



Investigating the Use of Communication Games in Promoting EFL Learners'  
Speaking Skill at Sudan Basic Schools

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**Abstract**

This study aimed at investigating the use of communication games in promoting EFL learners' speaking skill at Sudan basic schools. The study adopts the descriptive analytical method, a questionnaire been has used as primary tool for data collection. The sample of the study comprises (50) teachers of English language in vary basic schools at Khartoum state. The researchers applied (SPSS) program for analyzing and testing the hypothesis. The results revealed that playing games are an effective technique for engaging beginners in using English language verbally as long as possible. In the light of these results, the study recommends that games should be employed for verbal classroom interaction to improve the pupils speaking skill. In addition games create interesting and enthusiastic learning atmosphere. Also teaches' roles should be changed from instructors who dominate the class into educators whose role is to guide; support and help students acquire the foreign language easily.

**Keywords:** Competence, Communication, Verbal, Classroom.

**المستخلص:**

هدفت هذه الدراسة الى تقصي استخدام الالعاب التواصلية في تطوير مهارة الكلام لدى دراسي اللغة الانجليزية باعتبارها لغة اجنبية على مستوى مرحلة الاساس في السودان . اتبع الباحث المنهج الوصفي التحليلي لإجراء الدراسة عن طريق استخدام الاستبيان لجمع البيانات وكانت عينة الدراسة عبارة عن (50) من استاذة اللغة الانجليزية في مرحلة الاساس بولاية الخرطوم. استخدم الباحث برنامج الحزم الاحصائية للعلوم الاجتماعية ( SPSS ) لتحليل و اختبار الفرضيات. وقد اظهرت النتائج أن استخدام الالعاب كأسلوب له تأثير في جذب انتباه المبتدئين في استخدام اللغة الإنجليزية نطقا على المدى الممكن . اضافة الى خلق جو تعليم مثير للاهتمام والحماسة. على ضوء هذه النتائج اوصت الدراسة على تطبيق الالعاب للتفاعل الشفهي داخل فصول الدراسة لتحسين استخدام مهارة الكلام لدى الطلاب. يجب أن يتغير دور المعلم من السيطرة على الفصل الى المعلم الذي يتمثل دوره في توجيه ودعم ومساعدة الطلاب على اكتساب اللغة الاجنبية بسهولة.

**Introduction:**

Speaking skill is the most significant skill of language that learners entirely work hard to acquire. Effort is required at every moment and must be maintained over a long period of time. Throughout the designing of the English language syllabus speaking skill are highly estimated since the major goal of each language is to develop communication skill among

learners. According to the national curriculum, in foreign language in Ireland, teaching communication is very important because of the fact that 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 premade conversations.



Although games in general might emphasize fluency the category speaking games can be divided into two main categories. Those categories are: Linguistic games and communicative games. Even though they both aim towards teaching speech in the target language they put emphasize on very different things. While linguistic games emphasize speaking correctly the goal when playing communicative games is fluency (Hadfield, 1999, P.8). Therefore, nowadays there is a great need to use and create some other techniques to stimulate and help students of English 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. Classrooms in which learners deal with English achieved a high level of performance than classes using other techniques and methods specialist of English language teaching advocate that learners must be allowed to speak language freely. 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”. Games are communicative activities that improve the learners’ overall communicative competence i.e. the learners’ ability to use the target language in diverse setting during every day communication. What is required is

radical change of teaching methods to stimulate the communication abilities of learners accordingly games one of these an authentic technique for enhancing oral communication skills which have been experimented and tried out throughout the last years.

#### **Statement of the problem**

The problem of the present study stems from students' low output in verbal interaction skill, lack of motivation and weak participation in class. It is observed that EFL teachers fail in keeping pupils interest up to use English language for the 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 games.

#### **Significance of the Study**

This study is considered significant for the great value of using communication games as one of the technique's that may help to engage the students in classroom verbal interaction and that give them an opportunity to enhance their speaking skill. Also it considered great important to curricula to choose best ways to improve using games through enhances curricula with game activities.

#### **Objective of the Study**

This study is intended to confirm the following:

To demonstrate that utilizing communication games are appropriate for developing EFL young learner’s conversation skills.

