



Sudan University of Science and Technology

College of Graduate Studies

College of Education



Utilization of Communication Games' Strategy in Promoting EFL Pupils' Speaking Skills

**(A case Study of Sixth Year pupils of Basic Schools KhalidIbnAlwaleed for
Boys and Hairman for Girls- Khartoum Locality)**

**استخدام استراتيجية الألعاب التوافقية في تطوير مهارات الكلام لدى تلاميذ
الاساس دارسي اللغة الانجليزية لغة اجنبية**

**(دراسة حالة لتلاميذ وتلميذات الصف السادس بمدريستي الاساس (خالد بن الوليد
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CHAPTER ONE

INTRODUCTION

This chapter provides the theoretical framework of the study with special focus on the study problem and methodology.

1.0 Overview of the Study

Recently there has been a spate of interest in studying the communication games and speaking skill. This study is going to be about a very essential part of a lively, significant and well-established research area. Speaking is one of the basic language skills that must be given special emphasis in the language classroom. Speaking is interactive, and should be taught through communication, therefore; the teachers have to give their students the opportunity to interact with each other. One way is including communication games as a strategy in teaching the speaking skill. These games are of a great help to the educational and pedagogical process. They are fruitful and beneficial to EFL learners particularly in acquiring the vocabulary and improving the speaking skill.

Since the major goal of each language is to develop communication skill among learners, speaking skill is highly estimated throughout the designing of the English language syllabus.

According to Jrunnskola (2007: 8), “teaching communication in a foreign language is very important because it plays such a big part of knowing a language. The curriculum also claims that since communication is unpredictable in real life, students must get the chance to practice exactly that and not just to read pre-made conversations”.

In order to achieve this, the National Curriculum Center in Ireland suggests that games are considered as a good method in teaching communication in classrooms regarding to the students’ acceptance and compatibilities.

Games could be helpful in solving the speaking problem because they call for communication, and they emphasize fluency instead of accuracy. This should encourage students to communicate because the emphasis is on fluency so students usually do not receive much criticism when they make errors. In this context, Hadfield (1990:8) states that:

“Fluency is an important skill to practice because it is what is needed in the real world, and in that sense it could be said that games provide a necessary connection between the classroom and the real world”.

According to Nagargi (2004:23), although games in general might emphasize fluency, they can be divided into two main categories. Those categories are: Linguistic games and communicative games. Even though they both aim at teaching speech in the target language they put emphasize on very different things. The linguistic games emphasize speaking correctly but the goal of playing communicative games is fluency.

Therefore, nowadays there is a great need to use and create some other techniques to stimulate and help EFL students to improve their oral communication skill and one of authentic materials is that games which proved a high success in developing oral communication and speaking skills as whole.

It is quite obvious that classrooms in which learners deal with games, have achieved a higher level of performance than those classes using other techniques and methods. The specialists of English language teaching advocate that learners must be allowed to speak language freely.

It goes without saying that the properties or characteristics of communication games and oral communication are not completely understood and discussed in the domain of Linguistics.

Some studies have suggested that communication games are extremely useful and beneficial in motivating EFL learners in classrooms but these games can be like that only if they are carefully selected by the teachers in order to suit the levels of EFL

learners. Otherwise, they can be considered as a means of distortion and time-consuming. So, this indicates that instead of being used as a supportive element for educational or pedagogical process, they can be a detrimental element.

Teachers, supervisors and inspectors have made great efforts to design learning aids and curricula so as to raise the standards of EFL learners in Sudan to satisfy the needs of schools.

While the traditional English program in the Sudanese schools was following the direct method at the beginning, then the grammar translation method in teaching which introduced the writing and reading skills first followed by listening and speaking skills, a close examination demonstrated those traditional methods to be flawed. Hence, this study attempts to find out a genuine technique that has a positive influence in improving the teaching/learning process. It aims at familiarizing the Sudanese teachers of English language with the key aspects of strategies of teaching. It suggests appropriate techniques through which the elements and skills of the language can be taught. It presents many ideas on using a very effective strategy for teaching language (sound, grammar, and vocabulary). This strategy is known as the utilization of communication games in teaching the speaking skill.

A variety of strategies and techniques have been used in the world for teaching foreign language so as to achieve effective learning, nevertheless, there has no agreement among teachers in general as to be the best strategy. Extensive investigations in foreign language teaching and learning and other related disciplines such as Linguistics and Psychology have not settled the matter.

In this context, there are many challenges that hamper and hinder the learning process particularly speaking skill. One of the problems that teachers and students sometimes face is that they all share their mother tongue. They use the mother tongue rather than English language to perform classroom tasks. Lack of learning materials is another problem that face EFL learners. Besides, large classrooms are the main problem in interaction and communication between the teachers and students. In addition, one of

the biggest problem that face the teachers is that the students are different in their levels the fact that the teachers are compelled to choose the most suitable strategy in order to interact and communicate perfectly inside classrooms.

Furthermore, life is like a game. Children start exploring the world around them by playing games and interacting with other children. During the formal education process, before and after school, students still learn by playing. In order to communicate with the world around, children need to develop speech and social skills. Children benefit from simple games to build social-cognitive skills and language production. Playing games has a positive influence in first language acquisition process. Games are an important part of learning experience in a foreign language classroom. Games provide the opportunity for the language learners to explore and apply newly acquired language skills in a fun and relaxed way. Improvisational play and spontaneous experimentation, operating with flexible rules set the condition for self-discovery in a play resembles the Greek concept of Kairos “the opportune moment”. Creative achievement generally requires both learned skills and happy play of chance.

Games are communicative activities that improve the learners’ overall communicative competence, that is to say, the learners’ ability to use the target language in diverse settings during every day communication.

Moreover, games are useful tools to provide the learners with more practice while having fun. Communicative activities in form of games provide a context for the learners to use the target language to negotiate meaning, interact with fellow classmates, and share information. In fact, there are numerous advantages of using communicative language games in language teaching. Although many linguists such as David Crystal describe game and play as an essential function of language and central to people’s lives through some speaking activities so as to improve their command of spoken language. Accordingly, the classroom should be treated as a real social context in which learners and teachers interact equally in a real social relationship thus learners must have more opportunities to practice speaking language

and to be motivated so as to engage in further communication when they have great opportunities to speak.

It is important to clarify that what is required is a radical change of teaching methods to stimulate the communication abilities of learners consequently games are viewed as one of these authentic techniques for enhancing oral communication skills which have been experimented and tried out throughout the last years.

According to Sugar (1998:3), teaching today has changed over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and no better way to be more active than by playing games.

It is worth mentioning that Gardner (2006:142), whose theories indicating that humans have eight types of intelligence, claims that when exploring a certain topic in school it can, and should, be approached in 6 different ways in order to maximize the chances for reaching all students in the classroom. One of these ways is “the personal way”, where the ultimate goal is to see if it is possible to approach specific topic by using for example, role play or other interaction. In addition, Armstrong (2000:16) suggests board games as a teaching strategy that might suit students with interpersonal intelligence because they provide an excellent setting for interaction between students.

On the ground of what has been mentioned above, the choice of this topic of research can be justifiable.

1.1 Statement of the Problem

The problem has been raised because the earlier research does not sufficiently address all existing problems related to communication games and speaking skill. While the existing studies have clearly established a niche or a progress in the field of the English languages skills, they have not addressed all existing problems of that field. At the same time, the problem of the present study stems from students' low

output in verbal interaction skill, lack of motivation and weak participation in the classroom. It is observed the EFL teachers fail in keeping pupils interest up to use English language for purpose of communication. In particular EFL beginners reflect their inability of using English language verbally. So, it is important that pupils' interest to be promoted and kept up as much as possible in order to maximize their verbal interaction. Therefore, this study is conducted in order to help EFL beginners to develop their oral communicative ability in the early stage of learning by using what they have an interest in namely the games. So, various activities for improving the speaking skills are needed in EFL classrooms. According to this crucial problem that encounter EFL students the present study attempts to highlight the importance of using communication games strategy inside the classroom to assist students to improve their speaking skills and use their language effectively in different contexts and situations by considering that games as one of the radical solution for this profound problem.

1.2 Objectives of the Study

This study is intended to confirm the following objectives:

- 1-To demonstrate that utilizing communication games is appropriate for developing EFL young learners' conversation skills.
- 2-To figure out that communication games may help students engage in verbal classroom interaction.
- 3-To draw out teachers' attention to adapt communication games in a way that arouses EFL learners' interest to take part in verbal classroom interaction.

1.3 Questions of the Study

The study attempts to provide answers for the following questions:

- 1- To what extent is the utilization of communication games appropriate for developing EFL young learners' conversation skills?

- 2- To what extent do communication games help students engage in verbal classroom interaction?
- 3- To what degree can teachers adapt communication games in a way that arouse EFL young learners' interest to take part in verbal classroom interaction?

1.4 Hypotheses of the Study

This study hypothesizes the following:

- H1-** Utilizing the communication games is appropriate for developing EFL young learners' conversation skills.
- H2-** Communication games help young EFL learners engage in verbal classroom interaction.
- H3-** There is a possibility for EFL teachers to adapt communication games in a way that arouses EFL young learners' interest to take part in verbal classroom interaction.

1.5 Significance of the Study

This study which is thought to have practical and theoretical significance, is expected to be of value to all those who are concerned with teaching/learning process, particularly lecturers, teachers of English as a foreign language, syllabus designers, material writers and other educational authorities and institutions. The present study is considered significant for the following reasons, first; speaking is one of the most important skills that must be mastered by language learners. It is considered as a core of any language, and the scale through which teachers can measure learners' mastery of language. Therefore, teachers have to focus on developing their students speaking skills by applying different techniques and strategies. The use of communication games is one of those techniques that may help to engage them in classroom verbal interaction and that give students an opportunity to enhance their speaking skill. Second, games are considered crucial activities which are used to improve speaking

skills, so the negligence of these brilliant strategies affects negatively on student communication competence and hinders their performance in different situations and contexts. Third, according to the value of games which have been proved by many studies the present study confirms its role in assisting EFL students to overcome the problems of speaking skills

1.6 Methodology

In this study the researcher is going to follow the experimental as well as the descriptive analytical method. The sample will be chosen randomly to represent the study population. The sample will consist of two groups: teachers and students. The teachers of English language who work at Khartoum state will respond to the questionnaire which will be submitted to (50) English language teachers to know their views and opinions about utilizing communication games in promoting EFL students' speaking skills. The second instrument for the second group is an oral pre and post test which will be taken by (40) students in sixth year class of a basic school at Khartoum state. Ten students were interviewed to know their impressions about the games. So, both quantitative and qualitative tools were employed. Accordingly, statistical analysis will be done by Statistical Package for Social Sciences (SPSS) program. The percentages will be calculated to summarize the results in tables and graphs.

1.7 Limits of the Study

The research topic is limited to "Utilizing the Communication Games Strategy in Promoting EFL Students' Speaking Skill". This study is limited to (40) pupils of sixth basic class both males and females. The study takes place at Hairman basic school for girls and Khalid IbnAlwaleed basic school for boys in Khartoum locality. The study is also limited to (50) English language teachers at basic schools level in Khartoum locality. Thus, the geographical limits of the study are confined to Khartoum State. The study will be conducted during the years (2017-2020).

1.8 Limitations

The study is expected to be hindered by inadequacy of time availability. The formulation of this study is also expected to be very tiring, exhausting and rife with fatigue. Above all, a great number of EFL learners in those schools are expected to be introvert and shy the fact that the researcher will face a great difficulty in dealing with them.

In the following chapter, the relevant literature review regarding the topic of research will be covered.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Since this study is entitled “*Utilization of Communication Games’ Strategy in Promoting EFL Students’ Speaking Skill*”, it is justifiable that the scope of this chapter is confined to the discussion of the theoretical part and previous studies with respect to the topic of research. In fact the two fundamental parts constitute the general framework of this chapter.

2.1 Review of Theoretical Background

This section is a major mainstay in this chapter. It elucidates the concepts of communication games, communication skills, communicative language teaching and oral communication (speaking skill).

2.1.1 Concept of Communication Games

According to Harmer (2001:272), communication games are activities which increase interaction among students through talking to one another in order to solve a puzzle, draw a picture, put things in the right order, find similarities and differences between pictures. Examples of communication games can be: ‘Telling a Story’, an activity which encourages students to use their imagination, and to tell a story, and also communication games can be “Guessing the definition of a word” such as :‘*Call My Bluff*’ in this game, a group of students is divided into two teams. Team (A) is given a word not known by team (B). This latter has to guess the right definition among the three ones proposed by team (A). Communication games are mainly useful because they provide students with the opportunity to speak using the target language and maximize interaction in the language classroom.

Communication games are defined by many scholars as “activities which can be used by teachers to increase interaction and communication among students”. According to Gibbons (1993:54), “communication games are activities set up in the classroom to

create opportunities and purposes for verbal communication practice. Many times the purpose of communication in these games is to convey information or cause something to occur as a result of the activity. Some of the games provide practice in the use of a particular language function such as giving direction or asking questions. Other games require students to work together and communicate to solve a problem.

Therefore, communication games are a type of classroom activities that gives students the opportunity to communicate orally using the target language, and that are usually practiced to learn some language functions, or to communicate with each other.

According to Lee (1986: 3), communication is usually complicated, and takes a long time; however, this does not mean that communication games are necessarily long and complex, but, they lead to communication. That is, communication is the aim of this type of games, and when communication starts, the game comes to an end. Moreover, even if it is doubtful, and maybe not believed, all games, if not all forms of language learning activity, must be communicative to help language learners to experience communication. Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995:24) defines games as a form of play governed by ruler. They should be enjoyed and fun. They are not just a diversion break from routine activities. Similarly, Hadfield (1990:11) defines games as “*an activity, with rules, and a good element of fun*”. There are a great number of language games, so teacher has a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

According to Carrier (1990:8), teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content.

Moreover, teachers should consider students characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used.

According to Richard (1996:9), even though games are often associated with fun, scholars should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

2.1.1.1 Motives for Communication Games

There are a number of motives or reasons that games deserve a place in the language classroom. *First* of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to teach students anything unless they can get them to participate in their own learning process.

Second, games also play a big part in helping participants build relationships, and to feel equal. Playing games in the classroom can also help create a friendly and positive atmosphere where seat arrangement can differ from game to game, and thus cause diversity from the norm which can be extremely helpful in keeping an exciting learning environment.

Third, the reason most people want to learn a language is to be able to use it in real situations, for example when travelling. According to Langran and Purcell (1994:12~14), games can be a very good way to practice this skill because they can easily be used to reenact various situations from real life and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a bigger role, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also that allows students to do more on their own, and that can very well result in an increase in their confidence level.

Fourth, language students need to be exposed to the language in a variety of situations, which is a need games can fulfill. Language students also need to be ready to take on the experience, keeping their minds open and being willing participants. Again, games make this possible.

Fifth, language students need to be emotionally involved, meaning they need to feel something while they are exposed to the language. Strong emotions, such as happiness, excitement, amusement and suspense allow students to feel positively about their learning situation and are therefore likely to have a positive effect on language learning.

Sixth, games are good for shy students and students with low confidence, and that applies specifically when playing takes place in smaller groups because they get a chance to speak in front of fewer audiences instead of having to express themselves in front of the whole class. Langran and Purcell (1994:15) state that:

“It is sometimes easier to open up and forget the shyness when playing a game because the atmosphere is not as serious and more emphasis is put on fluency rather than grammatical correctness”.

Seventh, games can be a good strategy when teaching various subjects because they are very likely to spark interest amongst students. According to Sigurgeirsson (1999:80), games can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work. A study that was undertaken in Iceland in 2006 by Laufey, et al (2006:34) shows clearly the need for diversity in schools. Many participants in that study complained about the lack of diversity, and that they wanted more of it in order for their learning to become more fun and progressive in their school.

Finally, using games in the classroom is important because many children do not get enough opportunity to play during their free time, which can be traced to the rapid changes in our society. According to Mashedier (1989:3), cities are getting bigger and traffic is getting heavier which means that more and more parents are hesitant to let

their children play outside. Also passive activities such as watching television, or the computer screen are seen as being more exciting than actually physically playing, so today the sight of children playing various games in groups outside is becoming much more rare than it was 10, 15 or 20 years ago. This is not a good development, and it can have several bad consequences for our society. One possible consequence is that the lack of movement can cause health problems because even though not all games are physical some certainly are. Another consequence this change might have is decreased social skills because, according to Cole and Lightfoot (2005:56), children's games reflect society and that by playing games children learn many of society's rules and regulations.

2.1.1.2 Utilization of Communication Games

Even though games are usually started with the aim of having fun, they can sometimes end badly, for example if someone gets carried away with all the fun and says or does something that hurts someone else or his feelings. According to Sugar (1998:16), when games are used in the classroom the teacher must keep this in mind and control the game in the right way. Also he or she must make sure that every participant has a positive experience because the classroom must not become a place where students feel vulnerable or picked on in. Another thing that is important to acknowledge is the fact that not all games fit the classroom environment, or all groups of students, and that it can be hard finding the right game. In fact, it is good to keep in mind when selecting a game that a recipe for a good educational game is one that balances both fun and challenge.

Another point according to Sigurgeirsson (1995:32), teachers need to keep in mind is to choose wisely when they come to select a game to use in the classroom because; although one game might be perfect for one teacher or a particular group of students it can be terrible for another teacher or group of students. First of all, Jones (1998:14) states that the teacher has to look at the group that will be participating in the game and he or she then has to set out a goal for the group which the game should aim towards. Selecting an appropriate game for a specific group of students who are

working towards a specific goal can be tricky because, for example, they need to make sure that the game is relevant to the subject, that it fits their students' age and, teachers must remember not to select a game that is too complicated because that might result in a loss of interest amongst the students, or even defeat.

Also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. According to Langran and Purcell (1994:15~19), during the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the student's time to reflect upon the game and how it turned out. It is important for teachers to know that augmenting a game is allowed and can certainly be necessary in some cases. In this respect, Hadfield (1990:22) explains that:

“more difficult games can be made easier so they become challenge instead of being too hard for less skilled or younger students and vice versa.”

Although games can usually be modified to suit students of various ages, there are certain characteristics in games that appeal to children within specific age's groups. According to Guomundsdottir (1987:6), for children of age (6-8 years) repetition is very common in games, rules are often few, and the games usually do not take a very long time. When it comes to children of age (9-11years) they have patience for longer games, which often include much more suspense. Also when children reach this age they start to be able to augment the games themselves, for example to bend the rules to make the game more suited for their group. For children older than 12 years games are often much more planned and they often emphasize teams and teamwork.

2.1.1.3 Games Planning versus Teacher's Role

It is important that the teachers choose the right game for the right topic order to make it beneficial for the students. For the planning process, there are several steps,

which teachers need to make to ensure they have the right game for their language class.

Step (1) is identifying the purpose of a game. Is the teacher using the game to prevent boredom or is he or she using the game to practice new vocabulary or a grammar topic, that is to say, reinforcing the language material?

Step (2) is considering the level and complexity when choosing a game. The students might quickly lose interest if the game is too easy and they might not benefit from the game if it is too difficult for their level. Finding the right balance is the key.

Step (3) is considering the size of the classroom, the equipment required, and time available when choosing games. Some games require a bigger space. For instance, games based on total Physical Response and keep the students moving.

Step (4) is explaining the rules of the game as clearly as possible. This requires that the teacher understands the game himself or herself. First, it might be necessary to switch to the first language in order to make sure everyone understands the rules prior to playing the game. Finally, the teacher needs to walk around, monitor the activity, and provide feedback as needed. It is important to keep the interruptions to the minimum to avoid taking the time away from the activity. Sometimes, it is best to take notes and address the class as a whole once the activity is over.

To keep the game appealing, it is important to ensure the learners have understood the language content required to play the game as well as the rules required to play the game. Here are some steps to promote successful execution of the games in language classroom:

Step (1) Teachers need to demonstrate how to play the game. The teacher can select a group of students to show the rules of the game.

Step (2) Teachers should clarify key vocabulary, useful phrases, and concepts prior to playing the game.

Step (3) Teachers need to provide clear guidance. It is beneficial to provide a demonstration instead of explaining all the steps, which can make it difficult for the learners to remember.

Step (4) It is beneficial to use games language learners already know.

Step (5) Teachers ensure that games are based on revising and recycling previously studied content, rather than introducing a new content.

Step (6) Teachers should divide the students into groups that are diverse in terms of language proficiency, so that the more proficient members can help others.

Step (7) Teachers need to provide the students resources they need to play the game.

