educational games in language learning provides an engaging and effective way to improve students' speaking skills, which ultimately leads to better communication and language proficiency.

CHAPTER TWO

Field Work

Introduction

To further explore the topic being discussed, a questionnaire was given to students, and an interview was conducted with teachers to shed light on the important issues related to the research. The questionnaire and the interview were both managed at the Department of Foreign Languages at Abdelhafid Boussouf Mila University Center. The questionnaire was set to investigate students' attitudes towards the use of educational games by teachers to improve their oral skills and how they can work as a motive that stimulate them to speak. Moreover, teachers' opinions are also crucial to the current study, for that an interview is conducted to investigate their perceptions towards the effectiveness of using educational games in the classroom. Data collected from both sources will significantly aid in determining their validity or rejecting it.

1. The Questionnaire

Population and sample viewpoints are highly valuable in the present research. To gather data, a questionnaire was handed to fifty-five second- year students of English, in the Department of Foreign Languages at Abdelhafid Boussouf Mila University Center. The students were selected randomly out of the whole population which is two hundred students. The selection of such a level was based upon the fact that they are dealing with educational games in their yearly program. Thus, the research target is to investigate the student's attitude to the use of educational games and how they can enhance their oral skills.

1.1. Description of the Questionnaire

The questionnaire delivered to students consisted of fifteen open-ended and multiple choice questions. These questions were a mixture of closed questions (requiring from students to choose Yes or No answers), and multiple choice questions. It was divided into three main sections. The first section was devoted to address background information. It is concerned with the student's duration of studying English, reasons for choosing it, and their level. The second section was about Oral Expression and speaking proficiency. It seeks to check second- year student's opinion about Oral expression session. The third section, however, focused on gamification and students' attitudes towards gaining speaking proficiency via using educational games, and whether it is helpful and considered as a motive to them or not.

1.2. Analysis of the Questionnaire

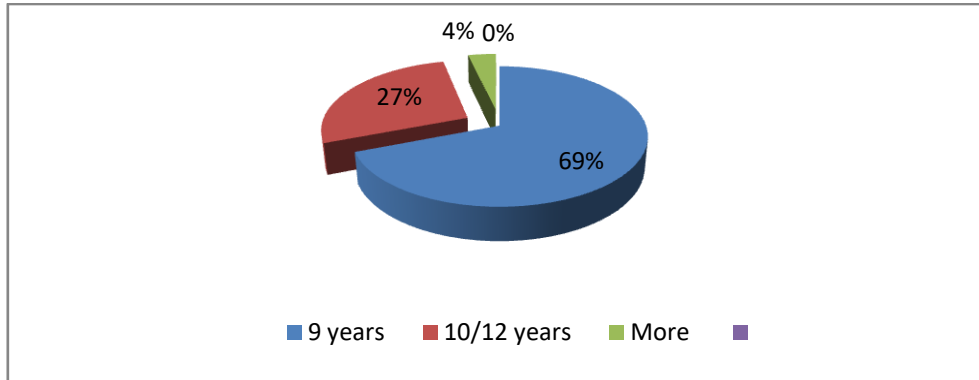
1.2.1. Section One: Background Information (Q1-Q3)

This section, as previously mentioned, is composed of three questions. It aims to get information about the participants such as their background with the English language, their reasons behind studying English as a branch at university, and their level in English.

Question 1:How long have you been studying English?

Figure1:

Students' Duration of Studying English

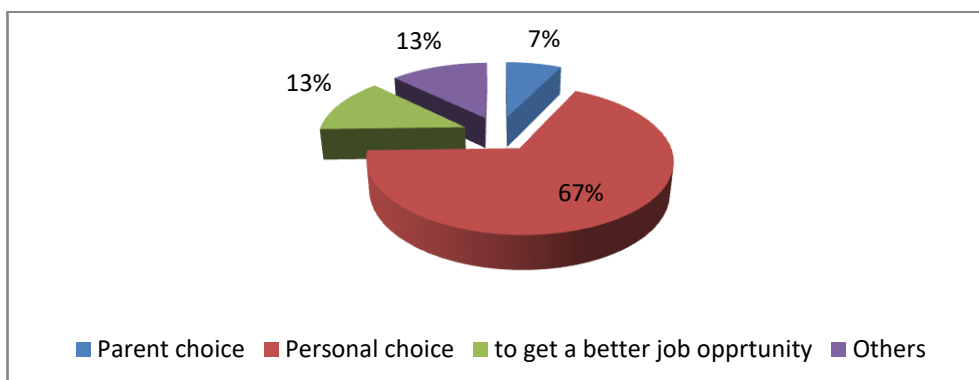


The respondent's answers showed that 69% of students have been studying English for nine years, while 27% responded with 10/12 years. Only 02 students replied with 'more', which constituted the 12%. This can help us understand the language learning experiences of students in the educational system they are studying.

Question 2: Your choice to study English

Figure 2:

Students' First Choice in Studying English

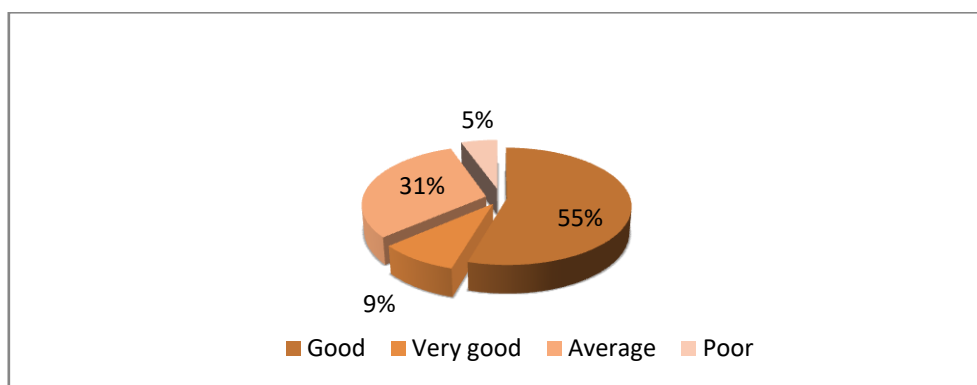


Based on the responses to the question about the reasons for studying English, it appeared that the majority of respondents 67% chose to study English based on their own personal interest or preference. However, a smaller proportion of students 13% indicated that their parents played a role in their decision to study English (parental choice). Additionally, 13% of the students reported that they chose to study English in order to obtain a better job opportunity. Only 7 students which constituted of the sample, 7% gave other reasons for their decision to study English. Among these reasons, 03 of them said that they study English to improve their language level, 02 students replied with ‘to live abroad’ and 02 of them mentioned that they want to be motivated to connect with diverse cultures and people.

