

The Republic of Iraq
Ministry of Higher Education and Scientific Research
Mosul University / College of Arts
Adab Al-Rafidayn Journal



Adab Al-Rafidayn Journal

**A refereed quarterly scientific journal
Issued by the College of Arts - University of Mosul**

Vol. Eighty- Six / year Fifty- one

Muharram- 1443 AH / September 5/9/2021 AD

**The journal's deposit number in the National
Library in Baghdad: 14 of 1992**

ISSN 0378- 2867

E ISSN 2664-2506

To communicate:

radab.mosuljournals@gmail.com

URL: <https://radab.mosuljournals.com>

Adab Al-Rafidayn Journal

**A refereed journal concerned with the publishing of scientific researches
in the field of arts and humanities both in Arabic and English**

Vol. Eighty- Six / year Fifty- one / Muharram - 1443 AH / September 2021 AD

Editor-in-Chief: Professor Dr. Ammar Abd Al-Latif Abd Al-Ali (**Information and Libraries**), College of Arts / University of Mosul / Iraq

managing editor: Asst.Prof. Dr. Shaiban Adeb Ramadan Al-Shaibani (**Arabic Language**)
College of Arts / University of Mosul / Iraq

Editorial Board Members:

Prof. Dr.Hareth Hazem Ayoub (**Sociology**) College of Arts / University of Mosul / Iraq

Prof. Dr.Hamid Kurdi Al-Falahi (**Sociology**) College of Arts / Anbar University / Iraq

Prof. Dr. Abdul Rahman Ahmed Abdul Rahman (**translation**) College of Arts / University of Mosul / Iraq

Prof. Dr. Alaa Al-Din Ahmad Al-Gharaibeh (**Arabic Language**) College of Arts / Al-Zaytoonah University / Jordan

Prof. Dr. Qais Hatem Hani (**History**) College of Education / University of Babylon / Iraq

Prof. Dr. Claude Vincents (**French Language and Literature**) University of Chernobyl Alps / France

Prof. Dr.Mustafa Ali Al-Dowidar (**History**) College of Arts and Sciences / Taibah University / Saudi Arabia

Prof. Dr. Nayef Muhammad Shabib (**History**) College of Arts / University of Mosul / Iraq

Prof. Dr. Suzan Youssef Ahmed (**media**) Faculty of Arts / Ain Shams University / Egypt

Prof. Dr. Aisha Kul Jalaboglu (**Turkish Language and Literature**) College of Education / University of Hajet Tabah / Turkey

Prof. Dr. Ghada Abdel-Moneim Mohamed Moussa (**Information and Libraries**) Faculty of Arts / University of Alexandria

Prof. Dr. Wafa Abdul Latif Abdul Aali (**English Language**) College of Arts / University of Mosul / Iraq

Asst .Prof. Dr. Arthur James Rose (**English Literature**) University of Durham / UK

Asst.Prof. Dr. Asmaa Saud Edham (**Arabic Language**) College of Arts / University of Mosul / Iraq

Lest. Dr. Hijran Abdulelah Ahmad (**Philosophy**) College of Arts / University of Mosul / Iraq

Linguistic Revision and Follow-up:

Linguistic Revision : Lect. Dr. Khaled Hazem Aidan

Asst.Lect. Ammar Ahmed Mahmood

Follow-up: Translator Iman Gerges Amin

Translator Naglaa Ahmed Hussein

- Arabic Reviser

- English Reviser

- Follow-up .

- Follow-up .

Publishing instructions rules

1. A researcher who wants to publish in Adab Al-Rafidayn journal should enter the platform of the journal and register by an official or personal activated email via the following link:

https://radab.mosuljournals.com/contacts?_action=signup

2. After registration, the platform will send to your mail that you registered on the site and a password will be sent for use in entering the journal by writing your email with the password on the following link:

https://radab.mosuljournals.com/contacts?_action=login

3- The platform (the site) will grant the status of the researcher to those who registered to be able in this capacity to submit their research with a set of steps that begin by filling out data related to them and their research and they can view it when downloading their research.

4-File formats for submission to peer review are as follows:

- Fonts: a “standard” type size is as follows: (Title: at 16point / content : at 14point / Margins: at 10 point), and the number of lines per page: (27) lines under the page heading line with the title, writer name, journal name, number and year of publishing, in that the number of pages does not exceed 25 in the latest edition in the journal free of illustrations, maps, tables, translation work, and text verification, and (30) pages for research containing the things referred to.

- Margins are arranged in numbers for each page. The source and reference are defined in the margin glossary at the first mentioned word. List of references is canceled, and only the reference is mentioned in the first mentioning place, in case the source is repeated use (ibid.)

- The research is referred to the test of similarity report to determine the percentage of originality then if it pass the test it is referred to two referees who nominate it for publication after checking its scientific sobriety, and confirming its safety from

plagiarism , and if the two experts disagree –it is referred to a third referee for the last peer review and to decide on the acceptance or rejection of the research .

5- The researcher (author) is committed to provide the following information about the research:

- The research submitted for evaluation to the journal must not include the name of the researcher, i.e. sent without a name.

- A clear and complete title for the research in Arabic and English should be installed on the body of the research, with a brief title for the research in both languages: Arabic and English.

- The full address of the researcher must be confirmed in two languages: Arabic and English, indicating: (the scientific department / college or institute / university / country) with the inclusion of an effective email of the researcher.

- The researcher must formulate two scientific abstracts for the research in two languages: Arabic and English, not less than (150) and not more than (250) words.

- presenting at least three key words that are more likely to be repeated and differentiated in the research.

6-The researcher must observe the following scientific conditions in writing his research, as it is the basis for evaluation, otherwise the referees will hold him responsible. The scientific conditions are shown in the following:

- There should be a clear definition of the research problem in a special paragraph entitled: (research problem) or (problem of research).