2.1.1.4 Types of Communication Games

Various types of communication games can be included in teaching to stimulate students' talking and involvement in the classroom interactive communication. Hadfield (1990: 15~18) states ten types of communication games which are shown as follows:

(i)- Information Gap Activities

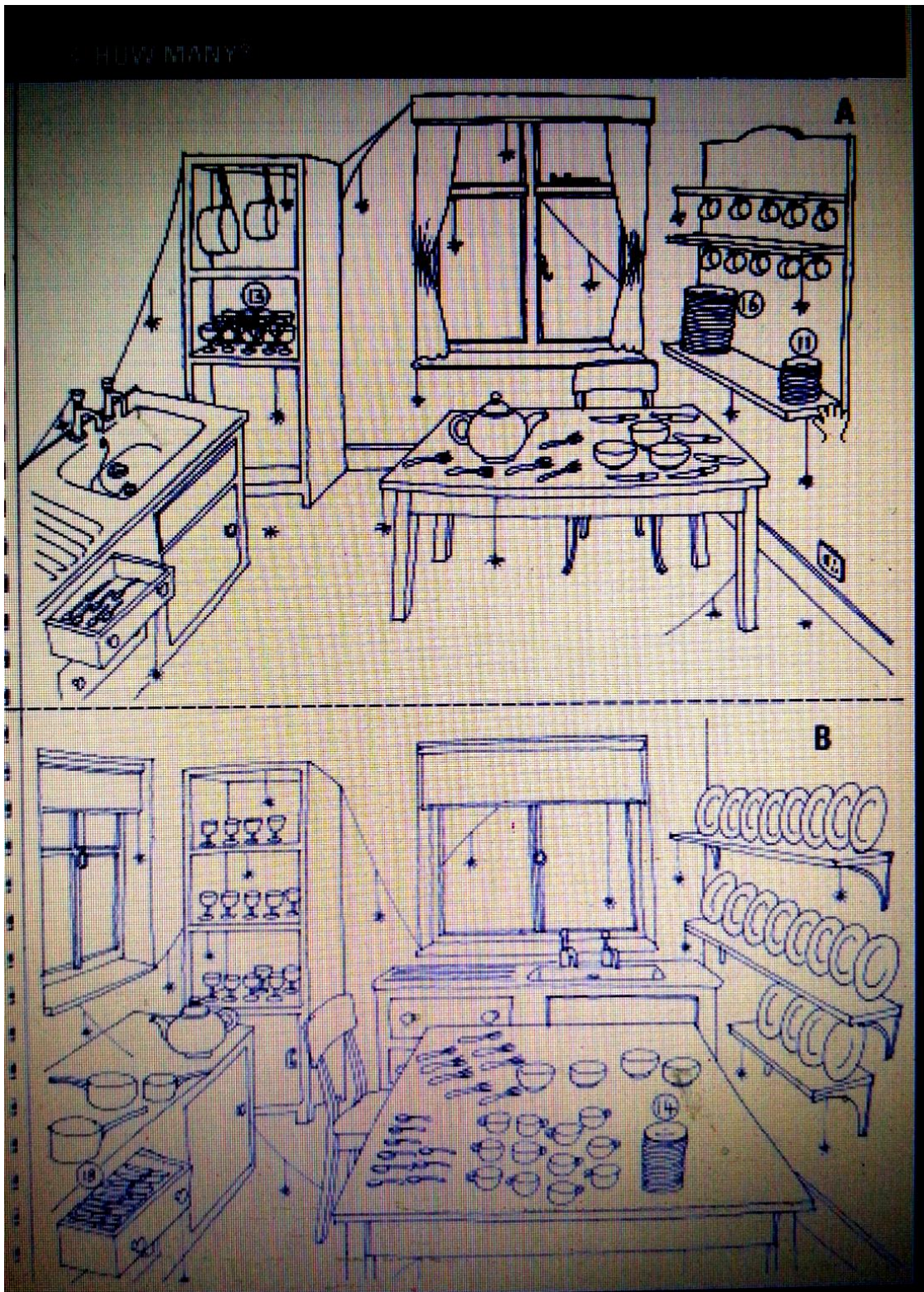
In information gap activities, one student has an access to some information that another student does not know. The latter must find or know that piece of information to complete a task successfully. Or, both students have information that they must gather to solve a problem. This type of games can be played in pairs, or in small groups where each member has some information.

(ii)- Guessing Games

Guessing games are not much different from information gap activities, and they may be one of its variants. In this game, the student who has the information does not reveal it, while other students or players guess what this information might be.

(iii)- Search Games

This game may also be a variant of information gap game. It is a game in which every student in the class has one particular piece of information. Players must gather as much as possible information to fill in a questionnaire or to solve a particular problem. Thus, each student is a giver and a collector of information at the same time.



Source: Beginners' Communication Games- Buckley(2001)

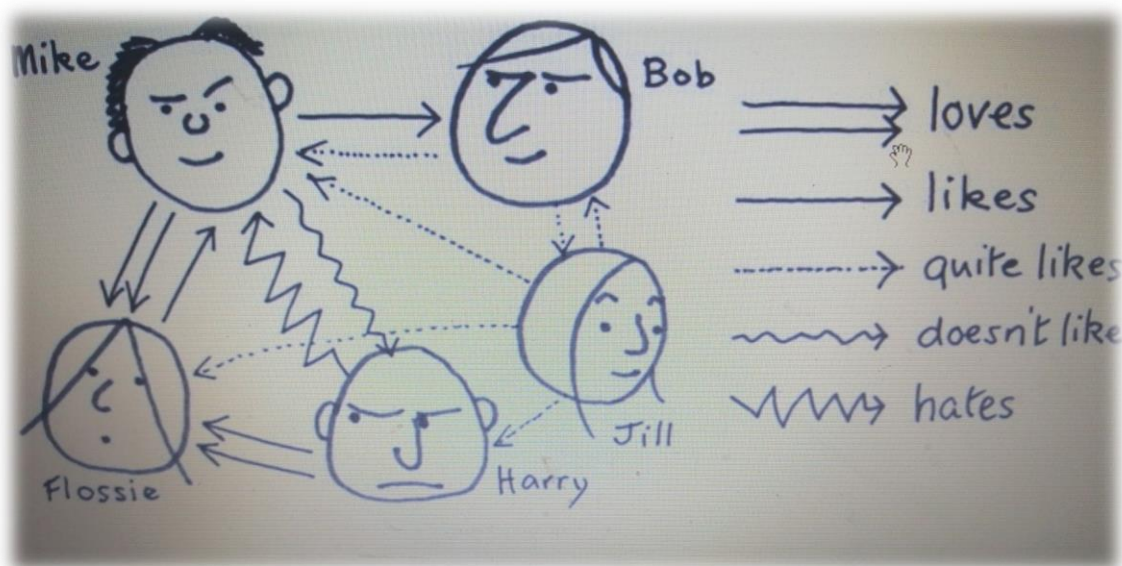
(iv)- Matching Games

They are activities in which students match pairs of similar cards or pictures. This kind of games can be played either as a whole class activity where students keep

calculating until they find a partner with a corresponding card or picture; or as a pair work or small group activity where learners choose cards or pictures from a selection, and match them by their partners from the same selection.

(v)- Matching-up Games

They are activities which are based on 'jigsaw' or 'fitting together' principle. In matching-up games, each participant has a group of opinions, wants, possibilities, and preferences which he or she uses as arguments while discussing with the rest of the group until they arrive to an agreement.



Source: Games for language Learning- Wright (2003)

(vi)- Exchanging Games

Exchanging games are activities based on 'barter' principle. In these games, students exchange ideas, articles, or cards in order to make a satisfactory exchange to both sides.

(vii)- Exchanging and Collecting Games

They are an extension of exchanging games. In these games students have particular cards and articles that they exchange with other players for completing a set.

Exchanging and collecting games can be played as a whole class activity where students exchange and calculate cards or articles at random; or an inter-group activity in which every small group collects a set of cards or articles, and then exchanges them with other groups.

(viii)- Combining Games

In combining games, players arrange themselves in groups such as families or a group of people spending holidays, and act on a certain information.

(ix)- Arranging Games

Arranging games are also called sequencing games or ordering games. They are games in which learners act on particular information in order to arrange items such as picture cards, events in a narrative, or players themselves in a specific order.

(x)- Board Games and Card Games

They are very common and familiar games in which the aim is round the board. Players can start by gathering most cards, or get rid of unnecessary cards first. The cards and squares exposed on the board are used for motivating students to communicate.



Source Elementary Communication Games Betteridge (2006)

The above games may include puzzle-solving, role-play, or simulations. Puzzle-solving activities take place where students share or gather information in order to solve a problem. Role-play, on the other hand, occurs when players are given the name and some features of an imaginative character; but these are not role-plays in their true sense. Other games may include simulation. This occurs when the classroom becomes like a real life situation such as a street, a hospital, or a hotel (ibid).

Elgood (1996: 46) has another view concerning the division of types of communication games. He suggested that communication games should be divided according to their nature and aim into five categories: (1) games that focus on an accurate description and the limitations of the spoken word;(2) games showing the need for preparation and planning of communication;(3) games about the psychological aspects of communication;(4) games about the organizational aspects of communication; and (5) games about the cultural aspects of communication

Communication games that can be used by teachers to provoke communication in their language classrooms, and to have their students involved in classroom interaction, are numerous and various. Here are some examples of such a kind of games which have been illustrated by different scholars:

First: *The Game “What Would You Do?”*

According to Stringer (2009:31), it is a game that lasts for 45-60 minutes, and which contains at least four sections. Materials needed in this activity include post-it notes, pen or pencil for each group, communication styles handout, and four pieces of poster-size paper (each of which contains a situation). Each section constitutes a small problem, so that players imagine that they are in a given situation and are looking for a way to get out of this difficult situation through asking the question: What would you do?. For example, a student imagines that he has been asked to prepare a one-hour presentation. A day before the presentation, a colleague has come to him, and said that he has just ten minutes for the presentation. Hence, he feels frustrated because of the sudden change. So, *what would he do?*. The objectives of this game are to describe a range of appropriate responses in a given scenario, and more importantly, to explore the different communication styles in a group.

Second: “*The Three Wishes Game*”

According to Hadfield (1990:23), it is an information search game that can be played in groups of three or four. Each group receives one set of picture cards and cuts them up. Those picture cards must be gathered in a pile and put in the center of the group. The first player takes the top card and looks at it without showing it to his or her colleagues. He or she, instead, makes them guess what the card may contain. After that, he or she gives them a definition for the person, object, or place included in the card. The first player who guesses it correctly, he or she gets the card, and if no one guesses the player holding the card can keep it. At the end of the game, the one who collect the largest number of cards is the winner.

Third: *Parents' Power Game*

In this game, it is best to divide students into groups of about 8-10 people. Every student in the class should be given one copy of a questionnaire. After filling in the questionnaires, students will be put into groups, and will be asked to line themselves up in order, according to who has the strictest parents (ibid xvii).

Fourth: *The Game "It Wasn't Me, Officer"*

In accordance with the afore-mentioned source (ibid), it is a game that can be played with any number of students. The teacher should give every student in the class one role card. This latter must be either a thief card or a police card. The number of thief cards must correspond to the number of police cards. When distributing the cards, the teacher should not mention the word thief or police to his or her students, but simply say that they are at a party in which they know some people, and they introduce themselves making polite conversation about their hobbies, interests, and so on. Therefore, the police can identify their suspects among the present people. At the end of the game, the teacher asks the students with the police cards to come and identify their suspects, with reason. Thieves must confess if they are correctly identified.

Fifth: *The Game "Suggestive Shapes"*

It is a game that can be played in pairs. Every student in the class should have one copied sheet of pictures. In each pair, one student takes an intact sheet of pictures, while the other takes cut up pictures. Student (A) looks at the intact sheet, without showing it to his or her partner, and describes each of the pictures in order by saying what it resembles, for instance, it looks like a witch's hat, for example. According to student (A) description, student (B) should select and arrange the pictures he or she has in the right order (ibid xxi).

According to the website, there are different types of communication games such as:

- I. communication games for couples
- II. communication games for autism

III. communication games for teams

IV. communication games for work teams

V. communication games to play on zoom

Communication games for couple are a fun way for couples to learn helpful methods through team interaction. The main objective of communication games or exercises for couples is to make them better lovers through communication, because so many couples lack the basic skills for effective communication. Communication skills do not come naturally to most people, however, they can be difficult to train. Books and lectures only get the learners so far, but like most learned skills, practice makes perfect.

Some communication games do promote communication within the group. After that, a feedback session can take place, which shows who communicated well with whom.

Good communication is critical within a group and can decide whether the group harmonizes or not. Therefore, it is advisable that the group repeatedly plays this kind of games to promote and expand continually the team spirit. There is a relation between communication games and activities.

2.1.1.5 Advantages of Communication Games

It has been proved by many scholars that communication games and language games in general have a great importance in facilitating language teaching. They are not just activities to which learners are exposed for entertainment or passing the time, but they are main activities for language teaching. In this context, Lee (1986: 13) points out that:

“games should not be considered as ‘marginal activities’ used when the class has nothing important to do.”

It is worth mentioning that the use of games in the classroom has many advantages. Carrier (1980: 6) mentions some of them as follows:

Games give a variety of tools to facilitate the teaching-learning process; in other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.

Games are flexible, it means that they can be used for teaching any aspect of the language. One game can even be used to teach two or three language features at the same time. It is just a matter of adaptation considering the students' level and the objective of the class.

Games make the lesson less monotonous, as they provide a great variety of class activities which help to maintain students' attention and interest in the language without getting bored.

Games raise the students' motivation in such a way that students enjoy their learning so much that they might not realize they are doing so.

Games make students produce language subconsciously. This means that students learn and/or review any aspect or ability of the language, at the same time, they focus their attention on succeeding in playing. In other words, they concentrate on the excitement of winning. Students produce the language without worrying if they are doing right or wrong; they just produce it and achieve it.

(F) Games stimulate students' participation and give them confidence.

This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfill the goals of the class, indeed.

(G) Games transform the teacher's role from that of formal instructor to that of an organizer or/and moderator of the class. In other words, games reduce the domination of the classroom done by the teacher. Ergo, there is not too much teacher talking time any more, only the necessary to model and moderate the activity. The teacher mainly

observes students while they carry out the activity rather than exposing, explaining and correcting.

(H) Games can also serve as a testing mechanism because they expose the students' weaknesses and strengths. This usually comes while the teacher is observing the performance of students in a game. The teacher takes notes about students' mistakes and weak points to give an adequate feedback. Of course, as games generally focus on one language aspect to practice or improve in the class, this cannot be a tool to be used as formal evaluation.

2.1.1.6 Characteristics of Communication Games

It is necessary to clarify that communication games have a multiple characteristics or traits. Paraphrasing what Wright (2006: 2~6) has mentioned, their characteristics are discussed as follows:

(i) *Motivating and Enjoyable*

Communication games are very motivating and stimulating activities for language learning. These games motivate and make the learners more interested in what they do in the classroom. They also motivate and make the learning process more stimulating and enjoyable. In this respect, Dornyei (2001: 72) declares that: "*communication games are key factors that maintain and make learners' involvement be funny and joyful*". So, games guarantee the students' engagement and participation in such a kind of classroom activities.

(ii) *Involving*

Communication games encourage students to get easily involved in classroom discussions. Lee (1986: 4) claims that: "*communication games encourage and increase the learners' active involvement.*" Students' engagement and participation can be either within small groups during the process of the game, or with the whole class after the game. At the same time, Bond (1986:13) reveals that "communication games are particularly important for those learners who suffer from self-

consciousness because they encourage them to overcome this problem through creating opportunities for less conscious participation”.

(iii) Flexible and Relevant

Communication games encourage and create an opportunity for language learners to reveal and contribute their own experiences and skills. This makes each group use the game at its own level and way. That is why the learners find that the same game is differently used or dealt with by each group. This ensures that communication games are flexible and relevant activities that accept changes and belong to its users (ibid 14).

(iv) Rendering an opportunity to Experience Language

Communication games offer students the opportunity not only to study the language, but also to experience it. They create contexts for meaningful communication and for the use of language, and therefore, students find themselves obliged to understand what other classmates say, and to speak or use the language to express their ideas and points of view.

(v) Offering an opportunity to Learn New Language Items

In communication games many items are repeated, so that learners can assimilate them automatically. Many games are similar to drill exercises because they provide repeated occurrence and use of specific language structures. However, games are probably better than drills because they contain emotions and language meaning.

(vi) Facilitating the Learning

Learning is a very hard task because it is a complex process that requires the learners to do many things at the same time. The learners are obliged to concentrate, understand, think, repeat, adapt, and use the new knowledge in different situations. Communication games help them to overcome boredom, and to keep interested in learning.

2.1.1.7 Approach of Communication Games

Communication games have almost the same steps of other kinds of language games. As far as an approach of communication games is concerned, Bond (1986: 24) suggests the following steps for dealing with language games:

(i) *Introducing the Game*

The first step that the teacher is required to start with is to introduce the game to his or her students. He or she should firstly explain the instructions clearly to the learners or to give them a general idea about the game. Then, the teacher should allocate the roles in order to make the learners aware of the tasks they are going to tackle. After that, he or she should refer to the ground rules. That is to say, the rules or the laws of the game that the students have to follow should be clearly stated.

(ii) *Activity*

At the level of this step or stage, the teacher becomes an active participant in the game. That is, he or she participates with his or her students in performing the game instructions. Before asking students to start performing the task, the teacher can, for example, use his or her own participation as a model for others. The teacher may also help students to adopt and develop the game in accordance with their own interests and needs. The game may be exposed to some changes that will later be negotiated for planning other activities.

2.1.1.8 Some Practical Considerations for Integrating Communication Games

In order for communication games to be successfully played, the teacher should make a careful preparation taking into account some basic practical considerations that can help him or her to obtain better results:

(i) *Classroom organization*

For facilitating the work in groups and pairs, the classroom should be well organized and rearranged. According to Jones (1995: 32), traditional front-facing rows of desks can be useful; in pair work, players can join students sitting next, behind, or in front

of them, while in group work, two students can turn their chairs round facing the two other ones behind them. The teacher can also join three students instead of two when the number of the class is uneven. In this case, two students play against a third one. On the other hand, Hadfield (1990: 6) claims that it is much better to arrange the desks in a U-shape where the students can work with the other students sitting next to them for pair work, and for group work, some students can move their chairs inside the U to face the other students belonging to the same group.

According to Lee (1986: 4~ 5), organizing and dividing students into groups in each occasion is a waste of time, and may cause problems of belonging to some students. Thus, it is better for learners to stay in the same group throughout the whole year. In this case, change is acceptable only if some members are absent, or they are all weak when there is a point-scoring. Moreover, it is enough for each group to contain four or five students in order for the teacher to get from one group to another easily. However, if the classroom is overcrowded, it is better to divide students into teams rather than groups or pairs. A team is larger than a group, and it may contain more than twelve members. Besides that, if the teacher decides to name the groups, he or she had better choose a suitable and pleasant name for each group or team such as the group of Lions and the team of Tigers. Colors and letters may also be used to name groups.

(ii) Time Limits

The notion of time is also important in practicing communication games. Hadfield (1990: 7) argues that the average time that must be devoted to most games is from twenty to thirty minutes for each game, depending on the players' number. On the other hand, Jones (1995: 12) claims that even if it is undesirable, it is better for the teacher to put a time limit for the majority of games, and to stop students even if they have not yet finished because, in addition to the obvious difficulties of students' finishing at different times, the teacher will have some difficulties in checking each group in isolation. So that, he or she had better limit the game time, and check the whole class at once.

(iii) The Role of the Teacher

In these activities or games, the teacher can work as a coordinator who is mainly responsible for preparing materials, explaining the task or the activity, and checking the students' answers at the end of the activity. The teacher can also act as a listener and a monitor who goes round the classroom and checks the progress of the game, and who interferes only when it is so necessary because when the game starts, students depend on themselves to carry out the task (ibid). Hadfield (1990: 8) also claims that the teacher can act as a resource and a monitor who moves from one group to another in order to provide students with the necessary language, and to note errors without interrupting or correcting in order not to disturb and hinder fluency.

(iv) Stored Materials

In communication games, and according to Jones (1995:13), two types of photocopied material may be used: papers or handouts which students write on while answering the game, and others which they use but do not write on. The latter type may be reused for several times, so that, it should be kept durable. One way of doing so is to use thin cards that can be easily stored in isolated envelopes after use.

(v) Students' Participation

One of the most occurring problems that teachers face when integrating games in their classrooms is that of students' refusal to participate in such a type of activities. This may be the result of shyness, lack of self-esteem, or any other factor. Whatever the causes might be, teachers should look for the appropriate ways to overcome this problem and provoke students' involvement and communication.

According to Lee (1986: 10~ 11), there are several ways the teacher may use to make his or her students participate in games. Some of them are: giving students few minutes to think and to prepare themselves, writing some words or phrases that may help them to remember, whispering suggestions or writing some words on a sheet of paper and passing it to students who do not know what to say, distributing attention to the whole class and not only to good students and giving hints to shy or slow-to-

speak students, asking students to play the game again, and encouraging shared or mutual help within the class, team, or group.

(vi) Scoring

Scoring is the most motivating part in a game because it stimulates students to participate, to get involved, and to do their best for achieving better results. According to Lee (1986: 7~ 9), it is better for teachers to use different methods of scoring, and to give points for right or successful answers than taking them from failed ones.

There are several ways of scoring which are mainly divided into two types: visual scores and non-visual scores. In visual scores, the teacher can use images or things to represent the scores. For example, he or she can use symbols such as simple trees, ducks, fish, or fruit for each point along a horizontal line. Those symbols increase as the scores increase. On the other hand, in non-visual scores, the teacher can drop stones, marbles, or peas into bags; place nuts, beads, or beans into bowls; or lay sticks in bundles. In games where there are only winners, the teacher can for example represent the score by a house or a tower built up stone by stone on the board, each stone represents one point, and the winner is the one who has the biggest or the highest building (ibid).

