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Exploring the Use of Recreation Activities to Develop the Learners' Speaking Skills: Case of First Year EFL Students at the Department of English at the University of Tlemcen

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DEDICATION

I dedicate this dissertation:

To the memory of my life Hamza HADJABDELKADER.

To my sympathetic father and thoughtful mother whose love always strengths my will.

To all my sisters and my lovely brother Osama Mohamed Amine.

To all the members of my family.

To all my friends with whom I shared the university with its light and shadows.

To all my teachers.

To all those who love me.

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Abstract

The present work was conducted to explore the use of recreation activities in EFL classrooms. This issue was chosen because it exposes a general fact which happened in almost EFL classes. The purpose of this investigation is to exhibit adequate understanding of the importance of using these activities as a tool to improve English speaking skills. Therefore, this research is a case-study of first EFL students at the department of English at the University of Tlemcen. Three instruments were used in collecting data; teachers' questionnaire, a structured interview for students and classroom grid. Moreover, quantitative and qualitative approaches were used to analyse the obtained results. The results revealed that the majority of EFL students as well as teachers held positive attitudes towards the use of recreational activities.

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List ofAcronyms

TEFL: TeachingEnglish as Foreign Language

EFL: English as Foreign Language

BBC: British Broadcasting Corporation

TL: Target Language

SL: Second Language

ACTFLS: Americans Council of Teachers of Foreign Language

LMD: Licence Master Doctorat

ESL: English as Second Language

ELT: English Language Teaching

General Introduction

Recently, in the field of ELT intensive attentions have been oriented towards the communicative properties of language. At this level, all of the four important skills *listening, reading, writing* and mainland mainly *speaking* are to be involved within the teaching learning process without the exclusion of any one of them.

Particularly, though teaching speaking skills in EFL context is consequently regarded as crucial issue; it is still an insufficiently covered in language teaching. In fact, first-year EFL students encounter difficulties in oral performance which may be directly attributed to the different constraints in the teaching and the learning environment itself.

For this purpose, this study endeavours to explore the main factors that lead to the first-year learners' low achievement of the oral skills,and to suggest remedial tools to overcome the learners' difficulties through the use of songs, games, role play or what we call recreational activities. Hence, the main objective of this study is to unveil adequate understanding of the importance of using these activities as a tool to improve English speaking skills. Thus, in this concern, this current work is based on three research questions:

1) Do EFL teachers use recreation activities in their teaching?
2) What type of recreation activities do EFL teachers use?
3) Why do teachers think that recreation activities may increase EFL learners' speaking fluency?

The above questions lead to formulate the following hypotheses:

1. The majority of EFL teachers seem to be frequent users of recreation activities to develop the speaking fluency of their learners.
2. Some EFL teachers sound to use recreation activities such as; games, telling stories, songs, and oral presentations.
3. The use of these activities may better faster the speaker fluency.

The present work is divided into three chapters: the first chapter highlights a related literature. The second chapter describes the research methodology including teachers' questionnaire, classroom observation and students' interview.In addition, it deals with the results analysis and data interpretation which attempts to confirm or reject the raised hypotheses.

Finally, the third chapter provides some practical suggestions in hope to enhance speaking skill and create a good learning environment in classroom discussion with interaction and motivation. It also proposes some recommendations for newbie teachers.

Chapter ONE: Recreational Activities and EFL Speaking Skill

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1.1.Introduction

Teaching English as foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. Speaking skill is considered to be one major skill to be developed by both teachers and learners because it is necessary for displaying the language learners proficiency who give much more importance to speaking skill as it's the essential pillar to build up their competences.

This chapter concerns itself with speaking skill, our description go in deep focus on the process of speaking skill .In addition to, the different activities that EFL teachers should use in their teaching process and finally , how to practise speaking skill in the classroom.

1.2.Definition of Speaking Skill

Speaking is a basic skill that language learners should master with the other language skills. Hedge (2000.261) defines speaking as*"a skill by which they (people) are judge while first impressions are being formed"*. That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects peoples' thoughts and personalities. Another definition of speaking skill is*" using language for purpose"* .(Baker,watsrup,2003:7).According to Chaney (1998:13) defines speaking skill as the *"process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context".*

In the whole, speaking is to express ever day occurrence for most of us and it's usually requires little thoughts, efforts and preparations.

1.3.Aspects of Speaking Skill

The two factors which could determine the success of English language learners according to BBC British council are accuracy and fluency .Focusing in these facts, a great attention has been paid to make a distinction between accuracy and fluency, at the same time to plan activities which help to evenly gain them.

1.3.1.**Fluency**

According to Richards (2006) noted that *"fluency is developed by creating classroom activities which students must negotiate meaning , use communication strategies , correct misunderstanding , and work to avoid communication breakdowns"*(p.14).Hedge (1993) argues that non-fluency in English language learners is recognized when there is amount of pauses , repetitions , and self-corrections that prevent the facility of expression . Under this conception, fluency is the information is delivered quickly and the knowledge of the language.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Throrunbury, (2005) also argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. However, a frequent pausing is an indication that the speaker has problems of speaking. I n such cases Thornburg suggest what is called 'tricks' or productive strategies, i.e. the ability to fill the pauses.

1.3.2.**Accuracy**

According to Byrne (1988), accuracy is when speech does not contain errors affecting the discourse features of a language. That is to say the use of the correct form of the communicative competences such as grammar and vocabulary without any mistake.

1.3.2.1. **Grammar**

According to (IELTS,2002:15cited in Thughes 2002) the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and complexity of utterances in addition to the ability of use the subordinating clause.

1.3.2.2. **Vocabulary:**

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express themselves in English, because of the lack of vocabulary, and sometimes they use words incorrectly. According to Harmer (2001*)" the knowledge of the word classes also allows speakers to perform well formed utterances."*

1.3.2.3. **Pronunciation:**

Learners should be aware of the different sounds and their features and when they are made one's mouth .Redmond and Vrchota (2007:104) argues that *"it is imperative that you use the correct words in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understand."*

However, if the pronunciation is not correct, the speakers will not be understood and therefore accuracy is not achieved.

1.4.The Speaking Relationship with the other Skills:

The relationship between speaking and the rest of English language skills

Including: listening, reading and writing have been interpreted in different ways as in (Andrews 2011, and Alder 1997).

Andrews (2011, 183) demonstrates that the English four skills are related to each other in terms of being receptive as in listening and reading , productive as in speaking and writing.

However, speaking also in a complementary relationship with writing and reciprocal with listening .concerning the relationship between speaking and writing definitely, Andrews goes on to say that speaking can be adopted as a rehearsal to writing ;this happen when students share ideas through pair or group work discussions to be developed and transmitted at the end into writing . Writing also can be a rehearsal to speaking as in making a speech and producing oral narrative or advertisement. Dialogic speech for instance invites response in spoken and written. Based on the transformation between different means of communication; day by day English practice takes place. Thus; teachers should involve speaking in lesson plan before during and after writing.

Alder (1997:3-8), also illustrates that communication with others can never be fulfilled distinctively without involving the English four skills. He categorizes English four skills into two parallel pairs including writing and reading that go together in one pair and speaking with listening in another pair. Each skill in each pair is complementary to the other ; for instance, writing gets no where without reading and the unskilled readers can never ever produce effective writing similarly to speaking and listening , since no speakers without listeners and the vice versa.

There is *"a natural link between speaking and listening"* (2000:275). In fact both happen to gather the link is so clear in almost the activities used to teach speaking the both strength each other.

However, the relationship between speaking and listening differs remarkably from writing and reading.(Student ID number 90070/2012 the British University in Dubai).

1.5. The Importance of Speaking Skill

The importance of speaking is more revealed with the integration of the other language skills. Ur (2000:12)declares that *"of all the four skills [listening, speaking ,reading and writing],speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing"*.

Furthermore, the main question often given to foreign language learner is "do you speak English"? Or, "do you speak Spanish"? But not "do write English", to say the least, most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001:103) argues that for most people*"the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication"*.

Cunningham(1999)notes down that*"its form and meaning are dependent in the context in which it occurs, including the participants themselves, their collective experiences , the physical environment and the purposes of speaking"***(p15).**

Some speaking activities are used by learners as the way of using the spontaneous language in a real communication, because they can use the language to express their points of views, experiences and ideas.

Also they can create or build their own meaning that they understand to communicate with their friends and family member's .On the other hand, Harmer (2001) suggests that teachers need to be patient tolerant, and create a very relaxed and friendly environment for learners to try to speak a foreign language. That is to say English foreign language classroom, sometimes learners do not feel comfortable to participate, but the idea is that learners need to be able to handle a natural communication, and this is possible if learners are exposed to

interactive or recreation activity in which they understand opinions and share ideas between each other.

1.6.The Speaking Skill and the Concept of Recreation

The term recreation appears to have been used in English first in the late 14 century; On 'Macquarie Dictionary' it is refreshment by means of agreeable exercise, or the like. Webster's third new international dictionary "recreate, to renew enliven through the influence of pleasurable surroundings, to refresh after wearing toil or anxiety, usually by change or diversion, the act of recreating or the state of being recreated".

Simply defined, recreation refers to experiences and activities chosen and pursued by the individual in his/her free time; the basis being that the experience sought and activities pursued, in the real sense of the word, 'recreates' the individual so that he/she may be refreshed to enable him/her to resume daily obligations, whatever those may be. *(John AP (1986) recreation trends and implications for government. In R. castle, D. Luis &J. Mangan (eds) Work, leisure &technology man Cheshire, 167-83(p.167).* Another definition of the word recreation by Richard Krans (1978) Recreation & leisure in modern society. Santa Monica ,CA, Good year,(p.37)say that recreation consists of activities or experiences carried on within leisure, usually chosen voluntarily by the participant –either because of satisfaction, pleasure or creative enrichment derived, or because a certain personal or social values to be gained from them. It may also be perceived as the emotional state derived from involvement.

1.7.The Scope of Recreation as an Activity to Promote Speaking Skill

It is necessary that we have a common understanding of the concept **'recreation'**. At that time, there is considerable difference of views. That is to say Recreation means different things to different people in different domains. Our research is not concerned with those leisure activities as camping, hiking

which are harmful to individual or society. The aim is to define recreation as the field of activities related with 'education' to enhance student intrinsic motivation, participation and self-confident, freely chosen, possessing potentialities for the enrichment of life though the satisfaction of certain basic individual needs. The correlation between education and recreation should be an extremely close one.

Generally, teachers use a more formal approach to activities focusing on educational outcomes while recreation is more interested in the enjoyment of the activity in which participation takes place. However, recreation is not for fun and enjoyment alone, because are not enough. The bottom line, is conducting activities in such a way as to achieve other values related to human welfare without sacrificing the value of the enjoyment.Recreation, so conducted, is education, in very real sense.(Dr. Howard G. Danford)

Using recreational activities or communicative activities became a hot-topic and an optimal step to develop the learners' speaking skill.

Before the nineteenth century, games were mainly based on the physical activities. Later on, the European people tried to modify some of their games principles to fit with American because they perceived them as a waste of time. From that time, games started to construct their 'educational instruction'.

The idea of using these activities in teaching does not seem to be widely accepted and implemented because there has been a misconception that all learning should be serious in nature.

In fact, using games is an important tool that allows language teachers to add colours to their classrooms by providing challenge and entertainment. El-shamy (2001, p.15) defines a game as a ***"competition activity played according to rules within a given context, where players meet a challenge to achieve an objective an objective and win".***

1.7.1.Information Gap Activity

This activity gives to student the opportunity to exchange ideas, it also provides learner with extensive talks where the students give each other information. Harmer (2001:85) described information game activity as *"a key to the enhancement of the communicative purpose and the desire to communicate"*.