Question 3:How do you consider your level in English?

Figure3:

Students' level in English



The answers collected revealed that 30 students 55% have a good level in English, followed by a percentage of 9% of students who assessed themselves as very good, while 31% of them declared that they have an average level. Notably, only 03 students who formed 5% of the whole population said that, they have a poor level. Most of second-year students have a good level in English, which is something very positive.

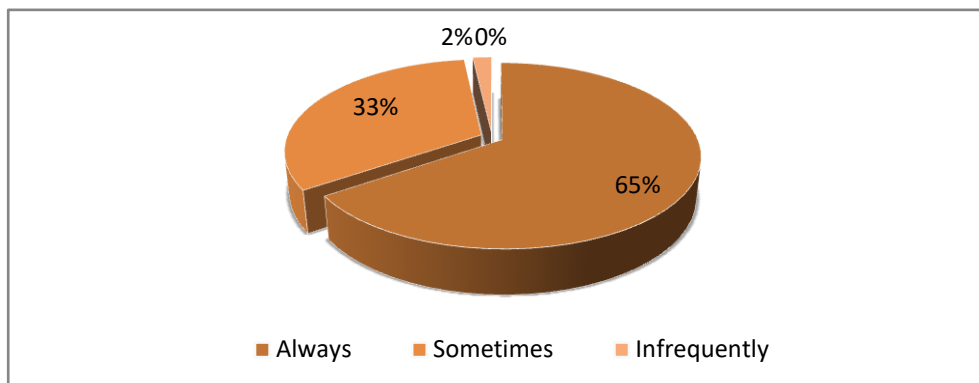
1.2.2. Section Two: Oral Expression

This section deals with the students' perception about Oral Expression classes.

Question 4: How often do you attend oral class?

Figure 4:

Attendance Frequency in Oral Communication Classes

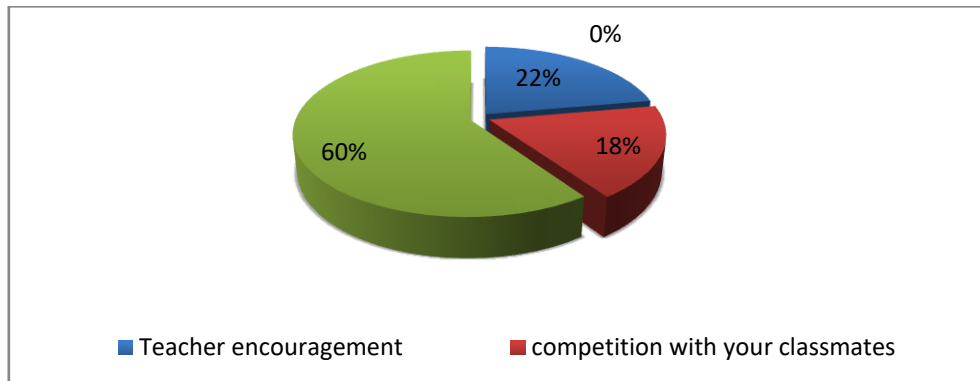


According to figure 04, 65% of students said that they always attend oral expression classes. Moreover 33% of them answered with 'sometimes'. Only one student answered with "Infrequently", this indicates that the majority of respondents attend oral expression classes always, with those attending sometimes possibly having a varied levels of interest or motivation.

Question 5: What motivates/ demotivates you the most in oral expression class?

Figure 5:

Motivators and Demotivators for Learners in Oral Expression Class

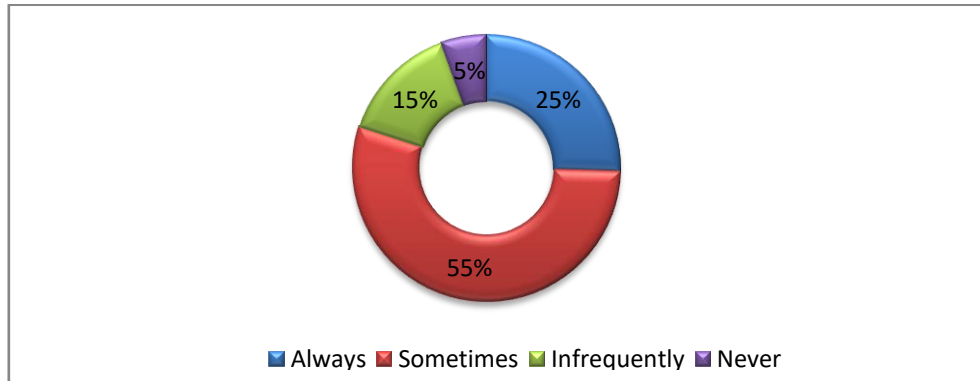


The results indicated that 60% of the students responded that they wanted to improve their speaking skills. Among them, 22% reported that they were motivated by their teachers' encouragement, while 18% chose competition with their classmates as a motivating factor. It should be noted that most students selected multiple answers based on their personal preferences.

Question 6: How often do you participating Oral Expression sessions?

Figure 6:

Extent of Students Participation in Oral Expression Sessions

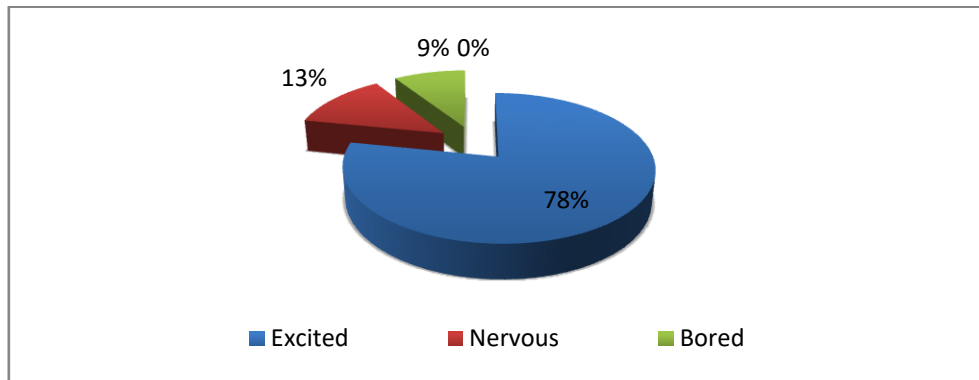


As it is visualized by the graph, it seems that 55% of students participate sometimes at oral expression classes, 25% said always. However 15% of them answered with infrequently, and only 03 students 5% said that they never took part in Oral Expression sessions. In this question we asked students to justify their chosen answers. 08 students justified their answers by saying that they feel afraid of making mistakes, 04 declared that they participate in order to improve their speaking skills, and only 03 said that Oral Expression sessions are a space where they feel free to talk and express their ideas and thoughts.