- The researcher must take into account the formulation of research questions or hypotheses that express the problem of research and work to achieve and solve or scientifically refute it in the body of the research.

- The researcher works to determine the importance of his research and the goals that he seeks to achieve, and to determine the purpose of its application.

- There must be a clear definition of the limits of the research and its population that the researcher is working on in his research.

•The researcher must consider choosing the correct methodology that is appropriate to the subject of his research, and must also consider the data collection tools that are appropriate for his research and the approach followed in it.

- Consideration should be given to the design of the research, its final output, and the logical sequence of its ideas and paragraphs.

•The researcher should take into consideration the choice of references or sources of information on which the research depends, and choose what is appropriate for his research taking into account the modernity in it, and the accuracy in documenting , quoting form these sources.

•The researcher should consider taking note of the results that the researcher reached, and make sure of their topics and their rate of correlation with research questions or hypotheses that the researcher has put in his research.

7- The researcher should be aware that the judgment on the research will be according to a peer review form that includes the above details, then it will be sent to the referee and on the basis of which the research will be judged and weights will be given to its paragraphs and according to what is decided by those weights the research will be accepted or rejected. Therefore; the researcher must take that into account in preparing his research.

Editor-in-chief

CONTENTS

Title	Page
Functions and Effects of Particles in English and Arabic Muhammed Amer Ahmed Sultan Hala khalid Najim	1 - 22
A Comparative Study of Modulation in English and Arabic Hisham Saleh Rmadan Hasan Hala khalid Najim	23 - 36
A Cognitive-Pragmatic Account of Mosuli Arabic Proverbs with Special Reference to English Muhammad Idriss Al-Tai Ismael Fathy Al-Bajari	37 - 58
L'interférence syntaxique de la langue maternelle sur l'apprentissage du FLE Tawfik Aziz Abdullah Jumaah Jassim Musstaf	59 - 66
An Acoustic Study of the Production of Iraqi Arabic Stop Consonants saif mohammed Al-Tai Ziyad Rakan Kasim	67 - 98
Iraqi EFL learners' Command of Sociocultural Norms of English Conversation Alaa Siddiq Al-Naser Omar Ali Al-Hadeedy	99 - 120
The Impact of Language Games in Teaching English as a Foreign Language Paiman Hama Saleh Sabir	121 - 146
L'image de l'albatros dans « The Rime of the Ancient Mariner » de S.T. Coleridge et « L'Albatros » de Charles Baudelaire Mohammed Noman Al-Haidari	147 - 162

Investigation of the Distribution of Unique Items in the Translated Texts Varteen Hanna Shaba	163 - 188
TRANSLATING ENGLISH LEXICAL VERBS VS. MULTIWORD VERBS INTO ARABIC Zahraa Ahmed Othman	189 - 196
Rôle d'un cours de traduction dans une classe de FLE. Cas de département de français/université de Mossoul Ihsan Shukr Mula Hamo	197 - 220

*The Impact of Language Games in Teaching
English as a Foreign Language*

*Paiman Hama Saleh Sabir **

تأريخ القبول: ٢٠٢٠/١٢/٥

تأريخ التقديم: ٢٠٢٠/١١/١٦

Abstract

The present study investigates the importance of using various language games in the EFL context as a significant tool to facilitate teaching English. The study aims at finding out the role of such games exploited by the English teachers at Basic Schools as a supportive tool and a helpful method in teaching EFL. For achieving the aims, it is hypothesized that: (1) language games facilitate teaching different aspects of English language, (2) these games are used to teach different aspects of English language in an EFL context. (3) language games can be used to teach all language skills reading, writing, speaking and listening. Accordingly, the researcher defines language games, classifies them, clarifies the time and methods of playing such games, presents the sort of games chosen for this purpose, after that sheds light on the most important advantages of using language games for learners depending on the literature. To achieve the aims and verify the hypotheses of the study, a questionnaire is constructed and given to fifty English teachers who teach EFL learners at Basic Schools. The findings of the study achieve the aims and verify the hypothesis that languages games do have a crucial role in teaching English and all the aspects of English language to the learners who are not native speakers of the language.

Keywords: Language Games, Teaching EFL Learners, Language Skills.

1. Introduction

Most language teachers reckon that games are time consumers and fun, they result in no learning. Those teachers conceive the same idea that “all learning should be serious and solemn in nature and that is one is having fun and there is hilarity and laughter, then it is not really learning” (Kim, 1995:23).

However, a predominance of research results indicates the important role of language games in language teaching and learning, and games facilitate foreign language learning especially for young learners. But some researchers such as (Kim, *ibid*: 1) is in the view that learning can be achieved with language games.

So, games encourage learners to sustain their interest and help to promote a positive attitude towards learning. It is not only language learners who get benefit from games, but teachers can also find such games as a tool to form contexts in which the language is meaningful. Researchers on the field of using language games in teaching such as Yolageldil and Arikan (2011: 1) point out that “games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also they encourage students to use their language in a creative and communicative manner”.

2. The Problem

It is observed that most English language teachers at basic schools do not include language games in their lessons while teaching English to EFL learners, as such games are perceived to be marginal activities and time consuming.

3. Definition of Language Games

Games are described as the ‘stuff’ of life in the primary classroom and that they provide stimulation, variety, interest and motivation (Read, 2007: 150). Language games are of great value in teaching and learning, for instance they are considered as a crucial component of classes and are defined as an “activity with rules, a goal and an element of fun”, Hadfield (1999:7). Linguists view games as integral part of language syllabus and amusing activities that can be used at all stages. They can also be seen as diagnostic tools for teachers to spot the areas of difficulty that can lead to implementing remedial actions.

Such language activities are seen effective in learning since students are slow-moving in doing tasks, but games enable them to participate, practice and use the new language items eagerly and willingly.

