1-2-1-2 The importance of speaking

Speaking plays a significant part both in communication and in language learning.

a- Speaking and Communication

The speaking skill plays an important role in the field of communication. Although the three other skills, Listening, Reading, and Writing, are also important, it is most likely that our success in communication depends entirely on how we develop our thoughts and ideas orally. Furthermore, in our everyday life, we could notice that people prefer having face to face discussions especially when they want to clarify or send important messages. Moreover, when people are in a bad mood, they do not want to listen to what the other says and it is what distinguishes speaking from the other skills because when we speak, we can be heard. Let us take an example of a student who is sad and angry with his teacher because he did not have good mark in a test; he did not want to listen to his teacher's critics about his work (positive criticism or feedback); however, since both of them are in the same classroom, the learner can hear it. A dictionary of American proverbs (1992) shows that 'Speak so that he who runs must understand.' in other words, whoever has ears to listen must hear utterances even though they pretend not to listen.

However, it is not only because we want to convey a message that we speak which is part of what is called transactional function of speaking, but we also speak to build a good relationship with other people. Such is the interactional function of speaking. Extracted from Burkart (1998), Brown and Yule (1983) and McCarthy (1991) claim that 'the main purpose of a transactional talk is to get business done. We could say that transactional talk is task oriented: it is important that the message is clearly expressed so that there is less chance for misunderstanding. An interactional talk is more people oriented: its main purpose is to establish and maintain social relationships.' In a nutshell, speaking takes a significant part in communication either we want to express ideas or just to develop good relationship with others.

According to what we previously mentioned, speaking and communication are interdependent. The following communication model by John B. Carroll shows the relation between them:

Intentive behavior of speaker	→	Encoding behavior of speaker	→	Message	→	Decoding behavior of hearer	→	Interpretive behavior of hearer

Fig 2: Communication model ,John B. Carroll (1953)

b- Speaking and Language learning

No one can deny that a child proves his acquisition of a language by speaking. Therefore, we can deduce that if we want to show acquisition of a language, speaking is one way of proving that we can handle the target language. Moreover, people learn a new language in order to be able to communicate in it. As Rebecca (2006) states in Efrizal (2012), 'speaking is the first mode in which children acquire language, it is part of daily involvement of most people with language activities and it is prime motor of language change. It also provides our main data for understanding bilingualism and language contact.' In addition, as language learners, it is difficult to learners to have the ability to use the target language if the opportunity to practise the language is not given to them. Most teachers believe that frequent listening to a language and grammar practice in class can help students to master the new language. This view is not completely wrong but for students to handle the new language, they should explore and discover their development through practice which is the only way to reach perfection; indeed, as the saying goes, 'Practice makes perfect.' Rivers (1981) adds that ' Students of a new language will not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication. Teachers will need to give their students many opportunities to practice speaking. They will need to use their imagination in devising situations which provoke the use of the language in the expression of the students' own meaning.'

As we have seen so far, learners' ability to use the target language in communication should be one of the aims of teachers in language teaching; especially, when they deal with speaking. Therefore, teaching speaking includes helping students to have communicative competence.

Kayi (2006) notes six main points related to teaching speaking; He points out that it is to teach ESL learners

a- to produce sounds and sound patterns.

b- to use word and sentence stress, intonation patterns and the rhythm of the second language.

c- to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

d- to organize their thoughts in a meaningful and logical sequence.

e- to use language as a means of expressing values and judgments.

f- to use the language quickly and confidently with few unnatural pauses, called as fluency.

It is clear by now that teaching the speaking skill does not just amount to letting learners to utter words or speeches that come to their mind; its main purpose is to make learners use the language appropriately in different situations in an organized and natural way. Last but not least, according to Stewart and Hjelt (1988) 'the development of speaking skill should be a goal of every class session. Your students need speaking skill that will give them confidence to use English in their new world- at the supermarket, restaurant, school, bank, and of course with their new friends. Your role is to provide language experience that encourages students to use their new language'

From what we have seen previously, speaking holds a significant role as far as language learning is concerned and one way to encourage learners to use the language in speaking is to resort to fun activities.