Question 7: How do you feel in Oral Expression?

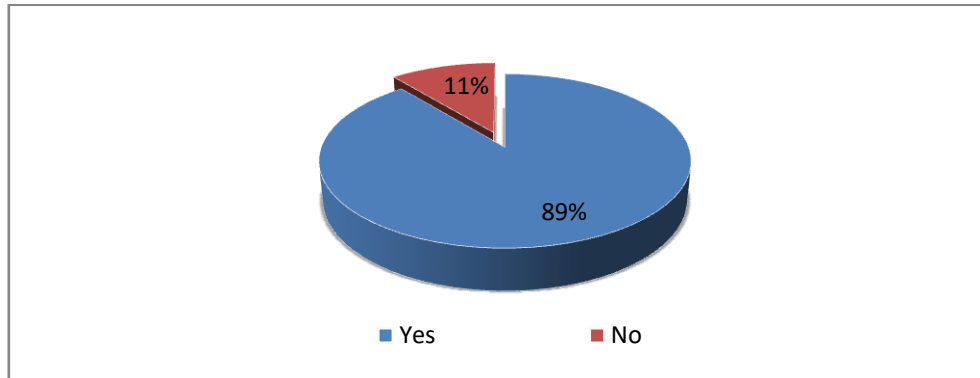
Figure 7:

Learner's intuition towards Oral Expression



It can be seen from the graph that a significant number of students 78% have stated that they feel excited during Oral Expression sessions, while 13% of them feel nervous about it and only 9% of students feel bored during the sessions. It seems that the majority of students enjoy Oral Expression sessions and feel excited about them. However, a small percentage of students still experience nervousness, which is a common feeling when speaking in front of others. It's important for teachers to recognize and address these feelings in order to create a supportive and positive learning environment for all students.

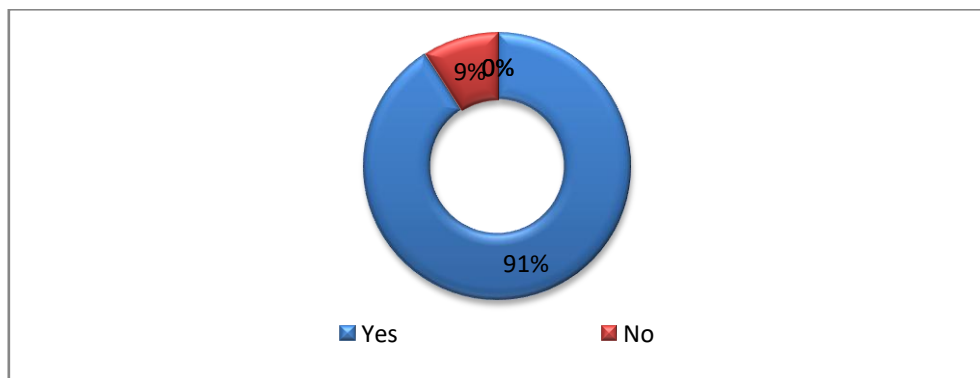
Question 8: Do you think that your Oral Expression teacher is a source of motivation?

Figure 8:*Teachers as a Source of Motivation*

It can be seen that the majority of students 89% considered their Oral Expression teacher as a source of motivation, while only a smaller part 11% of them said that it is not. This may be attributed to various factors, such as their teaching style, level of engagement, ability to provide constructive feedback, and encouragement towards improving students' oral skills.

Question 9: Does your teacher of Oral Expression vary his/ her teaching techniques?

If yes or no, how can these techniques be helpful?

Figure 9:*Students' perception towards Diversifying Teaching techniques by teachers*

The purpose of this question was to show whether Oral Expression teachers use different teaching techniques. Large majority of students 91% agreed on that, while only a small proportion 9% disagreed. The second part of the question, that include justification, 05 students validated their answers by saying that these can be helpful in interaction, improving critical thinking and problem-solving skills, and enhancing creativity. This can be allocated to some factors such as interactive discussions, multimedia presentations, role-play exercises, and peer feedback, to enhance students' oral skills and encourage active participation in the learning process.

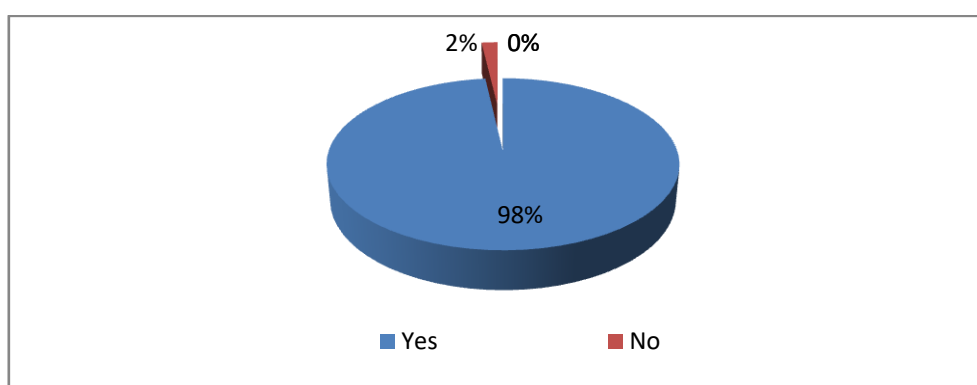
1.2.3. Section Three: Educational Games

This set of questions tackles the use of Educational Games in OE classes.

Question 10: Does your Oral Expression teacher use games during class?

Figure 10:

Frequency of Using Games in the Classroom

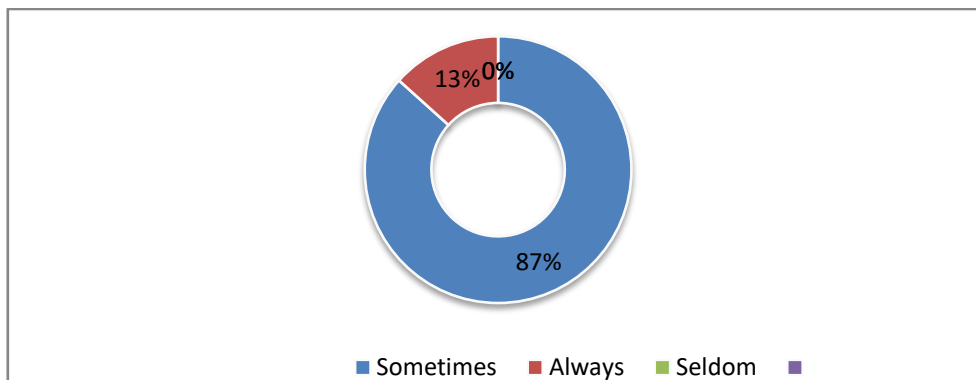


According to their answers, it can be understood that a large number of students (who represent 98%), their teachers use games during OE classes. Teachers use games as a teaching strategy, because they see it as an enjoyable way that can aid learners in enhancing their speaking skills. Only 2% of them replied with “No”.