Information gap activity is also defines as *" a situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information …etc"*(Gower.et al.1995:2011).

Every learner has an important role in this activity because the activity cannot be achieved unless all the participants give the pieces of information they have.

1.7.2. Role Play

Role play cans a very successful tool in the teachers' hands. As its prime goal is to boost students' interaction in the classroom, educators should not forget about incorporating such as speaking activity reflect learners' theoretical knowledge of a language in practice.

According to Porter-Ladousse (1987: 3), *"role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios."* The author of these words puts a lot of emphasis on a wide scope of role-play activities. Such a speaking task may be a limited one and be supported by prepared cues, for example by dialogues; or, conversely, role-play might be an activity where students rather improvise than rely on the practised dialogue. Porter-Ladousse also points out that role-play

may differ in complexity, that is, some performances may be very short and simple, whereas some utterances may be very structured. The difficulty of the activity depends, therefore, on the language level.

According to Livingostone (1983:03) role play is*"a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom."*

Furthermore, role play is a good technique for providing interaction in the classroom, Revell (1979:60) sees role play as *"an individuals' spontaneous behaviour reacting to others in hypothetical situation" ,*this indicates that the learner creates a new identify with new views.

Willkins (1976:81) illustrated the importance role play in the classroom by pointing out that

> *Role play is likely to be a most important technique in teaching to a notional, and particularly a functional syllabus. It will insure that all utterances are properly contextualized and it will require the learner to exhibit the very language behaviour that we have defined as the principle objective of language learning*

Clearly, role play has many advantages, such as; acting requires the use of language. Hence learners will develop their ability of communicating and it provides spontaneous use of language during interaction. Moreover, it maximizes the students' activity and increases the possibility of effective learning and motivation to learn.

1.7.3 Songs

Teachers should take into consideration that songs can develop language skills, and bring enjoyment and fun into classroom. As Schoepp (2001) suggests

"the enjoyment aspects of learning language through songs is related to affective factors."

By using songs, it can improve students' speaking skill as well as their pronunciation, vocabulary and fluency.

Griffe (2001:39) states, ***"Teaching English using song has many advantages for students in improving their pronunciation and also gives the knowledge about the differences between pronouncing in British and American"***.

According to Henry long fellow, music is the universal language of mankind 'learning a foreign language is boring task and takes a long time, and if teachers teach English without fun, e.g., it can is more boring unbearable. Students who are taught in a creative and fun way, love and motivation come to class. Phillips (2003) songs help to be active during learning practice. ***"Songs stabilizes mental, physical and emotional rhythms to attain a deep concentration and focus of which large amount of content information can be processed and learned"***Chris Brewer.

1.7.4.Reading Aloud

Reading aloud is the foundation for literacy development. It is the single most important activity for reading success(Bredekamp, copple, &Neuman, 2000). Moreover, it helps students to focus on pronunciation without feeling stressed of what to say next. According to Thornbury (2008), Mark Powell suggested techniques for reading aloud which he called "sound scripting" first teacher gives the learners a text and ask them to indicate where pauses fall the second in students highlight the stressed words the third is the students come to a decision about the sequences of words that are slower or deliberate and the last one is practice reading the text they have been though.

Many teachers tend to think that reading aloud is only a waste of time and that learners can be occupied otherwise with more intellectual skills.

In contrary, reading aloud is not only an effective process to improve reading skills but also a device to develop speaking skill. In this context, Brumfit (1980:04) explains the necessity of "the mechanical skill" in the reading processes in the table below

1.7.5.Story Telling Activity

Story telling activity has been used for a long time and still used now in the classroom and the main goal of this activity is to give students opportunities to practice their oral skills, jokes and anecdotes have the same goal as well.

Haven (2000:75) identify storytelling to be powerful motivating and effective, stating that *"factual and conceptual information is learnt faster and better, and will remembered longer, recalled more readily applied more accurately when that information is delivered as well-told story".*

An Indian proverb *"tell me a fact I'll learn, tell me a truth I'll believe but tell me a story, it will live in my heart forever."*

A story is defined as a narrative account of a real or imagined event (s), it is a structure of narrative with a specific style and asset of characters, in this technique 'storytelling' learner may share experience and learn from others' wisdom, beliefs, and values. Besides that, stories build blocks of knowledge and it is the foundation of memory and learning, lastly stories connect people to the past, present and future (Barzaq, 2009:6-7).

1.7.6.Gaming Activity

Another communicative activity which is considered as the best way to reduce the stress and anxiety inside classroom. A game is *"activities in which*

*people agree to abide by a set of conditions in order to achieve a desire state or ends" (*shirts, 1972,cited in sharan, 1976, 188).

On the whole, game activities are used to learn in an enjoyable way particular forms and vocabulary and to encourage students to interact fluently with each other when they are using the TL.

1.7.7.Conversation Activity

It is an activity which stimulates students to speak using the target language and it helps them to use *"verbal strategies in natural situation"* (wall, 1987:6).

To sum up, an ideal communicative classroom requires a friendly environment which provides a meaningful exposure to the foreign language and opportunities to use it.

1.7.8.Group Work / Pair Work

Group work is a form of cooperative learning ,it helps in the development of communicative ability and it provides learners with a total freedom to express ideas knowledge where the learners correct each other mistakes because they engage in a debate with their friends .Teachers can provide learners with different roles and responsibilities to motivate them to work in groups in orders to promote their confidence and develop their different skills (Baker and west rup,2000:135).Brown(2000:177)de fires a group work as a *" generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language"*.Nunam(1998:84)argues that:

Group work is essential to any classroom that is based on principles of experiential learning. Through group work; learners develop their ability to communicate through tasks that require them within the classroom, to

approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom.

In the same line ,Frey al (2009;1_3)point out that group work motivates learners to locate the information , to summarize the findings in writing , to explain the task content , to consolidate the knowledge among peers , prepare students to be independent learners ,increase self- esteem , improve relationships and enhance the social educational skills.

Winter (1999:1-2)emphasizes that students who work in small groups learn more than what is taught and that small group work in and out of class develops students 'critical skills ,as it enables them to solve problems and make decisions .

1.8.Practising Speaking Skill in EFL Classroom

Practising the speaking skill outside the classroom is the role of listening. In a foreign country, the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard.

Progressively, they will come at a stage where they can speak like people around them.

In the mother country, SL students need to practise the language regularly inside the classroom through performing different activities. O'Malley and pierce (1996:59) assert the American council of teachers of foreign language (ACTFL) suggests that *"different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency".*

Practice activities may serve learning/teaching goal of speaking skill. Richards and Lockhart (1996) define practice activities as tasks used to perform

or learn particular item or involve the use of a given model. Richards, Platt and Weber (1985:289) add that *"the use of variety of different tasks in language teaching is said to make language teaching more communicative […] since it provides a purpose for classroom activity"* (cited in lee,2000:31).Tasks are also used to achieve communication beyond that of practising the language itself.

Also Scrivener (2005:152) makes the important point that *"The aim of communicative activity in class to get learners to use the language to interact in realistic and meaningful ways. Usually involving exchanges of information and opinion".*

1.9. Conclusion

As a productive skill, speaking is a very important process that helps to evaluate the learner's proficiency in the target language.

Learning to speak entails learner's engagement in communicative situations so that they will activate speaking capacity.

So, the development of oral skills requires students to make an activate use of the language that correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom discussion.

To conclude this chapter, we have tried to provide a deep sight about recreation activities to practise speaking skill, the main goal is to improve students' need to communicate with language fluently, to achieve this goal we have set different activities to be implemented in classroom; such as role play, songs, conversations, guessing games in order to create a good atmosphere where learners can interact and communicate freely without feeling inhibition or shyness. All in all, this can be achieved by the teachers' role as facilitator and a

guide to help students to achieve their goal in their learning process. The next chapter, then will be devoted to analyse teachers' students' questionnaire.

CHAPTER TOW: Research Design, Data Analysis and Interpretation

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CHAPTER TWO : [Research Design, Data Analysis and Interpretation]

2.1. Introduction

This chapter is devoted for the practical part of this research work it is a case study about an educational situation which is improving the speaking skill through affective activities then , it sheds light on the chosen research Instruments which are : a questionnaire for teachers , an structured interview which learners and classroom observation . After, it gives an overview about the procedures of data analysis and the interpretation of main findings.

2.2. Research Design

Many scholars agree that case study is neither a methodology nor a method but rather a research design. Gerring (2004) stated,

Case study is a …… research design best defined as an intensive study of a

Single unit (a relatively bounded phenomenon) where the scholar's aim is

To elucidate features of a larger class of similar phenomenon. (p.341)

The study of multiple cases mentioned above to find out the more suitable responses to a particular research questions, is indeed what researchers call it a case study (ibid,2000).

2.3. Sample Population

Choosing the appropriate sample can be considered as one of the most challenging tasks that researcher might face in conducting a researcher. In this respect; Dornyei (2007:96) mentions that *"the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about».* For the present study, we deal with a sample of thirteen (30) EFL students and ten (10) EFL teachers from the university of Tlemcen.

2.3.1. The Learners' Profile

All the participants were the first year LMD students at the English department at Tlemcen University since they have an idea about the oral they are receiving basics of speaking skill and they are more excited to learn about it.

2.3.2. Teachers' Profile

This study involves two English teachers; both of them have different degrees in teaching English. These teachers are completely aware about students' difficulties in speaking skill.
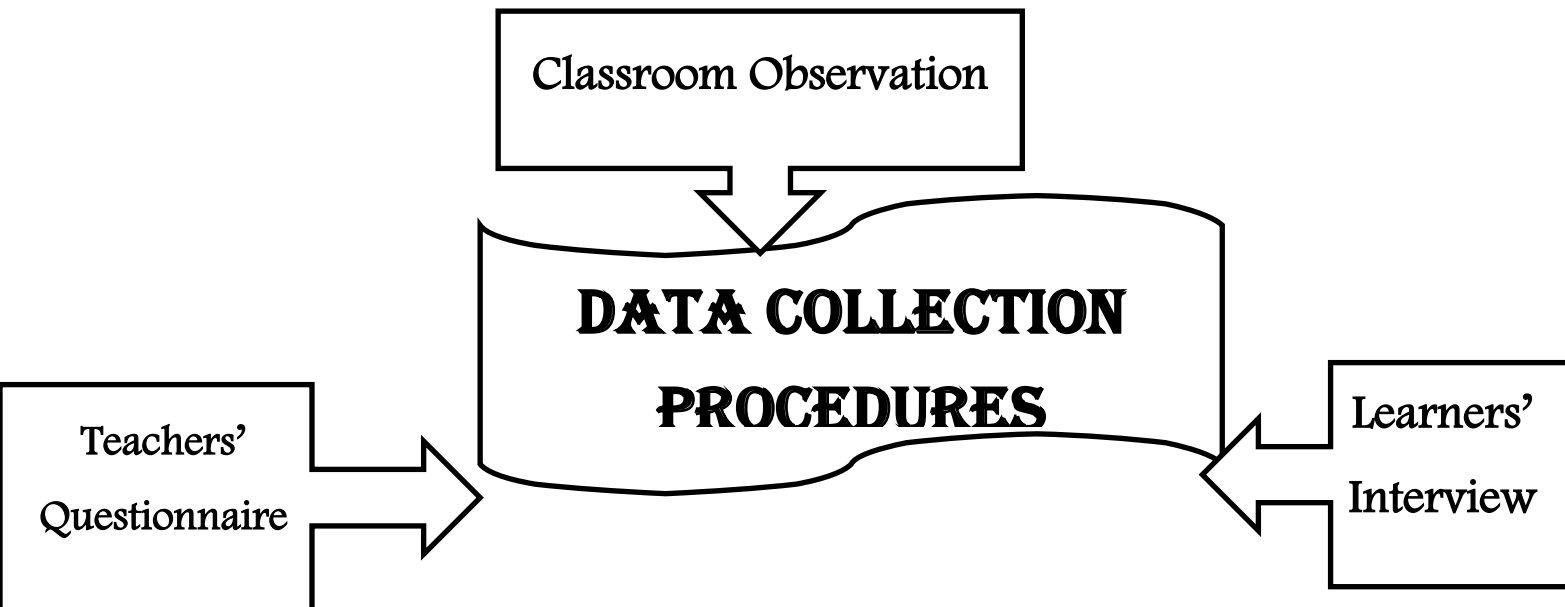
Figure 2.1 Data Collection Procedures.