1-2-2 Theoretical study of fun activities

The word 'fun' has several meanings but let us consider some of its definitions or meanings according to the following dictionaries.

According to Webster's third New International dictionary (1961) 'fun' means 'Amusement, enjoyment. Fun implies amusement or an engagement in what interests as an end in itself or applies to what provides this amusement or interest, often also implying a propensity for laughing or for finding a genial cause for laughter or amusement.'

Longman dictionary of contemporary English (1987) defines 'fun' as a cause of amusement, enjoyment or pleasure. Also, 'fun' refers to something that provides pleasure, amusement, or enjoyment.

For Collins English Dictionary and Thesaurus (1993) defines 'fun' as a source of enjoyment, amusement, diversion, pleasure, gaiety, or merriment. In its thesaurus, 'fun' can be defined as amusement, cheer, distraction, good time, etc.

Finally, Longman advance American dictionary (2007) reveals that fun means 'a fun activity, experience, or place is enjoyable.'

As such, we can deduce that fun activities mean activities which promote amusement, laughter, enjoyment and pleasure. Many people perceive the concept 'education' as a very serious and a hard task to perform. However, the use of fun activities leads us to view education differently: the time that we devote to study becomes a good time and the classroom becomes an enjoyable place to acquire knowledge. Therefore, let us consider the importance of

fun activities to students, teachers, and the link between fun activities and the teaching of speaking.

1-2-2-1 Fun Activities and Students

As it was mentioned previously, the aim of this present work is to develop learners' speaking skill; the most important thing is then to encourage students to use the target language. In reality, there are factors which prevent students from speaking in class whether it is from the teacher or from their classmates as Rivers (1981) reveals that 'as well as having something to say, the students must have the desire to communicate this message to some person or group of persons. Students who find their teacher unsympathetic and their classmates uncongenial may well feel that what they would like to say can be of little interest. Others may be conscious of their limitations in the new language and feel that, by expressing themselves in it, they are laying themselves open to censure or ridicule. For many reasons like these, students may prefer to remain silent.' However, we all know that it is only through speaking that we can handle oral skill in language learning as Bright and Gregor (1970) mention 'Skills can be acquired only through practice.' Therefore, in the field of language learning especially in developing students' speaking skill, fun activities present opportunities for students both to create desirable atmosphere and to use the language between them. As Rivers (1972a) cited in Murcia (1979) states 'it is helpful in channeling the language of flow from student to student rather than from student to teacher.'

Furthermore, when talking about language learning, especially a second or foreign language, in general, students directly think of speaking the language. Most of students are not motivated to learn a new language if the way how the teacher deals with it is like any other subjects; that is, waiting for the teacher explaining the lesson, listening, then copying it in their copybook. As we could notice, young people of today like having 'fun' so they are willing to participate in the activity they find that can bring happiness, laughter, and enjoyment to them as Rivers (1981)pointed out 'They considered it fun and felt it to be important.' As such, fun activities help students to build in themselves confidence which create the sense of responsibility in them and induce them to take part in class as cited in Bright and Gregor (1970) ' Pupil will have to learn to take more responsibility themselves, to rely less on the teacher and to learn more understanding and less rote.' Obviously, fun activities urge students to speak the learned language. Some students; however, are still waiting for their teacher to explain the lesson for them to copy. The use of fun activities in language teaching does not mean that we totally exclude teachers' explanation and learners' taking note in a class session, but it is just a matter of reducing teachers' talking time and learners' reproduction of the lesson

in their copybook. Moreover, the use of fun activities lessens students' stress but strengthens their motivation to use the language in class since many of them may not have the opportunity outside their classroom.