Question 11: If yes, how often?

Figure 11:

Using games in the Classroom

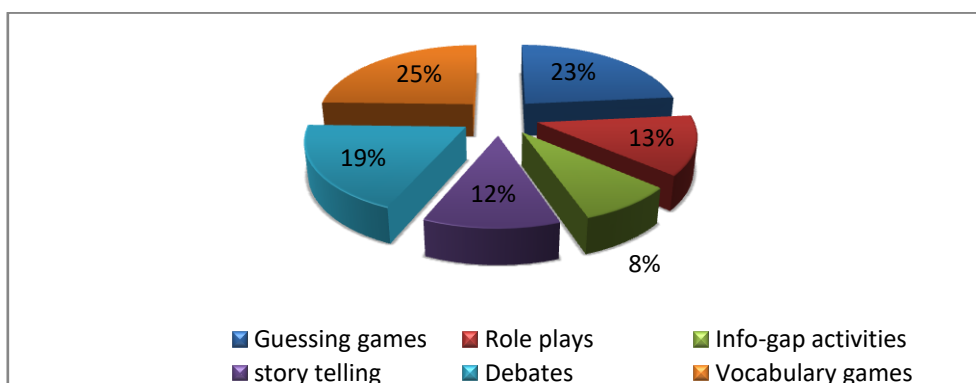


Most of the students 87% said that sometimes their teachers use games, while 13% said that they always make use of them and 0% voted for seldom. This finding was very predictable because games can be a fun and effective way to improve oral communication skills, while still achieving learning goals.

Question 12: Which of the following games does your teacher wants you to practice at class?

Figure 12:

Frequency of Specific Games Recommended by Oral Expression Teachers for In-Class Practice

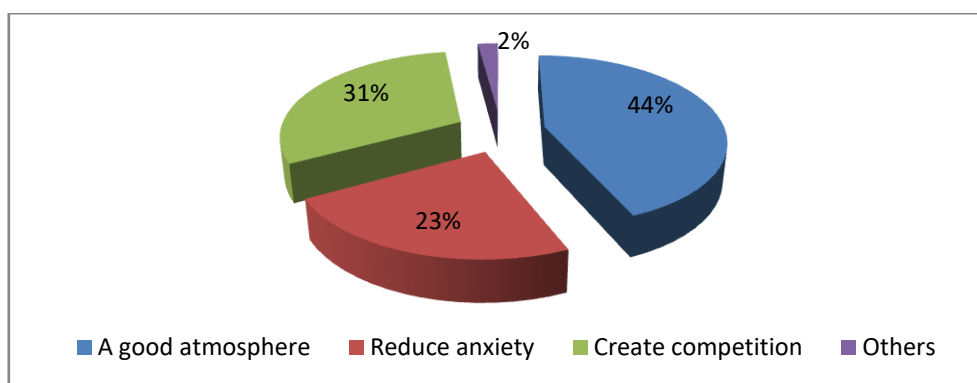


According to the above figure, the results revealed that 25% of the participants said vocabulary games, 23% of them chose guessing games, while 19% responded with debates, and 13% said role- plays. On the other hand, 12% of the students' answers opted for storytelling, an only 8% mentioned info-gap activities.

Question 13: What can the use of educational games create in the classroom?

Figure 13:

The Use of Games in the Classroom

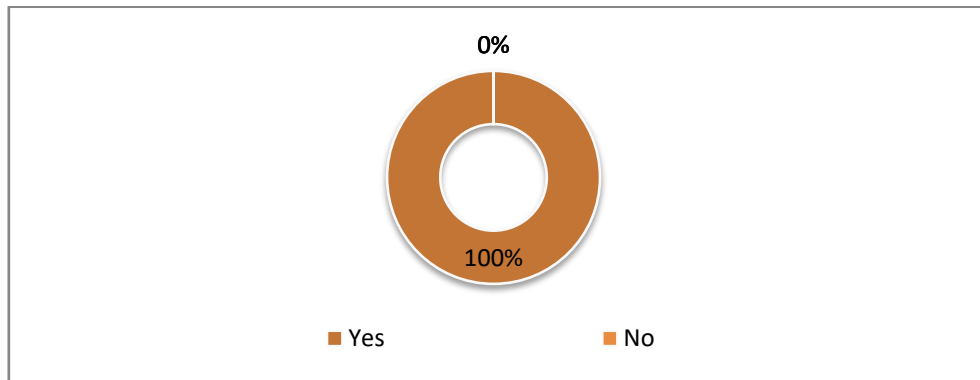


From the results obtained, 44% of the students indicated that the use of games in the classroom can create a good atmosphere, also 23% of them declared that it helps in reducing anxiety. However, 31% claimed that it creates competition. Only 2% of the students chose to add other answers, which can be illustrated in all of them.

Question 14: You think that using Educational Games can help you to develop your speaking skill? How?

Figure 14:

Developing Speaking Skills through Educational Games

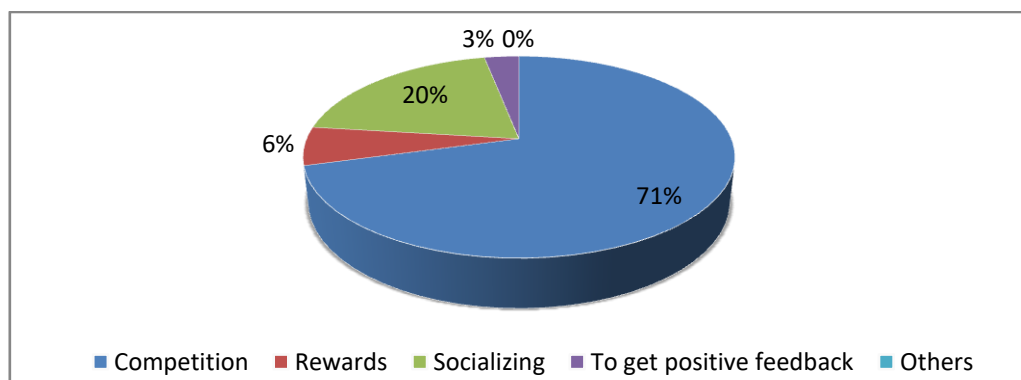


As it is shown in the chart, all students 100% answered with Yes, justifying their answers with multiples responses, among which: using games requires speaking even if we don't want to speak. Another answer include that educational games is a guide that motivates them to speak, it can provide pronunciation, and it can help them build a good vocabulary stock.