### Question of the Study

The present study attempts to provide answers for the following:

To what extent that utilizing communication games are appropriate for developing EFL young learner's conversation skills?

### Hypothesis of the Study

This study hypothesizes the following:

Utilizing communication games is an effective on developing young learner's conversation skills by using the target languages

### Definition of Communication Games

Communication games were defined by many scholars as activities which can be used by teachers to increase interaction and communication among students. According to Gibbons (1993), 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. (Herrell and Jordan 2008: 87).

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.

### 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: vi) states ten types of communication games:

#### 1- Information Gap Activities

In information gap activities, one student has 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.

#### 2- Guessing Games

Guessing games are not much different from information gap activities, and it 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.

### 3- 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 a 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 at the same time a giver and a collector of information.

### 4- Matching Games

They are activities in which 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.

### 5- 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.

### 6- 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.

### 7- 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 collect a set of cards or articles, and then exchange them with other groups.

### 8- 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.

### 9- 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.

### 10- 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.

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).



C. Elgood (1996: 46) had 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.

#### **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. According to Lee (1986: 3) games should not be considered as 'marginal activities' used when the class have nothing important to do. Rather, communication games are:

#### **Motivating and Enjoyable**

Communication games are very motivating and stimulating activities for language learning. According to A. Wright, Betteridge, and Buckby (2006:2), games motivate and make the learners more interested in what they do in the classroom. Motivation and making the learning process more stimulating and enjoyable, as Dornyei (2001: 72) declared, are key factors that maintain learners involvement. So that, being funny and enjoying, games guarantee the students' engagement and

participation in such a kind of classroom activities.

#### **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. 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 (Bond 1986: 13).

#### **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 uses the game at its own level and way. That is why we 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).

#### **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 (Wright, Betteridge, and Buckby 2006: 2).



### **Opportunity to Learn New Language Items**

In communication games many items are repeated, so that learners can learn them automatically. According to Wright, Betteridge, and Buckby (2006: 2), 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.

### **Facilitate Learning**

Learning is a very hard task because it is a complex process that requires the learner to do many things at the same time. The learner is 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 ( Wright, Betteridge, and Buckby 2006: 2; Lee 1986: 1).

### **Steps of Communication Games**

Being a type of games, communication games have almost the same steps of other kinds of language games. Bond (1986: 24) suggests six steps for dealing with language games:

#### **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.

### **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. Here, the game may be exposed to some changes that will later be negotiated for planning other activities.

### **Examples of Communication Games**

Communication games or 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:

#### **What Would You Do?**

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 came 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 (Stringer and Cassiday 2009: 31).

#### **The Three Wishes Game**

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 ( Hadfield 1990: x).

#### **Parent Power**

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).

#### **It Wasn't Me, Officer**

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 (ibid).

#### **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, etc. According to student A description, student B should select and arrange the pictures he or she has in the right order (ibid xxi).

#### **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:



### Classroom organization

For facilitating the work in groups and pairs, the classroom should be well organized and rearranged. According to Watcyn-Jones (1995: v), 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: vi) claimed 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, the team of Tigers, etc. Colors and letters may also be used to name groups.

### Time Limits

The notion of time is also important in practicing communication games. Hadfield (1990: vii) 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, Watcyn-Jones (1995: vi) 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.

### The Role of the Teacher

In these activities or games, the teacher can work as a coordinator who is mainly responsible of 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: vii) 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 distribute and hinder fluency.





### Storing Materials

In communication games, 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 (Watcyn-Jones 1995: vi).

### 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.

### 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, 8, 9), it is better for teachers to use different methods of scoring, and two 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).

### Methodology

#### Study design

This study followed the descriptive analytical design. Its aim is to investigate the utilizing of communications games on developing EFL students' speaking skill at Sudan basic schools.

#### Population of the study

The population of the study consists of all English language teachers in Khartoum locality, in the first period of the academic school year 2018-2019.

#### Sample of the study

The sample of this study consists of (50) English language teachers who have been chosen randomly.