The educational value is another aspect of language games. They are not time-killing activities as some teachers consider. Lee

(1979: 2) points out that language games “make language learners use the language instead of thinking about learning the correct forms”. They also encourage active participation, enhance children’s confidence, allow for different responses and have a great role in “young children’s concentration and memory skills, as well as their ability to language and meaning with action, pictures, objects and sounds” (Read, 2007:151).

4. The Choice of Language Games

To make language games beneficial, teachers should be careful in their choice. So, when choosing the game, teachers should take into account the purpose of the language game. Yolageldili and Arikan (2011: 221-222) state that “a game may seem appropriate and useful. However, when its value is considered from the viewpoint of foreign language teaching it may have little or no value”. Additionally, Tyson (1989:1) points out that the game chosen must be more than just fun, it should involve friendly competition, and all the learners should be involved and interested.

It is observed that language games should also be encouraging in such a way that focuses on language use, practice and learning or review for a specific language material. Moreover, if games are to bring desired results, they must correspond to either the student's level, age, or the material that is to be introduced or practiced (Uberman, 1998:3).

The level of the game is of importance also, as some games may not fit students’ language level for being so difficult or easy to carry on. They may be boring for some learners, and also different age groups require various topics, materials, and modes of the game. Furthermore, since language games enable social interaction and participation, those games should embrace physical action, interaction, competition and participation as children learn better from such sorts of games.

However, when choosing a language game, the context of learning should be taken into consideration, such as the size of the classroom, the number of the students, types of equipment and tools available for playing.

It is also to be taken into consideration that games should not be used just to fill time, neither to continue for too long nor to

be degrading or discouraging for the losers. They should neither allow only a few students to participate for a long time while the others just watch nor be graded in any way (Tyson, 1988: 1).

5. Proper Time for Language Game

In regard to the time of playing language games in the classroom, it is desirable that they ought to be “at the heart of teaching foreign language” (Uberman, 1998: 20). They should not be regarded as marginal activities that are performed at some time left at the end of the lesson when the teacher and the class have nothing to do. Sylla (2010: 9) points out that generally games are used after the “presentation, in the practice part, because such activities can be handled after mastering sufficient grammar and lexical points”.

In teaching grammar for example, a language game can be played at any of the following stages: (1) before presenting a given structure (2) after grammar presentation to know the extent to which the group has grasped and (3) as a revision of a grammatical area (Yolagwldili and Arikan, 2011:222).

6. The Role of the Teacher in Language Games

When a teacher uses language games in the classroom, he should be aware of his role in using games. The teacher is usually the chief decision-maker where tactics or strategies are concerned. He should prepare himself in such a way that he organizes the game before the instruction and prepare the materials in sufficient quantities; if he fails to master the games, the students may rebel. He has to know how the game is played and explain the rules of the game clearly.

When language games are used for young learners, the teacher have two choices; he either clarifies the rules in the mother tongue or sits close to the learners. This game plan prevents noise; hence, the teacher can capture the educational purpose to which the game is used. Sylla (2010: 9) proposes that “The teacher must be creative and flexible depending on the nature of the class and the students' levels, the dynamics of the class must be appropriate”.

Sometimes demonstration is useful as it enables the learners to understand the rules of the game and follow them easily.

Moreover, a game should not be interrupted suddenly, since it distracts the learners' attention, but teachers should take the errors and mistakes as a note and discuss them later after the game is being played. Additionally, teachers should check answers at the end of an activity, make sure that everyone participates and control the time of each game. Finally, teachers should be committed and enthusiastic.

7. Types of Language Games

Though the classification of language games is not an easy task as they overlap, efforts have been done to classify them. Hadfield (1999:89), for instance, classifies them into two major types; linguistic and communicative games.

In linguistic games, the focus would be on accuracy, whereas in communication games the focus is on the successful exchange of information and ideas.

Hadfield (ibid) has a second classification for games, he classifies them into sorting, ordering, arranging, information gap games, guessing, searching, matching, board, and role-playing games.

One more classification of games is done by Lee (2000). He categorizes games as structure games, vocabulary games, spelling games, pronunciation games, number games listen-and-do games, games and role play and finally discussion games. And, Toth (1995: 110) distributes games into competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal.

It is advisable that teachers should be careful in choosing the most suitable game since, each game focuses on a language item or skill for the lesson and the content.

8. The Advantages of Language Games in Language Teaching and Learning

Though there are different viewpoints in terms of using language games inside the class, the ultimate aim is that learners can get many benefits from the games.

The most important advantages of language games can be summed up as follows:

a. **Motivating learners:** motivation is defined as some kind of internal drive that encourages somebody to pursue a course of action, (Harmer, 2007; 98). Games are perceived as highly motivating, amusing, interesting and challenging activities for the learners since they provide more chances for shy learners to participate and practice the language. They add interest to topics that learners are not interested in, at the same time they help the teachers create an atmosphere in which language is useful and meaningful.

b. **Promoting learners' interaction:** one way to promote learner's interaction in the class is through pair or group work, as games are fun and children like to play. Through games children experiment, discover, and interact¹ with their environment. (Lewis, 1999 cited in Mei and Yu-jing, 2000:1).

Since most of the games are not played alone by a single learner, but require a pair or group work, hence they provide a setting for the learners to develop their language skills.

c. **Improvement of learner's language acquisition:** since games lead to learners' motivation and increase interaction, as the result, learners acquire the lessons in a better manner and more interestingly.

Richard-Amato (1988: 147) views that "Games can lower anxiety, thus making the acquisition of input more likely".

As indicated above, games help in motivating learners to promote their interaction, improving acquisition; the result would be the increase of their achievement.

Zdybiewskal (1994:6) supports the above idea and states that "games are good ways for practicing a language, for they provide a model that learners will use the language for in real life in the future". Furthermore, Wierus (1994: 218) point out that in an easy, relaxed atmosphere which is created by using games, students remember things faster and better (cited by Uberman, 1998: 4).

