
The Effect of Using Games as Teaching Tools for Teaching English as a Foreign Language on the Achievement of Intermediate schools pupil

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1- The problem and its significance:-

Using games are the most effective technique for a teacher when he/she wants to allow foreign language learners practice in the target language, games allow learners not only to practice forms that they have already learned, but also allow them to experiment with new structures.

It has been accepted that the major aim of all foreign language programs is to enable the learner to communicate in the target language , language games provide the learners with opportunities to communicates.

Games are used frequently in the communicative approach.

The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Games that are truly communicative according to Marrow (in Johnson and Marrow, 1981:136), have the three features of communication information gap, choice and feedback.

Dobson considers the language games as "a wonderful way to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning". (Dobson in Cortes, 1980 :205) Games can be useful, especially in the intermediate school, since young learners enjoy playing games and respond positively to them.

The importance of this study is to find out the effect of using games as teaching tools in learning vocabulary and vocabulary is an important factor in all language teaching because, the learners must continually be learning words as they learn structures and as they practice the sound system.

There are various methods to teach vocabulary mnemonics (memory, tricks), word games (including quiz games), and flash cards, etc. Moeforun, 2006 :1). In presenting new vocabulary the teacher must first convey the meaning of the words then the student must be taught to use the words properly in full sentences.

In the NECI, teaching vocabulary of English language is introduced through the Reading Activity the purpose of Reading Activity is to introduce all the new words and grammatical points in the programme.

The current classroom procedures in teaching Reading Activity, as indicated in the Teacher's Guide are:

- 1- Presentation involves listening to the teacher's presentation and or explanation
- 2- practice: involves repetition and questions

- 3- production : involves choral - individual performance under the guidance of the teacher which enables the pupils to on their own.

From the researcher's point of view this method does not achieve the anticipated improvement in the pupils general command of the language, since pupils are not given a chance to use the language in real communicative situations, without these situations in teaching vocabulary, the pupils may be still unable to use language effectively in speech

2- The Aim of the study:-

The aim of the study is to investigate empirically the effect of using Games as a teaching device in learning vocabulary on the achievement of Intermediate Schools Pupils.

3- Hypotheses :-

It is hypothesized that there are statistically significant differences between the mean scores of the achievement of the pupils who are taught by using games and those who are taught according to the method is suggested in the Teacher's Guide on the written test.

4- Limits of the study :-

The following are the major limits of the study:-

- 1- The samples of the pupils are limited to daytime girl schools in Diala Governorate during the academic year 2008 – 2009
- 2-The level of pupils is restricted to the second grade of secondary school
- 3-The material selected is taken from book 4 (NECI)

5- Definition of Basic Terms:-

1- Games:

Rixon (1986: 62) defines language games as "games in which language provides either the major content or else the means through which the game is played" .

The operational definition of language games as that technique which is used in the classroom to provide the students supervision opportunities to participate in language activities and under the of teacher.

2-Teaching English as a foreign language (TEFL):-

It refers to teaching English to students whose first language is not English.

3-Intermediat schools pupils:-

It is a school beginning with the next grade following primary school and it consists of three grades (Ministry of Education in Al-Dulaimy ,1989: 17)

6- Procedures:-

To realize the aim of the study, an experiment has been designed, "an experimental- group control -group design" was used (lewin, 1979: 45). Two groups of pupils were chosen from the second grade in Al-Azdihar Intermediate School for Girl . They were divided into a control group (taught according the method is suggested in the Teacher's Guide)and an experimental group (taught by using games). Both groups were equalized in the mother tongue, age, level of education of parents and level of achievement in English in the Baccalaureate examination in the sixth primary grade.