Adapted from: Khelifi (2013-62)

2.4 Data Collection

Generally, collecting data considered as a difficult task that faces researchers. In addition, it is a significant component in any research work. Thus, the researcher have to be aware of the different kinds of data collection, where and how to use them. It is a very hard task to choose which research tool is the best.In this vein, O'Leary (2004:150) explains:

Collecting credible data is a tough task and it is worth remembering that

One method of data collection is not inherently better than another.

Therefore, which data collection method to use would depend upon the

Research goals and the advantages and disadvantages of each method

In order to cover the needed data for this study, the researchers have followed the triangulation process; questionnaire for teachers, structured interview with learners and classroom observation. These three instruments are used for the sake of exploring teachers' and learners' attitudes and perception towards the use of recreational activities in EFL classrooms.

2.4.1. Research Instruments

In this work, the researchers depend on multiple tools of gathering data; they follow the triangulation process, in order to handle the problem from different perspectives. The next parts explain in details each research tool, its definitions, types and the objectives behind its use in this study.

2.4.1.1. The Questionnaire

The questionnaire is a commonly used and useful instrument to gather data in any foreign language research. Brow (2001:6) defines questionnaire as being *"any written instrument that presents respondents with series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".*

In the same vein, Good and Hatt (1962: 133) state that questionnaire is*"a device for securing answers to questions by using a form which the respondent fills in himself"*. The process of operationalzing a questionnaire is to take a general purpose or set of purposes and turn them into researchable question or inquiries about the data that can be gathered.

Concerning the types, there are many types of questions in questionnaire closed questions are easy to be completed where the respondent choose from the given answers and they are not allowed to add any explanations. Contrariwise, open ended questions give the respondents the freedom to express their ideas in their own style. This type of questions *"……. Do not call in advance for ready mode answers and therefore allow the person questioned more freedom of expression"*(Richterich and chancerel, 1980: 59)

Regarding the objective behind the use of this tool,the questionnaire is not only fast and easy to interpret but also is not time consuming instrument. Besides, it provides sticked and narrow answers and information which aims at exploring the use of mother tongue in EFL classrooms.

The present questionnaire (Appendix 1) has been conducted with ten English teachers from Tlemcen University. It is divided into two sections, the first one about the teachers' background information and the second section for the aim of gathering information about their teaching speaking skill through the use of recreational activities.

2.4.1.2. The Interview

The interview is used as a second research tool in this study.kvale (1996:14) says that an interview is*"an interchange of views between two or more people on a topic of mutual interest"*. Interviews are usually used for the sake of people's attitudes and beliefs, in terms of oral questions between two or more persons. There are three essential types of interview. The first one is semi-structured interview, it is like an agenda which contains guide lines of the issue will be spoken about, but it not

necessary to follow them in the same order (Nunan, 1992) this type helps the interviewee to feel at ease and relax.

The second type called unstructured interview, in this type the interviewer has no pre-set questions. Thus, it is like a discussion where the interviewee has all the freedom to express himself (Nunan, 1992).

The last and the most important type is the structured interview, in this line of thought Corbetta (2003:296) states that structured interviews are: ***"Interview in which all the respondents are asked the same questions with the same wording and in the same sequence".***

The structured interview is done with thirty students. The interview includes six questions. The students are asked orally and individually (appendix 2).

2.4.1.3. Classroom observation

The classroom observation is beneficial as it provides a good description of instructional practices. In addition, it focuses on the frequency within which their education. In the same vein, classroom observation allows researchers to study a certain situation in naturalistic and authentic settings.

Moreover, classroom observation (Appendix 3) is considered as ***"….the only way to get direct information in classroom behaviour of teachers and learners"*** **(**Weir and Robert, 1994).

2.5. Data Analysis Procedures

In this study, the researchers depend on both quantitative and qualitative approaches to analyse the gathered data. In this line of thought Newman and Benz (1998) believe that ***"a combination of qualitative and quantitative constructs... are often regarded as a matter of continuum rather than a clear cut dichotomy"***(quoted in Davies 2004:48).

2.5.1. Quantitative Analysis

Quantitative method is often relies on analysing data using numbers and transforming them into tables, charts and graphs, in this vein, Dornyei (2007:32) points out *"the single most important feature of quantitative research is, naturally, that is centred on numbers".*

A quantitative data analysis aims at interpreting the data gathered numerically that can be analysed manually .i.e., this analysed can be done when having a small number of participants that do not need mathematical and statistical techniques. Or within the help of computer; in this area the computer plays an important role in presenting data numerically especially when having large population.

In the present work, quantitative analysis is used to analyze closed questions in both teachers' interview. The data collected are transformed into tables and figures.

2.5.2. Qualitative Analysis

In the other hand to quantitative method, qualitative analysis doesn't deal with numbers, rather it is a descriptive method.i.e, it focuses on the participants' answers. In this respect, Seliger and Shohamy (1989:205) define qualitative research *"as usually in the form of words in oral or written modes".*

Qualitative analysis us very personal process, with is used to analyse the teachers' questionnaire and the learners' interview in the open-ended questions, with give the participants all the freedom to express themselves.

2.6. Results Discussion

In this part, the results obtained from each research instrument will be mentioned and discussed. The data in this investigation take various forms including questionnaire answers and observation.

2.6.1. Teachers' Questionnaire Analysis

At this level, the questionnaire was designed in addition to students' one, it was submitted to another sample in order to gather information from different viewpoints

concerning the use of recreation activities to develop the learners' speaking skill. This sample consisted of ten (10) EFL oral expression teachers from Tlemcen University. It is divided into two sections; each section contained a mixture between open- ended, close-ended, and multiple choice questions.

Section One: Background Information

In this section, the teachers were asked to provide the researcher with data about their gender, qualification and their teaching experience and the importance of speaking in teaching in term of percentage.

Question one: specify your gender?

- **Male**
- **Female**

Question two: degree (s) held

- **BA (Licence)**
- **MA (Master/ Magister)**
- **PHD (Doctorate)**

Question three: how many years have you been teaching oral expression?

The above questions aimed to know the teachers profile including, their gender (3 male and 7 female), qualification (3 MA, and 7 PHD) and their teaching experience as an oral experience teachers (three teachers 3 years to 6 years and seven teachers 10 years to 11 years). The table below 2.1 summarized the results obtained:

Table 2.1 Teachers' Background

Number of teachers	The gender	The qualification	Teaching experience
3	Male	MA (Master/Magister)	3 years to 6 years
7	Female	PHD (Doctorate)	10 years to 11 years

When interpreting the results obtained, all the teachers hold a high degree and large experience in teaching the oral expression module.

Question four: how is important in term of percentage (in your opinion), speaking in teaching English in comparison to other skills (listening, reading, and writing)?

- **Less than 15% in comparison to others skills (L, R and W)**
- **About 25% of importance**
- **50% of importance**
- **75% of importance**

This question is designed to discover the teachers' thought towards the importance of speaking in teaching English in comparison to other skills in term of percentage. The majority of teachers (70%) stated 50% of importance and (30%). The following figure 2.2 summarizes the outcomes:
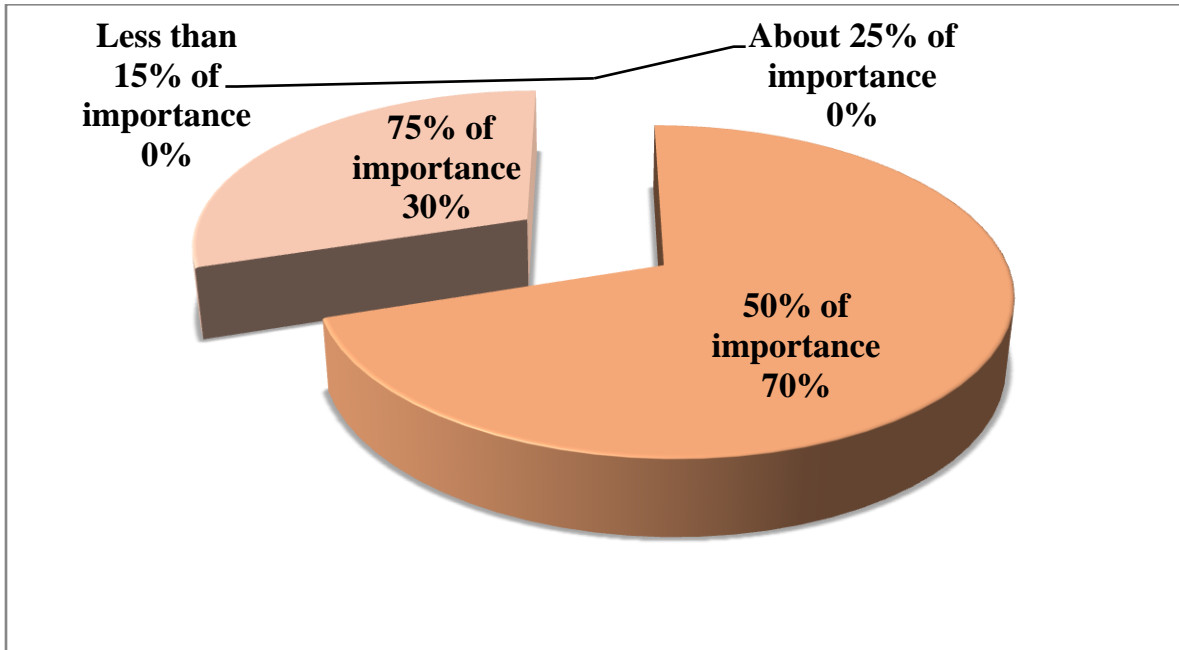
Figure 2.2 Importance of Speaking in Teaching English in Term of Percentage.

From the result obtained, speaking in teaching in comparison to other skills is important because it create a sort of being fluent speaker.