¹ Interaction comprises "the nature of class pedagogy and classroom behavior", (Tuan and Doan, 2010:71).

Accordingly, one can state that games are used in the class as fun since children like to play, add variation to a lesson, make the foreign language useful as they bring the target language to life, make reasons for speaking possible and learners can learn the language the way they acquire their mother tongue without being aware that they are studying and with no stress.

9. Methodology and Questionnaire Administration

9.1 The Questionnaire

To achieve the aims and verify the hypotheses of the study, an online questionnaire is designed. It is composed of three sections:

the first section is the title and guidelines, the second section incorporates participants' academic background, whereas the third has 25 items which entail the fundamental questions about the nature of language games on teaching such as the teacher's use of these games, the language aspects that these games are used for, the skills that teachers focus on in using language games and the benefits of these games in teaching EFL classes.

It is observed that the responses to the whole items of the online questionnaire required about fifteen minutes. The entire questionnaire was conducted within a week, more precisely through 23-29 of February 2020.

9.2 Validity and Reliability of the Questionnaire

To verify the face validity of the online questionnaire, it has been given to jury² members from different academic backgrounds who are from different universities inside and outside Kurdistan region.

² Jury members:

1. Prof. Diana Sweet. Adjunct professor in ESOL. Northshore Community College and instructor at Salem State University/MA. USA
2. Najat Ismael Sayakhan. Assist prof. University of Sulaimani.
3. Rasool Muhamed Khidir. Assist Lecturer. University of Sulaimani.
4. Dr. Drakhshan Yusef. Ph.D. in Applied Linguistics. Lecturer at Saladin University/Erbil.

The reliability of the questionnaire is tested out by using the SPSS program which revealed that it is highly reliable 0.982.

Table 1 Reliability Statistics

Cronbach's Alpha	Number of items
0.982	25

9.3 The Participants

As the title of the current study suggests, the study is concerned with the impact language games in teaching English in EFL context. Therefore, it is decided that all the participants in the questionnaire should be Basic school teachers.

For that purpose, fifty school teachers³ from both genders (29 males and 21 females) are randomly chosen with different periods of teaching experience between 1-10 years. The selected teachers used to teach learners from 1-9 grades and they are supposed to include language games while teaching since the textbooks they teach are 'Sun Rise' series.

9.4 Data Analysis and Results

For analyzing the data, quantitative method analysis is implemented since the questionnaire is quantitatively designed. Accordingly, the accumulated data is exposed to the SPSS program to dignify the reliability of the questionnaire. The statistical analysis reports that the questionnaire is reliable as the outcome result is 0.982 for the whole 25 items.

9.5 Discussion of the Questionnaire Items

The following is a brief discussion of the questionnaire results:

1) Concerning the first item of the third section of the questionnaire: 'Teachers should be serious in class and do not allow learners to have fun and laughter in teaching', the results reveal that only 18% of the respondents prefer to have classes with no fun and laughter, whereas the 48% totally agree with the idea, and the remaining number of teachers are neutral in this concern. This is an indication that in English classes fun and laughter are essential parts of the class.

³ In is noticed that a number of participants did not answer all the items of the questionnaire; therefore, the responses are less than 50 in certain items.

Teachers should be serious in class and do not allow learners to have fun and laughter in teaching.
50 responses

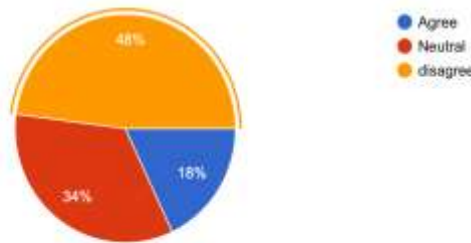


Figure 1 Participants Responses for the first Question

2)The second item which is also related to the first question to designate whether 'English can be taught with fun and hilarity'. More than half of the teachers, more precisely 68.1% disagree to have their classes without hilarity, while a small number of them 19.1% agree with the idea and %12.8 are neutral in this behalf out of 47 responses.

It is not possible to teach English and have fun and hilarity in the class.
47 responses

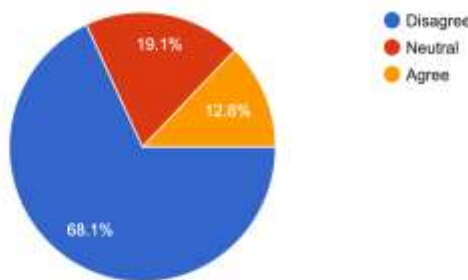


Figure 2 Participants' Responses for the Second Question

3)Gradually the questionnaire moves towards item 3 of using games in class, and the researcher raises the question whether the participants of the study are 'familiar with the term language games. Most of them, that is %64.8 are familiar whereas for %8.3 the term sounds unfamiliar, and %27.1 of the respondents provide a neutral response.

The term 'language games' is familiar to me as an English language teacher.
 48 responses

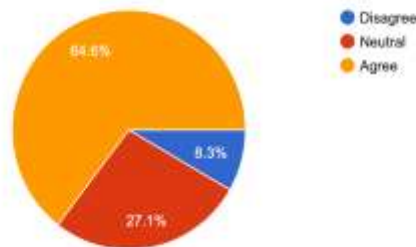


Figure 3 Participants' Responses for the third Question

4)The items (4,5,6,7,8) are designed to recognize the advantages of games in teaching English. The following percentages show the participants' agreement for the advantage of language games as:

Table 2: Language Games as Facilitative Tools, Effective Techniques, Enhancing Learning, cognitive Effect, Warm up Activities

Facilitative tools	Effective techniques	Enhance learning	cognitive Effect	warm up activities
94.0%	88%	79.8%	87.8%	87.8%

The above answers imply that language games are conceived and assumed to be fundamental portions of class rather than time killers.