2.1.1.9 Communication Games versus Culture

Huizinga (1950:34) states that: “*play is older than even culture, since animals also indulge in play*”. Different cultures played similar games with their own versions. For example the game called *Mankala* is played in different variations throughout sub-Saharan Africa, Middle East, Central, South and Southeast Asia. Townsend (1979:42) also mentions that “the diffusion of *Mankala* could be either from Africa to Asia or vice-versa or “multiple independent inventions” and scholars could not determine the origin or the date exactly”. At the same time, Murray (1913:16) mentions that “chess or the war game was first played in ancient India and later spread to other parts of the world”. All these ideas suggest that strategy games were an integral part of ancient civilizations.

Anthropologists like Roberts, Arth and Bush (1959:13) mention that:

“Throughout the history of mankind, games met general human needs and they analyzed about 100 different tribes from a wide geographical distribution and cultural variability. They argued that games are intertwined with various needs of the society”.

According to Roberts et al (1959:22), many games of physical skill simulate combat or hunting, as in boxing and competitive trap shooting. Games of strategy may simulate chase, hunt, or war activities, as in backgammon, fox and geese, or chess. The relationship between games of chance and divining (ultimately a religious activity) is well known.

Some scholars linked games to the political systems followed in various cultures. Games that employ strategy are attributed to having a strong relationship to sociopolitical structures. In this respect, Peregrine (2008:18) claims that *“a game of strategy has been viewed as a tool for socialization of children in the norms of their native culture.”*

According to Kyle (2007:15), in ancient Greece, in order to get social recognition, apart from being valorous, a man has to be good at sporting events as well. Romans were also very passionate about games and their popularity, scale, and architecture.

Huizinga (1950:24) has shown that from Greek to Roman to the Middle Ages to the Renaissance, in every phase of the world’s civilizations, play has been personified in various art forms such as architecture, sculpture, poetry, and such others. He further said that real civilizations cannot exist in the absence of play-elements. From ancient cultures to present day civilization, games have not only been viewed as a means of entertainment but also an important thread in the social fabric.

2.1.2 Concept of Communication Skills

Being able to communicate effectively is the most important of all life skills. It is what enables the person to pass information to other people, and to understand what

is said to him/her. Communication is the act of transferring information from one place to another. It may be vocal (using voice), written (using printed or digital media such as books, magazines, websites or emails), visual (using logos, maps, charts or graphs) or non-verbal (using body language, gesture and the tones and pitch of voice). In practice, it is often a combination of several of these. Communication skills may take a lifetime to master. There are many things that people can do easily to improve their skills and ensure that they are able to transmit and receive information effectively.

Communication skills are abilities a person can use when giving and receiving different kinds of information. While these skills may be a regular part of people's day-to-day work life, communicating in a clear, effective and efficient way is an extremely special and useful skill. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media. The importance of developing good communication skills can help all aspects of human life, from one's professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. Communication skills can improve the quality of life. They are needed in almost all aspects of life: professionally, if a person is applying for jobs or looking for a promotion with his /her current employer, he/she will certainly need to demonstrate good communication skills. They are needed to speak appropriately with a wide variety whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor the language to the audience, listen effectively, present the ideas appropriately, write clearly and concisely, and work well in a group, As a person's career progresses, the importance of communication skills increases; the ability to speak, listen, question and write with clarity and conciseness are essential for most managers and leaders. In personal life, good communication skills can improve the personal relationships by helping a person to understand others, and to be understood. Communication skills can also ensure that a person is able to manage

interactions with businesses and organizations. Communication is a two-way process. In other words, it involves both the sending and receiving of information. Therefore, it requires both speaking and listening but also developing a shared understanding of the information being transmitted and received. Communication is an active process, There is nothing passive about communication, in either direction (the sender or recipient)

Verbal communication and effective speaking have something to do with reflection and clarification are both common techniques used in verbal communication to ensure that what people have heard and understood is what was intended. Reflection is the process of paraphrasing and restating what the other person has just said, to check that people have understood. Clarification is the process of seeking more information to inform people's understanding, for example, by asking questions. Finally, two specific areas where people will need verbal communication skills, and which are worth considering separately are making a speech and in conversation.

2.1.3 Concept of Communicative Language Teaching (C.L.T)

Communicative Language Teaching or the Communicative Approach is an approach to foreign or second language teaching which focuses on the idea that language should be learnt through communication. According to Richards and Schmidt (2002: 90), C.L.T is “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities”.

Unlike the preceding approaches and methods to language teaching which viewed language learning as merely memorization and repetition of language structures and forms, communicative language teaching stipulates that students should be taught communicative competence rather than linguistic competence. That is, learners need to learn not only how to form grammatically correct sentences, but also how to

communicate appropriately. Hence, teaching the grammatical aspect is insufficient for knowing and using a language.

However, focusing on communicative competence does not mean that Communicative Language Teaching neglects grammatical competence. But, C.L.T considers it as a part of communicative competence and teaches it implicitly. According to Al-Humaidi (2013: 20), since C.L.T focuses on meaning rather than form, the language form is learnt through meaning and not the other way around. And, this is what makes this approach distinctly different from the other structural methods.

Richards and Rodgers (1986:16) claim that Communicative Language Teaching should be viewed as an approach rather than a method (qtd. in Al-Humaidi 2013: 11). Rodgers (2001:10) explains the differences between a method and an approach. He argues that:

“The approach is a much broader concept which includes language teaching philosophies that can be differently perceived and used in teaching, while the method is a limited stable teaching process including specific techniques and activities”.

2.1.3.1 Background to Communicative Language Teaching

For many years, language teaching was dominated by traditional approaches and methods such as the Audio-lingual Approach in the United States and Situational Language Teaching in Great Britain. According to Richards (2006:6), traditional approaches were based on the belief that learning a language requires learners to master grammatical competence. This basic competence was taught directly through drilling and memorization of language structures and rules. Therefore, grammatical rules were taught in a deductive way. The teacher presented his or her students with the language structure then he or she gave them the chance to practice using those rules.

However, according to Richards and Rodgers (1986:64), traditional structural theories were unable to provide an inclusive description to language. That is, Audio-

lingual and Situational Language Teaching approaches focused only on the form of language and neglected another broader aspect of language: the functional aspect. This is what was argued by the American linguist Noam Chomsky who declared: “the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language-the creativity and uniqueness of individual sentences”. They thus failed to help language learners to be competent speakers in the target language.

After Audio-lingualism had been refused in the United States in the mid-1960s, British linguists started questioning the reliability of the Situational Language Teaching approach. By the end of the sixties, Situational Language Teaching became no longer useful in teaching the language. Howatt (1984:19) claims that: *‘There was no future in continuing to pursue the chimera of predicting language on the basis of situational events’* (qtd. in Richards and Rodgers (1986 : 64).

What was rather needed in language teaching was a focus on the functional and communicative aspects of language. Richards, (2006: 9) states that for the mastery of language ability, language learners needed to be communicatively competent and to know how to use the language appropriately for several communicative purposes such as giving advice, and making requests, and not only to know how to form grammatically correct sentences. This led to a shift in language teaching from teaching pure grammatical competence to emphasizing communicative competence instruction, and therefore, to the emergence of Communicative Language Teaching.

Communicative Language Teaching (C.L.T) came as a reaction or a re-evaluation to traditional approaches to language teaching. In this context, Savignon (2004:4) states that C.L.T was derived from the work of many educators in different disciplines such as the work of John Firth, M. A.K. Halliday in functional linguistics, the American sociolinguists Dell Hymes, John Gumperz, and William Labov in Sociology and John Austin and John Searle in the field of Philosophy.

Another cause for the emergence of the Communicative Approach was the rise of European countries interdependence. Richards and Rodgers (1986:65) say that when the number of immigrants and foreign workers increased, the Council of Europe, a regional organization for cultural and educational cooperation, decided to create a syllabus to teach adults the major languages of the European Common Market. After much consultation and investigation undertaken by some experts, the idea was to develop a communicative syllabus for language teaching.

2.1.3.2 Principles of Communicative Language Teaching

There are some major principles of Communicative Language Teaching. They can be discussed as follows:

(i) *Language is learnt through communication*

The primary and the main principle in C.L.T is that language is taught through communication. Richards and Rodgers (1986: 69) argue that C.L.T “starts from a theory of language as communication”, responding to what Hymes referred to as ‘communicative competence’, and contrasting what Chomsky referred to as ‘linguistic competence’ which is concerned with an ideal speaker and listener who knows the whole language perfectly avoiding any kind of errors to apply this knowledge in a perfect performance in an idealized situation, or, in other words, to produce grammatically correct sentences. Hymes’ communicative competence refers to the speaker’s ability to communicate appropriately in a given speech community. Schmidt (2002: 94) states that:

The second major principle in C.L.T is that students should be exposed to authentic use of language and engaged in meaningful communication. Widdowson (1979:11) claims that, Communicative Language Teaching focuses on the use of authentic learning activities and materials in meaningful communication acts (qtd. in Zang 2012: 117). Authenticity means “the quality of being genuine or true” (Oxford Learners Pocket Dictionary 2008: 24). It refers to the extent to which something is natural and real. Many Proponents of C.L.T agreed upon the significance of the

authenticity of the learning situation for improving the learning process. Corder (1981:32) for instance, claims that using language in real situation, and giving students the opportunity to perform authentic communicative functions are of great importance. Benati (2009: 68) also argues that teachers should maximize the use of authentic materials, and have his or her students prepared for the real language outside the classroom. Meaningful communication is also one of the key factors that promote language learning, and that C.L.T focuses on. According to Richards (2006:22), communication is meaningful when the content being dealt with by students is relevant.

“Teaching language as communication is what makes the communicative approach completely different from other traditional approaches which focused on form rather than meaning”.

Finocchiaro and Brumfit (1983:23) state that the most significant characteristic that makes communicative language teaching different from the audio-lingual method is that this latter views language learning as a mere learning of sounds, words, and sentences, whereas language learning in C.L.T is learning to communicate (qtd. in Richards and Rodgers 1986: 67). According to C.L.T, students will be communicatively competent if they are taught through communication. Patten (2003:10) claims that the more learners are engaged in communication, the more their communicative ability will improve (qtd. in Benati 2009: 60). Therefore, teachers should maximize communication in their language classroom.

(ii) Learners’ Engagement in Authentic Use of Language and in Meaningful Communication

purposeful, interesting, and engaging. Furthermore, Richards and Rodgers (1986: 72) indicate that the learning process is much better sustained when learners are exposed to meaningful language, because it facilitates the learning of foreign language.

(iii) Significance of Fluency and Accuracy in Language Learning

Communicative Language Teaching aims at developing both fluency and accuracy of the language learner. According to Richards and Schmidt (2002: 90), one of the basic principles of C.L.T is improving students' fluency and accuracy. Fluency is the ability to speak naturally using stress, rhythm, pausing, intonation, as well as interjections and interruptions. On the other hand, accuracy is the ability to produce sentences that are grammatically correct (ibid 204). In spite of the fact that the communicative approach gives priority to fluency as Finocchiaro and Brumfit (1983:12) argue, it does not neglect the importance of accuracy in learning the language.

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(iv) Communication Involves the Integration of Language Skills

Another principle of Communicative Language Teaching is including and emphasizing the teaching of the four language skills. Richards (2006: 9) states that when C.L.T emerged, grammar became no longer the focus of language teaching, there was rather a shift to the teaching of knowledge and skills.

2.1.3.3 Objectives of Communicative Language Teaching

Like any other language teaching approach, communicative language teaching has many objectives and goals such as developing students' ability to speak fluently, and engaging them in meaningful communication. However, the primary and the overall

goal of the communicative approach, is to develop language learners' communicative competence.

According to Richards and Rodgers (1986: 69), the goal of language teaching in the communicative approach is to develop what Hymes (1972:29) referred to as 'communicative competence'. Richards and Schmidt (2002: 90) also argue that C.L.T is an approach which focuses on communicative competence as the main goal of language learning. In the same path, Savignon (2002:41) claims that the main goal of C.L.T is to develop communicative competence. It refers to the language learners' ability to communicate meaningfully and appropriately with other language speakers, far from reciting dialogues and concentrating only on the correctness of grammatical knowledge. In other words, communicative competence is the knowledge of not only if something is grammatically correct, but also if it is appropriate in a given speech community. According to Richards and Schmidt (2002:90~91), this competence is by itself composed of other sub-competences. Those latter are : (1) grammatical competence which concerns the formal correctness of language ; (2) sociolinguistic competence or socio-cultural competence which includes the knowledge of how to deal appropriately with different types of speech acts such as requests, apologies, and invitations ; (3) discourse competence which refers to the knowledge of how to begin and end conversations ; and (4) strategic competence which refers to the knowledge of communication strategies that the speaker uses for compensating and correcting speech deficiencies and problems. Therefore, a successful communicative teacher is the one who makes communicatively competent students.

2.1.3.4 Types of Activities in Communicative Language Teaching

Types of activities in C.L.T are numerous and unlimited. In spite of being to some extent different, they all share the same objective: to engage students in communication, and to develop their communicative competence. Littlewood (1981: 20) distinguishes between two main types of activities in Communicative Language Teaching: "functional communication activities" and "social interaction activities"

(i) *Functional Communication Activities*

Functional communication activities are those exercises which emphasize the functional aspect of communication, and in which students are asked to use the language they know, even if it is not grammatically accurate or appropriate for a particular situation to get meanings. Examples of such a type of activities may be looking for the similarities and differences found in several sets of pictures, discovering missing features in a map or a picture, completing maps, following directions, and solving problems from shared clues. The principle of this activity is that the teacher creates an appropriate situation for the learners to overcome an information gap or to solve a problem by sharing and processing information in order to find a specific solution or to arrive to a particular decision. The success of functional tasks depends on the nature of the classroom situation.

(ii) *Social Interaction Activities*

In this type of activities, in addition to conveying meaning effectively, students are also required to take into consideration the social context in which the interaction occurs. According to Littlewood (1981:22), social interaction activities are very similar to those communication situations outside the classroom. Because of the classroom artificiality and limitations, the teacher uses some techniques to create different social situations such as dialogues, role plays, simulations, and improvisations. The task is successful when students use functionally effective forms and, more importantly to produce socially appropriate utterances.

2.1.3.5 Learners' Role in C.L.T Activities

Being a learner-centered approach, Communicative Language Teaching requires the learner to be almost independent from their teacher's instruction and continual control. This makes the learners responsible of their learning behavior inside the classroom, and urges them to perform different tasks.

Breen and Candlin (1980:51) claim that learners in C.L.T mainly act as joint negotiators within a group and within the exercises undertaken by that group.

Richards and Rodgers (1986: 77) argue that:

“Students communicate primarily with each other, and that the responsibility in communication is the responsibility of the whole group and not of one particular participant”.

At first, the learners find it very difficult to get accustomed to the ‘heavy’ responsibility of interaction. They may; therefore, lose their self-confidence and become afraid of getting involved in such a type of activities. Therefore, the teacher should take this psychological factor into account, and tries to apply some strategies to make his or her students familiar with those activities. For

example, he or she may check his or her students’ comprehension of the activity, then he or she can perform the task himself or herself with some students for better understanding.

2.1.3.6 Teacher’s Role in C.L.T Activities

Since the learner is the focus of Communicative Language Teaching activities, the teacher’s role in those exercises is less dominant. However, this does not mean that the teacher is a passive participant in classroom activities. Rather, she or he has many tasks to perform.

According to Breen and Candlin (1980:23), the teacher has two major roles in C.L.T activities. The first role is to facilitate the communication process and the various activities and texts. The second role is to act as an independent participant in those activities. Other secondary roles assumed by the teacher are: an organizer, a guide, a researcher, and a learner at the same time (ibid).

The teacher also acts as a needs’ analyst who is in charge of determining and responding to the learner language needs, a counselor who acts as a communicator to match the speaker’s intention and the hearers’ interpretations through paraphrasing,

confirming, and feedback; as well as a group process manager who arranges the classroom situation for communication and communicative activities (ibid, 78).

Littlewood (1981: 19) suggests other roles for the teacher in communication activities. He argued that the teacher's presence in classroom activities represents a psychological support to students, especially those who find a difficulty to be independent participants. Moreover, the teacher may act as a controller who prevents the learners' resort to their first language, and who sometimes corrects some critical errors that may negatively affect the learners' speech. Another important role for the teacher is that of acting as an advisor who provides learners with necessary language items when they are unable to maintain interaction.

2.1.4 Concept of Oral Communication (Speaking Skill)

What is really needed in learning speaking is not only the mastery of the formation of grammatically correct sentences, but the acquisition of the ability to convey meaning, and to exchange ideas and opinions in an appropriate way. That is to say, in addition to the correctness of the language being used, one should communicate appropriately. According to Bizzell (1989:16) in order for learners to communicate successfully, they require more than the ability to present correct strings of language. Successful communication is 'context-dependent', and it is thus fixed in its specific speech community. Thus, in a conversation, the word 'oral communication' is better used to describe speaking. Mojibur (2010: 3) claims that:

“Oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction.”

Thus, oral communication is a unique and learned rhetorical skill that requires understanding what to say and how to say it. Besides, oral communication is a face-to-face verbal interaction that takes place in real time, and that is undertaken by two or more participants in a conversation. It is a complex skill that requires learners to

acquire the ability to select the appropriate words, and to use them in an appropriate manner in accordance with the given context.

Communication is successful only when the speaker and the listener understand one another. The speaker should bear in mind that his or her sent message is just one of thousands of messages received by the listener; so that, his or her words must be clear, and easily interpreted to gain the listener's attention. According to Bizzell (1989:20), the basic aspects of oral communication are stated as follows:

Accuracy

Hammerly (1990:23) points out that one basic aspect of oral communication is the ability to produce correct or accurate language. Accuracy refers to the extent to which the performance of a foreign or a second language learner deviates from a norm. Deviations from the norm refer to the errors the learner makes while producing language.

Accuracy can also be defined as the degree to which the language learner cares about the usage of language. Baker and Westrup (2003: 7), simply state that, accuracy is the ability to produce grammatically correct sentences and expressions. That is, people say about a person an accurate speaker when he or she does not make any errors in grammar, vocabulary, and pronunciation.

(ii) Fluency

Another important aspect of speaking or oral communication is fluency. According to Housen and Pierrad (2005: 12), fluency is “the degree and distribution of hesitation markers (pauses, incomplete words, repairs) in the learners' utterances”. In other words, it is the ability to produce the target language with native-like rapidity, pausing, hesitation, or reformulation (Ellis 2003 qtd. in A. Housen et al. 2012: 2). Therefore, fluency is the speaker's ability to produce a natural speech using stress, rhythm, pausing, intonation, as well as interjections and interruptions.

Research about accuracy and fluency traces its origins at least to 1970. A clear distinction was made in research on L2 pedagogy between these two concepts to

examine learners' communicative proficiency in classroom contexts. Brumfit (1979:45) was the first who differentiated between accuracy and fluency as a starting point to his communicative methodology. At that time, accuracy and fluency were given their working definitions that are still used today.

Many teachers think that accuracy and fluency are opposites. Hunter (2011: 1) claims that teachers find a difficulty in finding the suitable way for developing students' accuracy and fluency because each one of them come at the expense of the other. However, researchers argued that they are not opposites, but they are complementary, and are both needed to be learned by students. Brumfit (1984:33), for instance, claims that accuracy and fluency do not contrast, but complete each other and what makes them seem different are the materials and activities used in the language classroom, as well as the dominance of the teacher or the learner. That is, accuracy is teacher-dominated because it is largely related to the form of language, while fluency is student-dominated because it is related to meaning.

(iii) Communicative Competence

In order for oral communication to be much more effective and successful, one needs to be communicatively competent. Communicative competence refers to the speakers' ability not only to produce grammatically correct utterances, but also to use those utterances appropriately in a given speech community. According to Hymes (1971:22), communicative competence is the most general term that includes all the speaking and hearing abilities of an individual, and that depends on two things: "tacit passive knowledge and the ability for use". That is to say, communicative competence reflects the person's knowledge and ability to interpret other speakers' utterances and intentions, and to use the language in an appropriate way.

The term communicative competence was coined by the American linguist Dell Hymes in 1960 as a reaction to Chomsky's theory of competence and performance to argue that the knowledge of grammar is insufficient for speaking and communicating in a particular language. He emphasized that Chomsky's linguistic-competence

theory could not serve as a relevant component in a theory of real-life communication. Dell Hymes related his view of communicative competence not only to theoretical, but also to practical needs, and instead of the dichotomy of competence and performance, Hymes (1972:43) suggests that:

“For an effective communication, the user of language should consider whether (and to what degree) something is formally possible, feasible, appropriate in relation to its context, and actually performed”.

Canale and Swain (1980:10~13) classify communicative competence into four categories: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

(A) Grammatical Competence

According to Yano (2003:71), grammatical or linguistic competence is the ability to recognize and produce different grammatical forms and structures, and to use them effectively in communication. It is also the acquisition of phonological, morphological, syntactic, and semantic rules, as well as lexical items. That is to say, communicative competence is the speakers’ knowledge of grammar, vocabulary, phonology, and semantics of a language.