1-2-2-2 Fun activities and teachers

'The teacher, we are often told, must be an artist for teaching is an art.' Bright and Gregor (1970). From Bright and Gregor's view of teaching, we can understand that teachers have the duty to make his teaching a source of inspiration and desire to learn for students. Therefore, they were clear by mentioning that 'the English teacher should have the wide ranging enthusiasm and imagination that can make his English course as a sort of clearing house for ideas and interests.' Nevertheless, even if the teacher's aim is to bring enjoyable activities to enhance students speaking skill, they have the duty to establish some rules, instructions, or explanation so that the student can follow and perform the work successfully as Palmer (1968) noted ' Another function of the teacher is to furnish explanations. Without explanation the pupil can do little or nothing'. Later on, Murcia (2001) adds that 'it is insufficient to tell students, get in groups and discuss this topic; there should be guidance beforehand and follow-up afterward.' In such a case, not only is the teacher in charge of creating activities which meet learners' interests in class but he is also the first responsible of the success or the failure of his students as Chastain (1976) points out 'The students were excused from the three basic components: If the students are not interested, they cannot be expected to learn. If they are not interested, it is the teacher's fault. The resultant corollary is that there are no failing students, only failing teachers.' Clearly, to have successful result in class, teachers should well design their lesson plan in advance so that their roles as teachers are considered.

1.2.2.3 Fun activities and the teaching of speaking

'It must not be forgotten that first impressions are most lasting; the first visualization generally forms the basis for all subsequent knowledge and constitutes the nucleus to which all further acquired matter will be attracted.' Palmer (1968). This statement from Palmer gives us an overview about how the first perception of one thing can bring to the next; especially in language learning, the first use of the language may create motivation or boredom to the learners. So, now let us deal with the next part.

a- The relationship between Fun activities, motivation, and improvement

As it is previously mentioned throughout the definitions of fun activities, using fun activities can stimulate learners' interests and motivation to use the target language as the activity is dealt with enjoyment and pleasure. Moreover, in education, when students feel at ease with the activity that they are asked to perform, they are encouraged to go further and this leads to the development of their knowledge, but if the activity does not suits learners' interests, they will be reluctant to participate. As Bright and Gregor (1970)pointed out 'enjoyment ought to be one of the foremost aims and effects of education, particularly in schools, partly because what we enjoy we feel inclined to go on with, and what we have disliked we drop as soon as we can'. So, fun activities are important in education. Still according to Bright and Gregor (1970) ' If we want our pupils master language skill for themselves, so that they can go on learning long after they leave school and teacher behind, we had better make our language activities enjoyable, which will make teaching more enjoyable too, and far less exhausting'. In other words, not only do fun activities improve students' speaking skill-since such is the aim of this present study ,but they also prevent both teachers and learners from feeling the seriousness in education and that urges, especially, learners to continue their studies so as to improve their knowledge and teachers to design better activity for the next course as Gurrey (1955)stated that ' with greater success and pleasure in his pupils' quicker progress, the teachers' interest and satisfaction in the work increase and give him inspiration for further advances.'

Therefore, fun activities are the source of motivation, which according to Nunan (1999) is 'the combination of effort plus desire to accomplish the designed task' as Rivers and Temperley (1978) reveal that 'steady improvement will come only from individual motivation and purpose: that personal desire to perfect one's communicative effectiveness which is stimulated by genuine interest in what one is doing'. In other words, fun activities help students to feel confident of themselves, with their classmates, and teachers. Also, they feel secure and not afraid of making mistakes which in some way can induce them to make efforts and to progress in their studies as Edge (1993)noted that 'If learners feel safe, they will be more able to take part in the lesson. If they feel that everyone in class, including the teachers, is on the same side, they may risk making mistakes that they can learn from'. As such, the success or the failure of a student depends entirely on his motivation as Brown (1987) mentioned that 'Motivation is probably the most often used catch-all term for explaining the success or the failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is motivated.' In a nutshell, in order to have students interested in using

the language, teachers have to merge fun activities with the teaching of speaking. When the activities are fun, students will be excited to take part-to speak and it will be easier for the teacher to teach and it will motivate them to improve their teaching in their next course.

b- Samples of fun activities and their advantages

There are many ways to contribute to the development of students' speaking skill but let us consider the following fun activities.