5)Concerning the timing of playing games inside the class, both items 9 and 10 are designed for that purpose: 30.6 % of the teachers agree to play games at the end of the lesson, whereas 38.8% disagree with this timing, 30.6% provide a neutral response. These answers conclude that language games can be used at all the stages and phases of the lesson. As for playing games at all the stages of the lesson; 55.1% show agreement, 10.2% disagree and 34.7% are neutral in this respect.

Language games are used at the end of the lesson.
49 responses

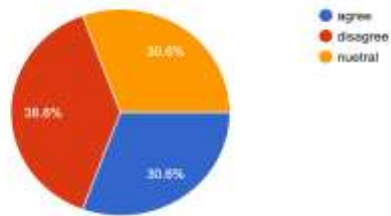


Figure 4 Answers for Item 4

Language games are suitable at all stages of the lesson.
49 responses

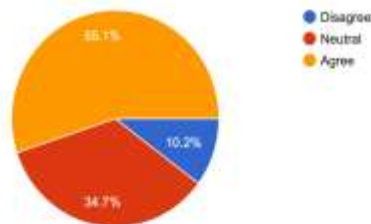


Figure 5 Answers for Item 10

6) In order to verify the hypothesis which assumes that language games are used to teach all the aspects of language, the items 11, 12, 13, 14 and 15 are arranged for this purpose. The results connote that: 57.1% of the teachers use games in teaching phonology, which is a large number as compared to the percentage of those voices who disagree 14.3% and those who gave a neutral response 28.8 %.

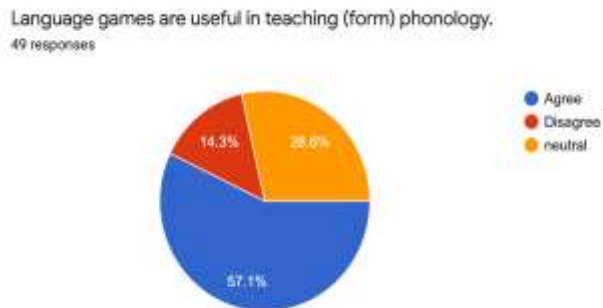


Figure 6 Percentage of Answers in Using Language Games in Teaching Phonology

7)Item 11 concerning the use of games for teaching morphology, 55.1% of the participants agree to use games in teaching morphology, whereas 14.3% disagree to use them in teaching this aspect of language and 30.8% give a neutral response.

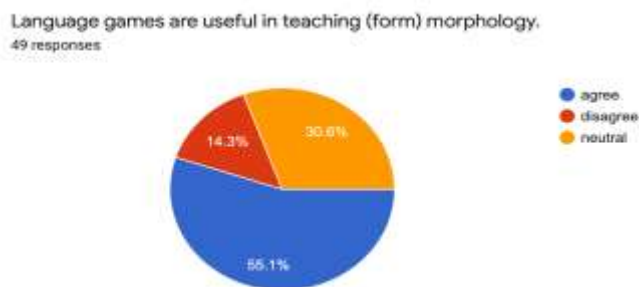


Figure 7 percentage of Answers indicating Using Language Games in Teaching Morphology

8)As for teaching syntax, more than half of the responses reflect the fact that the participants agree to play language games in teaching this aspect of language which form 58.3% of the responses, whereas only 18.8% disagree with the idea and the remaining provide a neutral response, as exposed by the percentage 25% of the participants only.

Language games are useful in teaching (form) syntax.
48 responses

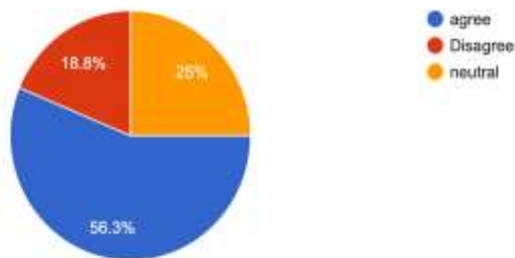


Figure 8 Percentage of Answers in Using Language Games in Teaching Syntax

9) Another aspect which is tested out is meaning and language games. In responding to this item, the majority of the participants, that is 85.7% of the total number agree to use games in teaching meaning, only a small portion who are 2% disagree and 12.2% give a neutral response.

Language games are useful in teaching meaning.
49 responses

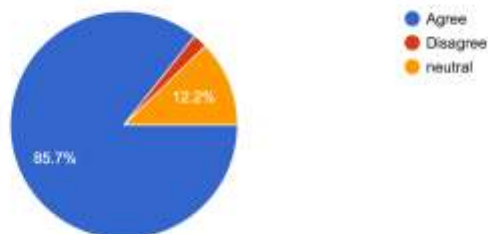


Figure 9 Percentage of Answers in Using Language Games in Teaching Meaning

10) Concerning the last aspect which is the use of language games and contextual meaning; the results indicate that the majority of the teachers who compose 79.8% prefer to use language games in teaching language in use, whereas those who disagree are only 2% of the whole number and the remaining portion is neutral and they compose 18.4% of the whole participants. Thus, the first and the

second hypotheses of the study that teachers use language games in facilitating and teaching all the aspects of language which are reflected in the number and percentage of the responses.

Language games are useful to create a meaningful context for language use.
49 responses

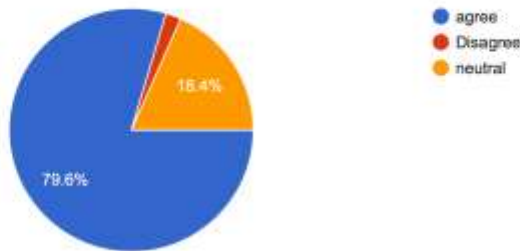


Figure 10 Percentage of Answers in Using Language Games in Teaching Language Use in Context

11) To adjust the misconception that language games are just time-filling activities, item 16 is assigned for that purpose: the majority who form 57.1% of the participants disagree with this concept. This answer and the rate of the responses have an educational value since teachers' responses in Kurdistan region view games not just as activities to fill their time with, while only 16.3% of the respondents agree with this fallacy.