(B) Sociolinguistic Competence

According to Richard and Schmidt (2002:90), sociolinguistic competence is the speaker’s ability to interpret and use language with the appropriate social meaning in a particular context. In other words, sociolinguistic competence refers to the knowledge of the relationship between language and its social context, knowing how to use and react appropriately to different speech acts such as requests, apologies, thanks, and invitations, and knowing how to deal with different people in different situations. According to Yano (2003: 77), sociolinguistic competence is the learning of cultural values, norms, and other socio-cultural conventions in social contexts.

That is to say, the learner is required to know about, and to respect the norms of the speech community.

(C) Discourse Competence

Discourse competence is the knowledge of how to begin and end conversations. Richard and Schmidt (2002:91) state that it is the knowledge of rules of cohesion and coherence of various types of discourse. Canale and Swain argued that sociolinguistic rules of use and rules of discourse are very important to understand utterances for social meaning, particularly when the speaker's intention is not easily understood through the literal meaning of his or her utterance.

(D) Strategic Competence

Strategic competence refers to the knowledge of communication strategies that the speaker uses for compensating and correcting speech deficiencies and problems. In other words, strategic competence is the knowledge of verbal and nonverbal strategies to compensate for breakdowns, and to improve the effectiveness of communication (ibid).

2.1.4.1 Nature of Oral Communication (Speaking Skill)

Speaking is a large researchable area in language teaching that has been studied and investigated by many scholars and researchers. According to Brown (2004:140) the definition of speaking is “the product of creative construction of linguistic strings, the speaker makes choice of lexicon, structure, and discourse”. Also, according to Florez (1999:11), it is “an interactive process of constructing meaning that involves producing and processing information”. Hence, speaking is a productive skill that requires knowledge of the used language and that takes place in the course of interaction.

According to Widdowson (1979: 58~59), speaking can be understood in two ways: in terms of usage, and in terms of use. In terms of its usage, speaking is the producing the bits of language such as words and sentences that are grammatically correct by

means of the vocal organs. Here, speaking is simply a productive skill that is expressed through the oral medium. However, in terms of its use, speaking is both productive and receptive. In this sense, it is a communicative activity which occurs in natural communication, and which can be considered as a part of a dialogue or any other type of oral communication.

In the past, according to Yule (1983:32), teaching speaking was dominated by teaching pronunciation, intonation, and other elements of language such as grammar and vocabulary. However, researchers have recently focused on teaching speaking as communication. According to Thornbury (2005:4), speaking is not to know merely the grammar and vocabulary of language, combining correct sentences, and pronouncing them appropriately. Rather, speaking is “interactive and requires the ability to co-operate in the management of turns. It also typically takes place in real time”. This idea was also supported by Harmer (2001: 69) who claims that in order for a learner to speak fluently, he or she has not only to have linguistic knowledge, but also to have the ability to communicate appropriately.

Being a primary means of communication among different people in different situations, speaking is influenced by many surrounding factors. That is to say, the act of speaking is affected by the person who speaks to whom, when, where, and for what purpose. Florez (1999: 16) claims that the form and the meaning of speech is determined by the situation where it takes place, the participants who exchange the speech, and their shared experience, as well as the speakers’ intention or the purpose they aim to attain.

The ability to speak in a foreign language is a very difficult and hard task. It is so because, as Pawlak, Kimczak, and Majer (2011: 14) argued, it requires the learner to have a good mastery of language ‘subsystems’, and to use them automatically and without much thinking in a natural communication focusing on both producing and understanding others’ speech. Speaking also requires the learner to have a sufficient knowledge about the purpose, the manner, and the time to communicate, and to be

skilled in manipulating and controlling interaction. Therefore, speaking skill should be given much focus in the language classroom.

2.1.4.2 Importance of Oral Communication

Speaking is an essential skill that has to be mastered by every language learner. According to Baker and Westrup (2003:20), the importance of speaking can be realized inside and outside the language classroom. Inside the classroom, speaking helps the learners to acquire different forms and patterns of language. Being exposed to different speaking activities, students will unconsciously learn a lot of new vocabulary and grammatical rules. Speaking activities also give students the chance to practice what they have already learnt in the classroom. On the other hand, outside the classroom, speaking provides the learners with the opportunity to experience the language they learnt in different actual life situations. More importantly, people who speak English well are needed by almost all governments, ministries of education, employers, and also by companies and organizations which needs communication within international marketplace. Furthermore, the mastery of the spoken English is needed for finding employments and gaining promotions. Moreover, having the ability to speak in English, students can easily get access to new information in different fields of science and technology, and become very influential members in their countries economic, social, and political development. For all that, both language teachers and learners should take into consideration the importance of speaking, and do their best to improve it.

2.1.4.3 Differences between Speaking and Writing

Speaking and writing are two basic language skills that must be mastered by the language learner. Speaking is producing strings of language using the vocal organs. Writing is a process of creating ideas, organizing them, writing drafts, and polishing those drafts. In spite of the fact that speaking and writing are interrelated processes which have many similarities, they differ from one another in several ways.

The most distinctive features of speaking and writing is that speech is usually spontaneous, informal, unplanned, and open-ended, whereas written texts are often structured, formal, preplanned, and restricted. Cummins and Davison (2007:31) state that:

“Conversations take place in real time usually without planning, while written texts are already planned, and they are not simultaneous. That is to say, they are written in one time and read in another”.

Another difference between writing and speaking is that spoken language is generally simple, while written language is usually complex consisting of complicated sentences and structures.

In speaking, it is easy for the speaker to notice whether the listener received the message or not through the listener’s reaction. However, in writing, the writer cannot notice the influence of his or her text on the reader, so that he or she must focus on the needs and interests of his or her audience. Crystal (2005: 12) claims that in addition to what they say, speakers can rely on other ‘extra-linguistic clues’ such as facial expressions and gestures to check the comprehension of the listener. Writers, on the other hand, cannot receive any immediate feedback. They, therefore, must take into consideration the effects of their writings on different readers in different settings, and how those writings might be interpreted by them.

Speakers use their voices (pitch, rhythm, and stress), pauses and intonation, in addition to their gestures to communicate their thoughts, whereas writers rely only on words to express their ideas. According to Crystal (2005: 31), speaking includes intonation, loudness, rhythm, and other features of voice, whereas writing consists of capitalization, punctuation, and spatial organization.

Cummins and Davison (2007:35) state that spoken discourse is involved and implicit, while written discourse is explicit and individual. In other words, conversations always occur among two or more participants, and depend on the context in which they take place. McCarthy (1993:43) clarifies that daily conversations are involving,

and the negligence of some participants seems to be unfriendly, and it may sometimes cause problems. On the other hand, written texts are often written by one person, and the writer does not usually take into account the context of his or her writings.

Spoken discourse is usually unorganized and fragmented, whereas written discourse is often organized and tight. Crystal (2005: 21) argues that because he or she is obliged to think while speaking, the speaker usually repeats the same words, rephrases, and comments on what he or she has already said using pauses and intonation. Those latter make the speech unorganized, and sometimes unclear. On the other hand, writing is carefully organized and structured, so that the reader can easily identify sentences and paragraphs in the written text.

2.1.4.4 Types of Speaking

There is no single type of speaking. Speaking differs according to the speaker's intentions and needs, as well as the time and the situation where the speech takes place. In this respect, Brown (2004: 141~142) identifies five basic types of speaking:

(i) *Imitative Speaking*

Imitative speaking is the type of speaking in which one only repeats what he or she has just heard. That is to say, to imitate or parrot back another speaker's word, phrase, or sometimes sentence. In imitative speaking, the speaker or the imitator is not obliged to interact with other speakers in an oral conversation, or to convey meaning, or even to understand what he or she has heard. Therefore, imitative speaking does not exceed the phonetic level of oral production.

(ii) *Intensive Speaking*

Another type of speaking is intensive speaking in which the speaker is required to produce short stretches of oral language, so that he or she needs to be to some extent competent in making grammatical, phrasal, lexical, or phonological relationships such as stress, rhythm, and intonation. The speaker's knowledge of semantic properties of language is needed, but interaction is minimal and often not required.

(iii) Responsive Speaking

In responsive speaking, the speaker has to understand what is said, and to be able to hold at most short limited conversations, standard greetings and small talks, and simple requests and comments. In such a type of speaking, the learner usually receives an authentic spoken prompt with one or two questions to reply.

(iv) Interactive Speaking

In interactive speaking, the speaker represents one participant in a larger group of interacting participants. In this case, interaction can be either in a form of transactional language in which the speakers aim at exchanging specific information, or in a form of interpersonal exchanges in which speakers aim at maintaining their social relationships. In the second type of interaction, speech may be pragmatically complex because of the use of casual register and colloquial language, ellipsis, slang, and other sociolinguistic conventions. This feature makes interactive speaking distinctive from responsive speaking.

(v) Extensive Speaking (Monologue)

Extensive speaking includes speeches, oral presentations, and storytelling tasks. In this type of speaking, the speaker has the whole time to speak without any kind of interruption from the listener because there is no chance for interaction. Listeners, here, can respond only through nonverbal responses. In extensive speaking, the speech is often planned and formal; however, this does not exclude informal monologues such as casually delivered speech.

2.1.4.5 Classroom's Activities for Teaching Speaking

Different classroom activities are proposed for teaching speaking. They almost all aim at maximizing interaction among language learners, and at developing their communication proficiency. According to Harmer (2001:73~75), the most common activity types used for teaching speaking are:

(i) Discussions

In discussions, students are given the opportunity to express their ideas, and to give their opinions and points of view concerning a given topic or object in front of their teacher and classmates. For many students, being given the chance to speak causes a great problem because of many psychological factors such as shyness and lack of self-confidence. Teachers should therefore take those factors into consideration, and look for solutions to help their students to overcome those difficulties. Harmer asserts that one of the best ways to make students speak in the classroom is the use of the “buzz group”. In buzz group, learners are given the opportunity to discuss their viewpoints among small groups before doing so in front of the whole class. ‘Buzz group’ can be applied in two ways. It can firstly be used for a whole range of discussions in which learners are asked to express their ideas and predictions concerning a particular object or situation such as discussing what should be included in a news broadcast, or predicting the content of a reading text. The other way is through showing students photographs, or introducing topics and asking them to say the first thing that comes to their minds.

(ii) Prepared Talks

Prepared talks are a very common type of activity in which the student chooses a topic, prepares it, and then presents it in front of the whole class. Because of preparation and preplanning, prepared talks are usually formal and written. However, learners had better speak from notes rather than from long texts because they will be reading rather than speaking. Prepared talks are very important activities for both the speaker and the listener provided that they are well prepared and organized.

(iii) Simulations and Role-plays

Simulation and role-play are those activities in which students are given the opportunity to perform or act out a role which to a large extent simulates a real-life situation. Davison and Gordan (1978:28) mention that:

“Simulations are activities in which students are required to play a role of any human interaction or social process. On the other hand, role-plays are activities in

which students are asked to perform short scenes that can be realistic or pure fantasy”.

Harmer (2001: 75) also claims that roles played by students can be either as they themselves are in a particular situation depending on their imagination, or as roles of other characters different from their own. Jones (1982:30) argued that in order for the play to be successfully acted, students acting roles should think of themselves as real participants in real situations. Besides, they should be given the necessary and sufficient information to carry out the activity. The classroom should also be conditioned to simulate the real situation.

Simulation and role-plays are very beneficial and useful tools in teaching and learning. Since they are most of the time funny and enjoying, they motivate students to learn. They also help shy and hesitant students to speak because they feel less responsible of the language they produce. Furthermore, simulations and role plays give the students the chance to use a much wider range of language (ibid 275).

(iv) Acting from a Script

It is a type of speaking activities in which students are asked to perform scripts of a play or a film. Harmer (2001: 75) claims that students can be engaged in activities where they act out scenes from plays, their course books, or even from dialogues written by themselves in front of the class providing that the teacher creates an appropriate atmosphere for the activity. Students should be given enough time rehearsing and practicing their dialogues before their final performance in front of their teacher and classmates. While students are performing their scripts, the teacher can act as a theatre director paying attention to the students stress and intonation.

(v) Questionnaires

In questionnaires, students can choose any topic that seems interesting to them and design a questionnaire. In doing so the teacher represents a resource that helps them in the process of designing. The questionnaire outcomes can take the form of a discussion or a prepared talk. Questionnaires are very useful activities that help the

learner acquire different language patterns through the repetition of those structures, and they thus develop their communication proficiency (ibid 75).

(vi) Storytelling

Storytelling is a type of activities in which students choose a story, prepare it, and tell it in front of the class. Baker and Westrup (2003: 11) claim that:

“Stories in regard to their content, meaning, and dynamic unfolding are so motivating, involving, and engaging. In other words, they motivate students to be active learners, and engage them in classroom interaction”.

Finally, stories are very beneficial for language teaching.

2.2 Review of Previous Studies

This section which is about previous studies is going to focus and discuss the methods and techniques used by other researchers who worked in the same field under concern. It will also provide information concerning the uses of instrumentation, sampling and data analysis. The following ten previous studies can be classified into: (A) local studies, (B) regional studies and (C) international ones.

(A) Local Previous Studies

First Study

This study was carried out in 2009 by Afaf Hashim Ahmed Badri. The researcher investigated; “Evaluation of Using Language Games in Teaching English Vocabulary”. The study was carried out in Sudan University of Science and Technology. The researcher examined the using of games strategy in teaching vocabulary. She came up with a result that the secondary schools teachers have a positive attitudes towards the efficiency of using games in teaching English vocabulary, the difficulties were not big ones, so they can be easily overcome, therefore, the games have significant effect on improving students’ vocabulary achievement. She attributed this to the fact that game is one of the current methods in teaching vocabulary in the ELT world. This study is similar to the present study in

number of aspects such as both studies try to find the role of games in learning and teaching English language.

However, the present study differs from this study in that the researcher is seeking about the influence of using games in promoting speaking skill while the previous researcher in improving vocabulary learning. Moreover, the present study used pre and post-test besides questionnaire in collecting the required data.

Second Study

This study was carried out in 2012 by Ahmed Awad Amin Mahmoud. The researcher investigated; “Using Games to Promote Students’ Motivation towards Learning English”. The study was carried out in An-Najah National University. The researcher examined the role of using games in promoting students’ attitudes towards learning English from the teachers’ perspective. He came up with a result that most of the teachers of English agree that games have influence on the students’ attitudes towards learning and the use of them in the class not just for fun but it also serves many educational purposes such as creative thinking, problem solving, and collaborating work among others. He attributed this to the using of games as encouragers and short warm-up activities not only to sustain attractiveness to learning, but also to bring a real life to learning. This study is similar to the present study in a number of aspects such as both of the researchers deal with games as an effective activity that can be used to solve the problem of learning English language because they are fun and increase the motivation of the students. The present study differs from the previous one in the tools of the data collecting; in the present study the researcher used two tools which are a questionnaire and pre and post test while in the previous one the researcher used a questionnaire as a tool for data collection.

Third Study

This study was carried out in 2010 by Safa Gahallah Omer Altahir. The researcher investigated; “Evaluating the Role of Games in Developing English Language Learning in Basic Schools.” The study was carried out in Sudan University of

Science and Technology. The researcher examined that the SPINE series do not contain enough games, concentrating on the first three books. She came up with a result that there are enough classroom games at the first three books, but the syllabus designers make most of them as a revision, focusing on vocabulary and spelling, also she found that classroom games deal with different learning style and give the pupils chances to learn through their own ways, so they motivate pupils to participate and interact with each other via English language. She attributed this to the idea that classroom games have different ways to enhance English language learning and improve the pupils' language in very useful and joyful ways. This study is similar to the present one in a number of aspects such as both of them applied in the basic stage and tried to show the roles of games in enhancing the process of learning different skills of English language in a useful way. However, this study differs from the present one in the tools of the data collection; the researcher in the present study used two tools which is a questionnaire for teachers beside pre and post test for the students while the researcher in the previous study used three tools which is interview for teachers, observation for the students in addition to the analysis of the three first books of SPINE series.

(B) Regional Previous Studies

Fourth Study

This study was carried out in 2011/2012, by Mania Moayad Mubaslat. The researcher investigated; "The Effect of Using Educational Games on the Students' Achievement in English Language for Primary Stage". The study was carried out in the University of Amman, Jordan. The researcher examined the role of educational games on learning a foreign language and comparing games with more traditional learning tools in the basic educational stage. She came up with a result that games have a good effect on improving the students' achievement in the primary stage and to create an interactive environment. She recommended using the games since they are very helpful for the teacher as a procedure for language acquisition. This study is similar to the present one in a number of aspects such as both studies conducted in the

primary stage and both of the researchers used pre and post-test as tool for collecting the data. However, the present study differs from previous one in that the researcher in the present study used a questionnaire as a second tool for collecting his data.

Fifth Study

This study was carried out in 2011 by Husam Rushdi Ishtawi. The researcher investigated; “The Effect of Games Strategy on Learning English Grammar for the Twelfth Grade Students”. The study was carried out in Islamic University of Gaza. The researcher examined the effects of games strategy on learning grammar for the twelfth grade in comparison with those who are taught with using a traditional method. He came up with a result that the necessity of implementing educational games strategy in teaching English language to make better outcomes in students’ achievement of English language. Furthermore, the researcher found that games increase students’ motivation and they can be more interested in learning grammar. He attributed this to the activities, techniques and variety of teaching aids in games strategy which aimed at developing English grammar. This study is similar to present study in a number of aspects such as both studies deal with grammar effective strategies in enhancing teaching and learning English language in its different skills. Moreover, the present study differs from previous one in that the researcher uses two tools for collecting his required data while in the previous study the researcher used one tool with observation checklist for collecting the data.

Sixth Study

This study was carried out in 2014/2015 by Ms. Ilham Madbuli. The researcher investigated; “The Effectiveness of using Language games in Teaching Vocabulary. The study was carried out in University of Alexandria”. The researcher examined the effectiveness of using language games on improving students’ vocabulary knowledge. She came up with a result that games are an effective technique in improving EFL middle school students’ vocabulary knowledge. They proved to have learned nearly all the unfamiliar words they have seen in the first session. She

attributed this to these methods and techniques which used in teaching vocabulary. This study is similar to the present one in a number of aspects such as both studies deal with games as an effective method in teaching and learning the different skills of English language besides help in acquiring the knowledge related. Moreover, this study is different from the present one in tools of data collection, the researcher in the present study used two tools which were pre and post test besides a questionnaire while in the previous study the researcher used an interview for collecting the data.

(C) International Previous Studies

Seventh Study

This study was carried out in 2012, by Deguang Zhu. The researcher investigated; “Using Games to Improve Students' Communicative Ability. The study was carried out in University of North China Institute of Science and Technology, Yanjia, Beijing, China”. The researcher examined the importance of using language games as one of the most valuable and effective techniques in English language teaching to improve students' communicative ability. He came up with a result that using games in English classrooms can get students relaxed and enjoying using the language, besides using games in English teaching to improve students' various skills. In addition, games may help and encourage many learners to support their interest and work especially the weaker ones because games can increase students' communication and co-operation with each other. He attributed the using of games in English classes to the fact that games are easily accepted by students and they are very useful aspects of communicative methods. As it is known to everyone game is an activity providing entertainment or amazement; it is a competitive in which players contend with each other. This study is similar to present study in a number of aspects such as both studies deal with games as a strategy to promote students' ability to use the language easily and solve their problems related to the area of communication skills. However, the present study differs from the previous one in that the previous researcher used an observation as a method to collect the data

whereas the present one used a questionnaire besides pre and post test to collect the required data to the study.

Eighth Study

This study was carried out in 2017, by Leila Ketterlinus. The researcher investigated; “Using Games in Teaching Foreign Language”. The study was carried out in the University of the Centre for faculty excellence, United states in Military Academy. The researcher examined the literature on utilizing games in teaching foreign language and their impact on language skills improvement and engagement. She came up with a result that games make all learning tasks fun and make students feel relaxed. The rules and the roles students adopt while playing games, help them relate with their peers both cooperatively and comparatively. This study is similar to the present study in a number of aspects such as both studies considered games as one effective strategy to develop learner overall communicative skills. However, the present study differs from the previous one in that the researcher in the present study used a questionnaire and pre and post-test as tools for collecting the data while in the previous study the researcher used a questionnaire as tool for collecting the required data.

Ninth Study

This study was carried out in 2015 by Simon Laurian. The researcher investigated; “The Effects of Using Games for English as a Second Language Primary School Learners”. The study was carried out in University of Oradea and Silvana Suciu. The researcher examined the effects that games have on language learning and acquisition, motivation and self-esteem. He came up with a result that through games, teachers can enhance motivation and stimulate further interest and also using appropriate games; teachers can help students build self-esteem and self-confidence. He attributed this to the fact that when teachers include games and plays in their teaching. This study is similar to the present one in a number of aspects such as both studies applied in the primary schools and both researchers deal with the games as

effective strategy to increase students' motivation towards English language learning. The present study differs from this study in that the researcher in previous study used observation besides a questionnaire as a tool for data collection while the researcher in the present study used a questionnaire and pre and post test to collect the required data.

Tenth Study

This study was carried out in 2010 by Grilie Castro Delaruz. The researcher investigated; "Games Formation Assessment Environment: Examining the Impact of Explanation of Scoring Increases Math Learning, Game Performance and Help Seeking". The study was carried out in the University of California. The researcher examined the effects of two aspects of formative assessment on Math achievement. He came up with a result that students who were provided with the accompanied treatment of the elaborated explanation of the scoring rules and offered the incentive to seek additional feedback had higher normalized game scores. He attributed this to high motivation of the students in performing while they were playing games. This study is similar to the present study in a number of aspects such as both studies applied in basic level schools. However, the present study is different from the previous one in that the present study is seeking to promote speaking skills through using games whereas the previous study using games to improve students' scores in Math.

