Dedication

Firstly I dedicate this piece of work to the soul of the Martyrs ofDecember great revolution 2019.

To my Parents, specially my mother for her continual support and supplication

To my all my brothers and sisters.

To my wife for her patience and moral support.

To my son Abdalla.

To my all friends and colleagues.

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Abstract

This study aims at investigating the utilization of communication games' strategy in promoting EFL pupils' speaking skill. EFL students at basic schools face difficulties and hindrances when they start to speak in English; therefore, this study intends to help them overcome those problems. The researcher has adopted empirical and descriptive methods. Two instruments have been used as primary tools for collecting the data relevant to the study, namely a questionnaire for teachers of English language at various basic schools and oral pre-post tests for sixth year pupils' at Hairman Basic School for Girls and Khalid IbnAlwalid Basic School for Boys in Khartoum Locality. The study sample of questionnaire comprises (50) teachers whereas the oral (pre-post) test involves (40) pupils. Also, ten pupils were interviewed for a short time concerning their impressions about communication games. So, both quantitative and qualitative tools are employed. The researcher applied (SPSS) program to analyze and verify the hypotheses. The study results are; firstly, playing games is an effective technique for engaging pupils in using English language verbally as long as possible. Secondly, it is clear that teachers involved in this study strongly agree that using communication games' strategy is useful to EFL students because of its positive impact on students' output in verbal classroom interaction. Thirdly, students are kinesthetic and enthusiastic in using communication games in classroom in a way that fosters their speaking skill. On the light of these results, the researcher recommends that games should be employed for verbal classroom interaction to improve the pupils' speaking skill. Curricula designers, educators, and experts should include sufficient language games in the syllabus in order to courage and motivate the pupils in learning the foreign language. Teachers' role should be changed from an instructor who dominates the class into an educator whose role is to help, support, and guide the pupils to acquire the foreign language. Finally, the study includes someother recommendations and concludes with some suggestions for further studies.

مستخلص الدراسة

Arabic Version

تهدف هذه الدراسة إلى تطبيق الألعاب التواصلية في تطوير مهارة الكلام لدى تلاميذ الاساس دارسي اللغة الإنجليزية كلغة أجنبية. يواجه التلاميذ دارسي اللغة الإنجليزية كلغة أجنبية صعوبات وعوائق عند التحدث باللغة الإنجليزية، لذلك تهدف هذه الدراسة إلى مساعدة أولئك التلاميذ في التغلب على هذه المشكلات. وقد اتبع الباحث المنهج الوصفي التجريبي، وتم استخدام أداتين لجمع البيانات المتعلقة بالدراسة المتمثلة في استبيان صمم خصيصاً لأساتذة اللغة الإنجليزية في مرحلة الأساس وأيضاً تم إجراء اختبار شفهي قبلي وبعدي لتلاميذ المستوى السادس في مدرستي هيرمان أساس بنات وخالد بن الوليد أساس بنين بمحلية الخرطوم. وقد تم اختيار عينة بحجم (50) أستاذاً لإجراء الاستبيان، بالإضافة إلى عينة بحجم (40) من التلاميذ لإجراء الاختبار القبلي والبعدي.اجريت معاينة لمدة قصيرة لعشرة تلاميذ بغرض معرفة انطباعاتهم حول الالعاب التواصلية .وبذلك تم استخدام الاداتين الكمية والنوعية. استخدم الباحث برنامج الحزم الاحصائية للعلوم الاجتماعية (SPSS) لاختبار الفرضيات. وقد توصلت الدراسة إلى النتائج الآتية: أولاً، استخدام الألعاب كأسلوب فعال له تأثير في جذب انتباه التلاميذ في استخدام اللغة الإنجليزية لفظياً على المدى الممكن. ثانياً، من الواضح أن المعلمين المشاركين في هذه الدراسة وافقوا بشدة على أن استخدام إستراتيجية الألعاب التواصلية مفيد للتلاميذ دارسى اللغة الإنجليزية كلغة أجنبية بسبب تأثيرها على مخرجات التلاميذ في التفاعل الصفي اللفظي. ثالثاً، كان التلاميذ متحمسين حركياً في استخدام الألعاب التواصلية داخل الفصل الدراسي إلى المدى البعيد مما عزز مهارة التحدث لديهم. على ضوء هذه النتائج أوصى الباحث بضرورة استخدام الألعاب التواصلية للتفاعل اللفظي داخل فصول الدراسة لتحسين مهارة التحدث لدى التلاميذ،ينبغى على مصممي المناهج، المعلمين والخبراء تضمين ألعاب تواصلية كافية في المنهج الدراسي من أجل تشجيع وتحفيز الطلاب على تعلم اللغة الأجنبية، ينبغى أن يتغير دور المعلم من السيطرة على الفصل إلى المعلم الذي يتمثل دوره في توجيه، دعم ومساعدة التلاميذ على اكتساب اللغة الأجنبية بسهولة. هذا وقد حملت الدراسة لبعض التوصيات وختمت ببعض الاقتراحات لدراسات لاحقة .

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LIST of STUDY TERMS

No	Term	Meaning
1.	Communication	It is the act of transferring information from one place to another.
2.	Communication games	They are activities which increase interaction among students through talking to one another in order to solve a puzzle, draw a picture or put things in a right order.
3.	Communication skills	The abilities a person can use when giving and receiving different kinds of information. They involve listening, speaking, observing and empathizing.
4.	Communicative Language Teaching (C.L.T)	It is known as communicative approach. It is an approach to a foreign or second language teaching which focuses on the idea that language should be learnt through communication.
5.	Oral communication	It is speaking skill. It is the ability to convey meaning and to exchange ideas and opinions in appropriate way.

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