Question 15: What makes you participate in games during an Oral Expression session?

Figure 15:

The Impact of Educational Games on Students' Participation in Oral Expression session



It can be observed that the majority of the students 71% participate during Oral Expression session to be competitive, 20% of them said that they want to socialize, while 6% of the participants picked rewards. Only 3% seek for positive feedbacks and no one added any other answers. This implies that they are well motivated, and eager to participate and create a dynamic environment.

1.3. Discussion of the Questionnaire

After carefully looking at the questionnaires' results, useful conclusions were obtained. The presented questions investigated how can educational games enhance students' oral skills, and whether they motivate them or not, in learning EFL at the University of Abdelhafid Boussouf Mila UNIV Center. The students' responses were positive to a certain degree and reliable with the research assumption.

According to the results, the majority of students have been studying English for 9 years, and most of them chose to study English based on their personal interest. The survey also revealed that most students always attend oral expression classes, and they participate in these classes to improve their speaking skills. Games are used by teachers as a teaching strategy, and the majority of students agree that their teachers use games during OE classes. Vocabulary games and guessing games are the most popular types of games used by teachers. The use of games in the classroom can create a good atmosphere and help in reducing anxiety, although some students claim that it creates competition.

Overall, students enjoy oral expression sessions and consider their teachers as a source of motivation.

2. The Interview

2.1. Description of the Interview

The interview was conducted to gather information about the ways in which educational games can enhance oral skills. The participation of Abdelhafid Boussouf UNIV Center English teachers was crucial in achieving the objectives of our master dissertation. By sharing their insights and experience with us, we hoped to gain a deeper understanding of how teachers can effectively integrate educational games into their teaching practices to support the development of students' oral communication abilities. This interview will assist us in creating meaningful recommendations and strategies to oral skills through educational games.

The interview consisted of fourteen questions divided into three main sections, one section was about teachers background information, and one about educational games, and the other one was about motivation. Concerning the first section, it was composed of three questions discussing teachers' academic degree and their teaching years of experience.

The second section aimed to gather information about the use of educational games in teaching oral expression and to explore the effectiveness of educational games as a method for enhancing students' speaking skills. It consisted of five questions that aimed to identify the frequency of use of educational games and to gather information on specific games that are usually used in oral expression sessions. Overall, the purpose of this section is to provide insights about the role of educational games in supporting the development and enhancement of students' oral communication abilities.

The last section is divided into six several questions that aimed to understand how teachers motivate their students to speak in oral expression sessions. The first question looked for whether teachers are satisfied with their students' speaking abilities. The following

questions inquired about the methods teachers use to motivate their students to speak and how they deal with unmotivated students. The ultimate aim of this section was to identify effective strategies for motivating students to improve their oral communication skills. By gaining insights into teachers' practices and experiences, we hoped to create recommendations that will help teachers in their efforts to motivate students to speak in the classroom.

2.2. Analysis of the Interview

The results of the interview were as follows,

2.2.1. Section one: Background Information (Q1-Q3)

Q1: What is your academic degree?

The aim of the question was to gather information about the academic background of the English teachers being interviewed for our thesis, specifically their highest degree earned.

The analysis showed that out of the 8 teachers, 3 have a Master's degree 37% , and 5 have a PhD 63% . This indicated that the majority of the teachers have a higher level of education, which may suggest that they had a deeper understanding of the topic and can provide more insightful responses about how educational games can enhance oral skills.

However, it's important to note that having a higher degree does not necessarily mean that a teacher is a better teacher or has more experience in teaching oral skills. Other factors such as teaching experience and training can also influence a teacher's knowledge and expertise in this area.

Overall, knowing the academic degrees of the teachers interviewed can help provide context for their responses and inform the analysis of their insights on the topic.

Q2: How many years have you been teaching English?

Based on the responses of the interviewed teachers, two of them that present 25%, have been teaching English for 15 years, with 12% teachers having 13 years of experience, and 12% having 10 years. Another 25% having 7 years of experience, while 13% of the teachers have been teaching for 2 years, and the last one 13% had an experience of 1 year. This indicated that there is a range of experience levels among the teachers. It is worth noting that some of the teachers who reported having less than 10 years of experience also reported using games in teaching oral expression. This information can be useful in understanding the teachers' perspectives on the effectiveness of educational games in enhancing oral skills, as their years of experience may influence their views and approaches to teaching.

Q 3: How many years have you been teaching the module of oral expression?

This question aimed to unravel on the years of experience that English teachers had in teaching the module of oral expression. Based on the responses provided by the 8 teachers interviewed, 25% of them have been teaching the module of oral expression for only 1 year, while (25%) have been teaching it for 2 years. Another 25% have been teaching this module for 4 years, and only one teacher 12.5% has been teaching it for 9.5 years, the remaining one 12.5% have been teaching it for 5 years .

2.2.2. Section Two: Educational Games

Q 4: Do you use educational games in teaching oral expression?

Our aim in this question was to determine whether or not the teachers use educational games in teaching oral expression. From the responses, it can be seen that the majority of teachers 75%, reported on using educational games, while 25% declared on not using them. Teacher 1 mentioned that although he/she had not used games in the past, he/she planned to

incorporate vocabulary games in his/her current teaching practice. Teachers 5 and 6 reported not using games, with Teacher 5 stating that she/he did not have time to explore the topic. The remaining teachers reported that they used educational games in their teaching practice. This suggests that while a majority of the teachers use educational games in their teaching practice, there are still some who do not.

Q 5: How often do you use them?

Out of the 8 teachers, 4 teachers 50% explained that they use educational games often, and one teacher uses them once every two weeks. Two teachers 25% reported use them sometimes, while one teacher reported on using them only once 12.5% . Only one teacher stated that he\ she never uses educational games before 12.5% . The frequency of use for educational games in teaching oral expression varies among the teachers, with some using them often while others rarely or never used them.

Q 6: What are games that you usually use or include in your oral expression session?