- Discussions

Discussions are essential in language teaching especially in promoting students' speaking skills. It enables students to develop their ideas and share their opinion orally. Also, as students like talking in class, it is an opportunity for them to speak but they speak with a purpose as Kayi (2006) pointed out 'the discussion points are relevant to this purpose, so that students do not spend their time chatting with others about irrelevant things.' Moreover, a discussion allows students to discuss a topic in pairs or in groups and that may lead them to different points of view, such as agreement or disagreement in which they are expected to find solution to the discussed matter in quiet. Still according to Kayi (2006) 'this activity (discussion) fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with others.' Also, Gurrey (1955) added that 'they are, therefore, using the language purposefully, and this helps their command of it to become more natural and fluent.' Obviously, discussions hold an important part in developing learners' speaking skill.

- Role play and simulations

Another fun activity is role play. First of all, let us consider the word 'play' according to Ladousse (1987) 'Play means that the role is taken on in a safe environment in which students are as inventive and playful as possible.'

As for Curwing and Fuhrmann (1975) 'Role playing is an imaginative series of enactments and reenactments in which you have the opportunity to analyze a problem, explore your feelings about it, and then consider many different alternatives and the consequences of those alternatives. We suggest in various activities that you role-play situation so that you can experience them in an environment that is safer than real-life situations.' As such, role play presents favorable conditions to student since it exposes students in a various social context and allows students to perform different social acts without taking the activity so personal as

Harmer (1984) cited in Kayi (2006) reveals that 'role plays and simulations increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, they do not have to take the same responsibility'. Since the basic aim of this present work is to develop students speaking skill, role play provides students opportunity to use the target language dealing with all possible social contexts in classrooms; also it arouses students' motivation to take part in class. According to Ladousse (1987) 'role play is one of the whole gamut of communication techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.'

To know further about role play and simulation, let us consider the difference between them: role play is a modern way of using dialogue-Before, students are asked to read dialogues but this time, it is not simply a matter of reading the dialogue but to speak the dialogue including the way how the speaker looks at the addressed person; this is meant for the learner to speak the language in a natural way as Edge (1993) suggests that 'students should speak dialogues, not read dialogues'. In simulation, in addition, students are allowed to bring items in their classroom to perform the play in an authentic way'. Both role play and simulation can develop students' oral skill in a fun way. To conclude, Ladousse (1987) reveals that 'Perhaps the most important reason for using role play is that it is fun.'

- Information Gap

This activity reinforces relationships between students since it allows them to communicate. As it is called information gap, there must be missing information that students have to find to fill in the gap-uncompleted information they have. Thus, this activity requires at least two people to perform the task. In other words, students are expected to work in pairs to fulfill the activity. Kayi (2006) argues that 'each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.' Other benefits of this activity are that information gap contributes to students' ability to solve problem with their classmates and also to speak the target language in their classroom.

- Games

There are many activities which can stimulate students to speak but one of the major activities is games. Games are activities that people take part in for fun; that is, to amuse themselves. Very often, people consider games as their pastime when they want to relieve themselves from their hard task. Therefore, games can be used in classrooms as they lessen the

seriousness of education and change it into enjoyable activity. In such a case, students are willing to participate- to speak in class since the activity they deal with is active and enthusiastic which are the qualities required in speaking activity as Gurrey (1955) claims that 'Keenness, activity, humour, liveliness of mind and manner: these are the qualities that are needed for good oral work'. In other words, since games bring enjoyment in class, they arouse students' interests and motivation as Prihatin (2012) points out that 'games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting.' Also, games present occasions for students to compete in class orally and that can contribute to the development of their speaking skill.