2.3 Summary

In chapter two, the researcher presented most essential topic related to communication games and speaking skill such as the different definitions of them and how to utilizing communication games in promoting EFL learner's speaking skill . In addition, communication games strategy can help students improving different skills such as interpersonal skills and more importantly speaking skills.

Therefore, what must be done is to supply the learners with a clear and satisfactory understanding of those games to enable them to communicate better.

In short, we can say that it is the teacher's job to be sure that he/she conveys both the signification and value of communication games strategy on promoting FFL learner's speaking skill , and he/she needs to be actively aware of his/her responsibility for the strategy he/she uses within and out of the class.

Then researcher presented the previous studies that dealt with the most important issues related to communication games and communication skills indicating the values of teaching them in English language class rooms and they agreed that through using communication games students broaden their imagination and develop the sense of criticism, moreover Students' performance in speaking improves significantly and they develop better attitudes towards learning English language through communication games activities.

In the following chapter the methodology of the study will be covered.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter is concerned with the methodology adopted to conduct the study. It describes the sample involved in the study, tools of data collection and data analysis. Both quantitative and qualitative tools have been employed.

3.1 Study Design

It is a cross-sectional study design where an experimental descriptive approach has been adopted. The researcher has selected a random sample to represent the study population.

3.2 Sampling

The sample of the study consists of two categories: the first one involves fifty (females and males) teachers of English language at Khartoum State who have responded to the questionnaire and the second one involves students of sixth year class of basic level at Khartoum state who have responded to the pre and post-test. A random sample of forty pupils, twenty girls from Hairman basic school for girls and twenty boys from Khalid Ibn Al Waleed basic school for boys. Both schools in Khartoum city have been selected. Pupils' age range is between eleven to twelve years. They are divided into two groups: group (A) which includes twenty females and group (B) which includes twenty males. The pupils of both groups are placed according to friendship tie. Two English language oral tests (pre-post- test) are conducted in two groups (A and B) as a tool for collecting the required data. Ten students were interviewed for a short time to know their impressions about the communication games. So, both quantitative and qualitative tools were employed. It is worth noting that the factors of gender (sex), teaching experience and qualifications of the respondents are included and have a considerable presence in this study.

(i)Gender (sex)

Table (4-1) : The frequency and percentage distribution for the respondents according to the gender

Sex	Frequency	Percentage
Male	34	68%
Female	16	32%
Total	50	100%

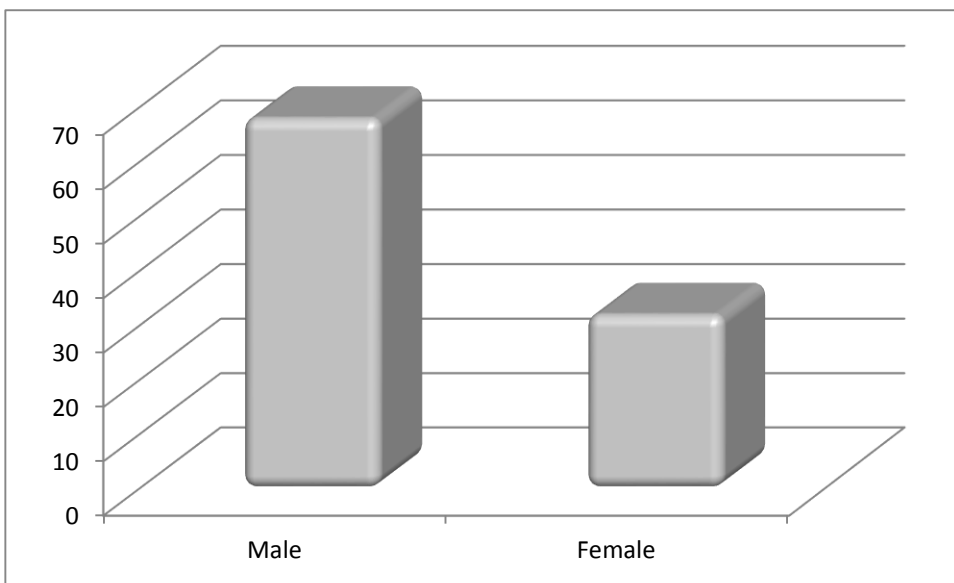


Figure (4-1) The distribution for the respondents according to the gender

From the table and figure it is obvious that the percentage of male at the study sample is 68% while female percentage is 32%

(ii)Teaching experience

Table (4-2) : The frequency and percentage distribution for the respondents according to the years of experience

Years of experience	Frequency	Percentage
From 1to5	15	30%
From 6to 10	21	42%
More than 10	14	28%
Total	50	100%

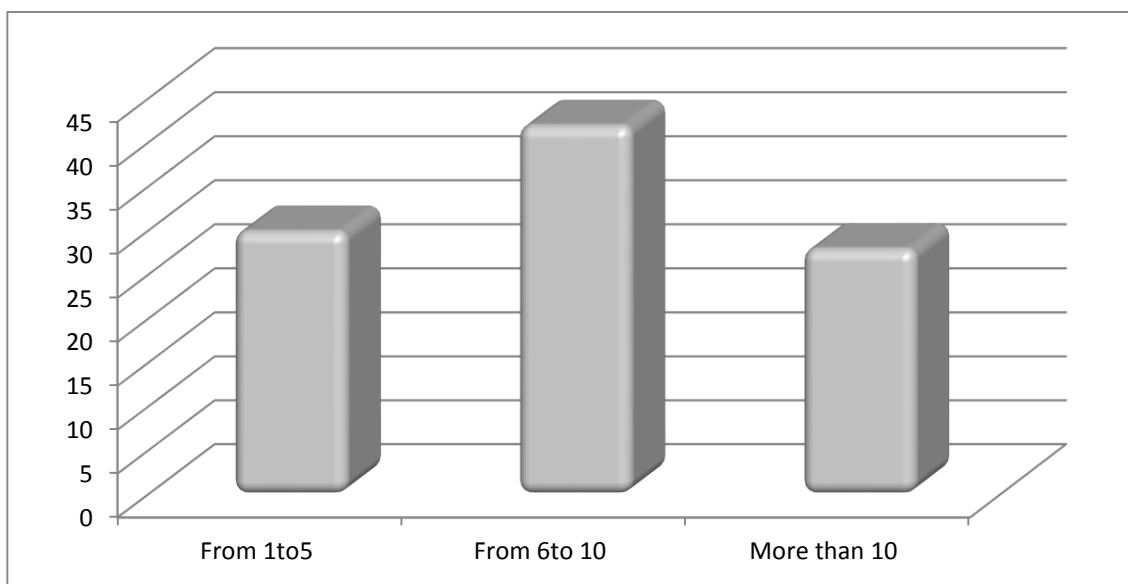


Figure (4-2) The distribution for the respondents according to the years of experience.

It is clear from the table and figure there is 30% of the study sample have experience (from 1 to 5 years) and 42% (from 6 to 10) and 28% have more than 10 years .

(iii)Qualifications

Table (4-3) : The frequency and percentage distribution for the respondents according to their Academic qualifications

Academic qualification	Frequency	Percentage
BA	4	8%
MA	43	86%
PhD	3	6%
Total	50	100%

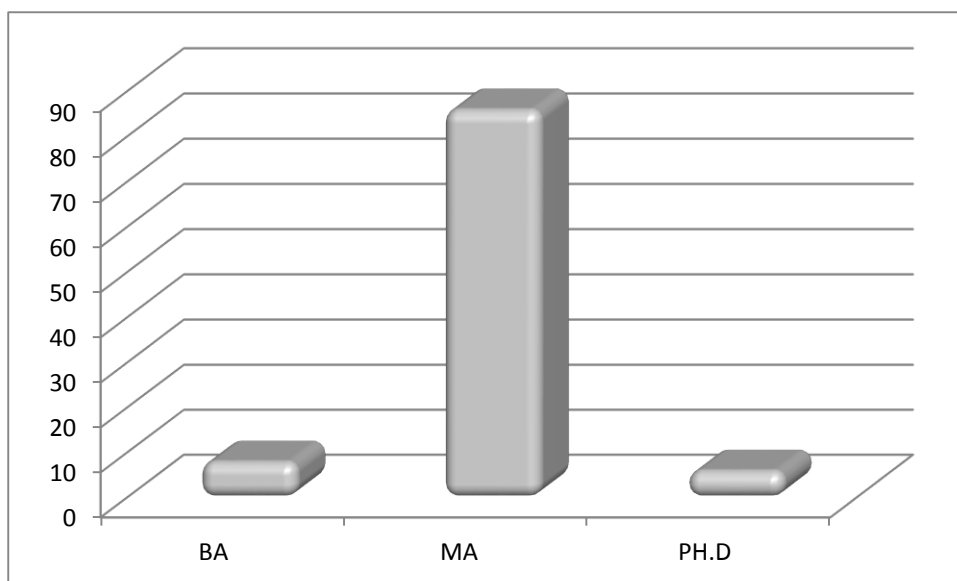


Figure (4-3) The distribution for the respondents according to the academic qualifications

From the table and the figure it is clear that most respondents have MA as qualification with percentage 86%.

3.3 Tools for Collecting Data

A questionnaire for EFL teachers has been adopted as a tool for collecting the required data of the study. The practical reason for adopting such a tool is that the study subjects are able to deal with it. Likewise, two oral tests (pre-post-test) for collecting the required data of the study because of their practicality and suitability for the testes. After that ten students were interviewed to know their impressions about the games. Therefore, both quantitative and qualitative tools were employed in the study.

3.3.1 Contents of the Questionnaire

The first instrument (appendix (1))for the collecting of the related data is the questionnaire for teachers. So, the questionnaire has been distributed to the teachers of English language at Khartoum state. The questionnaire includes a covering page to introduce the title of the research to the participants and to identify the researcher. The questionnaire has been designed to serve as a tool for gathering data about utilizing communication games in promoting speaking skill through pair-work activity. The questionnaire contains (15) statements each of which is accompanied by the options (*strongly agree, agree, neutral, disagree and strongly disagree*).The statements of the questionnaire are built on the basis of the hypotheses stated earlier in chapter one. It has been shown to experts in the field for the purpose of judgment and revision.

3.3.2 Contents of the Pre-Post-test

These tools (appendix (2)) are used to collect the required data of the study from EFL students at basic level. Items of the two oral tests are derived from pupils text book, *SPINE One, Unit One*. It contains eleven items, six Yes / No questions and five word questions.

3.4 Procedures of Data Collection

The data related to this research is gathered by means of questionnaire and (pre-post test). The students were subjected to two oral tests namely pre and post. Firstly, they were subjected to the pre oral test. The following days all the groups were exposed to the new teaching program in which the pupils practiced English language through playing games for four weeks in four classes. After lapsing the fourth week all the students were subjected to the post test to mark their progress. The researcher observes that some students used to be silent but the games attracted their attention and led them to share their colleagues. After two weeks of post test ten students were interviewed to check their impression of the experience.

3.5 Validity of the Instruments

In the general the term validity means the degree to which a test measures what it supposes to measure. Validity has different forms. The following are two of them:

The Face Validity: it refers to the test's surface credibility, public acceptability and/or the appearance of real life.

The Content Validity: it refers to the representative or sampling adequacy of the content, the matter or the topic of a measuring instrument as it is defined by Alderson (1995:45). Therefore, in order to ensure the face and content validity of the research instruments, both the test and questionnaire were shown firstly to the supervisor of the study and to 5 experts with PhD degree in the field at Sudan University of Science and Technology.

3.6 Reliability of the Research Instruments

The research instruments are called reliable and valid if they are consistent and stable to measure what is intended to be measured. Therefore, to prove the reliability and validity of the research instruments, the questionnaire has been shown first to the supervisor of the study and to some experts in the field who all agreed that the questionnaire is going on the track of the study, also the test has been shown to the experts in the field who agreed that it is suitable.

3.7 Statistical Reliability and Validity

Reliability refers to the reliability of any test to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test is applied on a number of individuals and the marks of every one are counted; then the same test applied another time on the same group and the same marks are obtained; then this test is described as reliable. In addition, reliability is defined as the degree of the accuracy

of the data that the test measures. Here are some of the most used methods for calculating the reliability of the questionnaire:

The “split half method” has been followed. The questions have to be divided into odd and even numbers. As co-efficient of reliability can be made for the two separate units using:

$$r = 1 - \frac{6\sum DxD}{N(NxN-1)} \quad \text{Where } N = \text{number of testes}$$

$D = \text{rank difference}$

$r = \text{co-efficient of reliability}$

X	Y	DxD
1	2	1x1=1
3	4	1x1=1
5	6	1x1=1
7	8	1x1=1
9	10	1x1=1
11	12	1x1= 1
13	14	1x1=1
15	16	1x1=1
		8x8

$$r = 1 - \frac{6\sum DxD}{N(NxN-1)}$$

$$r = 1 - \frac{6x64}{50(50x50-1)}$$

$$r = 1 - \frac{384}{129950}$$

$$129950$$

$$r = \mathbf{0.99}$$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

$$R = \frac{2 \times \text{co-efficient of reliability of the first half}}$$

$$1 + \text{co-efficient of reliability of the second half}$$

$$R = \frac{2 \times 0.99}{1 + 0.99}$$

$$1 + 0.99$$

$$R = \mathbf{0.9}$$

The result obtained is **0.9** which means that the questionnaire is reliable and consistent.

On the other hand, validity is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation: Alpha-Cronbach coefficient.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

$$V = \sqrt{R}$$

Where V = the validity

R = the reliability

$$V = \sqrt{0.9} = \underline{\underline{0.95}}$$

The result obtained is = 0.95, So, the questionnaire is valid.

Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the questionnaire.

X	Y	XY	XxX	YxY
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64
9	10	90	81	100
11	12	132	121	144
13	14	182	169	164
15	16	240	225	256
64	72	744	680	816

$$r = \frac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X).(\sum X)][N(YxY) - (\sum Y).(\sum Y)]}}$$

Where r = Co-efficient of reliability

R = Reliability of the questionnaire

N = Number of the respondents

X = Odd numbers of the questions

Y = Even numbers of the questions

Σ = Sum

V = Validity

$$r = \frac{50 \times 744 - 64 \times 72}{\sqrt{[50(680) - (64) \cdot (64)][50(816) - (72) \cdot (72)]}}$$

$$r = \mathbf{0.99}$$

$$R = \frac{2 + 0.99}{1 + 0.99}$$

$$R = \mathbf{0.9}$$

$$V = \sqrt{R} = \sqrt{0.9} = \mathbf{0.95}$$

Thus, the questionnaire is valid and reliable.

Here also are the same methods used for calculating the reliability and the validity of the test:

The “split half method” has been followed. The questions have to be divided into odd and even numbers. As co-efficient of reliability can be made for the two separate units using:

$$r = 1 - \frac{6 \Sigma D \times D}{N(N \times N - 1)} \quad \text{Where } N = \text{number of testes}$$

$$D = \text{rank difference}$$

r = co-efficient of reliability

X	Y	DxD
1	2	1x1=1
3	4	1x1=1

5	6	1x1=1
7	8	1x1=1
9	10	1x1=1
11	12	1x1= 1
		6x6

$$r = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

$$r = 1 - \frac{6 \times 36}{40(40 \times 40 - 1)}$$

$$r = 1 - \frac{216}{63960}$$

$$r = \mathbf{0.99}$$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

$$R = \frac{2 \times \text{co-efficient of reliability of the first half}}$$

$$1 + \text{co-efficient of reliability of the second half}$$

$$R = \frac{2 \times 0.99}{1 + 0.99}$$

$$1 + 0.99$$

$$R = \underline{\underline{0.9}}$$

The result obtained is **0.9** which means that the test is reliable and consistent.

$$V = \sqrt{\text{Reliability}}$$

$$V = \sqrt{R}$$

Where V = the validity

R = the reliability

$$V = \sqrt{0.9} = \underline{\underline{0.95}}$$

On the basis of this result, the test is valid.

Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the test.

X	Y	XY	XxX	YxY
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64
9	10	90	81	100
11	12	132	121	144
36	42	322	286	364

$$r = \frac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X)^2][N(\sum YxY) - (\sum Y)^2]}}$$

$$r = \frac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X)^2][N(\sum YxY) - (\sum Y)^2]}}$$

Where r = Co-efficient of reliability

R = Reliability of the questionnaire

N = Number of the respondents

X = Odd numbers of the questions

Y = Even numbers of the questions

Σ = Sum

V = Validity

$$r = \frac{40 \times 1512 - 36 \times 42}{\sqrt{[40(1296) - (36)(36)][40(1764) - (42)(42)]}}$$

$$r = \mathbf{0.99}$$

$$R = \frac{2 \times 0.99}{1 + 0.99}$$

$$R = \mathbf{0.9}$$

Thus, the test is reliable.

On the other hand, validity is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation: Alpha-Cronbach coefficient.

$$\text{Validity} = \sqrt{\text{Reliability}}$$

$$V = \sqrt{R} = \sqrt{0.9} = \mathbf{0.95}$$

Thus, the test is valid.

3.8 Data Analysis Procedure

The quantitative data on students score in utilizing communication games in promoting students' speaking skills tests was entered and processed using SPSS Statistics version 22 (Corp, 2013). The results obtained in the two tests and questionnaire was analyzed by an expert in SPSS program and relevant statistical measure was applied to arrive at accurate results.

3.9 Summary

This chapter has drawn the road map for the current study. It describes in details the research design, population of the study, sample of the study, procedure of data collection, validity and reliability of the research tools and data analysis procedure. The questionnaire was distributed to (50) teachers of English language from various schools at Khartoum state who are females and males. In addition, two oral tests were taken by forty (females and males) students both in two groups (A and B). The obtained data by the research's instruments was processed and analyzed by using SPSS program in order to figure out the teachers' viewpoints about the utilizing communication games and to make a comparison between the students' performance in the pre-test and the post-test to see whether if there is any significant differences in the students' performance or not .

The following chapter will present the data analysis and discussion of the results of data collected.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter is concerned with the presentation, analysis and discussion of the obtained data. The researcher will present the results of the data which have been collected by means of a questionnaire and a test. The data will be analyzed both quantitatively and qualitatively. Both the questionnaire and the test are analyzed by calculating the percentages of the results that the respondents have chosen. The results which are presented in tables and graphs are used to provide answers to the research's questions.

4.1 The Responses to the Questionnaire

The responses to the questionnaire of the (50) teachers are tabulated and computed. The following section is an analytical interpretation and discussion of the data regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The tables will support the discussion.

4.2 Analysis of the Questionnaire

The researcher distributed the questionnaire on determined study sample (50) EFL teachers, and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (*strongly disagree, disagree, neutral, agree, and strongly agree*) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations are used for this purpose.

Hypothesis (1) : “Utilizing the communication games is appropriate for developing EFL young learners’ conversation skills”

Statement No.(1): Exposing students to communication games will develop their communication abilities .

Table No. (4-4)The Frequency Distribution for the Respondents’ Answers of Statement No.(1)

Options	Frequency	Percentage
Strongly agree	27	54.0%
agree	11	22.0%
Neutral	10	20.0%
disagree	2	4.0%
strongly disagree	0	0%
Total	50	100%

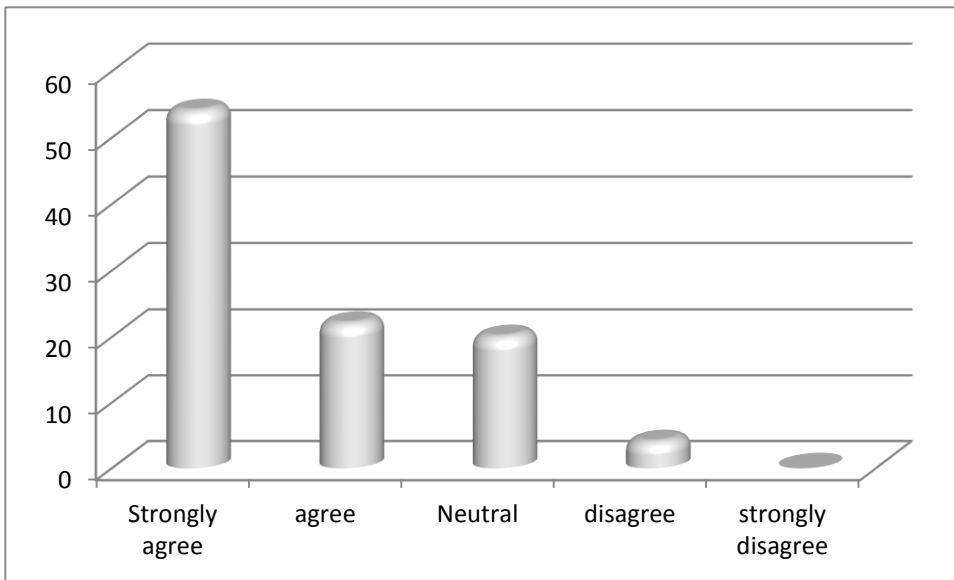


Figure (4-4)The Distribution for the Respondents’ Answers of Statement No.(1)

From the table.(4-4) and the figure.(4-4) it is clear that there are (27) respondents in the study's sample with percentage (54%) strongly agree with " Exposing students to communication games will develop their communication abilities ". There are (11) respondents with percentage (22%) agree with that, and (10) respondents with percentage (20%) are not sure, while only (2) respondents with percentage (4%) disagree. This shows that most of respondents consider exposing the students to communication games will develop their communication abilities.