To begin the analysis of this question, let us first consider and identify the types of games that teachers use in teaching oral expression. The games listed as options were storytelling, role-playing, debate, guessing games, and vocabulary games. This can provide insight into the teaching methods and approaches used by them and how they incorporate GBL in their teaching. The responses can also provide ideas for other teachers who may be looking for new ways to engage their students and improve their oral expression skills. From their responses, it can be seen that the most commonly used games are vocabulary games 30%, debates 30 %, and guessing games 20% . Storytelling is also mentioned by some of them 10 % as role playing. It is worth noting that one teacher reported on never using educational games in their teaching, while another used them only once. Overall, 75% of the

teachers reported using games in teaching oral expression, with vocabulary games and debate being the most commonly used.

Q7: Do you think that educational games are an effective method?

The idea behind this question was to gather opinions from different teachers about the effectiveness of educational games as a method of teaching. Out of the eight teachers, a six agreed that educational games are an effective method of teaching. They believed that games can help students to engage with the material and motivate them to learn in a fun and interactive way. Some teachers also highlighted that games can help introverted students to express themselves and improve their language skills. However, one teacher was unsure about the effectiveness of games for learning, whilst another one believed that games can motivate learners but not necessarily improve their language skills. Overall, the majority of them 62% agreed that educational games are effective in teaching and motivating students.

Q8: Do you think that educational games can enhance your students' speaking skill?

The aim of this question was to explore whether educational games can enhance students' speaking skills according to the opinions of the interviewed teachers. Based on their responses, a majority of the teachers (6 out of 8) agreed that educational games can indeed enhance students' speaking skills. They highlighted various reasons such as creating a competitive atmosphere, developing communicative competence, promoting critical thinking, facilitating the introduction of culture and idioms, and motivating students to participate in the classroom. Only one teacher disagreed and considered games as a motivational factor rather than an improvement to the language itself, while another teacher gave a vague response. Overall, the majority 87% suggested that educational games can be a useful tool in enhancing students' speaking skills.

2.2.3. Section Three: Motivation

Q9: are you satisfied with your student's level of speaking?

The focus of this analysis was to assess the level of satisfaction among the teachers regarding their students' speaking skills. The results indicated that a majority of the teachers expressed dissatisfaction with their students' speaking abilities. 62.5% of them expressed dissatisfaction with their students' level of speaking, while 25% mentioned being somewhat satisfied or satisfied with their students' speaking skills. 12.5% did not provide a clear answer or expressed average satisfaction in comparison to objectives. Reasons for this dissatisfaction included issues such as psychological barriers like shyness and hesitation, lack of proficiency in using the language appropriately, and a tendency to translate from their native language while speaking in English. Some teachers also highlighted the importance of addressing language errors early on to prevent them from becoming ingrained. Overall, the analysis suggested that there is room for improvement in the students' speaking skills, as reported by the majority of the teachers. This feedback may indicate a need for additional support or interventions to enhance the students' speaking skills in the context of educational games.

Q10: Do you motivate your students to speak?

The objective of the question was to determine if the teachers motivate their students to speak. All the teachers responded positively, indicating that they do indeed motivate their students to speak in English. The methods used by the teachers to motivate their students varied, such as offering extra marks, allowing them to choose topics of their interest, giving them the freedom to collect arguments, engaging them with games and authentic materials, and creating small groups for discussion. One teacher also shared his personal experience of learning English and encouraged his students to practice speaking in groups. The analysis suggested that all the teachers are aware of the importance of motivating their students to

speak in English and are employing various methods to encourage participation in class. 100% of the teachers reported that they motivate their students to speak in class.

Q 11: what do you do to motivate your students to speak in the oral expression session?

This question aimed to know how teachers motivate their students to speak in oral expression sessions. From the answers given by the teachers, it can be concluded that there are various strategies used by the teachers to motivate their students. The most common methods include selecting topics of interest to students, group work, creating a comfortable environment, establishing good relationships with students, providing freedom of choice, and giving feedback. In addition, some teachers also used the strategy of obliging students to speak, which can be effective in motivating students to speak, but it may not work for all students. Overall, the percentage of teachers who used various methods to motivate their students to speak in oral expression sessions is 100% , as all the teachers provided strategies that they use.

Q 12: When some of your students fail to speak, is it because of:

1. Speaking difficulty
2. The lack of motivation
3. Both

The teachers' responses suggested that both speaking difficulty and lack of motivation can cause students to fail to speak. Teacher 1 pointed out that some students lack the language itself, struggling with grammar and pronunciation. Teacher 2 mentioned speaking difficulty, pronunciation, vocabulary, and grammar as factors that can make students shy to speak in front of their peers. Teacher 3 believed that lack of motivation is a more critical

factor. Teacher 4 agreed that both speaking difficulties and lack of motivation can affect students' speaking abilities, adding that grammar problems and psychological problems like shyness can also contribute to the issue. Finally, Teacher 5 agreed that both factors are at play, with some students lacking vocabulary and others needing help from their teacher or peers to overcome their difficulties. In conclusion, it appears that both speaking difficulties and lack of motivation can be causes for students' failure to speak, and addressing these issues can be important for improving their speaking abilities, as well as the solutions will need to be tailored to each student's needs.

Could you please justify your answer?

Q13: How do you deal with your students when they are unmotivated? do you use external factors of motivation (such as score) , or internal (such as interest and providing a positive learning environment) ?

In this question we aimed to explore how teachers deal with unmotivated students and whether they use external factors such as scores or internal factors such as interest and positive learning environment to motivate them. The responses were varied, with some teachers using both internal and external factors, while others preferred one over the other. Some teachers were hesitant to use external factors, such as marks, as they felt it might push students to do things they don't enjoy. Teacher 6 even mentioned that it's forbidden to use marks as a motivator. On the other hand, some teachers found that students were naturally interested in marks and used them as a way to motivate students. Overall, most teachers used a combination of internal and external motivators depending on the situation. The analysis showed that 50% of the teachers used both internal and external factors of motivation, 25% used primarily external factors, and 12.5% used primarily internal factors. The remaining 12.5% did not have a clear strategy for dealing with unmotivated students.

Q14: Do you have any plans to reduce de-motivation in the classroom?