Section Two: Teaching Speaking Skill

Question one: in the classroom, are you

- **Talkative**
- **Average talkative**
- **Les talkative**

This question tried to ask teachers speaking the classroom. Most of teachers (60%) were average talkative. However, the rest (40%) were talkative. The figure below 2.3clarifies the finding:
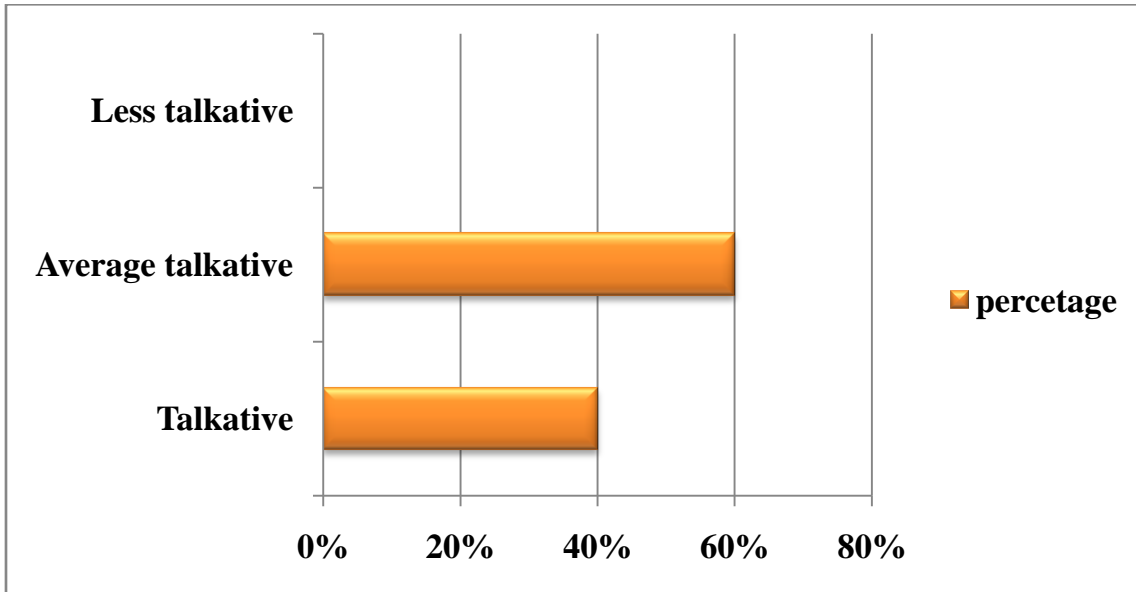
Figure2.3 Teachers' Speaking in Classroom.

Question two: do you know about the value of recreation activities?

- **Yes**
- **No**

In this question, the researcher seeks to know the value of recreation activities. All the teachers stated 'yes', only one teacher who stated 'no'. The figure below 2.4 shows the results:
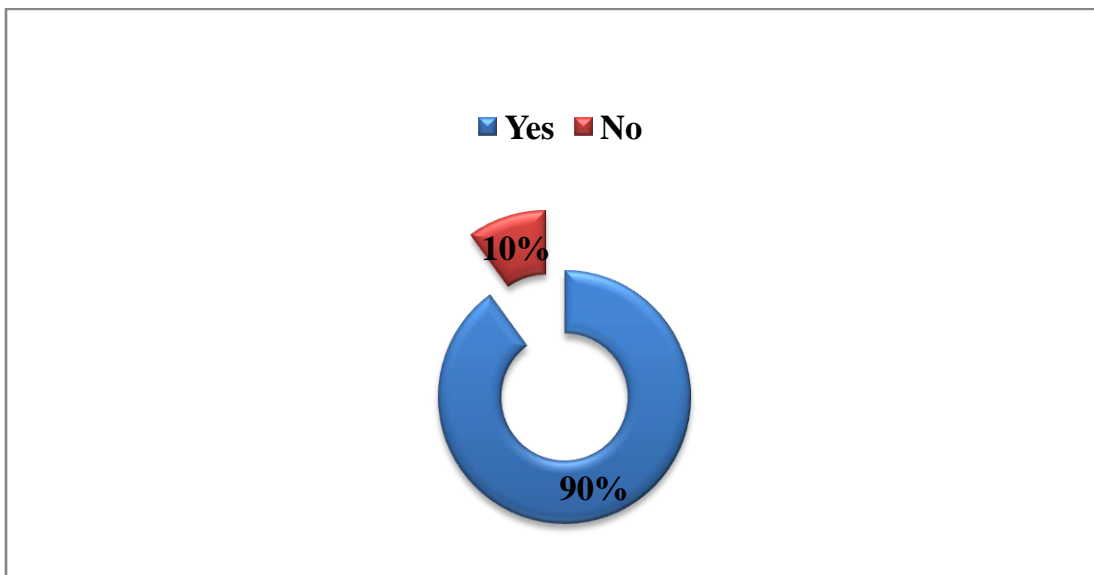
Figure 2.4Values of Recreation Activities.

Most of participants indicated that recreation activities are so helpful to raise students' motivation and push them to speak. However, one of the participants ignored its' value because he/ she did not aware of its importance.

Question three: do you apply it when teaching the OE?

- **Yes**
- **No**

Justify your answer………………………………………………………….

Concerning this question, the researcher wants to know whether the teachers apply recreation activities in teaching the oral expression module. 70% from the whole sample answered with 'yes' while 30% answered with 'no'. The results are summarized in the figure below 2.5:
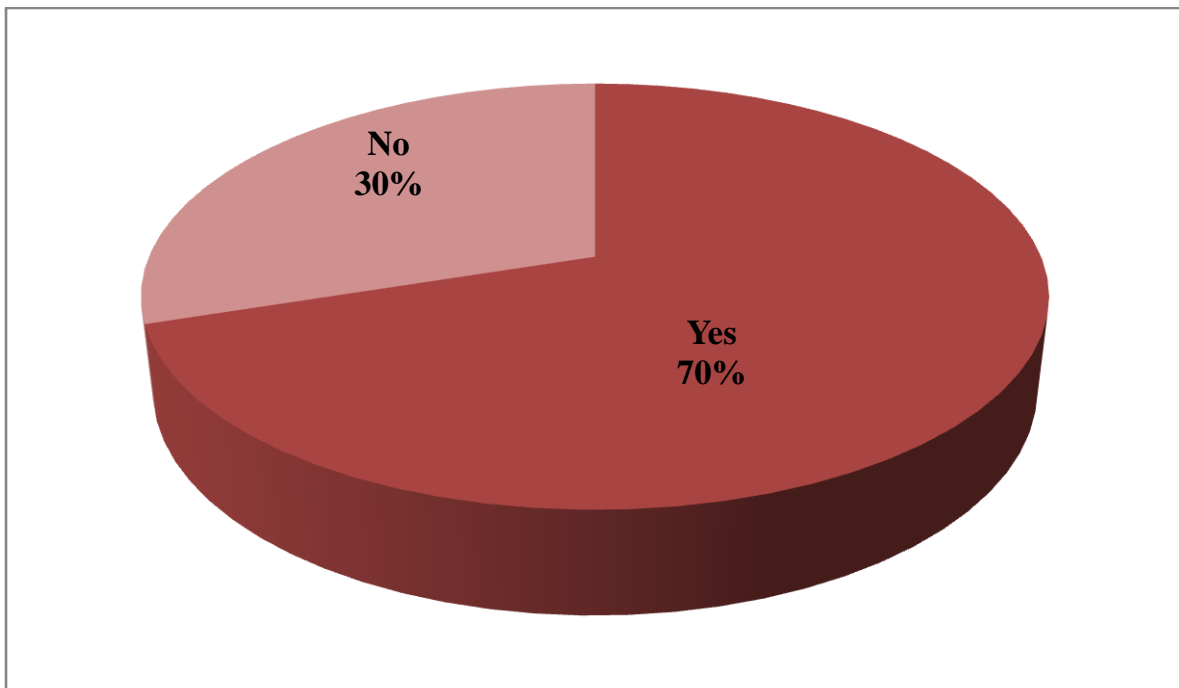
Figure 2.5 Applications of Recreation Activities when Teaching Oral Expression.

The majority of teachers respond that they applied recreation activities because it provided a kind of fun and raise students' knowledge and kept them engaged in the learning process.

Question four: what are the speaking activities you focus on most to create a successful environment?

- **Games**
- **Telling stories**
- **Debates**
- **Songs**
- **Role plays**
- **Presentations**

This question aims to know the most speaking activities to create a successful environment. All the teachers assisted on four main activities which are as follow: games, debates, role plays and presentations. Besides, they noted down some other activities:

- ✓ Dialogues
- ✓ Idiomatic expressions
- ✓ Collocations
- ✓ Video listening and answering
- ✓ Reading for pleasure
- ✓ Quizzes
- ✓ Video games
- ✓ Pronunciation poems
- ✓ Unscramble and find the secret message

This implies that all the teachers considered recreations activities as beneficial activities in order to create a supporting environment for both teaching and learning.

Question five: do students enjoy this kind of recreation activities?

- **Yes**
- **No**
- **Somehow**

Please, explain…………………………………………………………………

The majority of teachers (80%) declared that students enjoyed recreation activities and (20%) of teachers replied by 'somehow'. The figure below 2.6 justifies the results:
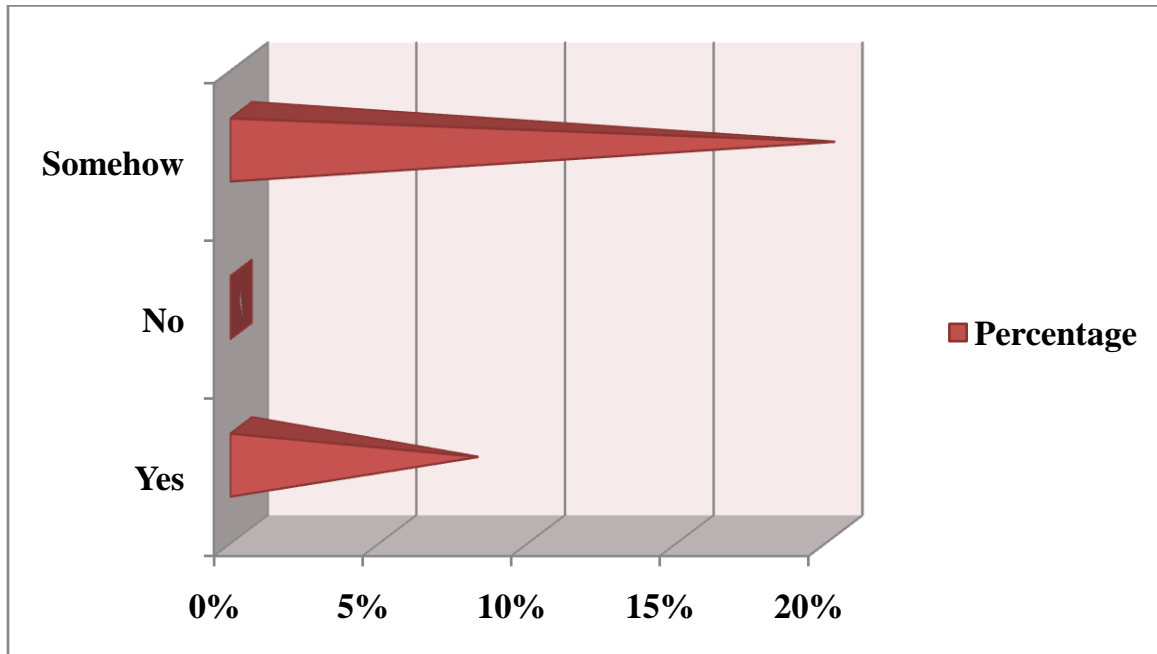
Figure 2.6 Recreation Activities as an Enjoyable Activity by Students.

For the interpretation of this question, the results showed that students enjoyed recreation activities because it is funny and fruitful; besides, it creates enjoyable environment.

Question six: what is the most efficient technique in making you students speak?