Language games are time-filling activities only.
49 responses

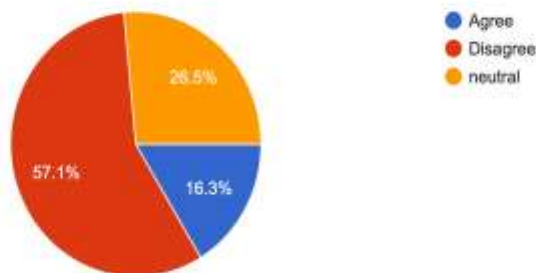


Figure 11 Answers for Item 16

12) To discern the frequency of using language games in class by the teachers, the following responses are given to item 17.

- Always: 20.4%
- Sometimes: 65.3%
- Usually: 8.2%
- Rarely: 4.1%
- Usually: 3%
- Never: 0%
- 1%: this is the first time I hear about this
- 1% left unanswered

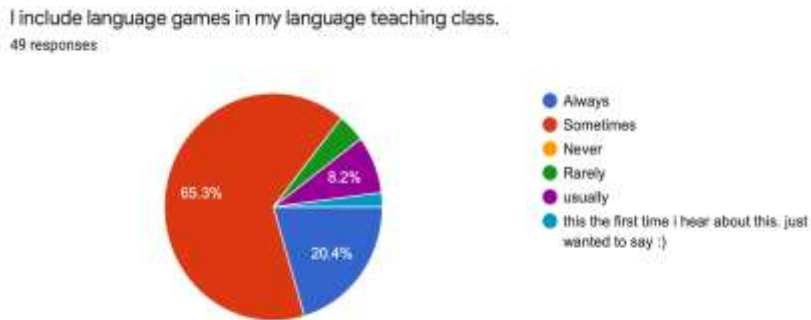


Figure 12 Percentage of Answers for Item 17

13) To assess the usefulness of games by the teachers that is covered by item 18, most of the teachers who compose 87% of the participants agree that language games are motivating and challenging, so no one disagrees with this notion. The remaining portion gave a neutral response to this item.

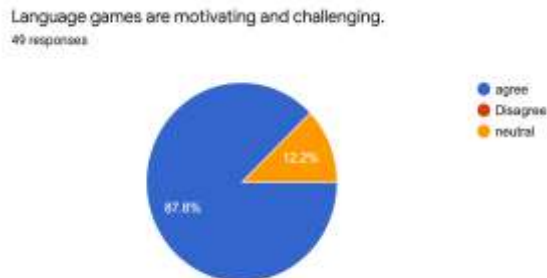


Figure 13 Percentage of Answers for item 18

14) As for the items 19, 20, 21 and 22 which are designed to discern the language skill in which games are used for: speaking, writing, listening or reading. The results are as follows:

The role of language games in allowing the learners to practice speaking is agreed upon by 79.8% and there is only 2% who disagree with the idea, others are neutral in this concern.



Figure 14 Percentage of Answers of Using Language Games in Practicing Speaking

The role of games in practicing writing: 55% show their agreement, whereas 10.2% disagree and 18.4% others are neutral in this respect.

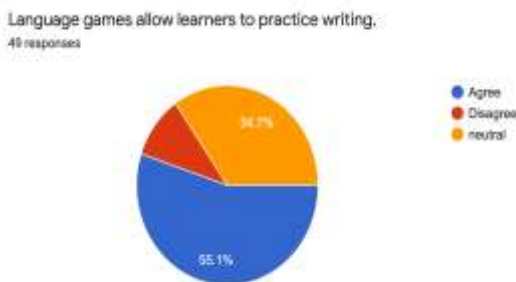


Figure 15 Percentage of Answers of Using Language Games in Practicing Writing

As for listening; there is 59.2% agreement voices, whereas 12.2% disagrees and the remaining 26.8% is neutral.

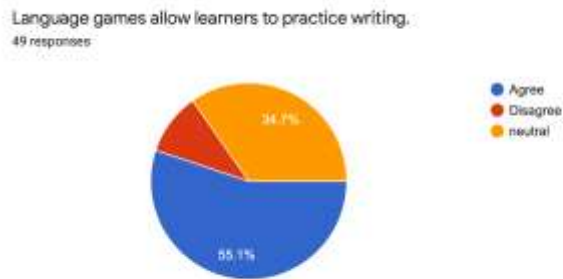


Figure 16 The Use of Games in Practicing Writing

And the last skill is reading. The participants' agreement is decreased which is only 38.8%, and 14.3% show disagreement but the remaining 38.8% is neutral. The above results indicate that language games can be tailored in a way to teach all language skills.



Figure 17 The Use of Language Games in Practicing Writing

These results verify the third hypothesis of the study that language games are used with all language skills; reading, writing, speaking and listening.

- 15) Item 23 is designed to recognize whether language games have the advantage as welcome breaks in class; 51% agree with this advantage, 10.2% disagree and the remaining is neutral.

Games are welcome breaks from the routine of language class.
49 responses

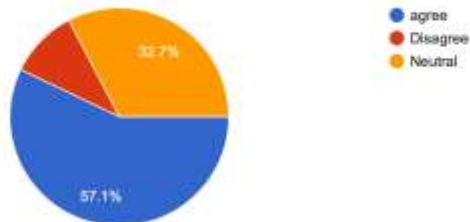


Figure 18 Percentage of Answers for Item 23

16) Another item which is number 24 is intended to highlight the view that language games are student-centered. Most of the answers 65.3% reveal this fact. This is also highlighted as one of the reasons as 'why should we use games in the language classroom' Games are truly learner-centered in that learners are not only highly active when playing games, but also in that we can organize the working of games so that our learners adopt the role of leaders, with teachers as mere facilitators (Sigurðardóttir, 2010: 5).