By using games in classroom, even the quietest students can fulfill the speaking activities and forget their nervousness and worries. Apart from that, games establish good relationship between students and teachers as RATSIMBAZAFY (1997) states that 'The students feel relaxed, and do not feel inhibited when they participate in a game because the teacher accepts to bring himself down to the level of his students and is willing to mingle freely, to interact naturally with them by maintaining a playful attitude towards them.'

Finally, even though games allow students to have enjoyable time, feel relax, and free in class, they (games) induce students to work under objectives which motivate them to fulfill the task as HERIARIVONY (2005) mentions that 'the powerful motivation provided by games is the existence of clear objectives other than the use of the language itself.' Obviously, games are main activities which cause students to speak.

- Storytelling and story sharing

The primary focus of this study is to develop students' oral skill; storytelling provides learners favorable conditions to use the target language either the story is given or it is from the learners' own experiences. Collins and Ruhl (2008) are clear by saying that 'Storytelling is a useful conversational skill for students to learn'. To specify, storytelling grant learners opportunities to talk about everyday matters in class. Furthermore, storytelling gives students a chance to communicate as in real communication; still according to Collins and Ruhl (2008) point of view 'Students are encouraged to maintain eye contact and talk about their stories with their partner, rather than reading them.' Also, it enhances relationships between students as they are free to choose which story they want to share but they often choose to share personal story which they find it fun and motivating as Collinns and Ruhl (2008) state that 'Students stated they enjoyed story-sharing because it gave them a chance to get to know their partners

better […] They found story-sharing motivating because the message their partner was struggling to communicate was personal.'

In addition, this activity develops students' fluency and enables them to express naturally as colon-vila (1997) extracted from Somdee and Suppasetseree (2013) states that 'Storytelling also can help ESL learners become more self –confident to express themselves spontaneously and creatively.' Other advantages of using story telling are that it helps students to initiate thoughts and ideas; also, it helps them in having the language skill as Koki (1998) cited in Somdee and Suppasetseree (2013) reports that ' the storytelling is not only assisting to stimulate students' imagination, but also in developing their language abilities'. In short, storytelling develops learners' speaking ability and enlivens speaking activities.

- Songs

Songs are also another way to encourage learners to speak a new language. Not only do songs improve students background knowledge about a country but they also grant opportunities for students to speak or to pronounce the language close to the natural way of speaking the target language; as ANDRIANTOAVINA(2001-2002) claims ' songs can show an aspect of culture, custom, and idioms of a country. Singing is one of the ways to give students confidence by showing them an authentic pronunciation, and a native fluent way of speaking.' However, teachers should know what kind of music suits their students' interests in order to make them speak. Young people in high school, for example, like listening to love songs or songs that communicate social meaning. In other words, popular music is the kind of music that students like the most. Still according to ANDRIANTOAVINA (2001-2002) 'we are mostly interested in popular music because it is the kind of music that most of the students listen to.' In addition to that, even if the first impression that people have about songs is about listening task, it can connect students with speaking activities. Murphey (1992) reveals that 'Songs can be immensely valuable for developing certain capacities, but they can be many times more valuable if we exploit them creatively to bridge the gap between the pleasurable experience of listening/singing and the communicative use of language.' As such, one of the benefits of using popular songs is that it can be a useful material to rise discussion from the lyrics as they talk about social matters; that is, everyday situations. As for Rosová (2007), she thinks that 'It (song) can be perfectly used as a cross-sectional topic'.

Songs therefore hold advantages for both teachers and students. For teachers, songs present advantages as they remain in students' mind effortlessly and that helps teachers to adapt songs with their lesson without trouble in class. According to Murphey (1992) ' Songs stick to our minds and become part of us, and lend themselves easy to exploit in the

classroom.' For students, songs stir students' motivation to study, bring happiness in them and between their classmates; as Murphey (1992) puts it, 'Songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within a group.' Besides, in language learning, 'drills' is another important point to be considered to improve the speaking skill and songs provide this opportunity. Murphey (1992) indeed claims 'Songs may strongly activate the repetition mechanism of the language acquisition device'. Moreover, Rosová (2007) mentions that 'Too many drills make boring lessons, but a favourite song can be repeated again and again with equal enjoyment.' Songs can improve students' speaking skill and from Murphey's point of view (1992), it is 'A tool which we can use to animate and facilitate language learning and acquisition. It is up to you and your student how much and in what ways you take advantage of what music and song have to offer.'