The two groups were exposed to instruction in English by the researcher herself , language games was used with the experimental group, and the method is suggested in the Teacher's Guide was used with the control group The same material, which was selected from the (NECI) book (4) was presented

The material was related to the Reading Activity. It included the six units they are (14-16-18-20-22 and 24) (water, schools in Iraq, In the zoo, The City of Habra , The Arabs in Spain and Black Gold). These unite are selected according to their

sequence in Book 4, which have not been studied yet. They are studied in twelve weeks as shown in Table(1)

Table (1)
The Trimly Plan for the Six Units of Book (4)

Dates		Units
From	To	
Sun. Feb.8 th	Thurs. Feb. 12 th	14
Sun Feb. 22 th	Thurs. Feb. 26 th	16
Sun. March. 1 st	Thurs. March. 5 th	18
Sun March 15 th	Thurs. March. 19 th	20
Sun March.29 th	Thurs. April.2 nd	22
Sun. April.12 th	Thurs. April.16 th	24

Steps that is used by teacher in language games (card game):

- 1- The teacher prepare a list of all the words,
- 2- Write each word on a small card
- 3- Divide her class into two teams,
- 4- Take one card to one pupil in first team, if he know the vocabulary correctly, the teacher gives one mark to team 1.

The same thing is done with second team using another word,

If the pupil fails to know its vocabulary the teacher says the word herself and make the whole class repeat chorally after her.

- 5- At the end of the time given the team that gets the highest score is the winning team.(Al- Hamash and Younis, 1985: 135)

Written test of two question (the first question was - 15 - items and the second question was - 10 - items) was constructed and its objectives are derived from a table of specifications of the objectives of the vocabulary in Reading Activity in Second year

Intermediate, the objectives of achievement test are based the objectives of the course (Harris, 1969)

The test was exposed to a jury (numbers of teachers English language in Al- Azdihar Intermediate School for Girl and anther schools, they are ten teachers have experience in ELT more then ten years) for the purpose of ascertaining its validity. The test retest method was used to estimate the reliability of the test. The scoring scheme of the test was that one score was given to each correct item wrong or un answered items are given no marks. At the end of the period of instruction the written test was administered. The results were analyzed statistically.

7- Analysis of Results:-

In order to find out whether there is any significant difference between mean scores of the a achievement of the pupils who are taught by using games and those who are taught according to the method is suggested in the Teacher's Guide on the written test the T-test formula has been used.

The comparison of the experimental and the control group in written test scores indicate that there is significant difference between the mean scores of the two groups

The mean score of the experimental group was (19.07)and the mean score of the control group was (12.87) the test formula used was that of independent samples.

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Glass and Stanley,1970

The T- value was (2- 320); it is compared with the T- critical value which was (2000) at level (0.05) and a degree of freedom (58). It indicates that the achievement of learners in the experimental group was significantly higher in average than the

achievement of learners in the control group in the written test scores (see Table 2)

Table (2)
(mean, variance, standard Deviation and T- value of the written test)

Group	Number of pupils	Mean	variance	Standard Deviation	t-test value	t-test critical
experi mental	30	19.07	10.39	18.19	2.320	2.000
control	30	12.87	24.78	4.69		

It can be concluded that this experiment has turned out to demonstrate significantly more learning effects of the language games technique. This can be interpreted to mean that the language games technique is more favorable to learning than the method which as recommended in the Teacher's Guide

The results of the experiment may be due to the following reasons:

- 1- The pupils find the games enjoyable
- 2- Games encourages the pupils to participate in language use.
- 3- language games technique offer an opportunity for students to make a personal use of language items

8- conclusion:-

Based on the results above, the following conclusions can be drawn:

- 1-Using the traditional techniques in teaching a foreign language, pupils have displayed weakness
- 2- Games language techniques helps the learners increase communicative skills, encourage participation , change the attitudes towards language learning
- 3- It trains students to use the foreign language.
- 4-Teaching vocabulary by using language games technique is more effective than teaching vocabulary without using this technique
- 5- Language games is great technique to motivate students toward a more active approach to learning.

9-Pedagogical Implication and Recommendation:-

In the light of the conclusions and in reference to the aim of the study, the following pedagogical implications are drawn with recommendations:-

- 1-Teacher should be encouraged to use this technique in teaching English
- 2- Emphasis should be placed on using language games in the textbook of English and in the teacher's Guide.
- 3- A study can be conducted in school for boys to show whether the results support the results of present study or not.
- 4-A study on the role of using language games technique in teaching EFL from the point of view of supervisor , teacher, and students

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