Games are student-centered
49 responses

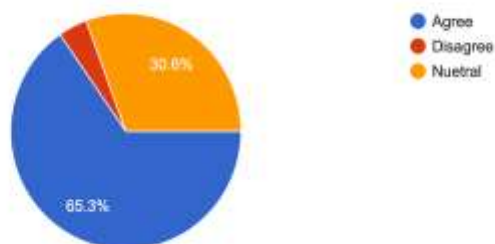


Figure 19 Percentage of Answers for Item 24

17) Item 25 is designed to recognize the participants' point of view on another advantage of language games as a 'tool to review the material'. This item is agreed upon by most of the participants, who compose 51.7% of the whole number of the teachers in the current study, 16.3% disagrees and 30.6% gives neutral responses. These answers support Rixon's (1979:3) reports that: games lend

themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

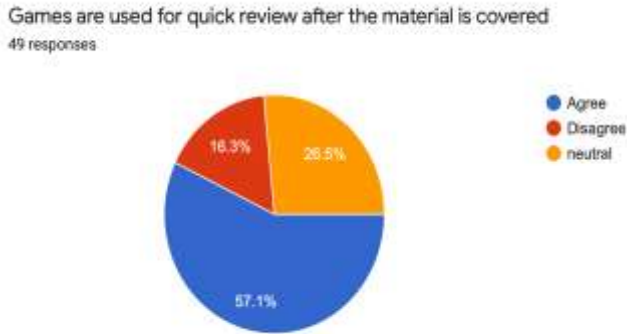


Figure 20 Percentage of Answers for Item 2

10. Conclusions

Using language games is one of the techniques and tools in EFL classes. This study is conducted to unearth the importance of using these games in classes by language teachers in basic and high schools in Sulaimani District. Language games have specific rules, time and methods to play that should be organized by the teacher. They provide a suitable environment for language teaching and learning, simultaneously.

From the results of the data analysis, the aims and the hypotheses of the present study are verified statistically and through the answers of the items of the questionnaire, it is found out that language games have a recognizable role as a facilitative tool in teaching English as indicated by the responses that 94% of the teachers of this study agree with this advantage of language games.

Moreover, the hypotheses of the study are verified as indicated by the frequency of responses. The results reinforce that language games are used in teaching all the aspects of the language, which is represented by the percentage of responses that represents agreement in using language in teaching phonology who is %57.1, whereas the percentage of using games in teaching

morphology is %55.1, agreement with syntax is 58. 3% and with language in use is 85.7%.

And the second hypothesis is verified since more than half of the participants agrees that language games are used with all language skills: reading, writing, speaking and listening.

Furthermore, several advantages of language games have been highlighted within the outcomes of the questionnaire analysis such as that games have affective and cognitive advantages, they generate class dynamics and adaptable.

Nonetheless, what is discussed previously does not imply that language games are alternative substitutions for teachers inside the class, but they are facilitators and means that help teachers and learners to partake better opportunities to experience different methods in teaching and learning.

The findings of the present study can be used as a motivative resource for those teachers who keep using traditional methods of teaching English without games and who consider games as time consumers; therefore, teachers can use games as a helpful tool to accelerate teaching and as a good resource to enhance their students' performance in all language aspects and skills.

Bibliography

- Erzös, A. (2000). Six Games for ESL/EFL Classroom.
<http://iteslj.org/Lessons/Ersoz-Games.html>
- Hadfield, J. (1999). Beginners' Communication Games. Longman: England
- Hang, S. (2017). Using Games to Teach Young Children English Language. (MA Thesis, Vrije Universiteit Brussel, Brussels, Belgia). Retrieved from:
https://www.researchgate.net/publication/320345809_Using_Games_to_teach_Young_Children_English_Language
- Harmer, J. (2007). The Practice of English Language Teaching. Pearson: England
- Kim, L.S. (1995). "Creative Games for the Language Class". Forum, Vol. 33. March 1995 at <http://exchanges.state.gov/forum/vols/vol33/no1/p35.htm>
- Lee, W. R. (1979). Language Teaching Games and Contests. Oxford: Oxford University Press.
- Mei, Y. Y. and Yu-jing, J. (2000). Using Games for An ESL Class for Children. Daejin University ELT Research Paper.
<http://english.daejin.ac.kr/~rtyson/fall2000/elt/games.html>
- Read, C. (2007). 500 Activities for the Primary Classroom. Macmillan: Oxford
- Richard-Amato, P. A. (1988). Making it Happen: Interaction in the Second Language Classroom: from Theory to Practice. New York: Longman
- Rinvoluceri, M. (1990). Grammar Games: Cognitive, Affective and Drama Activities for EFL Students. Cambridge: Cambridge University Press
- Rixon, S. (1973). How to Use Games in Language Teaching.
[https://scholar.google.com/scholar?q=Rixon+S.+\(1981\).+How+to+use+games+in+language+teaching.+London:+Macmillan.](https://scholar.google.com/scholar?q=Rixon+S.+(1981).+How+to+use+games+in+language+teaching.+London:+Macmillan.)
- Sigurðardóttir, S. D. (2010). The Use of Games in the Language Classroom. Reykjavík: University of Iceland.
- Sylla, N. (2010). The Impact of Songs and Games in English Language Teaching. A Research Project.:

<http://www.memoireonline.com/09/10/3914/The-impact-of-songs-and-games-in-english-language-teaching.html>