- **Group-work**
- **Pair-work**
- **Student working as individuals**
- **None**

For the sixth question, the researcher aimed to know the most efficient technique that makes students speak. All the teachers replied by 'group- work' and only two teachers who replied by students working as individuals. The figure below 2.7 indicates the outcomes:
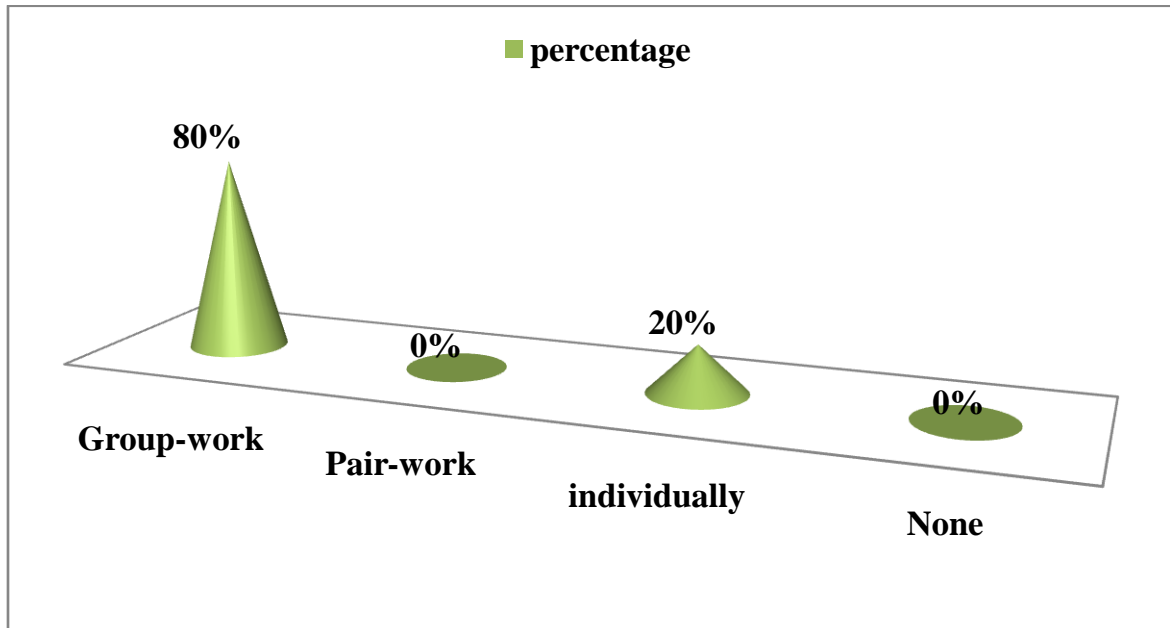
Figure 2.7 Most Efficient Technique in Making Students Speak by EFL Teachers.

From the results obtained, most of participants choose group-work because collaborative work gave them the opportunity to communicate, express themselves, participate and encourage each other in order to achieve their common goal. Also it is good technique to exchange ideas. However, the rest choose working individually in order to assess their language proficiency and to know their needs and lacks.

Question seven: is it possible to make all students participated in the speaking activities?

- **Yes**
- **No**

Please, explain………………………………………………………………………..

Concerning this question, the researcher aimed to demonstrate whether or not teachers could make all students participated in the speaking activities. The results have shown that (07) participants claimed that they could make them participated by asking them questions, motivated them to read and perform. However, the other

teachers (03) claimed that they could not because of the large number of classes. The results are summarized in the figure 2.8:
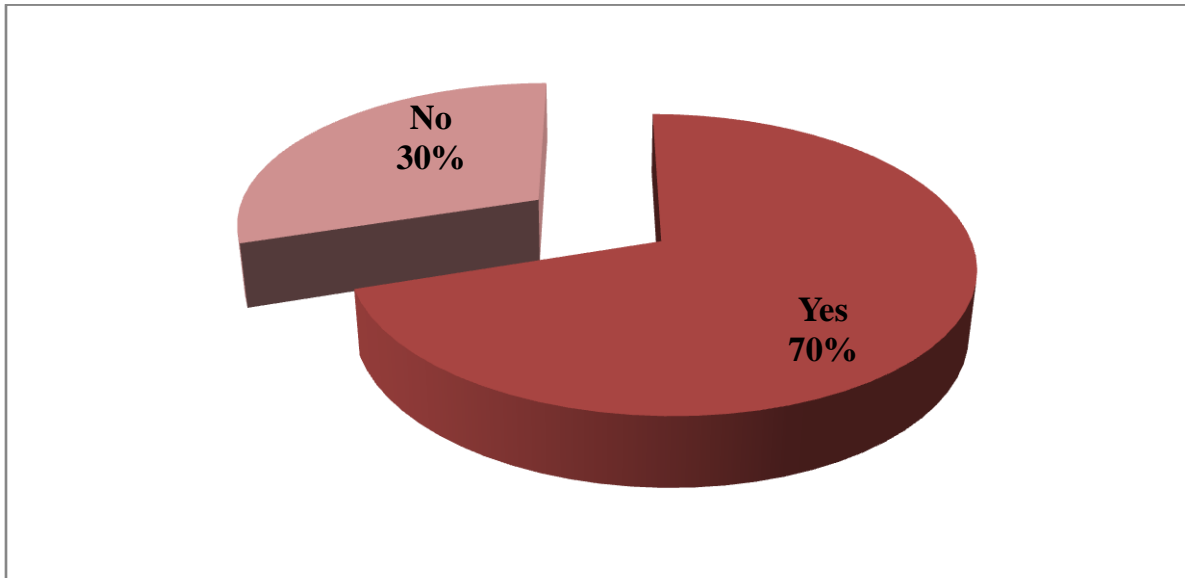
Figure 2.8 Teachers Making Students Participated in the Speaking Activities.

2.6.2. Students' Interview Analysis:

As it was mentioned previously, this interview is devoted to twenty first year EFL students at Tlemcen University. It consists of six questions which they are a mixture between open-ended, close-ended and multiple choice questions.

➢ The respondents were asked to give their gender where (11) males and (09) females were chosen to answer the following questions.

➢ The informants were also asked to give their age. The majority of students were between 17 and 23 years old. Whereas, three adults have participated in the interview. The informants are: one of 27, 32 and 33 years old. The figure 2.9Bellowsummarizes the results:
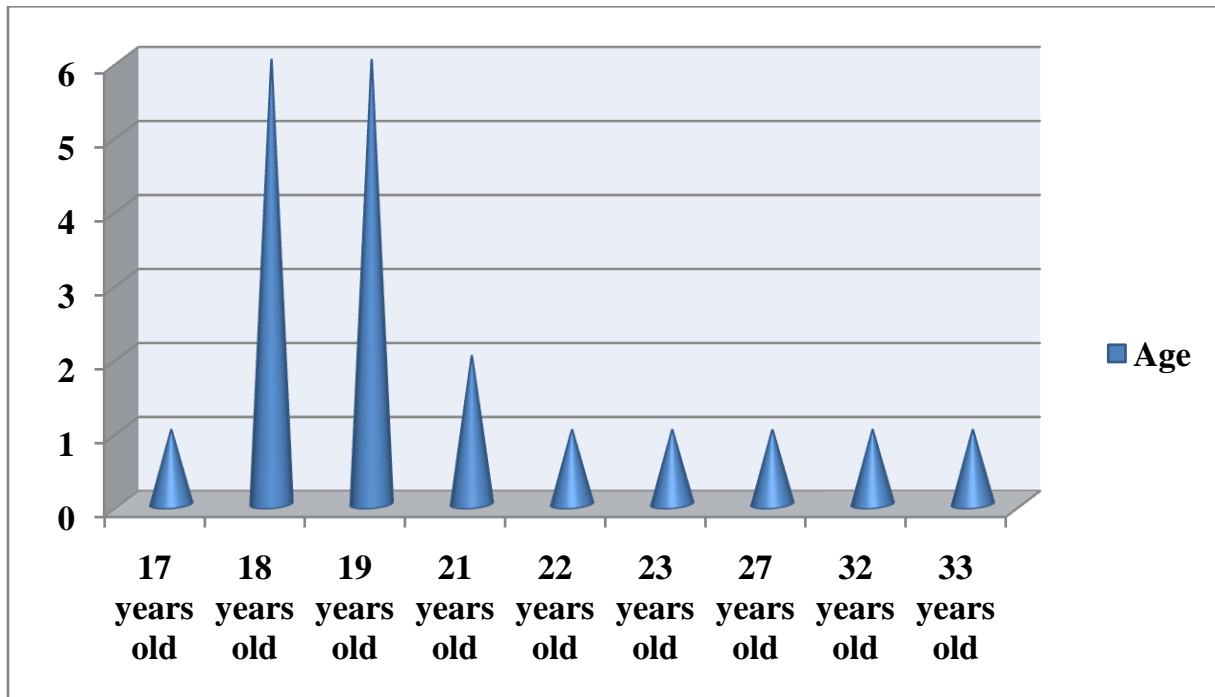
2.9 Informants' Age.

Question one: how do you evaluate you speaking ability as a result of classroom discussion?

- **Verywell**
- **Well**
- **Not well**
- **Bad**

The first question asks to know students' speaking ability self-evaluation. 85% from the whole sample referred to their level as 'well', 10% of the students answered that they had an excellent level, and 5% of them answered with 'not well'. The following figure 2.10 displays the outcomes:
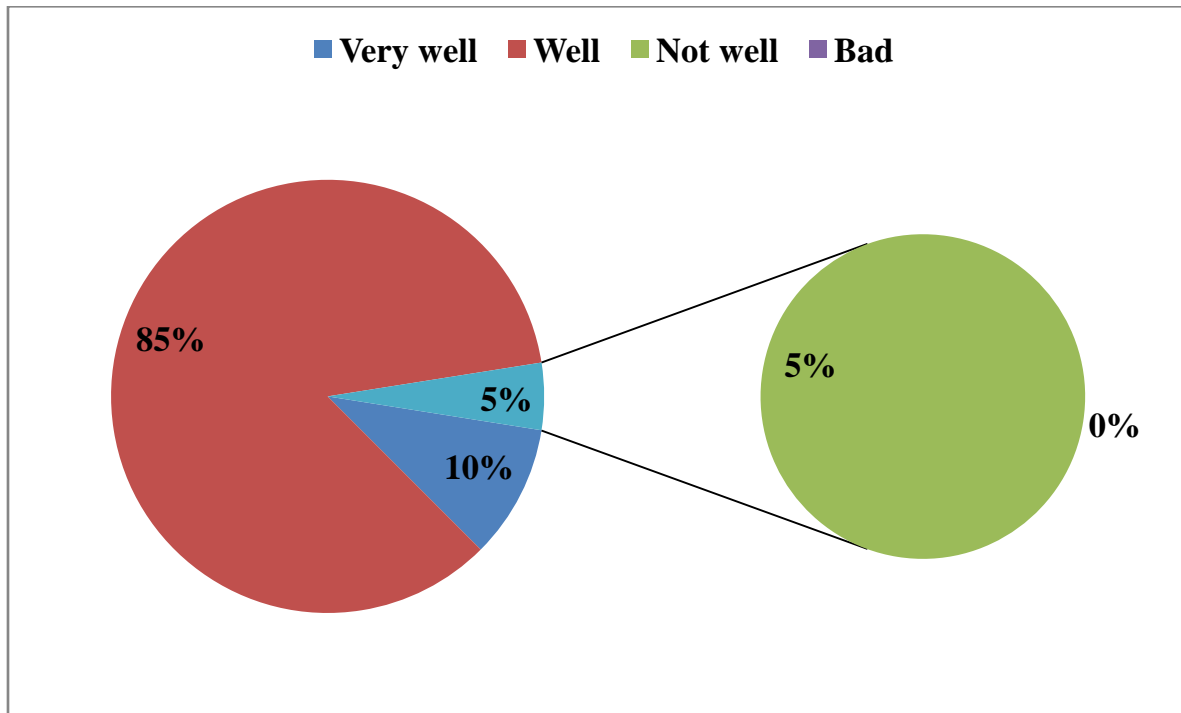
Figure 2.10Students' Speaking Ability self-Evaluation.