The purpose of this analysis was to find out what strategies the teachers have to reduce de-motivation in the classroom. The analysis showed that the majority of the teachers have different methods to tackle this problem. The most common strategies used were the use of games, friendly approach, picking interesting topics, videos, and research to understand students' needs. Teacher 4, however, had a more elaborate approach that included using movies, songs, and games to keep the students motivated. It was also observed that teachers who had a good relationship with their students were able to motivate them better. In terms of the percentage, out of the total 8 teachers, 7 teachers, 87.5% had some strategies to reduce de-motivation in the classroom, and only 1 teacher 12.5% did not provide any concrete solution. Overall, it can be concluded that teachers have a variety of methods to tackle de-motivation in the classroom, and building a good relationship with students is key to success.

2.3. Interpretation and Discussion of the Results

After a deep examination of the interviews' findings, a variety of views were derived. The asked questions were aimed at investigating the teachers' perception towards the use of gamification in teaching EFL at the University center of Abdelhafid Boussouf. The teachers' responses were positive to some extent and consistent with the research assumptions.

The interview aimed to gather information from English teachers about their academic backgrounds, teaching experience, and use of educational games in teaching oral expression.

From the results, we can see that most of the teachers had a higher level of education, with 5 out of 8 teachers having a PhD. However, years of experience in teaching English and the module of oral expression vary among the teachers.

Regarding the use of educational games, the majority of the teachers reported using them in teaching oral expression. The most commonly used games were vocabulary games and debates, with some teachers also using storytelling and role-playing. However, the frequency of use varied among the teachers, with some using them often while others used them only sometimes or never.

When asked about the effectiveness of educational games, most teachers agreed that they are an effective method of teaching. They believed that games can help students engage with the material and motivate them to learn in a fun and interactive way. However, some teachers were unsure or believed that games can only motivate learners and not necessarily improve their language skills.

This part represents the core of the current research study where the collected data through the students' questionnaire and the teachers' interview were analyzed and interpreted. The discussion is structured according to the research questions and with respect to the literature review. The results reveal that EFL teachers and learners have a positive view towards the use of gamification in the educational sector, and that it came to meet the needs of digital natives and optimizes the teaching and learning process in general as it can be applied for EFL teaching at the university level.

Comparing the findings of my thesis on how educational games can enhance oral skills with previous studies, it can be observed that educational games have been found to be effective in improving various aspects of speaking skills. For instance, Li and Liang (2017) found that using educational games in speaking classes can help students improve their speaking fluency, accuracy, and complexity. Similarly, Tsai and Liou (2016) found that educational games can be used to enhance students' speaking confidence and motivation. Another study whose results align with Al-Jarf (2012) found that interactive educational

games can provide opportunities for students to practice speaking and receive immediate feedback, which can enhance their speaking skills.

However, it should be noted that the effectiveness of educational games for enhancing speaking skills may depend on various factors such as the game design, the level of student engagement, and the teacher's role in facilitating the learning process. Therefore, further research is needed to explore the optimal use of educational games for enhancing oral skills.

Pedagogical Recommendations

This study aimed at showing a substitute technique that can be helpful in teaching in general (particularly teaching speaking in teaching EFL). Few recommendations are provided on the findings of the study.

- a. Teachers are delegated to utilize a variety of educational games that consider the students' proficiency level, and interests, such as guessing games, vocabulary games, and role plays.
- b. Teachers are recommended to use different methods of teaching EFL in order to meet learners' needs with some focus on games that can help them improve their speaking skills.
- c. Teachers are urged to come up with new methods and ideas in their oral expression session, to craft engaging games that can boost student's speaking ability.
- d. Teachers need to take into consideration the student's individual difference, and learning style, in picking the activities for discussion in the classroom.
- e. It is important for learners to have a well understanding of how participating in these types of activities can enhance their overall level of English proficiency, particularly their speaking skills.

- f. Learners should dedicate more time and effort to thoroughly practicing various types of games, as this can greatly enhance their English proficiency and speaking abilities.

Recommendations for Further Research

- a. Researchers should investigate the role of and the influence of educational games on developing oral skills.
- b. Researchers are recommended to do more studies about the effect of educational games on students' performance in general.
- c. Researchers are advised to conduct studies that aim to figure out the effectiveness of educational games on learner's motivation.
- d. Recommendation should be done to explore the teachers and students' perceptions towards using educational games

Conclusion

In this section, the practical implications of the research were presented. Specifically, the data collected from a questionnaire and an interview were examined to investigate whether the use of educational games in teaching English (speaking skill mainly) as a foreign language at the university level was beneficial. The results support the hypothesis that both teachers and students have a favorable opinion of using educational games, as they can improve students' speaking skills, boost their motivation to use the language, and cater to their educational needs. Hence, the study underscore the importance of integrating educational games into the instructional process of teaching English as a foreign language at the university level

General Conclusion

The current study aimed to explore how the use of educational games can enhance oral skills in learning EFL . This approach has gained popularity due to the increasing recognition of the challenges faced by teenagers who often feel unmotivated and disengaged during English language classes.

The main objective of this research was to find out if the use of educational games affects positively or negatively on learners' oral skills and motivation. Another aim of this study was to help English teachers to find appropriate and new ways and methods to teach at the same time to increase motivation in their classes.

This research was conducted to see if educational games could be a useful tool to improve students' speaking skills and motivation in English language classes. The research was divided into two parts: The first part discussed gamification in language learning, motivation in language learning, and the importance of speaking skills. The second part involved gathering feedback from teachers and students through a questionnaire and interviews to understand their opinions on using educational games in language classes.

To address the research questions, this study investigated the effects of educational games on learners' oral skills and motivation in EFL classes. The first research question focused on exploring the ways in which educational games can help EFL learners increase their motivation and engagement in oral expression and discussion. The second research question aimed to determine the types of educational games that are most effective in improving the oral skills among EFL students.

The results show that both teachers and students have positive views on using educational games in language classes. They find it to be a helpful tool for improving speaking skills and motivating students to participate in class. The feedback suggests that

using games makes the learning process more enjoyable and engaging, which encourages students to participate and speak more confidently in English.

Overall, this research concludes that using educational games in language classes is an effective way to improve speaking skills and motivate students to participate more actively. The results further shows that incorporating educational games activities in oral classes can be a beneficial approach to teaching EFL. And to create a good atmosphere for learners to learn and get motivated to speak and develop that skill perfectly.

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Appendices

Appendix 1

The Questionnaire

Dear students,

This questionnaire is designed to collect information about how can educational games enhance oral skills. Your participation will be a great aid for us to achieve the goals and objectives of our master thesis. You are kindly requested to answer the following questionnaire, be sure that your answers will be kept anonymously and private.

Please, make a tick () in the appropriate answer, and write sentences whenever it required.