### Instrument of the study

The data of this study has been obtained by using a questionnaire. The questionnaire is structural into two parts, part one which includes: participants, personal information such as age, gender, academic qualification, And participants experience in English language teaching. Part two includes: the finding related to teachers point of on utilizing communication games in promoting EFL students speaking skill at Sudan basic level schools. The questionnaire includes (15) statements.

The items required respondents to answer the statements with the degree varying from strongly agree to strongly disagree.

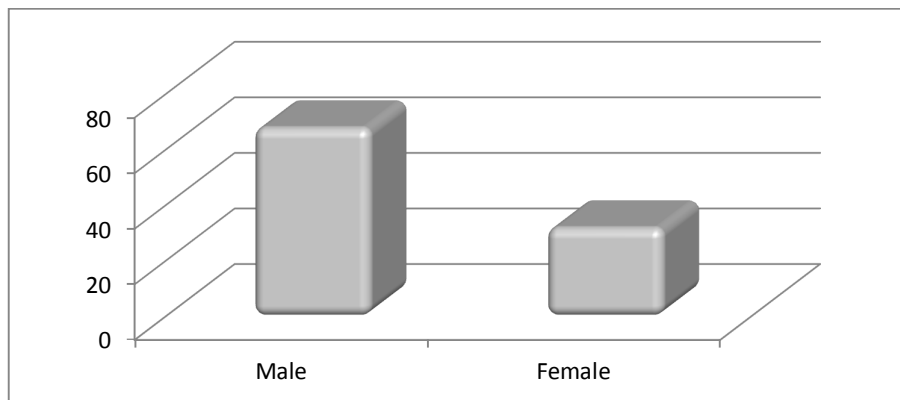
### Validity of the questionnaire

In order to ensure validity of the questionnaire it was shown to a jury of two university professor and three EFL teachers. They all agreed on the content and structure. The final from the questionnaire was drawn out after taking their comments, opinions and advices into consideration.

### Part (1): personal information

**Table (1): the frequency and percentage distribution for the respondents according to the gender**

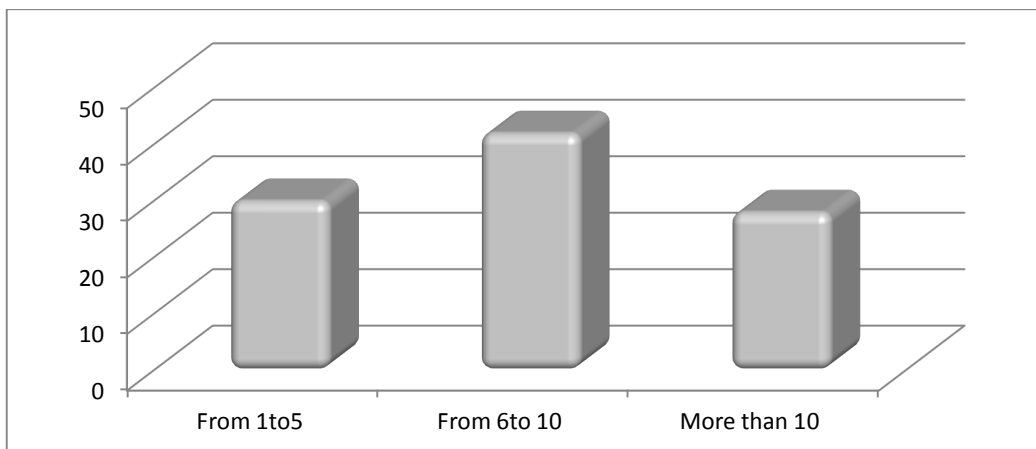
Sex	Frequency	Percentage
Male	34	68
Female	16	32
Total	50	100



From the above table it's obvious that the percentage of male at the study sample was 68% and female percentage was 32%