This implies that the majority of students had a good speaking level. Thus, they could perform fluently and without any difficulties.

Question two: which of the four language skills you wish to master most?

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

In this question, the researcher tried to know which language skills students wish to master most. (10) Students replied by 'speaking', (6) replied by 'writing', (2) replied by 'reading' and the rest by 'listening'. The figure 2.11 justifies the results:
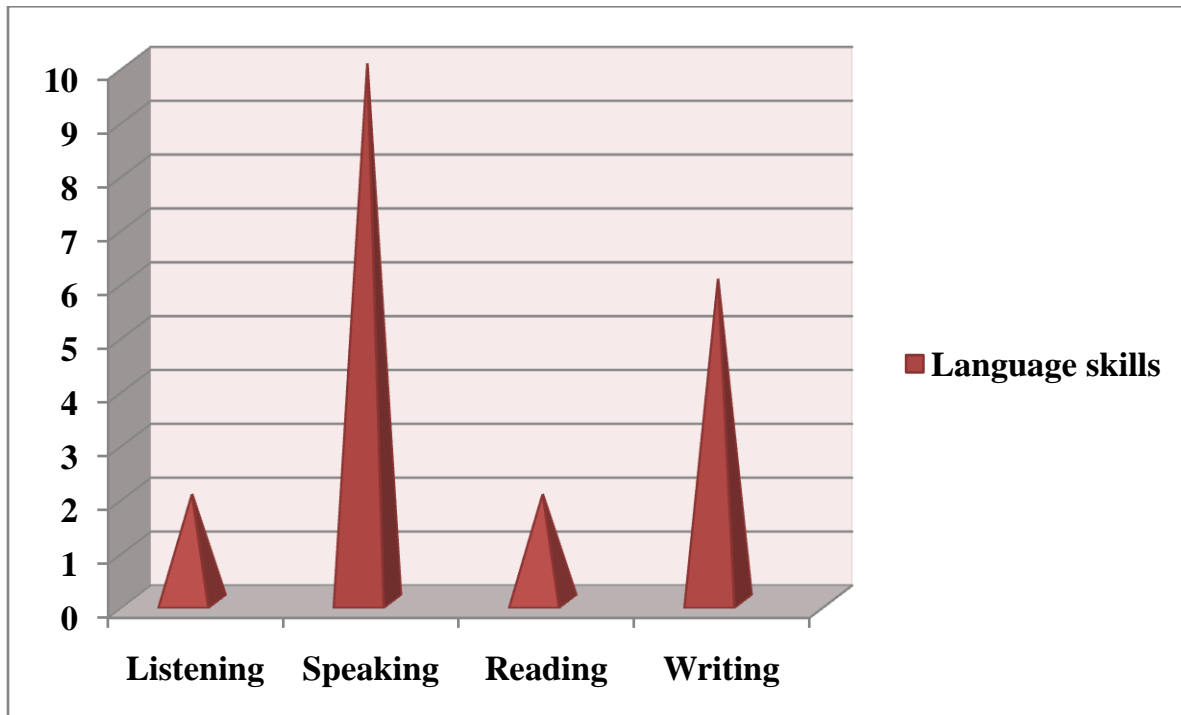
Figure 2.11 Preferable Skills to Master Most by EFL Students.

When interpreting the results, the majority of the informants choose the speaking skills because it helped them to develop and display language proficiency; especially, the speaking skills.

Question three: what are the most (Recreation) activities you prefer to practice in oral module?

- **Songs**
- **Games**
- **Roleplay**
- **Presentation**
- **Stories / Jocks**
- **Others**

Concerning this question, the researcher attempted to know the preferable recreation activities to practice in oral module. Some of the informants (10%) choose 'songs', (20%) choose 'games', (10%) choose 'role play', (20%) choose

'presentation'. 25% for the option 'stories / jocks' and 15% for the choice 'others'. The figure 2.12 represents the main results:
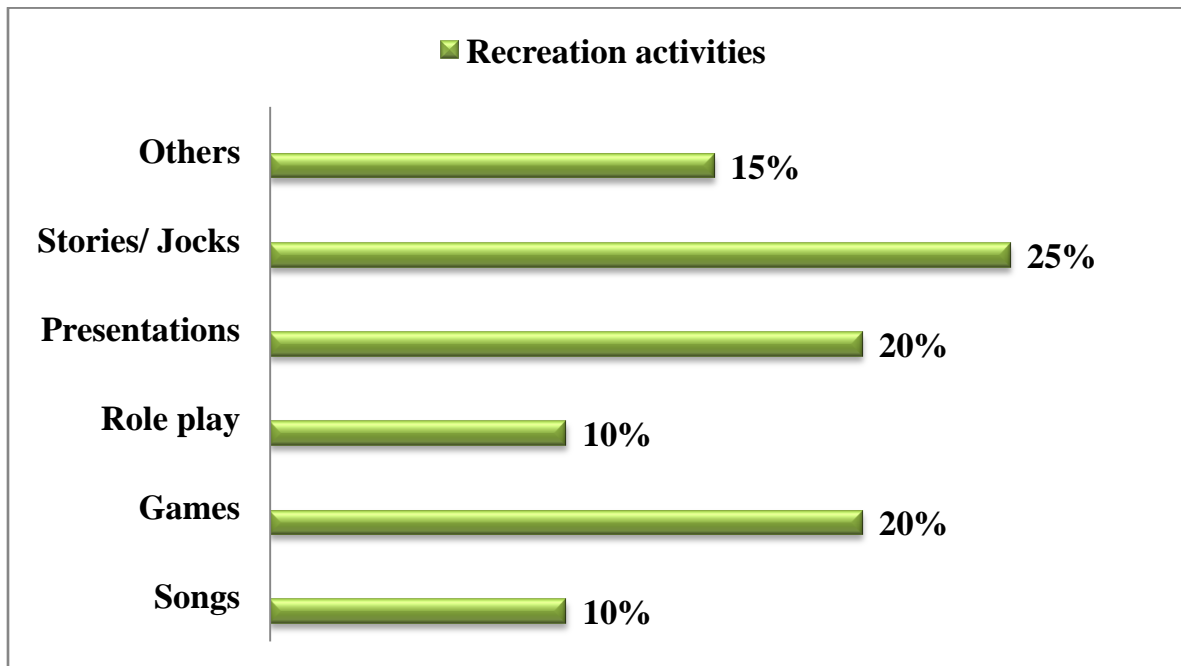
Figure 2.12 Preferable Recreation Activities in Oral Module.

This can be interpreted in this way, the results indicated that most of the informants choose stories/ jocks because it gave them the opportunity to master and practice their speaking skills.

Question four: do you think that the use of recreation activities in OE is beneficial to push you to speak?

- **Yes**
- **No**

Why? ....

This question is designed to investigate whether the use of recreation activities in oral expression is beneficial or not. 19 students answered with 'yes'. However, only one student answered with 'no'. The figure 2.13 clarifies the finding:
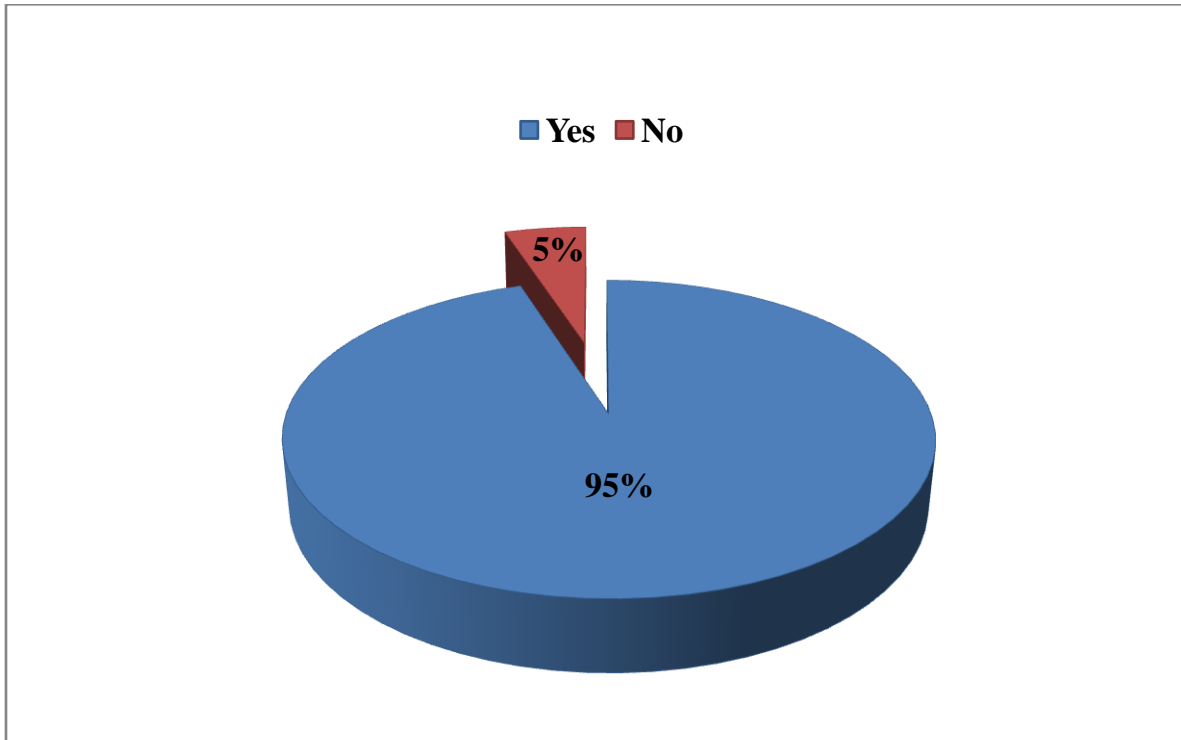
Figure 2.13 Students' Thought Towards the Use of Recreation Activities in OE.

The finding obtained showed that the use of recreation activities is beneficial in oral module because it creates an enjoyable environment that makes students active and motivated and self-confident.

Question five: what is the reason that hinders your absence of speaking?

- **You are not talkative**
- **The topics not interesting**
- **The teacherdoes not motivate**
- **You fear to makemistakes**

The aim of this question is to know the reason that hinders students' absence of speaking. The table below 2.2 showed that (50%) which represents 10 students were not talkative, (15%) stated that the topic is not interesting, and (35%) fear to make mistakes.

Table 2.2 Reasons that Hinder Students' Absence of Speaking.

Reasons	Number	Percentage
You are not talkative	**10**	**50%**
The topic is not interesting	**3**	**15%**
The teacher does not motivate	**0**	**0%**
You fear to make mistakes	**7**	**35%**

Evidently, all students stated differently the reason that hinders their absence of speaking. The results obtained indicated that most of students were not talkative because they had a lack of confidence and shyness to make mistakes.

Question six: could you please provide suggestions to improve the speaking skills in classroom?