Statement No.(2): Communication games develop the mastery of oral skills among basic schools pupils .

Table No (4-5)The Frequency Distribution for the Respondents’ Answers of statement No.(2)

Options	Frequency	Percentage
Strongly agree	5	10.0%
Agree	1	2.0%

Neutral	5	10.0%
Disagree	18	36.0%
strongly disagree	21	42.0%
Total	50	100%

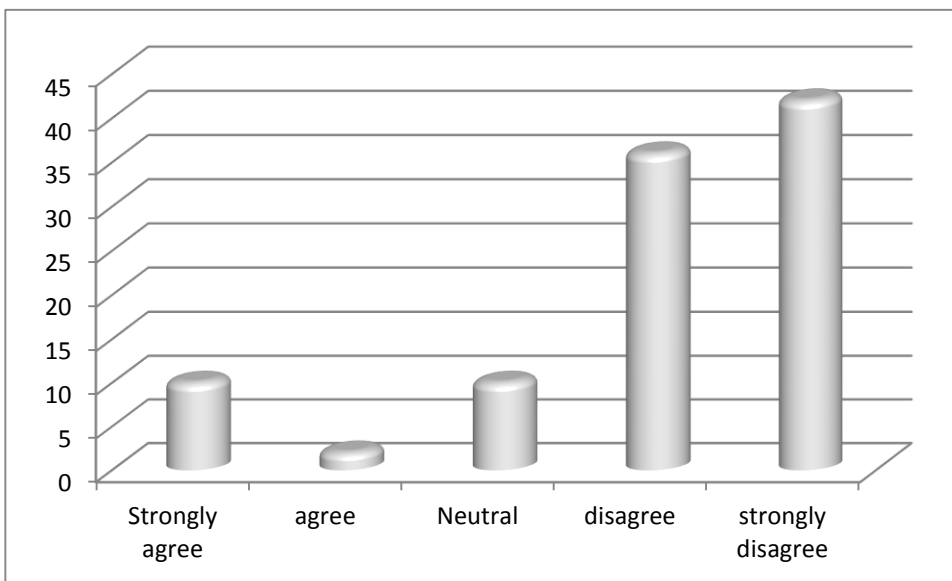


Figure (4-5)The Frequency Distribution for the Respondents' Answers of statement No.(2)

From the table.(4-5) and the figure.(4-5) it is obvious that there are (5) respondents in the study's sample with percentage (10%) strongly agree with " Communication games develop the mastery of oral skills among basic schools pupils". There is (1) respondents with percentage (2%) agree with that, and (5) respondents with percentage (10%) are not sure, whereas (18) respondents with percentage (36%) disagree and (21) respondents with (42%) strongly disagree. This indicates that a considerable number of respondents do not agree with this statement No.(2).

Statement No.(3): Teaching Communication games develop the pupils abilities to hold a conversation with a target language.

Table No (4-6)The Frequency Distribution for the Respondents' Answers of statement No.(3)

Options	Frequency	Percentage
Strongly agree	29	58.0%
Agree	16	32.0%
Neutral	4	8.0%
Disagree	1	2.0%
strongly disagree	0	0%
Total	50	100%

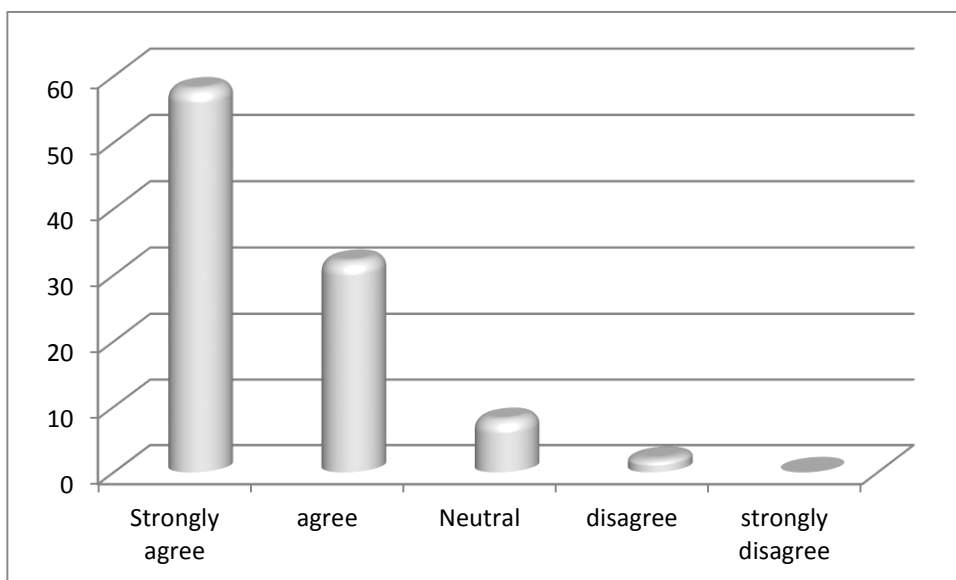


Figure (4-6)The Frequency Distribution for the Respondents' Answers of statement No.(3)

From the table.(4-6) and the figure (4-6) it is noticed that there are (29) respondents in the study's sample with percentage (58%) strongly agree with " Teaching Communication games develop the pupils abilities to hold a conversation with a target language. ". There are (16) respondents with percentage (32%) agree with that, and (4) respondents with percentage (8%) are not sure, while only (1) respondent with percentage (2%) disagree. This means the respondents are quite aware of teaching communication games develop the pupils abilities to hold a conversation with a target language.

Statement No.(4): Using Communication games inside classroom enables pupils to speak freely without hesitation.

Table No (4-7)The Frequency Distribution for the Respondents' Answers of statement No.(4)

Options	Frequency	Percentage
Strongly agree	21	42.0%
agree	19	38.0%
Neutral	2	4.0%
disagree	4	8.0%
strongly disagree	4	8.0%
Total	50	100%

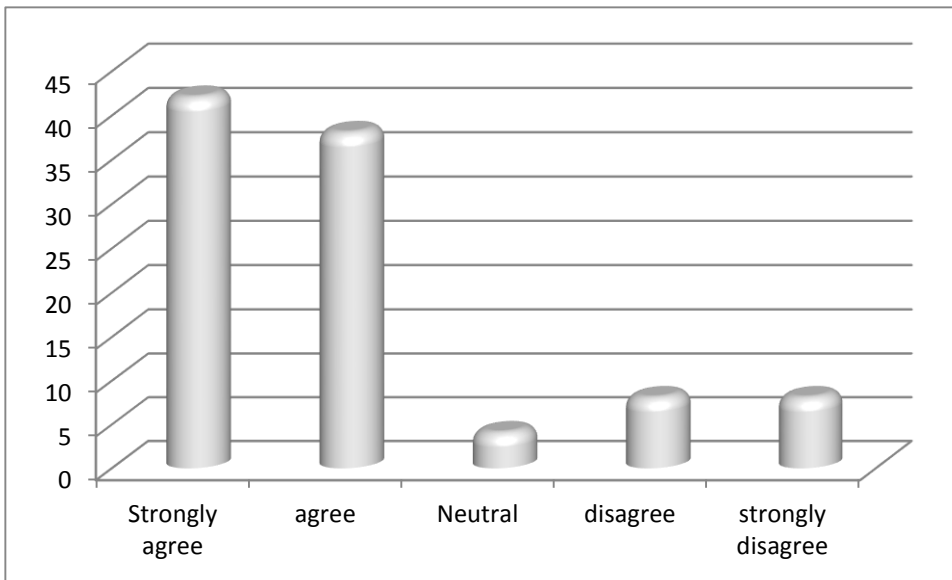


Table (4-7)The Frequency Distribution for the Respondents’ Answers of statement No.(4)

From the table.(4-7) and the figure (4-7) it is observed that there are (21) respondents in the study's sample with percentage (42%) strongly agree with " Using Communication games inside classroom enables pupils to speak freely without hesitation. ". There are (19) respondents with percentage (38%) agree with that, and (2) respondents with percentage (4%) are not sure, whereas (4) persons with percentage (8%) disagree and (4) respondents with (8%) strongly disagree. The results show that a large number of the respondents assure of using communication games inside classroom enables pupils to speak freely without hesitation.

Statement No.(5): Participation in Communication games in the class room enables the pupils to enhance their speaking skills.

Table No (4-8)The Frequency Distribution for the Respondents’ Answers of Statement No.(5)

Options	Frequency	Percentage
Strongly agree	23	46.0%

agree	24	48.0%
Neutral	1	2.05%
disagree	2	4.05%
strongly disagree	0	05%
Total	50	100%

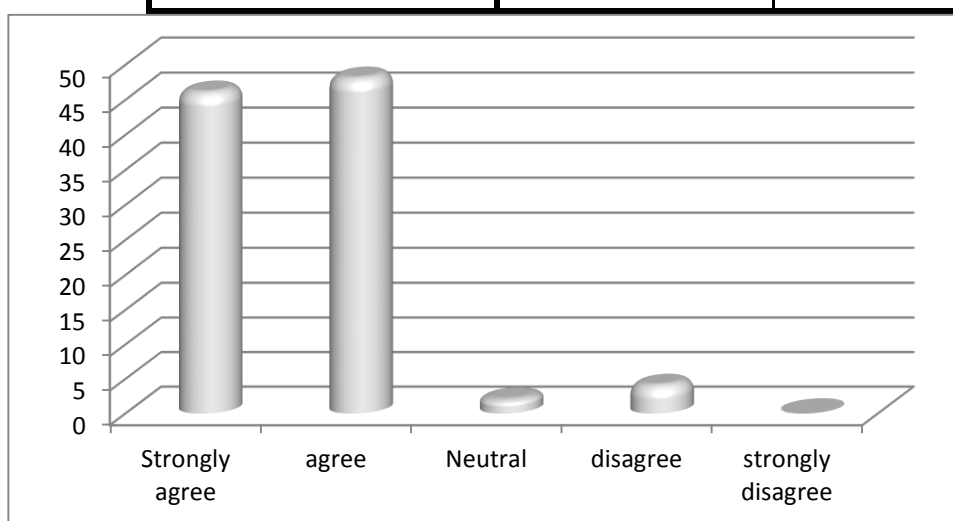


Figure No (4-8)The Frequency Distribution for the Respondents’ Answers of Statement No.(5)

From the table.(4-8) and the figure (4-8) it is quite clear that there are (23) respondents in the study's sample with percentage (46%) strongly agree with " Participation in Communication games in the classroom enables the pupils to enhance their speaking skills.". There are (24) respondents with percentage (48%) agree with that, and (1) respondent with percentage (2%) is not sure, while only (2) respondents with percentage (4%) disagree. This result shows that a large number of respondents believe that participation in communication games in the classroom enables the pupils to enhance their speaking skills.

Table No.(4-9) Chi-Square Test Results for Respondents’ Answers of the Questions of the Hypothesis one : “utilizing the communication games is appropriate for developing EFL young learners’ conversation skills.”

No.	Statement	mean	SD	Chi square	p-value
1	Exposing students to communication games will develop their communication abilities.	3.4	1.9	13	0.00
2	Communication games develop the mastery of oral skills among basic schools pupils.	3.5	2.6	18	0.00
3	Teaching Communication games develop the pupils' abilities to hold a conversation with a target language.	3.4	2.4	13	0.00
4	Using Communication games inside classroom enables pupils to speak freely without hesitation.	3	0.8	25	0.03
5	Participation in Communication games in the class room enables the pupils to enhance their speaking skills.	3.9	1.6	20	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) is (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who

agreed with the statement **“Exposing students to communication games will develop their communication abilities.”**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) is (18) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“Communication games develop the mastery of oral skills among basic schools pupils.”**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) is (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement” **Teaching Communication games develop the pupils abilities to hold a conversation with a target language.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) is (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement **“Using Communication games inside classroom enables pupils to speak freely without hesitation.”**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) is (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents

who agreed with the statement (**Participation in Communication games in the class room enable the pupils to enhance their speaking skills.**

According to the above-mentioned result, it is obvious that the first hypothesis of the study is accepted.

Hypothesis (2) : “Communication games help students engage in verbal classroom interaction.”

Statement No.(6): Pupils can participate easily through communication games so as to enhance their speaking skills.

Table No (4-10)The Frequency Distribution for the Respondents’ Answers of Statement No.(6)

Options	Frequency	Percentage
Strongly agree	29	58.0%
Agree	6	12.0%
Neutral	2	4.0%
disagree	3	6.0%
strongly disagree	10	20.0%
Total	50	100%

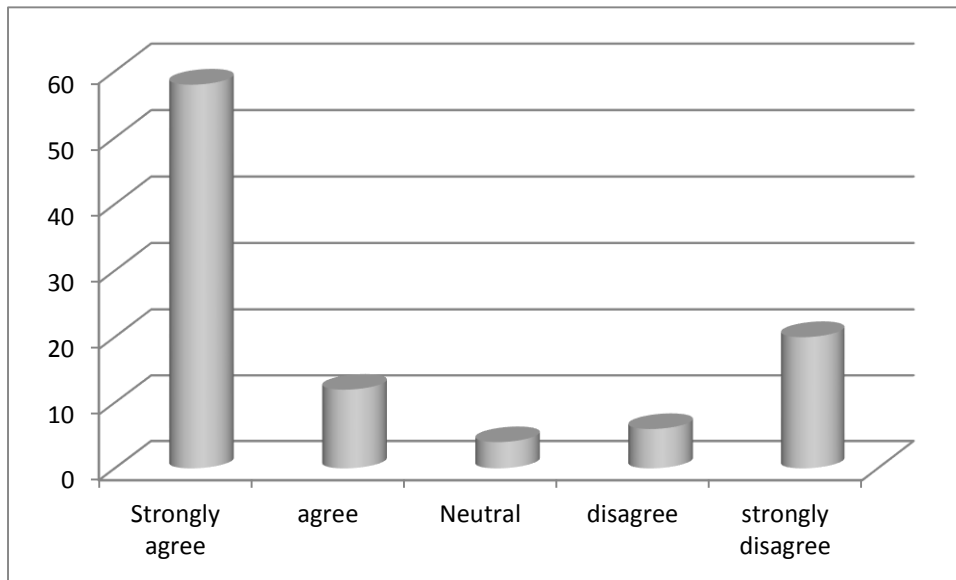


Figure No (4-10)The Frequency Distribution for the Respondents’ Answers of Statement No.(6)

From the table.(4-10) and the figure (4-10) it is apparent that there are (29) respondents in the study's sample with percentage (58%) strongly agree with "Pupils can participate easily through communication games so as to enhance their speaking skills. ". There are (6) respondents with percentage (12%) agree with that, and (2) respondents with percentage (4%) are not sure, while (3) respondents with percentage (6%) disagree and (10) respondents with (20%) strongly disagree. This result means the respondents believe that pupils can participate easily through communication games so as to enhance their speaking skills.

Statement No.(7): Pupils who work collectively with their classmates can improve their speaking skills.

Table No (4-11) The Frequency Distribution for the Respondents’ Answers of statement No.(7

Valid	Frequency	Percentage
Strongly agree	25	50.0%
Agree	13	26.0%
Neutral	2	4.0%
Disagree	6	12.0%
strongly disagree	4	8.0%

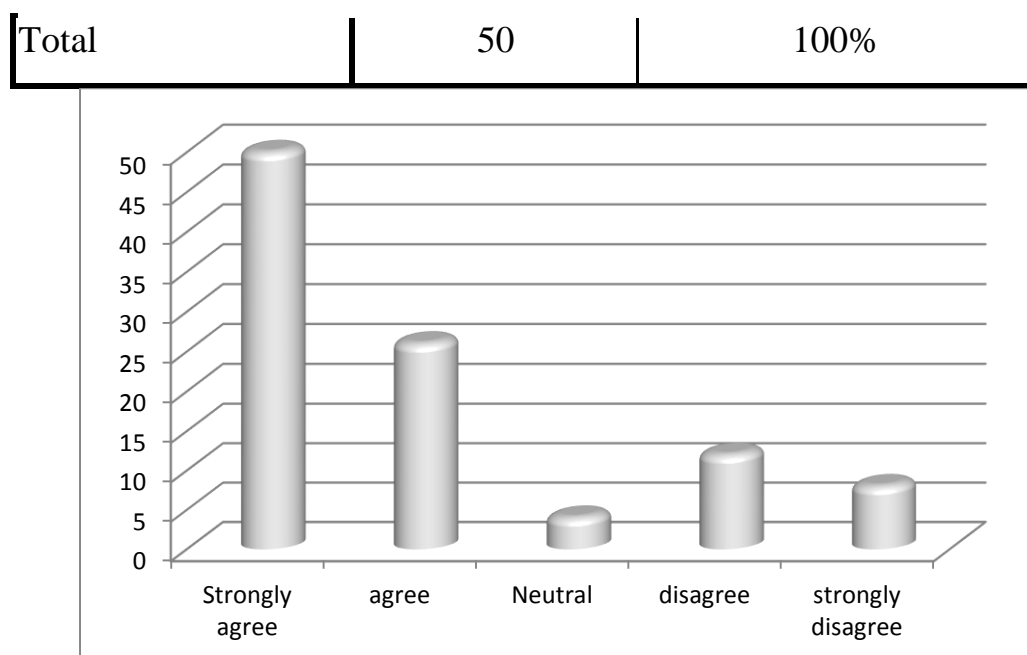


Figure No (4-11) The Frequency Distribution for the Respondents' Answers of statement No.(7)

From the table.(4-11) and the figure. (4-11) it is seen that there are (25) respondents in the study's sample with percentage (50%) strongly agree with "Pupils who work collectively with their classmates can improve their speaking skills ". There are (13) respondents with percentage (26%) agree with that, and (2) respondents with percentage (4%) are not sure, and (6) persons with percentage (12%) disagree. And (4) respondents with (8%) strongly disagree. This result indicates that the majority of the EFL students who work collectively with their classmates can improve their speaking skills.

Statement No.(8): Through Communication games most of the pupils in the classroom can interact to develop their speaking skills.

Table No (4-12)The Frequency Distribution for the Respondents' Answers of statement No.(8)

Options	Frequency	Percentage
Strongly agree	12	24.0%
agree	32	64.0%
Neutral	4	8.0%
disagree	1	2.0%
strongly disagree	1	2.0%
Total	50	100%

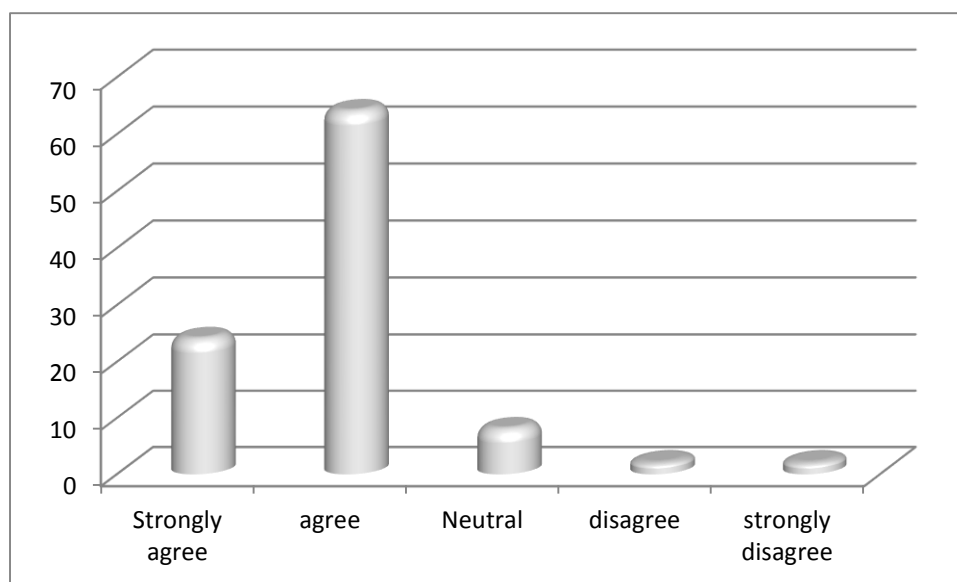


Figure No (4-12) The Frequency Distribution for the Respondents' Answers of statement No.(8)

From the table.(4-12) and the figure (4-12) it is indicated that there are (12) respondents in the study's sample with percentage (24%) strongly agree with " Through communication games most of the pupils in the classroom can interact to develop their speaking skills. ". There are (32) respondents with percentage (64%) agree with that, and (4) respondents with percentage (8%) are not sure, while only (1) respondent with percentage (2%) disagrees and (1) respondent with (2%) strongly

disagrees. The result indicates that through communication games most of the pupils in the classroom can interact to develop their speaking skills.

Statement No.(9): Communication games cannot improve the pupils awareness in speaking skill.