**Table (2): the frequency and percentage distribution for the respondents according to the Years of experience**

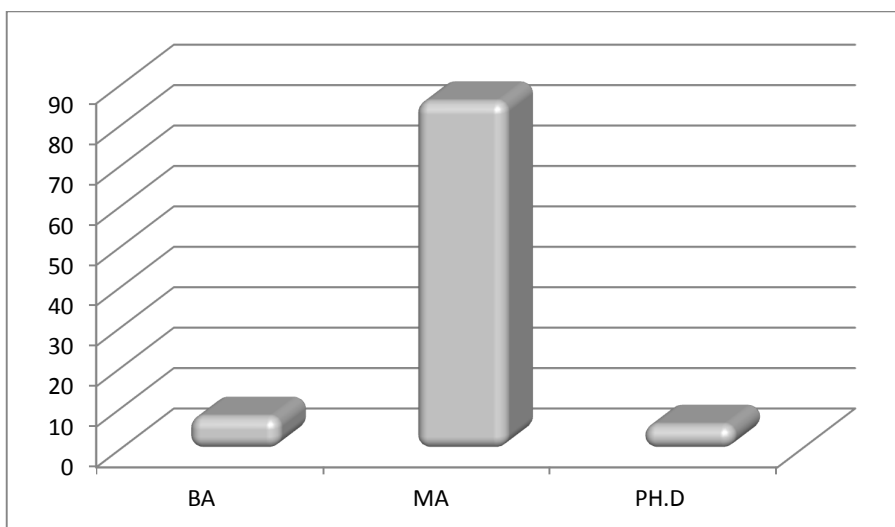
Years of experience	Frequency	Percentage
From 1 to 5	15	30
From 6 to 10	21	42
More than 10	14	28
Total	50	100



It's clear from the above table there was 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

**Table (3) : the frequency and percentage distribution for the respondents according to their Academic qualification**

Academic qualification	Frequency	Percentage
BA	4	8
MA	43	86
PH.D	3	6
Total	50	100



From the above table its clear that most respondents have MA as qualification with percentage 86%

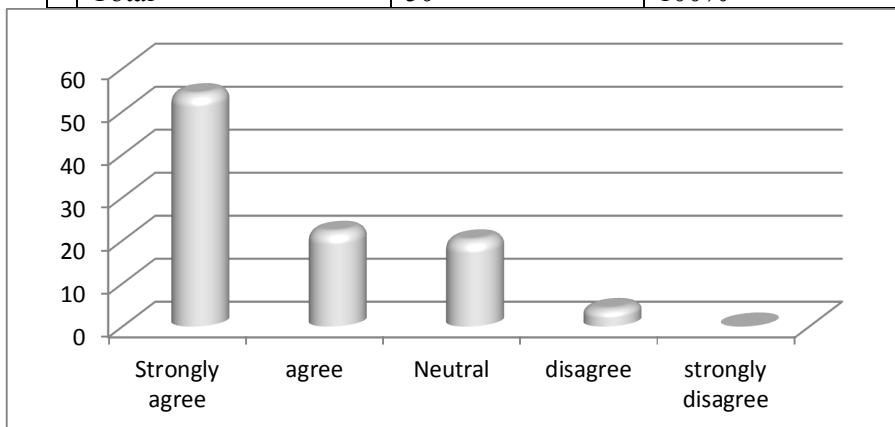
**Part (2): basic information**

**The Hypothesis: using communication games is effective on developing students conversation skills by using target languages**

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

**Table No (4) The Frequency Distribution for the Respondents' Answers of statement No.(1 )**

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



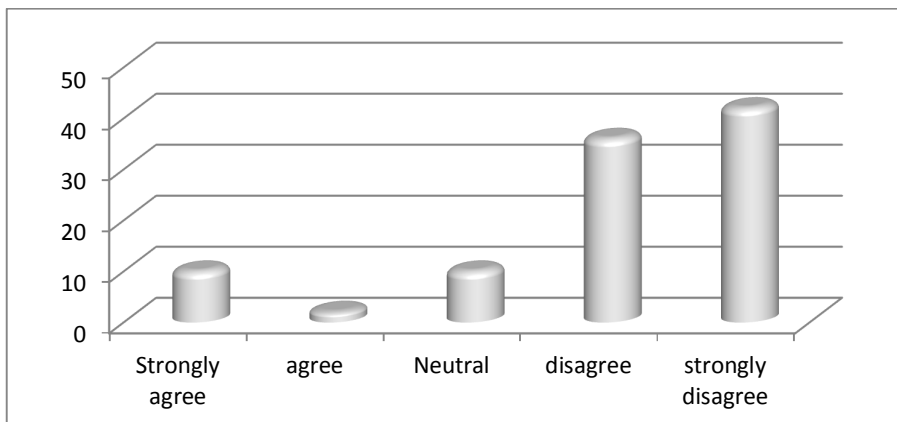
From the above table (4 ) and figure (4) It is clear that there are (27) participants in the study's sample with percentage (54%) strongly agreed with " Exposing students to communication games will develop their communication abilities ". There are