Section One: Background Information

1. How long have you been studying English?

a. 9 years

b. 10 / 12 years

c. More

2. Whose choice to study English?

a- Parent choice

b- Personal choice

c- To get a better job opportunity

d- Others

.....

3. How do you consider you level in English ?

a- Good

b- Very good

c- Average

d- Poor

Section Two : Oral Expression

4. How often do you attend oral class?

a- Always

b- Sometimes

c- Infrequently

5. What motivates/demotivates you the most in Oral Expression class?

a- Teacher encouragement

b- Competition with your classmates

c- To improve you speaking ability

6. How often do you participate during Oral Expression session?

a- Always

b- Sometimes

c- Infrequently

d- Never

Why?

.....

7. How do you feel in oral expression?

a- Excited

b- Nervous

c- Bored

8. Do you think that your Oral Expression teacher use teaching techniques?

a- Yes

b- No

9. Does your teacher of oral expression vary his/ her teaching techniques?

a- Yes

b- No

If yes or no, how can these techniques be helpful?

.....

Section three: Educational Games

10. Does your oral expression teacher use games during class?

a- Yes

b- No

11. If yes. How often?

a- Sometimes

b- Always

c- Seldom

12. Which of the following games does your teacher wants you to practice at class?

a- Guessing games

b- Role plays

c- Information-gap activities

d- Story telling

e- Debates

f- Vocabulary games

13. What are the effects of using educational games in the classroom? Do they:

a- A good atmosphere

b- Reduce anxiety

c- Create competition

d- Others

Name

.....

14. You think that using educational games can help you to develop your speaking skill?

a- Yes

b- No

How?

.....

15. What makes you participate in games during an oral expression session?

a- Competition

b- Rewards

c- Socializing

d- To get positive feedback

e- Others

.....

Thank you for your cooperation

Appendix 2

The Interview

Dear Teachers,

We are conducting this interview to gather information about the ways in which educational games can enhance oral skills. Your participation is crucial in achieving the objectives of our master dissertation. By sharing your insights and experience with us, we hope to gain a deeper understanding of how teachers can effectively integrate educational games into their teaching practices to support the development of students' oral communication abilities. This interview will assist us in creating meaningful recommendations and strategies to oral skills through educational games.

Section one : Background Information

1. What is your academic degree?

a. Bachelor Degree

b. Master Degree

c. Doctorate Degree

2. How many years have you been teaching English?

.....

3. How many years have you been teaching the module of oral expression?

.....

Section Two : Educational Games

4. Do you use educational games in teaching oral expression ?

.....
5. How often do you use them ?

Always

Often

Sometimes

Rarely

Never

6. What are the games that you usually use or include in your oral expression session ?

a. Story telling

b. Role playing

c. Debate

d. Guessing games

e. Vocabulary games

Others, please mention

.....

7. Do you think that educational games are an effective method ?

Yes

No

I don't know

please say how and justify your answer

.....

8. Do you think that educational games can enhance your students' speaking skill?

.....

Section Three: Motivation

9. Are you satisfied with your students' level of speaking ?

Yes

No

Some how

10. Do you motivate your students to speak?

Would you please say how ?

.....

11. What do you do to motivate your students to speak in the oral expression session?

.....

12. a. When some of your students fail to speak, is it because of :

1. Speaking difficulty

2. The lack of motivation

3. Both

12.b. Could you please justify your

answer?.....

13. How do you deal with your students when they are unmotivated?, do you use external factors of motivation (such as score) , or internal (such as interest and providing a positive learning environment) ?

.....

14. Do you have any plans to reduce de-motivation in the classroom?

.....

Thank you for your participation

المخلص

الرسالة الحالية تهدف إلى التحقق من فعالية استخدام الألعاب التعليمية، المعروفة باسم التعلم المبني على الألعاب، في تحسين مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ولتحقيق الهدف المذكور، تم إجراء دراسة وصفية مع مدرسي اللغة الإنجليزية والطلاب في مركز جامعة عبد الحفيظ بوالصوف-ميلة. اعتمد الباحثون على استبيان ومقابلة لجمع البيانات. من جهة أبانت المقابلة على مدى إدراك المدرس للفائدة من الألعاب كتقنية لتدريس المهارات الشفوية ، ومن جهة أخرى، استقصى الاستبيان معارف المتعلمين واستخدامهم للألعاب التعليمية في تحسين مهاراتهم الشفوية، وكذلك مواقفهم تجاه تطبيقها، وكيف يمكن أن تعمل كحافز يحفزهم على التحدث. وأظهرت النتائج أن الألعاب التعليمية لها دور مؤثر في تعزيز قدرات المتعلمين الشفوية وتحفيزهم على التعلم بطريقة سهلة وممتعة. ومع ذلك، يجب اختيارها بعناية من قبل المدرسين لتناسب خلفية المتعلمين والسياق الثقافي ، الخاص بهم وأنماط التعلم. بالإضافة إلى ذلك يجب أن تكون مناسبة لمستوى الطلاب وأهداف الدرس والقيود الزمنية له.

الكلمات المفتاحية: التعلم المبني على الألعاب, الألعاب التعليمية، مهارة الكلام، التحفيز.

Résumé

La présente dissertation vise à étudier l'efficacité de l'utilisation des jeux éducatifs (connus sous le nom d'apprentissage par le jeu, GBL) pour améliorer les compétences orales des apprenants en anglais langue étrangère (ALE). Pour atteindre l'objectif mentionné, une étude descriptive a été menée auprès d'enseignants et d'étudiants d'ALE au Centre universitaire Abdelhafid Boussouf-Mila. Les chercheurs ont utilisé un questionnaire et une entrevue pour collecter les données. D'une part, l'entrevue a exploré les perceptions des enseignants quant à l'utilité des jeux en tant que technique d'enseignement des compétences orales et de communication. D'autre part, le questionnaire a examiné la connaissance et l'utilisation des jeux éducatifs par les apprenants pour améliorer leurs compétences orales, ainsi que leurs attitudes envers leur mise en œuvre et leur rôle de motivation pour les inciter à parler.

Les résultats ont révélé que les jeux éducatifs ont un rôle influent dans l'amélioration des compétences orales des apprenants et leur motivation à apprendre de manière facile et amusante. Cependant, ils doivent être bien sélectionnés par les enseignants afin de correspondre au contexte culturel, au style d'apprentissage et aux antécédents des apprenants. De plus, ils doivent être adaptés au niveau des étudiants, aux objectifs de la leçon et aux contraintes de temps.

Les Mots-Clés: GBL (Jeux basés sur la ludification), Jeux éducatifs, Compétence orale, Motivation.