- Thrnbury, S. (1999). How to Teach Grammar. UK: Longman
- Toth, M. (1995). Children's Games. Oxford: Heinemann Publishers.
books.google.com/.../Heinemann_Children_s_Games.html?id.
- Tuan, L. and Doan, N. (2000). "Teaching English Grammar through Games. Studies in Literature and Language". Vol. 1, No. 7, 2010, pp. 61-75
- (2010). "Teaching English Grammar through Games". Studies in Literature and Language, Vol. 1, No. 7, 2010, pp. 61-75
- Tyson, R.E. (1988). "Serious" Fun: Using Games, Jokes, and Stories in the Language Classroom. Daejin University, Summer Workshop for Elementary School Teachers, August 1988.
- Uberman, A. (1998). "The Use of Games for Vocabulary Presentation and Revision". Forum Vol.36 NO 1. Vol 36 No 1, January- March 1998. Available at <http://www.esldepot.com/section.php/4/0>.
- Wierus, W. (1994). "Zagraj razem a name". Czesc I. Jezyki obce w szkole. May-June: pp.218-222. (extracted from Urberman, A. (1998). "The Use of Games for Vocabulary Presentation and Revision" Vol 36 No 1, January- March 1998. Available at <http://www.esldepot.com/section.php/4/0>.
- Wright A. Betteridge, D and Buckby, M (1984). Games for Language Learning. Cambridge University Press: UK
- Yolageldili, G. and Arikan, A. (2011). "Effectiveness of Using Games in Teaching Grammar to Young Learners". Elementary Education Online, 10(1), 219-229, 2011.lkögretim Online, 10(1), 219-229, 2011
- Zdybiewska, M. (1994). One-hundred Language Games. Warszawa: WSiP

Index

The Questionnaire

The Impact of Language Games in Teaching English as a Foreign Language

-
- Gender:
Age:
Years of Teaching Experience:
Level (s) you teach:
Age (s) of the Learners:
Days of Teaching English Class per Week:
.....

Dear participants:

The following questioner is prepared for the sake of a study to observe the extent of using language games by English language teachers at Basic schools. The purpose of the study is to figure out whether English language teachers make use of language games. It is also aimed at recognizing the aspects of language teaching that language games are useful for, and which skills of teaching they are utilized. The questionnaire also sheds light on the benefits of these games from the point of view of the English teachers.

As an English language teacher, please display your attitude towards the following statements:

	Items.	Agree	disagree	Neutral
1.	Teachers should be serious in class and do not allow learners to have fun and laughter in teaching.			
2.	It is not possible to teach English and have fun and hilarity in the class.			
3.	The term ‘language games’ is familiar to me as an English language teacher.			
4.	Language games are facilitative tools in teaching English.			
5.	Language games are effective techniques to be used in class.			
6.	Language games enhance learning.			
7.	Language games add fun and			

The Impact of Language Games in Teaching English as a Foreign Language
Paiman Hama Saleh Sabir

	bring relaxation to the learners.			
8.	Language games are useful worm up activities.			
9.	Language games are used at the end of the lesson			
10.	Language games are suitable at all stages of the lesson.			
11.	Language games are useful in teaching (form) phonology.			
12.	Language games are useful in teaching (form) morphology.			
13.	Language games are useful in teaching (form) syntax.			
14.	Language games are useful in teaching meaning.			
15.	Language games are useful to create a meaningful context for language use.			
16.	Language games are time-filling activities only.			
17.	<p>a. I include language games in my language teaching class always.</p> <p>b. I usually include language games in my language teaching class.</p> <p>c. Sometimes I include language games in my language teaching class.</p> <p>d. I rarely include language games in my language teaching class.</p> <p>e. I never include language games in my language teaching class.</p>			

ADAB AL-RAFIDAYN, VOL.(86) September (5/9/2021) AD/1443AH

18.	Language games are motivating and challenging.			
19.	Language games allow the students to practice speaking.			
20.	Language games allow the students to practice writing.			
21.	Language games allow learners to practice listening.			
22.	Language games allow the students to practice reading.			
23.	Games are welcome break from the routine of language class.			
24.	Games are student centered			
25.	Games are used for quick review after the material is covered.			

تأثير الألعاب اللغوية في تدريس اللغة الإنكليزية بوصفها لغة أجنبية

بيمان حمه صالح صابر *

المستخلص

تبحث هذه الدراسة أهمية استعمال الألعاب اللغوية المتنوعة في سياق اللغة الإنكليزية أداة مفيدة لتسهيل تدريس اللغة الإنكليزية بوصفها لغة أجنبية.

وتهدف إلى معرفة دور هذه الألعاب التي يستعملها معلمو اللغة الإنكليزية في المدارس الأساسية أداة دعم وطريقة مفيدة في التدريس، ولتحقيق هذه الأهداف، يُفترض ما يأتي:

١- تؤدّي الألعاب اللغوية دورًا حاسمًا في تسهيل تدريس الجوانب المختلفة للغة الإنكليزية .

٢- يمكن استعمال هذه الألعاب لتعليم جوانب مختلفة من اللغة الإنكليزية في سياق تدريسها .

٣- يمكن استعمال هذه الألعاب مع جميع المهارات اللغوية كالقراءة والكتابة والتحدث والإصغاء .

وعليه، تحاول الباحثة تحديد الألعاب اللغوية وتصنيفها وتوضّح الطرائق والأساليب ووقت لعب هذه الألعاب، فضلًا عن نوع الألعاب المختارة لهذا الغرض، ومن ثمّ إلقاء الضوء على أهم مزايا استعمال ألعاب اللغة للمتعلمين اعتمادًا على البحوث التي تناولت هذا الموضوع، ولتحقيق الأهداف والفرضيات صُنعت استبانة لخمسين من معلم يدرّسون اللغة الإنكليزية بوصفها لغة أجنبية في المدارس الأساسية.

وتشير نتائج الدراسة وإجابات المعلمين لهذا الاستبانة إلى أنّ ألعاب اللغة لها دور حاسم في تسهيل تدريس اللغة الإنكليزية في هذه المدارس، وأنّه يمكن استعمال هذه الألعاب في تدريس جوانب منوعة من اللغة في صفوف ومراحل اللغة الإنكليزية .

الكلمات المفتاحية: الألعاب اللغوية، تعليم متعلمي اللغة الإنكليزية كلغة

أجنبية، المهارات اللغوية.