(11) participants with percentage (22%) agreed with that and (10) participants with percentage (20%) were not sure that, and (2) participants with percentage (4%) disagreed. And (0) participants with (0%) are strongly disagreed

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

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

Valid	Frequency	Percent
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%



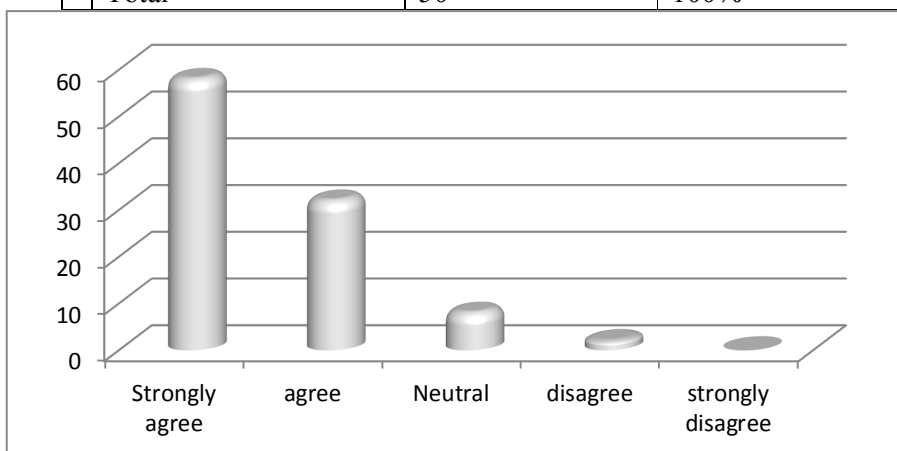
From the above table (5) and figure (5) It is clear that there are (5) participants in the study sample with percentage (10%) strongly agreed with "Communication games develop the mastery of oral skills among basic schools pupils ". There are (1

participants with percentage (2%) agreed with that, and (5) participants with percentage (10%) were not sure that, and (18) participants with percentage (36%) disagreed. And (21) participants with (42%) are strongly disagreed.

**Statement (3):** Teaching Communication games develop the pupils abilities to hold a conversation with a target languages.

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

Valid	Frequency	Percent
Strongly agree	29	58.0
agree	16	32.0
Neutral	4	8.0
disagree	1	2.0
strongly disagree	0	0
Total	50	100%



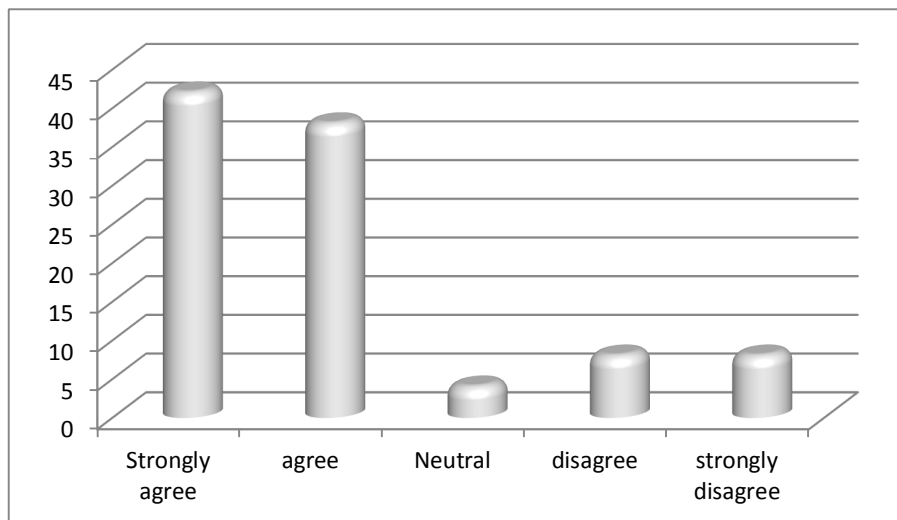
From the above table . (6) and figure ( 6) It is clear that there are (29) participants in the study's sample with percentage (58%) strongly agreed with "Teaching Communication games develop the pupils abilities to hold a conversation with a target languages". There are (16) participants with percentage (32%) agreed with that, and

(4) participants with percentage (8%) were not sure that, and (1) participants with percentage (2%) disagreed. And (0) participants with (0%) are strongly disagreed.