- Humorous devices

Other fun activities to stimulate the speaking skill are humorous devices such as jokes and anecdotes. By definition, the adjective humorous implies the word 'funny' in which many people think directly to amuse and to laugh. As such, the teacher who uses humorous devices has the feeling of joy and directly spreads this feeling to his students. Since humorous devices bring happiness and strengthen students-teachers relationships, both of them consider their time for studying as time for a pleasant meeting. However, that pleasant and welcoming atmosphere between teachers and learners do not mean that the teachers lose their authority in class. In fact, this friendliness between them reinforces students' motivation to learn and that leads them to perform their task without difficulty; to highlight this, ANDRIAMASY (1988) asserts that 'The teacher is joyful, learners feel it, and everything seems to be easy. Both protagonists are pleased and eager to meet again the following time. Laziness and stupidity stay at the door.' Humorous devices have positive effects in education, more specifically, they provide pleasure and better environment in language learning. As ANDRIAMASY (1988) notes that 'The use of humorous devices must offer the learners the possibility to learn in a pleasant and relaxed atmosphere, it should be a motivating activity which help them to study and internalize the English language.' What are jokes and anecdotes? What are the links between them and language learning-the development of learners' speaking skill? The answers of the two questions can be seen as follows:

According to Longman Concise English Dictionary (1985) 'joke' means 'Something said or done to provoke laughter; especially, a brief oral narrative with a humorous twist.' As for anecdotes, according to Wikipedia Encyclopedia (1990) extracted from RAKOTOARIMANANA (2008-2009) 'An anecdote is a short tale narrating an amusing

incident. It is naturally based on real life, an incident involving actual persons.' In the field of developing learners oral skill, jokes and anecdotes give students chance to involve in a near real life situation in class. RAKOTOARIMANANA (2008 - 2009) indeed states that 'by listening to anecdotes from teacher and classmates, asking questions for extra information as in real life dialogues, learners engage in authentic communication.' Besides, they enlarge learners' background knowledge about the culture of a country other than their own country and sometimes knowledge about life in general. Still according to RAKOTOARIMANANA (2009) 'J/A embody cultures and they can be used as an entrance into the study of other cultures […] As far as anecdotes are concerned they contain factual events, or a real story or a private life'. Clearly, humorous devices can contribute to the development of students' speaking skill in a relaxed way.

Throughout what we have seen so far, fun activities present favorable conditions to the development of learners' speaking skill.

CONCLUSION TO PART ONE

All in all, the first part of this present work highlights the theoretical background of the main subject which is 'Using fun activities to develop learners' speaking skill in terminale'. In this first part, not only we have introduced the key words of the topic which are fun activities and speaking skill but we have also put the stress on some useful knowledge relative to them such as the theory of second language acquisition and communicative approach which embodies communicative activities.

Throughout the theoretical part, we can assess that the speaking skill is the most demanding of the four skills; that is, listening, reading, writing and speaking. Since the target of this present study is to develop learners' speaking skill, the theoretical part is then mostly focused on a review of the literature related to SLA, CLT, the speaking skill and fun activities. This review has led us to understand that in developing the speaking skill, both teachers and students have a major responsibility in performing the task in the classroom. However, a special consideration should be granted to the kind of activity that students are asked to fulfill in order to motivate them to speak. From those reasons, the importance of using fun activities in the classroom has been introduced.

What has been mentioned leads us to the second part of this dissertation which is the analysis of the realities in class through questionnaires and class observations.