Table No (4-13)The Frequency Distribution for the Respondents’ Answers of statement No.(9)

Options	Frequency	Percentage
Strongly agree	13	26.0%
agree	2	4.0%
Neutral	22	44.0%
disagree	4	8.0%
strongly disagree	9	18.0%
Total	50	100%

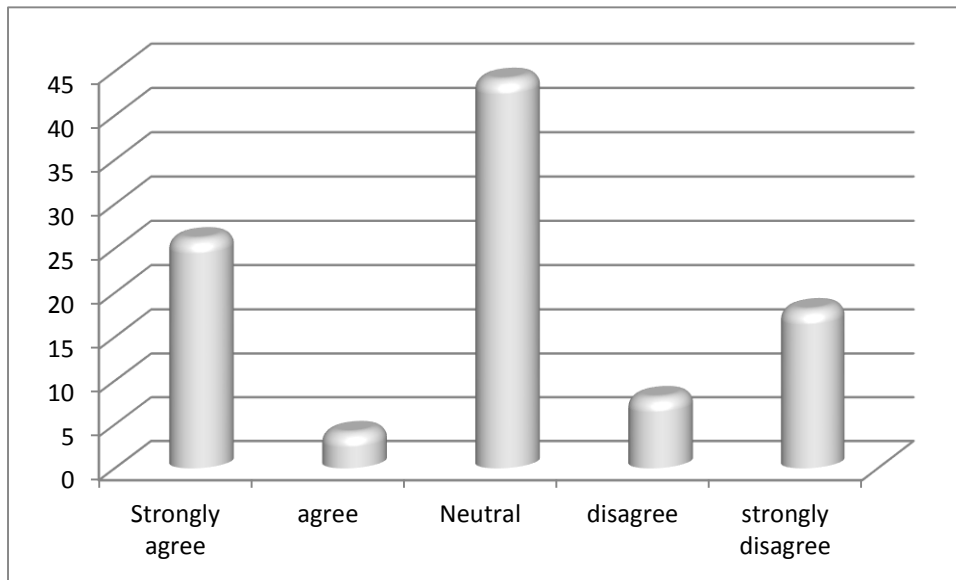


Figure No (4-13) The Frequency Distribution for the Respondents' Answers of statement No.(9)

From the table.(4-13) and the figure (4-13) it is mentioned that there are (13) respondents in the study's sample with percentage (26%) strongly agree with " Communication games cannot improve the pupils awareness in speaking skill.". There are (2) respondents with percentage (4%) agree with that, and (22) respondents with percentage (44%) are not sure, and (4) respondents with percentage (8%) disagree. And (9) respondents with (18%) strongly disagree. The result shows that some respondents emphasize this statement No.(9).

Statement No.(10): Pupils performance in speaking improve via the application of communication games .

Table No (4-14) The Frequency Distribution for the Respondents' Answers of Statement No.(10)

Options	Frequency	Percentage
Strongly agree	23	46.0%
Agree	23	46.0%
Neutral	1	2.0%

Disagree	2	4.0%
strongly disagree	1	2.0%
Total	50	100%

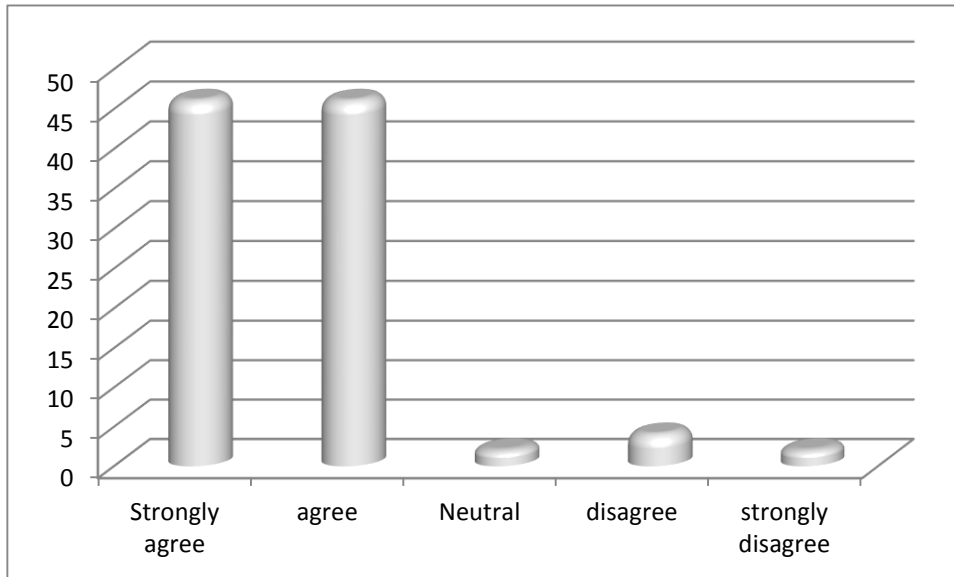


Figure No (4-14) The Frequency Distribution for the Respondents' Answers of Statement No.(10)

From the table.(4-14) and the figure (4-14) it is emphasized that there are (23) respondents in the study's sample with percentage (46%) strongly agree with "Pupils performance in speaking improve via the application of Communication games ". There are (23) persons with percentage (46%) agree with that, and (1) respondent with percentage (2%) is not sure, whereas (2) respondents with percentage (4%) disagree and (1) respondent with (2%) strongly disagrees. The result indicates that the majority of the respondents confirm the statement No.(10).

Table No.(4-15) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis two: "Communication games help students engage in verbal classroom interaction."

No.	Statement	mean	SD	Chi square	p-value

1	Pupils can participate easily through communication games so as to enhance their speaking skills.	3.7	1.4	17	0.00
2	Pupils who work collectively with their classmates can improve their speaking skills.	3.8	2.6	15	0.00
3	Through communication games most of the pupils in the classroom can interact to develop their speaking skills.	3.9	0.8	20	0.001
4	Communication games cannot improve the pupils' awareness in speaking skill.	3.5	0.7	21	0.008
5	Pupils performance in speaking improve via the application of Communication games .	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) is (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **“Pupils can participate easily through communication games so as to enhance their speaking skills.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) is (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents

who agree with the statement **“Pupils who work collectively with their classmates can improve their speaking skills.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (3) is (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **Through communication games most of the pupils in the classroom can interact to develop their speaking skills.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (4) is (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **“Communication games cannot improve the pupils’ awareness in speaking skill.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) is (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **“Pupils performance in speaking improve via the application of communication games .**

According to the above-mentioned result it is obvious that the second hypothesis of the study is accepted

Hypothesis (3) : Teachers adapt communication games in a way that arouses EFL young learners’ interest to take part in verbal classroom interaction.”

Statement No.(11): Teachers give a little attention to communication games thus pupils are weak in speaking skill.

Table No (4-16)The Frequency Distribution for the Respondents' Answers of statement No.(11)

Options	Frequency	Percentage
Strongly agree	1	2.0%
agree	13	26.0%
Neutral	7	14.0%
disagree	8	16.0%
strongly disagree	21	42.0%
Total	50	100%

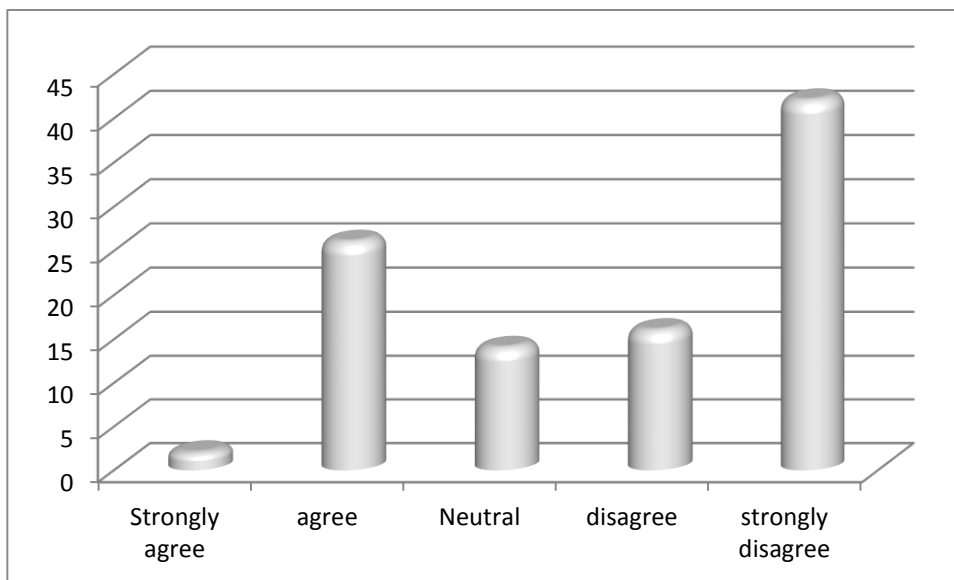


Figure No (4-16) The Frequency Distribution for the Respondents' Answers of statement No. (11)

From the table.(4-16) and the figure (4-16) it is noted that there is (1) respondent in the study's sample with percentage (2%) strongly agrees with " Teachers give a little attention to communication games thus pupils are weak in speaking skill." There are (13) respondents with percentage (26%) agree with that, and (7) respondents with percentage (14%) are not sure, while (8) respondents with percentage (16%) disagree and (21) respondents with (42%) strongly disagree. The result means the respondents have negative attitudes towards to the statement "Teachers give a little attention to communication games thus pupils are weak in speaking skill."

Statement No.(12): Teachers encourage the pupils to play communication games by organizing them to improve their speaking skill.

Table No (4-17)The Frequency Distribution for the Respondents' Answers of Statement No.(12)

Options	Frequency	Percentage
Strongly agree	12	24.0%
agree	3	6.0%
Neutral	28	56.0%
disagree	5	10.0%
strongly disagree	2	4.0%
Total	50	100%

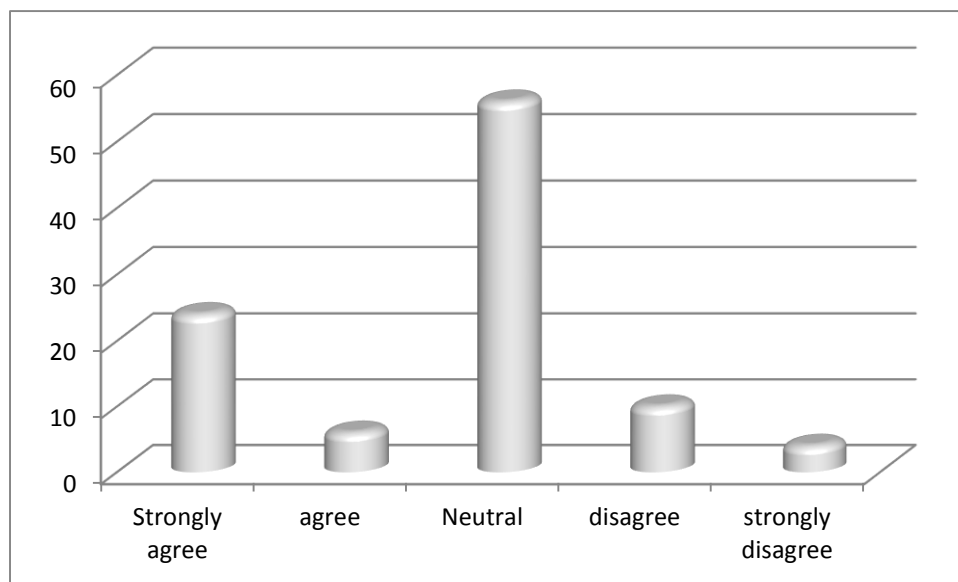


Figure No (4-17)The Frequency Distribution for the Respondents' Answers of Statement No.(12)

From the table.(4-17) and the figure (4-17) it is stressed that there are (12) respondents in the study's sample with percentage (24%) strongly agree with

"Teachers encourage the pupils to play communication games by organizing them to improve their speaking skill". There are (3) respondents with percentage (6%) agree with that, and (28) respondents with percentage (56%) are not sure, whereas (5) respondents with percentage (10%) disagree and (2) respondents with (4%) strongly disagree. The result shows that the respondents are not sure of the idea that teachers encourage the pupils to play communication games by organizing them to improve their speaking skill.

Statement No.(13): Pupils can speak fluently and overcome their speaking problems through using communication games.

Table No (4-18)The Frequency Distribution for the Respondents' Answers of statement No.(13)

Options	Frequency	Percentage
Strongly agree	16	32.0%
agree	26	52.0%
Neutral	4	8.0%
disagree	2	4.0%
strongly disagree	2	4.0%
Total	50	100%

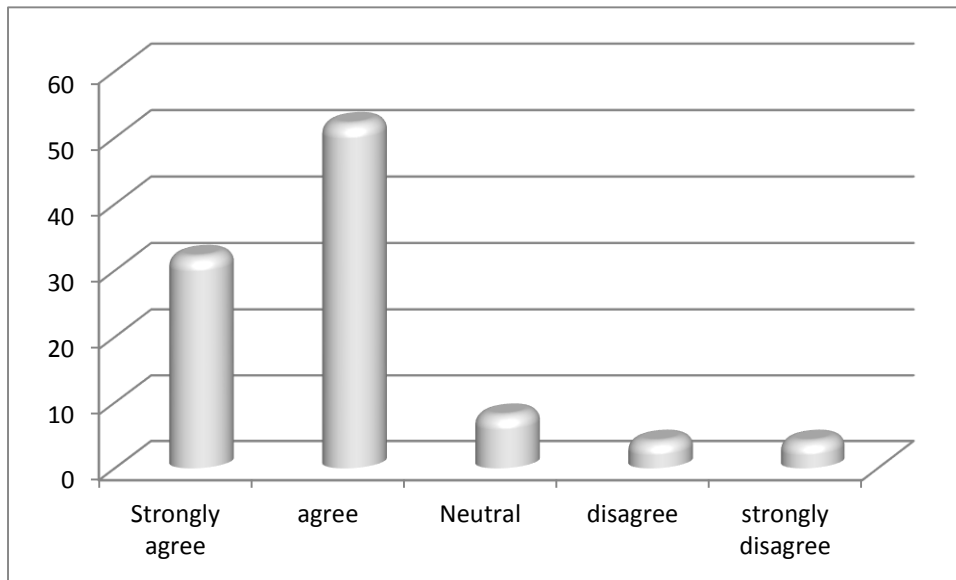


Figure No (4-18)The Frequency Distribution for the Respondents’ Answers of statement No.(13)

From the table.(4-18) and the figure (4-18) it is shown that there are (16) respondents in the study's sample with percentage (32%) strongly agree with " Pupils can speak fluently and overcome their speaking problems through using communication games". There are (26) respondents with percentage (52%) agree with that, and (4) respondents with percentage (8%) are not sure, while (2) respondents with percentage (4%) disagree and (2) respondents with (4%) strongly disagree. The result indicates that the majority of the respondents have positive attitudes towards the statement “pupils can speak fluently and overcome their speaking problems through using communication games”.

Statement No.(14): Teacher should ask their pupils to participate in communication games in order to develop their speaking skills.

Table No (4-19) The Frequency Distribution for the Respondents' Answers of statement No. (14)

Options	Frequency	Percentage
Strongly agree	19	38.0%
agree	25	50.0%
Neutral	6	12.0%
disagree	0	0%
strongly disagree	0	0%
Total	50	100%

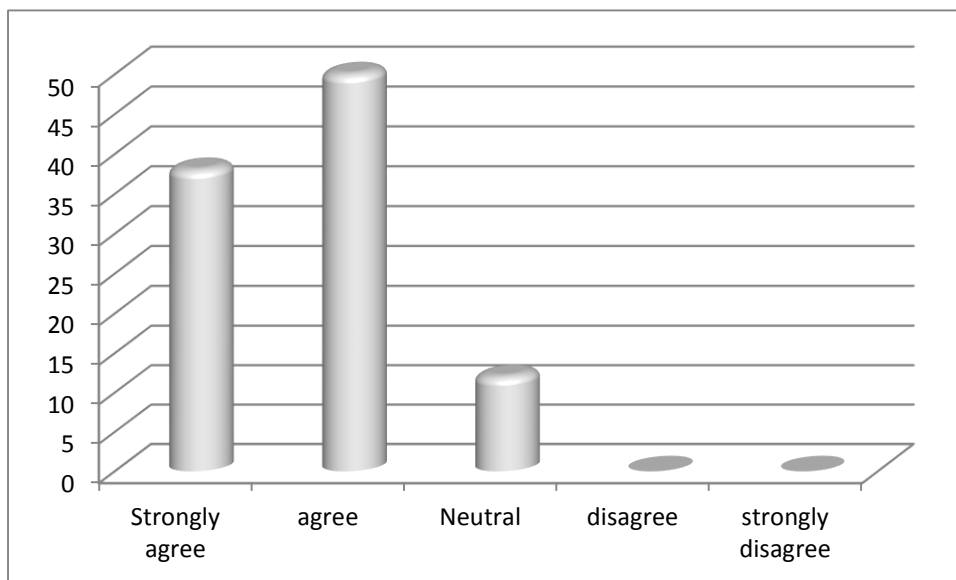


Figure No (4-19)The Frequency Distribution for the Respondents' Answers of statement No.(14)

From the table.(4-19) and the figure (4-19) it is highlighted that there are (19) respondents in the study's sample with percentage (28%) strongly agree with "Teacher should ask their pupils to participate in communication games in order to develop their speaking skills". There are (25) respondents with percentage (50%) agree with that, and (6) respondents with percentage (12%) are not sure, and no respondent disagrees. The result means the majority of the respondents believe that teacher should ask their pupils to participate in communication games in order to develop their speaking skills.

Statement No.(15): Communication games integrated in syllabus to help teachers encourage the pupils to learn speaking skill.

Table No (4-20) The Frequency Distribution for the Respondents' Answers of statement No.(15)

Options	Frequency	Percentage
Strongly agree	13	26.0%
agree	20	40.0%
Neutral	7	14.0%
disagree	6	12.0%
strongly disagree	4	8.0%
Total	50	100%

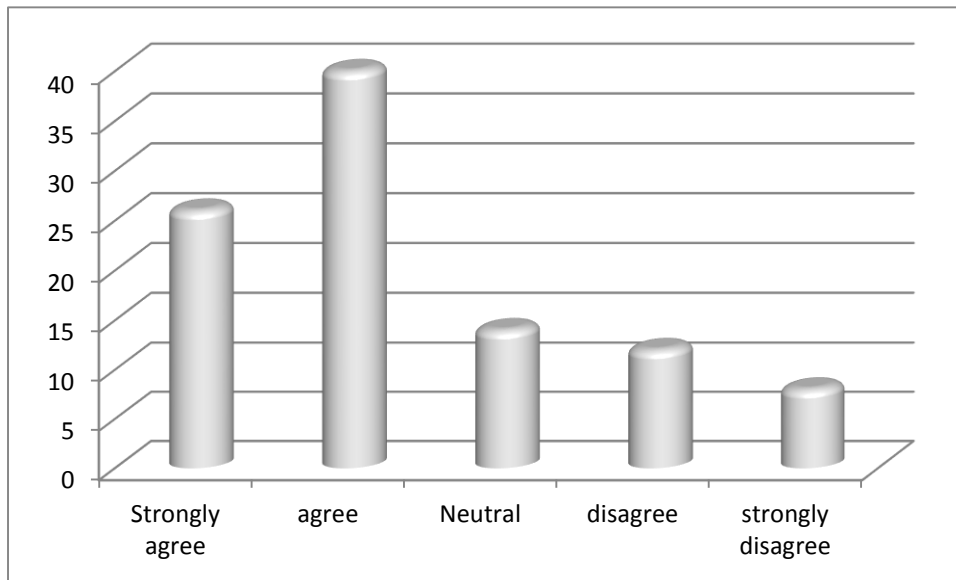


Figure No (4-20) The Frequency Distribution for the Respondents' Answers of statement No.(15)

From the table.(4-20) and the figure (4-20) it is made sure that there are (13) respondents in the study's sample with percentage (26%) strongly agree with " Communication games integrated in syllabus to help teachers encourage the pupils to learn speaking skill. ". There are (20) respondents with percentage (40%) agree with that, and (7) respondents with percentage (14%) are not sure , while (6) respondents with percentage (12%) disagree and (4) respondents with (8%) strongly disagree. The result indicates it is true that communication games integrated in syllabus to help teachers encourage the pupils to learn speaking skill.

Table No. (4-21) Chi-Square Test Results for Respondents’ Answers of the Questions of the Hypothesis three : “Teachers adapt communication games in a way that arouses EFL young learners’ interest to take part in verbal classroom interaction.”