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

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

Valid	Frequency	Percent
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%



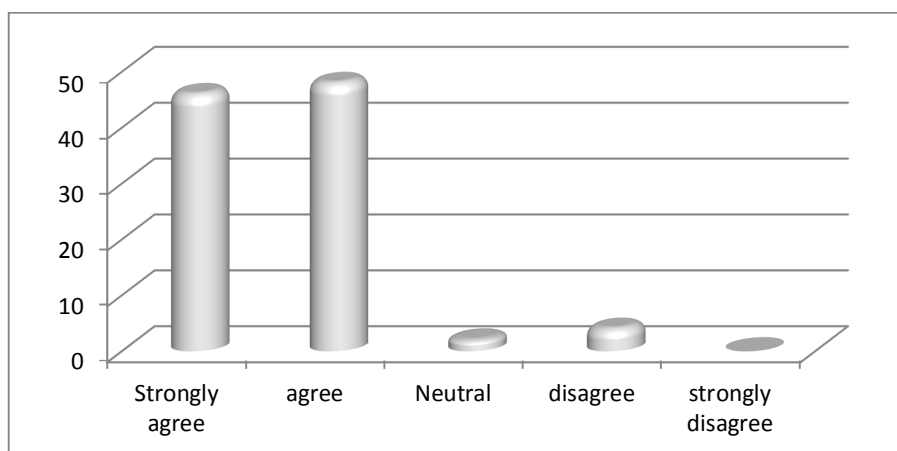
From the above table (7) and figure ( 7) It is clear that there are (21) participants in the study's sample with percentage (42%) strongly agreed with "Using Communication games inside classroom enables pupils to speak freely without hesitation". There are (19) participants with percentage (38%) agreed with that, and (2) participants with percentage (4%)

were not sure that, and (4) participants with percentage (8%) disagreed. And (4) participants with (8%) are strongly disagreed

**Statement (5):** Participation in Communication games in the class room enables the pupils to enhance their speaking skills.

**Table No (8) The Frequency Distribution for the Respondents' Answers of statement No.( 5)**

Valid	Frequency	Percent
Strongly agree	23	46.0
agree	24	48.0
Neutral	1	2.0
disagree	2	4.0
strongly disagree	0	0
Total	50	100%



From the above table (8) and figure (8) It is clear that there are (23) participants in the study's sample with percentage (46%) strongly agreed with " Participation in Communication games in the class room enable the pupils to enhance their speaking skills

". There are (24) participants with percentage (48%) agreed with that, and (1) participants with percentage (2%) were not sure that, and (2) participants with percentage (4%) disagreed. And (0) participants with (0%) are strongly disagreed

**Table No.(9) Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis one: using communication games is effective on developing students conversation skills using target languages**

Nom.	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	3.4	2.4	13	

	with a target languages.				
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 enable the pupils to enhance their speaking skills.	3.9	1.6	20	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (13) 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 respondent 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) was (18) 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 respondent 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) was (13) 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 respondent who agreed with the statement "Teaching Communication games develop the pupils abilities to hold a conversation with a target languages".

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) 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 respondent 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) was (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 respondent who agreed with the statement ( Participation in Communication games in the class room enable the pupils to enhance their speaking skills).





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- According to the previous result we can say that the hypothesis of the study is accepted

#### Conclusion

In an attempt to help students to overcome the problem of speaking the researcher conducted this study with investigated the role of communication as technique that can be used by researchers to develop students speaking skill. The results of the study have been proved from the outcomes that those activities have a significant role in improving students speaking skill. It is clear that teachers involved in this study strongly agreed 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.

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