In this question, the most repeated suggestions by students as the most beneficial and important way through which they improve their speaking skills in classroom are as follow: storytelling, games, presentation, and classroom discussion or let say 'debate'. Thus, this could make them interact, participate, and express themselves freely with self-confidence and without fear and shyness

2.6.3. Classroom Observation:

In the present study, classroom Observation was selected to document the teachers' and students' behaviours, interactions where the Activities are used as tools to introduce learning environment.Hence, it is done in the first year in the University of Tlemcen, and lasted for six sessions with two classes by two different teachers.

The researchers get their results from using observation grid which is divided into two parts, the first one is about teachers' behaviour inside the classroom, and the second one is about the learners' behaviour inside the classroom.

Starting with the first session which takes place on the 13 of March, (from 8:30 to 10:00) which the group number (06) which 28 students.

At the beginning of this session the teacher has selected a number of students for developing listening strategies, speech-making and spoken interaction. Here most of the students are not interesting. After, the teacher has informed the students that they will first receive some lectures to develop their listening skill using a variety of programs such as Media player. Then, they have to prepare on oral presentation using your own video.

The second session took place in the tenth of April after vocation from 10:00 to 11:30 with the same class with fifteen students. It is a TD session where the learners have the opportunity to present their topics.

During the presentations, the teacher was most of the time walking around, listening to the students, helping them when facing technical problems and trying to engage the whole group in learning. After the students had finished with the talk, the teacher immediately asked those who were listening about their opinions and impressions about the presented topic. She directed her speech to all the students without exception even those who did not seem interested in the lesson.

When mistakes were made, she pronounced the mistaken word with high pitch and let the students discover the fault and correct it using their e-dictionaries.

At the end of each discussion, the teacher evaluates the topic, the slides and the students' performance enlightening first the positive points, them dealing with the negatives so that the other students would be aware of them while presenting their topics.

The frequently marked not in the fifteen observations is that the teacher was most of the time smiling when explaining unclear ideas the fact that encouraged students to express themselves without stress.

2.7. Data Interpretation and Discussion

This part will shed light on the discussion and interpretation of the main findings collected from the teachers questionnaire, the students' interview, and classroom observation in relation to the already hypotheses. In fact it aims to check whether the hypotheses put forward are valid or not, and accordingly accepted or rejected.

According to the first hypothesis which states that the majority of EFL teachers are seem to be frequent users of recreation as activities to develop the speaking fluency of their learners, considering the teachers' questionnaire and classroom observation, most of them seem to agree with this hypothesis.

In addition they say that it provides a kind of fun and raise students' knowledge; besides, it creates enjoyable environment. So the first hypothesis has been confirmed.

Regarding the second hypothesis stating that some EFL teachers use recreation activities; such as language games, telling stories, songs, oral presentation, the results tapped from the classroom observation and teachers' questionnaire; the majority of them respond that they applied it and assisted on these four activities. Besides, they noted down some other activities as; video listening and answering, quizzes, pronunciation message, reading for pleasure. Consequently, the second hypothesis is confirmed.

Moving to the third hypothesis which claims that the use of recreational activities may better foster the speaker fluency, it has been confirmed through the collected data from the teachers' questionnaire mainly the question five and students' interview which show that the majority of students enjoy the use of these activities in oral expression, and the most of teachers clarify that it can be used to accomplish the interaction tasks.

From the above findings, the following chapter will try to put some suggestions activities and recommendations for teachers and learners.

2.8.Conclusion

This chapter has been designed to expose the practical part of this investigation and tries to give full understanding to the main steps which are followed in conducting this study and the way data are collected, analysed and interpreted.

CHAPTER THREE: PRACTICAL SUGGESTION AND RECOMMENDATIONS

3.1. Introduction

3.2. Oral Communicative Strategies

3.2.1. Achievement Strategies

3.2.2. Reduction Strategies

3.3. Teachers' Roles

3.3.1. Controller

3.3.2. Organizer

3.3.3. Assessor

3.3.4. Promoter

3.3.5. Participant

3.3.6. Resource

3.3.7. Tutor

3.3.8. Observer or Investigator

3.4. Collaborative Learning Technique and Examples

3.4.1. Think-Pair-Share

3.4.2. Reciprocal Teaching

3.4.3. Think- Aloud Pair Problem

3.4.4. Group Grid

3.5. Developing Students' Motivation through Communicative Activities

3.6. Conclusion

CHAPTER THREE [Practical Suggestion And Recommandations]

3.1. Introduction

The present chapter will be the last one in this investigation. It presents some strategies to encourage the learner to participate in the classroom discussion. In addition, it proposes some practical suggestions for collaborative learning in order to enhance learners' interaction and motivation.

3.2. Oral Communicative Strategies

Is agreed by many linguists and EFL/ESL teachers that to master speaking in the foreign/second language, learners need interacting between each other in the target language. However, they may find difficulties in taking parts in the conversations because it is novel for them to find themselves in a situation where they lack the appropriate words   at their disposition at the right time when they wish or are supposed to communicate or convey something. Therefore, the best way that can EFL teachers do to help EFL learners overcome these unexpected obstacles or problems in communication is promoting learners' strategic competence. It requires the development of specific communicative strategies by   the learners that enable them to manipulate a conversation and negotiate interaction in an effective way. Strategic competence is *"the ability to solve problems despite an adequate command of the linguistic and socio-cultural code"* (L. Mariani, 1994, June), in other words and as earlier mentioned, it contributes in the development of the overall communicative competence (Mariani, 1994, June).

Several studies have been conducted in this area. The researchers (Bygate, 2003, pp. 42- 48; C. Faerch& G. Kasper, 1983, p. 223) describe two major types of communicative strategies: achievement strategies and reduction strategies, both of them comprise a number of subcategories which are indicated in thefollowing:a

3.2.1. Achievement Strategies

These strategies are used in order to compensate for language gap; EFL learners will try   to use an alternative term or phrase as a substitute for the word or structure they lack, in   order to convey their message without losing or changing it. Achievement strategies comprise the following sub strategies:

> *Guessing Strategies*

It is also called the "conscious transfer" (K. Johnson & H. Johnson, 1999, p. 67) strategies, that is to say that the learner/speaker can use different manner of mother-tongue transfer such as "Language switch"; in this situation the learner may borrows or inserts words from his mother tongue without changing them hoping that the interlocutor will be familiar with them and; eventually, he will be able to understand them. He canalso translate word by word from his mother-tongue language and this kind is known as"literally translation" (ibid, p.68); lastly, hecancreateanewtargetlanguageword.

> *Paraphrasing Strategies*

These strategies involve looking for an alternative way to express the idea or word for which the learner lacks "resources" in the target language (Bygate, 2003, p. 44). These includes the circumlocution strategy; the learner/speaker will attempt to describes the characteristics of the object or to produce some sort of definition or explanation instead of using the appropriate target language item(s) in order to make his idea clearer for the interlocutor (K. Johnson & H. Johnson, 1999, p. 67). Or the lexical substitution strategy; here the learner/speaker use a synonym or a negated antonym or a more general word "hyperonyme" as alternative to the correctitem.

> *Co-operative Strategies*

Also named as "appeal for assistance" (D. Allwright& Bailey, 2004, p. 142; M. Johnson & H. Johnson, 1999,p.68), which means that the learner/speaker may consults for translation of a word in his mother tongue from his interlocutors or dictionary, or may ask for providing a necessary grammatical structure, as defined byAllwright and Bailey (2004,p.142) *"spontaneously asking for the correct term or structure, or for help in solving aproblem".*

3.2.2. ReductionStrategies

In these strategies a specific part of the communicating message or the whole topic is abandoned by the learner/speaker in order to adjust the conveyed message (idea) according to his knowledge. Which mean that he will use the *Avoidance Strategies (*Faerch& Kasper, 2004, p. 52*);* the learner can exploit one of the two possible options. These includes topic

avoidancebyavoidingcomplicationsrelatedwithhislackofvocabulary,ormessageabandon ment because of the difficult grammatical structures he suffers from (M. Johnson & H. Johnson, 1999, p. 67), hence he may change the side of his conversation , abandon a part of the message or simply keep silent.

In addition to the strategies outlined above, Bygate (2003, p. 48) offered some other strategies thatallows learners to pursue the interaction and to gain "time to think" in order to pick out appropriate vocabulary and grammatical structures; such as

- Repeating a part of the utterance previously mentioned before providing one's own.
- Exploit some of the expressions and structures the interlocutor has just used
- Encouraging the interlocutor to persist in his speaking by showing him interest.
- Or simply addressing questions to their interlocutors to reduce the pressure of conversation.

In the point of view of Hedge (2000, p. 266) teachers should show positive attitudes to use communicative strategies and support mainly the use of achievement strategies, despite of her query about the capacity of teaching them. Teachers should carefully select effective activities that promote those strategies in the learners; teachers may observe and attempt to comprehend the way their learners try to deal with the communication troubles and the way of learning they follow.

3.3. Teachers' Roles

The enhancement of the effectiveness of teachers within the classroom in the point of view of Harmer (2001, pp. 57-62) depends on their fluency in changing their behavior (roles)according to the different stages of a lesson or to the different kinds of activities (nature of activities). Harmer thinks that the roles of controller (teacher stands in front of the classandcommands)andfacilitator(teacher helpslearners toreachandachievetheirgoals by themselves) are the major distinct roles. Meanwhile, he has identified several other roles, they are classified asfollows:

3.3.1. Controller

When the teacher is in charge of the class, when s/he stands in front of it and stipulates to the learners orders as what to do, when to speak… etc, here the teacher is acting as a controller. Harmer (2001, p. 58) pointed out that *"controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom."*

Acting as a controller should be just in a few stages of the lesson such as introducing or announcing new language/rules, restating directions/orders, explaining things, giving feedback…etc) to provide learners with opportunities to learn and practice easily the communicative activities, otherwise learners will lose the desire to learn.

3.3.2. Organizer

Organizing learners to do divers activities is the most important and difficult role that to be performed by the teacher, the good organization leads to the success of those activities. When organizing an activity the teacher has to well inform learners about the issue of the activity, the procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback. Meanwhile, it is well-advised for the teacher to examine the amount of learners' understanding of the instructions before starting doing theactivity. Harmer (2001, p. 59) summarized the role of organizer as follow:

"Engage~~instruct~~ {demonstrate} ~~initiate~~ orga~~nize~~ feedback", healsoallocated each one with a different stage of an activity".

🔸 *The attractive stage(engage):*

It is an introductory stage to the activity, the organizer (teacher) needs to involve, engage, and get the interest and attention of the learners by discussing with them the familiar topic or by familiarizing them with the new one.

🔸 *The instruction stage (instruct and demonstrate):*

In this stage, the organizer deals with the division of the learners (pairs or groups), he gives all the needed instructions; as what should be done… etc, and organizes a

concise   and precise demonstration for better understanding, finally he should check whether they grasp the instructions or not.

🔸 *The initiation stage(initiate):*

During this stage, the teacher (organizer) delimits the time in which the activity should   be resolved for the learners (the time to start the activity and its time-limit), learners begin doing the activity without any intervention of the teacher expect for reminding them of instructions or time.

🔸 *The feedback stage (organize feedback):*

This is the final stage,when the activity is finished; the teacher gives the organized feedback (some comments on the oral activity or on the ways the students have proceeded in).

3.3.3. Assessor

The role of the teacher as an assessor comes in play according to Harmer (2001, p. 59) when:

🔸 Giving feedback to the learners (theirperformance).

🔸 Correctingthem.

🔸 Grading them (telling if learners pass to the next level or not).