No.	Statement	mean	SD	Chi square	p-value
1	Teachers give a little attention to communication games thus pupils are weak in speaking skill	3.9	3.5	24	0.00
2	Teachers give a little attention to communication games thus pupils are weak in speaking skill.	3.8	2.7	33	0.00
3	Teachers encourage the pupils to play communication games by organizing them to improve their speaking skill.	3.03	4.6	41	0.00
4	Pupils can speak fluently and overcome their speaking problems through using communication games.	3.8	1.4	22	0.00
5	Teacher should ask their pupils to participate in communication games in order to develop their speaking skills.	3.2	2.4	21	0.00

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (1) is (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who

agree with the statement **“Teachers give a little attention to communication games thus pupils are weak in speaking skill.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) is (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **‘Teachers encourage the pupils to play communication games by organizing them to improve their speaking skill.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (3) is (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **“Pupils can speak fluently and overcome their speaking problems through using Communication games.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (4) is (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agree with the statement **“Teacher should ask their pupils to participate in communication games in order to develop their speaking skills.**

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) is (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which is (8.57). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who

agree with the statement “**Communication games integrated in syllabus to help teachers to encourage the pupils educate speaking skill.**

According to the afore-mentioned results it is apparent that the third hypothesis of the study is accepted

4.3 Analysis of the Pre and Post Test:

Table:(4-22) The frequency distribution of the variable Pre and post questions

No	Questions	Test type	Assessment of tasks performance		
			fulfilled	Partially fulfilled	Not fulfilled
1	What do have in your bag?	Pre	0 0.0	18 45.0	22 55.0
		Post	38 95.0	1 2.5	1 2.5
2	Do you have a cat in your bag?	Pre	1 2.5	8 20.0	31 77.5
		Post	38 95.0	1 2.5	1 2.5
3	What is this?	Pre	2 5.0	16 40.0	22 55.0
		Post	38 95.5	2 5.0	0 0.0
4	What is this and what is that?	Pre	2 5.0	14 35.0	24 60.0

		Post	36 90.0	3 7.5	1 2.5
5	Do you have a desk in your classroom?	Pre	2 5.0	5 12.5	33 82.5
		Post	39 97.5	0 0.0	1 2.5
6	Is this desk?	Pre	2 5.0	26 65.0	12 30.0
		Post	40 100.0	0 0.0	0 0.0
7	What is that?	Pre	7 17.5	23 57.5	10 25.0
		Post	39 97.5	0 0.0	1 2.5
8	Is this a cat?	Pre	1 2.5	12 30.0	27 67.5
		Post	37 92.5	2 5.0	1 2.5
9	What is that and what is this?	Pre	16 40.0	22 55.0	2 5.0
		Post	38 95.0	1 2.5	1 2.5
10	Is this a book?	Pre	1	8	31

			2.5	20.0	77.5
		Post	38	2	0
			95.0	5.0	0.0
11	Is this a train?	Pre	20	17	3
			50.0	42.0	7.5
		Post	39	0	1
			97.5	0.00	2.5

From table (4-22) the results of both tests are discussed and compared to check participants' performance and progress before and after exposing to the new teaching program. As shown, questions 1, 3,4,7,9 are information questions and 2, 5, 6, 8, 10, 11 are YES/NO questions. Starting with information questions, Q1 in pre-test shows that more than half of the participants have not succeeded in fulfilling the question and the rest partially fulfilled the question. However, for the same question Q1 in post-test, the result displays that most of the participants (95%) have successfully fulfilled the question. It indicates that the game is a very effective technique in the participants' progress.

The result of Q3 in both tests is very similar to the result of Q1 with very little differences. As shown in pre-test in Q3 that 55% of the participants have completely failed in fulfilling the question, 40% of them partially fulfilled the item and that means just 5% of participants could successfully fulfill it. In the same question but in terms of post-test the result has shown that 95% of the participants have successfully fulfilled the question and the rest of percentage is equally distributed between the two other scales. This means that there is remarkable progress after playing the game.

The results of Q4 in pre-test shows that just 5% of the participants have succeeded in fulfilling the question whereas in post-test 95% of them have successfully fulfilled

the question. Again, it is confirmed that using games has a very effective role in making pupils interact orally very well and overcome their inability of speaking.

The results of the last question of the word questions group, Q9's result in pre-test shows that 55% of the participants have partially fulfilled the question, 40% of them have succeeded in fulfilling and just 5% have failed in fulfilling. While post-test results obtained shows that 95% of the participants have succeeded in fulfilling the question. From the result of Q9, it can be pointed out that the participants in pre-test show progress in fulfilling compared to their performance in the other questions and still steadily attain very interesting progress in the post. Thus, from the results of word questions, it is observed that there is a significant difference between participants' oral performance in pre- and post-test.

As for YES/NO questions, the result of Q2 in pre-test has shown that most of the participants 77% have failed in fulfilling the question and 20% of them have not fulfilled it properly. In post-test the result of the same question shows that the majority of the participants 95% have successfully fulfilled it. It is clear that the participants orally have succeeded in using the verb to 'have' in the form of present simple particularly in YES/NO question.

The result of Q5 in pre-test shows that the majority 82.5% of the participants have failed in fulfilling the question orally whereas the majority of the participants 97% in the post-test have succeeded in fulfilling it orally. It means that there is a very good difference of benefit in the post test. As for the result of Q6 in pre-test shows that 65% of the participants have partially fulfilled the question, 30 % of them have failed in fulfilling it whereas 5% have fulfilled it. The result of Q6 in terms of post-test shows that the whole participants 100% have successfully achieved what is intended to be achieved. It means that in the pre-test the majority of participants have done an attempt even it was partial, whereas the result in post-test really is fantastic so their performance is completely satisfying.

In pre-test the result of Q8 shows that 67.5% of the participants have not fulfilled the question, 30% of them have partially fulfilled it and 2.5% have succeeded in fulfilling

it. In post-test of the result of this question shows that 92.5% of the participants have fulfilled the question successfully, 5% of them have partially fulfilled it and 2.5% have failed in fulfilling it. It means that the result of the post-test supports the effectiveness of using games in verbal interaction. In pre-test the result of Q10 shows that 77.5% of the participants have failed in fulfilling the question, 20% of them have partially fulfilled it and 2.5% of them have succeeded in fulfilling it. The result of post test shows that the majority of participants 95% have succeeded in fulfilling the question. It supports the same result that obtained above. The last question of YES/NO part is question 11. The result of Q11 is quite different; in pre-test score shows that half of participants 50% have succeeded in fulfilling the question, 42.5% of them have partially fulfilled it and 7.5% have failed in fulfilling it. The result of the same question namely Q11 in-post-test shows that the majority 97.5% of the participants have succeeded in fulfilling the questions whereas 2.5% of them have failed in fulfilling. This means that half of participants have already fulfilled successfully the question before exposed to the new teaching program. The total result of YES/NO question shows that there is a significant difference in participants' performance due to the post-test.

Table (4-23): The statistical tests for the hypotheses

No.	Questions	Test	Chi-Square	df	sig	Median	Scale
1	What do have in your bag?	Pre	36.950	2	0.000	1.00	Not fulfilled
		Post	68.450	2	0.000	3.00	Fulfilled
2	Do you have a cat in your bag?	Pre	15.800	2	0.000	1.00	Not fulfilled
		Post	68.450	2	0.000	3.00	Fulfilled
3	What is this?	Pre	18.200	2	0.000	1.00	Not fulfilled

		Post	32.400	1	0.000	3.00	Fulfilled
4	What is this and what is that?	Pre	43.850	2	0.000	1.00	Not fulfilled
		Post	57.950	2	0.000	3.00	Fulfilled
5	Do you have a desk in your classroom?	Pre	21.800	2	0.000	2.00	Partially fulfilled
		Post	36.100	1	0.000	3.00	Fulfilled
6	Is this desk?	Pre	10.850	2	0.004	2.00	Partially fulfilled
		Post	No difference			3.00	Fulfilled
7	What is that?	Pre	25.550	2	0.000	1.00	Not fulfilled
		Post	36.100	1	0.000	3.00	Fulfilled
8	Is this a cat?	Pre	15.800	2	0.000	2.00	Partially fulfilled
		Post	68.050	2	0.000	3.00	Fulfilled
9	What is that and what is this?	Pre	36.950	2	0.000	1.00	Not fulfilled
		Post	68.450	2	0.000	3.00	Fulfilled
10	Is this a book?	Pre	12.350	2	0.002	2.50	Fulfilled
		Post	32.400	1	0.000	3.00	Fulfilled
11	Is this a train?	Pre	7.400	2	0.025	2.50	Fulfilled
		Post	36.100	1	0.000	3.00	Fulfilled

From table (4-23) the statistical treatment of pre-test for the questions 1,2,3,4,7and 9 have shown that a high significant value is for the scale (not fulfilled), questions 5,6,8 have shown high significant value favored the scale (partially fulfilled) and questions 10,11 have shown a high significant value for the scale (fulfilled). It means that most of the YES/NO questions in the pre-test stage are marked in the scale (partially fulfilled and fulfilled) but the majority is for the scale (partially fulfilled). This indicates that the participants have already been able to deal with these types of questions but improperly. However, in terms of post-test stage the participants have shown high competence in dealing with these types of questions. As for word questions, it has been shown that most of the questions in pre-test are marked for benefit of the scale (not fulfilled). The results of all word questions in post-test stage have shown a high significant value for benefit of the scale (fulfilled). This means that most of the participants in the pre-test are unable to interact with word questions however, they interact properly with these questions in the post test stage. This indicates that there is a significant difference between pre-and post-test, however, the result is in favor of the post test. Totally, participants' performance after engaging in playing games for the purpose of initiating speaking English has achieved a remarkable progress in speaking.

4.4 Discussion and Testing of Hypotheses in Relation to the Results of the Questionnaire

This section is limited to the discussion of three hypotheses which have been put forward by the researcher in chapter one with relevance to the results of the questionnaire. Each hypothesis will be dealt separately.

Hypothesis One: “Utilizing the communication games is appropriate for developing EFL young learners’ conversation skills”.

This hypothesis is justified by means of the results of items (1,3,4,5) which support this hypothesis positively by (76%),(90%),(80%) and (94%) respectively. All the above results support this hypothesis as enough as the enormous number of

respondents agree over the interrelated information of these statements which support that using communication games is appropriate for developing young learners' conversation skills. Thus, hypothesis one is judged reliable and valid according to the results of the mentioned statements that correlatively agree over the idea which is framed by this hypothesis.

Hypothesis Two: “Communication games help students engage in verbal classroom interaction”.

The results of the statements (6,7,8,10) confirm this hypothesis. In statement(6), (70%) have responded positively agreeing that pupils can participate easily through communication games so as to enhance their speaking skill. Statement (7) justifies this hypothesis by (76%) of the respondents who have positively responded to the idea that pupils who work collectively with their classmates can improve their speaking skill easily. Also, (88%) of the respondents have responded positively to statement (8) which shows that through communication games most of the pupils in the class can interact to develop their speaking skill. In addition, (92%) of the respondents have responded positively in statement (10) to the idea that pupils' performance in speaking improves via the application of communication games. Thus, hypothesis two is reliable and valid.

Hypothesis Three: “Teachers adapt communication games in a way that arouses EFL young learners' interest to take part in verbal classroom interaction”.

Hypothesis three is sustained to be valid and reliable by the results of the statements: (12,13,14,15), they have received positive attitudes of the respondents which are represented by (84%), (94%), (88%), (66%) successively. Statement (12) justifies the teachers encourage the pupils to play communication games by organizing them to improve their speaking skill. Then, statement (13) supports the fact that pupils can speak fluently and overcome their speaking problems through using communication games. Statement (14) also verifies that teachers should ask their pupils to participate in communication games in order to develop their speaking skill. Finally, statement

(15) highlights communication games integrated in the syllabus to help teachers to encourage the pupils acquire speaking skill.

4.5 Discussion and Testing of Hypotheses in Relation to the Results of the Pre and Post Test

This section is limited to the discussion of three hypotheses which have been put forward by the researcher in chapter one with relevance to the results of the pre and post test. Each hypothesis will be dealt separately.

Hypothesis One: “Utilizing the communication games is appropriate for developing EFL young learners’ conversation skills”.

The results of the post test of the questions: (1,3,4,7,9) are supportive to this hypothesis, for (95%), (95%), (95%), (92%), (95) of the testes in questions (1), (3), (4), (7), (9) have successfully fulfilled the questions. Thus, the game is a very effective strategy in teaching students’ speaking skill.

Hypothesis Two: “ Communication games help students engage in verbal classroom interaction”.

The results of the post test for the questions: (2,5,6,8,10,11) justify this hypothesis because (95%), (95%), (97%), (100%), (92.5%), (95%), (97.5) of the testes have successfully fulfilled the these questions respectively. It is quite clear that there is a remarkable progress in students’ speaking skill after playing the game.

Hypothesis Three: “Teachers adapt communication games in a way that arouses EFL young learners’ interest to take part in verbal classroom interaction”.

This hypothesis is valid and reliable by the results of the post test questions: (1,2,3,4,5,6,7,8,9,10,11), they received positive attitudes of the testes which are represented by (95%),(95%), (95%), (95%), (97%), (100%), (92%), (92.5%), (95%), (95%), (97.5) successively. So, there is significant difference between participants’ oral performance in pre and post test. That is why using the games has a very

effective role in making pupils interact orally very well and overcome their inability of speaking.

4.6 Comments on Data Analysis

The researcher observes that the whole three hypotheses corresponding with the idea of the respondents. Therefore, the researcher thinks that it is better for the Ministry of Education to apply the communication games in basic schools and secondary schools because the communication games enhance the students in these stages to speak fluently and to communicate directly with their colleges and the people around them. The Ministry of Education can carry out intensive training courses in these games among the teachers at basic schools and secondary schools levels to promote their learning in the future and also to conduct intensive course among supervisors of English language at basic school and secondary school in order to receive the better feedback in teaching process of English language as a foreign language. A sufficient number of teachers highlighted the fact that students' performance in speaking English is weak. At the same time, a large number of teachers pointed out that teaching /learning process can be available or even possible in larger classes if communication games' strategy is apparently utilized.

In the next chapter the main findings, conclusion, recommendations and suggestions for further studies will be covered.

CHAPTER FIVE

CONCLUSION

5.0 Introduction

This chapter involves literary handling as follows: main findings, conclusion, recommendations and suggestions for further studies.

5.1 Main Findings

The results of this study investigate the effectiveness of utilizing communication games in promoting EFL students' speaking skill. The results provide the following findings:

- 1-Most of the teachers who responded to the questionnaire agree that communication games is a successful teaching strategy to be applied for helping students develop different skills and more importantly speaking skills.
- 2-Communication games provide students with useful and interesting learning process.
- 3-Communication games assist teachers in teaching process to pave the way for their students to improve the speaking skill.
- 4- Utilizing the communication games strategy can help students improving different skills such as interpersonal skills and more importantly speaking skills.
- 5- Basic school students can develop better interaction skills via communication games strategy if they are trained to utilize it in the learning process.

- 6- Students' performance in speaking improves significantly and they develop better attitudes towards learning English language through communication games activities.
- 7- Reluctant students are motivated to participate in the learning activities that foster their understanding.
- 8- Playing games is an effective technique of stimulating EFL beginners to initiate speaking particularly in pair and group work.
- 9- It is clear that teachers involved in this study strongly agree that using communication games are useful to EFL learners because of their positive impact on students' output in verbal classroom interaction and can also help in building a good relationship with a new language.
- 10- Students are more kinesthetic and enthusiastic in using communication games in the classroom that fosters their speaking skill.
- 11- Pupils can speak fluently and overcome their speaking problems through using communication games.
- 12- Pupils who work collectively with their classmates can improve their speaking skill easily.
- 13- Integration of communication games in syllabus helps teachers encourage the pupils to acquire speaking skill.
- 14- Pupils can participate easily through communication games so as to enhance their speaking skill.

5.2 Conclusion

The results of data analysis answer the questions and agree with the hypotheses stated in *chapter one* of this study.

Through the investigation of this study, the researcher touches the elements that lead to the problem of the study. In the light of the findings, the study comes out with recommendations on the basis of the data collected. The aim of this study is to explore the significance of utilizing the communication games strategy in promoting EFL students' speaking skill. So, this conclusion is a summary of the elements of the study and their contribution in the process of teaching and learning of English as a foreign language.

Under the umbrella of pedagogical conceptions in general and teachers in particular, teaching English as foreign language to EFL learners involves many essential aims that must be achieved successfully. In other words, knowledge of utilization of communication games in teaching is significant part of these aims. It is noticed that speaking in English for the most of EFL students is the hardest task to do, and most difficult skill to master. This leads them to hate and avoid any occasion where they may be given the chance to speak. In attempt to help students to overcome this problem, this study investigates the influence of utilizing communication games as technique that can be used by English language teachers to enhance students' speaking skill.

In conclusion, games create necessary diversity in the classroom and are a good method for teaching. Games are fun that helps students to be active in their learning. In addition, teachers need to keep in mind that not all games fit certain students and some games cannot be played inside the classroom so; when selecting a game the teacher needs to ask him/herself, "*What are the goals I am trying to*

achieve by playing this game?” and make sure that the game they choose is not too easy but at the same time not too difficult.

5-3 Recommendations

Based on the above findings and results, the researcher offers the following recommendations:

- 1-Curricula designers, educators, and experts should include sufficient language games in the syllabus in order to encourage and motivate the students in learning the foreign language.
- 2-Teachers' role should be changed from instructors who dominate the class into educators whose role is to help, support, and guide the students to acquire the foreign language.
- 3-Applying games should be adopted as one of the techniques for developing verbal interaction skills, because it proved its effectiveness for the purpose of verbal interaction with young learners.
- 4- Games should be carefully selected and learnt before their utilization and generalization.
- 5- Students should be trained on utilizing communication games strategy in their learning process not only in the context of the classroom but also outside classroom.
- 6- Students' should be sufficiently exposed to communication games to develop their speaking abilities.
- 7- Pupils' abilities to hold a conversation through a target language should be developed by means of communication games.

8. Communication games have to be used inside the classroom to enable pupils to speak freely without hesitation.
- 9- Teachers should give their pupils ample time to participate in communication games in classroom so as to enhance their speaking skill.
- 10 Teachers should encourage their students to work collectively to improve their speaking skill easily.
- 11- Pupils' awareness in speaking skill should be improved through communication games.
- 12- Pupils' performance in speaking should be improved via application of communication games.
- 13- Too much attention should be paid to communication games when the pupils are weak in speaking skills.
- 14- Teachers should organize and encourage their pupils to play communication games to improve their speaking skill.
- 15- Communication games should be utilized by teachers so that the pupils can speak fluently besides their speaking problems can be overcome.

5.4 Suggestions for Further Studies

Based on the results of this study, several recommendations are proposed for further research:

- 1-The current study was conducted to investigate the influence of communication games strategy in developing EFL students speaking skills, but further studies should investigate *“The Role of Games Strategy in Developing other language skills such as Listening, Reading, Writing, Grammar, and Vocabulary.”*

- 2- The implementation of the current study has taken place at basic schools level, rather than further studies could be conducted in the other educational levels such as secondary schools level, such as: ***“Utilizing Communication Games Technique in Developing the Speaking Skill of Secondary Stage’ s Sudanese Students.”***
- 3- ***“Adopting the Communication Games as a Method of Raising Students’ Motivation.”***
- 4- ***“Utilization of Communication Games as a Technique in Improving Classroom’s Atmosphere***

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Appendix (1)

Sudan University of Science and Technology

College of Graduate Studies

College of Education

Questionnaire for teachers

Dear teachers:

This questionnaire is a part of Ph.D. dissertation in English language teaching entitled (*Utilization of Communication Games' Strategy in Promoting Students' Speaking Skill*). I would be grateful to put a tick (√) in the following statements which are designed for academic purposes only and your point of view will be strictly confidentially.

Thank you for your cooperation

Part one: personal data

Gender : male female

Years of experience : 1-5 6-10 more than 10

Academic status : Ph.D. MA BA

Part two: the questionnaire

The first hypothesis (*Utilizing the communication games is appropriate for developing EFL young learners’ conversation skills*).

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Exposing students to communication games develops their speaking abilities					
2	Communication games develop the mastery of oral skills among basic schools’ pupils					
3	Teaching communication games develops the pupils’ abilities to hold a conversation with a target language .					
4	Using Communication games inside the classroom enables pupils to speak freely without hesitation					
5	Participation in communication games in the classroom enables the pupils to enhance their speaking skills.					

(B) The second hypothesis (*Communication games help students engage in verbal classroom interaction*).

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Pupils can participate easily through communication games so as to enhance their speaking skill					

2	Pupils who work collectively with their classmates can improve their speaking skill easily .					
3	Through communication games most of the pupils in the classroom can interact to develop their speaking skill					
4	Communication games cannot improve the pupils awareness in speaking skill					
5	Pupils' performance in speaking improves via the application of communication games.					

C) the third hypothesis (*Teachers adapt communication games in a way that arouses EFL young learners' interest to take part in verbal classroom interaction*).

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers give a little attention to communication games thus pupils are weak in speaking skill .					
2	Teachers encourage the pupils to play communication games by organizing them to improve their speaking skill .					
3	Pupils can speak fluently and overcome their speaking problems through using communication games					
4	Teachers should ask their pupils to participate in communication games in order to develop their speaking skill.					
5	Communication games integrated in the syllabus to help teachers to encourage the pupils acquire speaking skill.					

Appendix (2)

Students' Oral Test

Concerning the utilization of communication games strategy in promoting students' speaking skill

Khalid IbnAlwalid Basic School for Boys and Hairman Basic School for Girls –
Khartoum

Sixth Class (2018-2019)

Pre and Post Test Time Allowed: 40 minutes

Pupils are asked to answer the following questions orally:

What do you have in your bag?

Do you have a cat in your bag?

What is this?

What is this and what is that?

Do you have a desk in your classroom?

Is that a desk?

What is that?

Is this a cat?

What is that and what is this?

Is this a book?

Is this a train?