This role is the major and most critical one because of the different behavior (anger) and reactions (unhappiness) that may occur from learners, who feel that they were unfairly judged (criticized, poor grades) contrarily to their colleagues, and which can disturb the learning atmosphere. So the teacher (assessor) should be sensitive (acknowledging the mistake without humiliating the learner), and should inform learners about his parameter of evaluation (assessment) also about the parameters of success in order to self-measure in accordance to that. Harmers (2001, p. 60) says that:

> *"When we act as assessors (whether in the matter of 'instant' correction or more drawn-out grade giving) we must always be sensitive to the students' possible reactions. A bad grade is a bad grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support."*

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3.3.4. Prompter

Breaking the silence of the learners by encouraging them to participate when they are in lack of vocabulary or inspiring them with ideas when they are confused in playing roles (lack of creativity) during the activities are the main criteria to detect the teacher who transmigrates the prompterrole.To be a good prompter, the teacher should be sensitive, prudent, and encouraging as indicated by harmer (200, p. 60):

> *"When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the student. If, in the other hand, we are too retiring, we may nit supply the right amount ofencouragement."*

3.3.5. Participant

The action of the teachers in the classroom (in/during an activity) traditionally was limited between offering feedback and correcting mistakes, standing back was their image. However, they may often join or participate in the activity (role-play, discussion…etc.) but only under the condition that they (teachers as participants) do not attempt to dominate the session. If so, learners will have the opportunity to practice the language (English) with   who is more experienced in using it and as a consequence the improvement of the atmosphere of teach (Harmer, 2001, p.60).

3.3.6. Resource

The teachers act as available resources only in the case where the learners are in need of help (need of information about something during the activity as asking for a meaning or, how to pronounce or write a word…etc). However, learners should not be dependent on their teachers. Thus, in lieu of giving all answers to learners' questions, teachers should   offer to them guidance and encouragement to use further resource materials as indicated by Harmer (2001, p. 61) *"when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant onus"*

3.3.7. Tutor

The role of tutor according to Harmer (2001, p. 62) combines both prompter and resource roles. It is a role that can be performed by the teachers when the learners are engaged in an individual work or project work (pars/small groups). Its difficulty arises from the facts that it hints an intimate relationship (more personal contact between the teacher and his learners in terms of guidance, care, support…etc). However, this role can be extremely enhancing.

3.3.8. Observer orinvestigator

The teacher's role here is focused in observing what is going on around him in the classroom suchasobserving the effectiveness of activities, grouping, techniques, procedures, and evaluations, also observing learners behavior with each other. The teacher is acting as an investigator in order to improve and promote his own skills and work as the learners'. Harmer (2001, p. 62) says that *"teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future."*

3.4. Collaborative Learning Techniques

Collaborative learning" is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.

In collaborative endeavours, students inevitably encounter difference, and must grapple with recognizing and working with it.

3.4.1. Think-Pair-Share

The learning activity involves explaining answers/ideas to another student. The instructor poses a question to the class. Students write a response and then share it with a student nearby. Students clarify their positions and discuss points of agreement and disagreement. The instructor can use several answers to illustrate important points or facilitate a whole class discussion.

3.4.2. Reciprocal Teaching

The learning activity involves students teaching to one another in groups. Students jointly read a text or work on a task. Students take turns being the teacher for a segment of the text or task. In their teaching role students lead the discussion, summarize material, ask questions, and clarify material.

3.4.3. Think-Aloud Pair Problem

The learning involves solving problems. Students work in pairs and alternate roles. For each problem one is the solver while the other is the listener. The solver thinks aloud—narrating his/her reasoning process—while solving the problem. The listener prompts the solver to keep talking and asks for clarification but does not intervene to help.

3.4.4. Group Grid

The learning activity involves analyzing, classifying, organizing subject matter. The instructor creates a grid or matrix based on several categories or criteria. Students use the grid to classify course concepts. After groups complete their grids the instructor shows the correct version. Students compare their work, ask questions and revise their ideas.

3.5. Developing Students' Motivation through Communicative Activities

Motivation is probably the most important factor that educators can target in order to improve learning. The educational equivalent to **"location, location, location"** is likely to be **"motivation, motivation, motivation,"** for motivation is probably the most important factor that educators can target in order to improve teach (Olson, 1997).

Student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational

In the foreign language classroom context, teachers should adopt strategies and techniques to help students overcoming the common obstacles they usually confront. From the prevalent view **"practice makes perfect"** this section implies a bank of activities to put them into practice designed for the targeted skills. Accordingly, Ur (1999:120) stated that classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of language course.

> **Brainstorming**

This activity enables the learners to generate ideas freely in short time of a particular topic. Several researchers have indicated that to hold the learner's attention is by maintaining a supportive warm-up. At this level, teachers are called upon to give great weight to this part for each lesson so as to activate the speaking skills.

Brainstorming is considered as preliminary activity necessary to develop a climate of confidence, awareness and cooperation in which creative and interactive collaboration can occur. Students are not criticized for sharing ideas.

> **Picture Describing**

This activity fosters the creativity and imagination of the learners as well as their public speaking skills. To illustrate this type of activities, below there are four pictures (web-based pictures) in order to give each group of t learners to discuss. Then, a spokesperson for each group describes the picture to the whole class. Admittedly, pictures are considered as didactic resource to increase the amount for oral practice.Then, they have described by answering the questions like:

- Who are the people in the picture?
- What happening now?
- Do you agree?

➢ **Spot the Difference**

In this activity students can work in pairs and each couple is given two different pictures through similarities and differences.

3.6. Conclusion

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

GENERAL CONCLUSION

Implementing recreation as activities in EFL classes is considered as an important, debatable and an opened discussion among the language scholars, teachers and among learners as well as.

The current research aims at exploring of the use of these activities in EFL classrooms, and tries to motivate our personal desire to learn about how to teach and improve the English speaking skill to the first year English student.

This research attempts to answer the following questions:

1. Do EFL teachers use recreation activities in their teaching?
2. What type of recreation activities do EFL teachers use?
3. Why do teachers think that recreation activities may increase EFL learners' speaking fluency?

The pre-set questions, lead to think about the following hypotheses:

1. The majority of EFL teachers seem to be frequent users of recreation activities to develop the speaking fluency of their learners.
2. Some EFL teachers sound to use recreation activities such as; games, telling stories, songs, and oral presentations.
3. The use of these activities may better faster the speaker fluency.

The present investigation consists of three chapters: the first one gathers the related literature about the use of recreation activities to develop the learners' speaking inside classroom. The second considered the research methodology, in addition to the description of data analysis and interpretations that tries to confirm or reject research hypotheses.

Finally, the third chapter provides set of suggestions and practical recommendations.

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Appendix (1)

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed to collect information about the use of recreational activities to develop the learners' speaking skill in the first year EFL classroom. We would very grateful if you could answer these following questions to help us in our research for the Master's degree in language sciences.

> Please, use a cross (...) to indicate your chosen answer and specify your option when needed.

May thank you in advance for your collaboration.

Section One: Background Information

1- Specify your gender

   a- Female ☐   b- Male ☐

2- Degree (s) held

   a- BA (licence) ☐

   b- MA (Master/ Magister) ☐

   c- PHD (Doctorate) ☐

3- How many years have you been teaching Oral Expression?

…………………………………………………………………………………………

……………………………………………...

4- How is important in terms of percentage (in your opinion), speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?

   a- Less than 15% in comparison to others skills (L, R and W) ☐

   b- About 25% of importance ☐

   c- 50% of importance ☐

   d- 75% of importance ☐

Section Two: Teaching speaking skill

1- In the classroom, are you

a- Talkative ☐

b- Average talkative ☐

c- Less talkative ☐

2- Do you know about the value of recreation activities?

a- Yes ☐

b- No ☐

3- Do you apply it when teaching the OE?

a- Yes ☐

b- No ☐

Justify your answer

....

....

....

4- What are the speaking activities you focus on most to create a successful environment?

a- Games ☐

b- Telling Stories ☐

c- Debates ☐

d- Songs ☐

e- Role plays ☐

f- Presentations ☐

Others activities (note down please)

....

....

....

5- Do students enjoy this kind of recreation activity?

    a- Yes ☐

    b- No ☐

    c- Somehow ☐

Please, explain

....

....

....

6- What is the most efficient technique in making your students speak?

    a- Group-work ☐

    b- Pair-work ☐

    c- Student working as individuals ☐

    d- None ☐

7- Is it possible to make all students participate in the speaking activities?

    a- Yes ☐

    b- No ☐

Please, explain

....

....

....

__Thank you!__

<div align="center">

Appendix (2)

Students' Interview

</div>

Dear Students,

You are kindly invited to answer the following interview. We would like you to indicate your opinion about each statement.

Please try to be as honest as possible when answering this interview.

Sex: **Age:**

1. How do you evaluate your speaking ability as a result of classroom discussion?
2. Which of the four language skills you wish to master most?
3. What are the most **(Recreation)** Activities you prefer to practice in oral module?
4. Do you think that the use of recreation activities in OE is beneficial to push you to speak? Why?
5. What are the reasons that hinder your absence of speaking?
6. Could you please provide suggestions to improve the speaking skill in classroom?

Thanks for your collaboration!

Appendix (3)

Classroom Observation Grid

English Teacher: ……………………………………………

Course/Group: …………………………………………….

Number of Students: …………………………………………

Observer: ………………………………………………………..

Date/Time of Observation: ………………………………..

The observers used this grid in order to get input from an authentic place "classroom" setting. It proposes a list of behaviours of both teachers and learners that may exist in the first year EFL students at the University of Tlemcen. The aim is to explore both teachers' and learners' attitude towards the use of recreational activities in EFL classes.

1.The teachers' behaviour in the classrooms	Not observed	More emphasis	Done well
1. The teacher introduced the course in very clear way.			
2. The teacher used more explanation and examples to facilitate the way of understanding.			
3. The teacher focused on what students trying to say and not how to say it.			
4. The teacher encouraged students to speak and participate in the classroom discussion.			
5. The teacher corrected his students' mistakes.			
6. The teacher used some humour in the class			
7. The teacher walks around students. **Comment:** …………………………………………………………… **..**…………………………………………………………. …………………………………………………………			

1.The learners' behaviour in the classrooms	Not observed	More emphasis	Done well
1. The students participated in the classroom.			
2. The students understood the aim of the course.			
3. The students did the activities.			
4. The students were interesting to speak English.			
5. The students behaved well in the classroom.			
6. The students used dictionaries.			
7. The students interact in the classroom.			
8. The students are motivated with recreation activities. **Comment:** …………………………………………………… ..……………………………………………………. …………………………………………………….			

Appendix (4)

The Need for Oral Assessment

Assessment provides one way to measure student's level through interviews, tests or tasks production. Its main purpose is to evaluate their ability to speak accurately and fluently i.e., it comprises all aspects of language such as pronunciation, grammar, vocabulary and to what extent the learner can make himself understood.

This guide to oral assessment deals with any assessment based on the spoken word, including vivas, oral presentations, and a host of other forms of assessment. It is designed to be of use to anyone currently using oral assessment to make judgments about their students' learning, and anyone considering introducing oral assessment into their courses.

It is not about assessing students' language or communication skills per se, but it is about assessment that calls on students to use the spoken word to express their knowledge and understanding. In this guide we will be considering:

- The nature of oral assessment
- The advantages of oral assessment
- Key dimensions of oral assessment to use in planning oral assessments
- Marking and grading
- Preparing students for oral assessment
- Ensuring that judgments based on oral assessment are sound, reliable and fair.

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