



The Use of Games as a Vehicle for Foreign Language Teaching and Learning Classroom

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Abstract

The study aims to ascertain how games influence students' communication readiness and teachers' perspectives on it as students gave their answer to the questions in the questionnaire. This focuses on using games in the classroom and makes the case that they can be an effective teaching tool. It examines the benefits of using games as a teaching tool and how to get the most out of them for language acquisition. Questionnaires and audio-recorded interviews were used to collect the data. After the survey responses were analyzed, it was discovered that games should be used in foreign language learning classrooms to help EFL learners feel motivated, have fun, and perform well academically while easing the learning process's boredom and stress.



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1. Introduction

Using games in the classroom to teach and learn foreign languages is the main question this study seeks to answer. One of the main results of using games in language teaching is that students can communicate in the target language because games can be competitive and can be used cooperatively to achieve language learning objectives. According to research, games can improve students' affective and cognitive development as well as the dynamics of the class and the flexibility of the teacher (Lengeling and Malarcher, 1997, cited in Al-Issa, 2009, p. 37). As a result, it has been recommended that teachers carefully consider when and what kinds of games their students will play, considering factors like the game's objective, the students' age, and their proficiency in the target language. Furthermore, games can offer students an opportunity for genuine communication. Stated differently, they often establish a link between the classroom and the outside world. Most importantly, when the game is being played in the classroom, students are probably going to be more engaged and motivated.

The study will, therefore be split into two sections: theoretical and practical. Three primary concepts are covered in the theoretical section of using games to teach and learn languages. The first part of the study examines the definitions and descriptions of games in language classrooms. The second part when games should be used in the classroom. The reasons for games in language classrooms are covered in the third part. The research design and methodology, which includes the use of questionnaires and interviews to gather and analyze data, are covered in the pedagogical and practical section.

A. Theoretical Parts of Using Games in Language Classroom

2. The Definition of Games in Language Classroom

There are many different interpretations of what a "game" is. However, it can be challenging to define a game precisely, and misusing games can also cause issues. According to several authors, the terms "game" and "game-like activities" are defined and described as follows:

According to Haldfield (1987, p. 3), a game is an activity with rules, a goal, and an element of fun. (Byrne, 1995, cited in Kim, 2008, p. 34) defines games as "a form of play governed by rules," which lends credence to the abovementioned idea. However, (Stevick, 1982, cited in Meizaliana, 2009, p. 65) highlights that gaming was only pleasurable. Furthermore, games are exclusive activities. To put it another way, they have a very distinct beginning and end. Rixon (1981, page 4). In a language activity, (Greenall, 1990, cited in Tuan and Doan (2010, p. 67) state that the term "game" is used whenever there is a competitive element amongst individual students or teams. Additionally, because the game is mildly competitive, it boosts motivation and is a pleasant way to encourage students to use their initiative in English. Furthermore, it differs from times when study was done in-depth (Haycraft, 1978, cited in Sanchez, Morfin and Campos, 2007, p. 49). In support of the above idea, (Khan, 1991, cited in Kupečková, 2010, p. 14) argues that the games are helpful because of their motivating significance.

Consequently, games embrace rules, enjoyment, and competition in line with the definitions above. Therefore, it has been proposed that competition may increase students' motivation; however, teachers should exercise caution when encouraging competition among their students as it may hurt feelings of inadequacy. Additionally, the rules of the game should be clarified before beginning play in the classroom. Because of this, the instructor may find it easier to keep the classroom under control while the students have fun playing the game and completing the tasks at hand quickly.

Additionally, since learners may become more interested in these kinds of games to learn languages, enjoyment may be a key factor in motivating them (Sanchez, Morfin and Campos, 2007, p. 49-50). There are two types of games, according to Rixon (1981, p. 5) and Meizaliana (2009, p. 68): cooperative games, in which players work together to achieve shared goals, and competitive games, in which teams or learners compete against one another to reach the goal. Importantly (Caillois, 1957, cited in Tuan and Doan (2010, p. 68) demonstrate that an activity qualifies as a game if it possesses the following qualities:

Fun: the activity's whimsical nature led to its selection.

Separate:: it is limited by space and time

Uncertain: the activity's result is unpredictable

Non-productive: engaging in activities does not yield results

Governed by rules: the rules that apply to the activity are different from those that apply to everyday life

Fictitious: it is accompanied by a feeling of a separate reality.

3. When to Use Games for Teaching and Learning Languages

The language syllabus could include various roles for games. They can therefore be used primarily as brief exercises at the beginning of language learning and teaching sessions. Fun exercises or short games can also be used as time-fillers to help students maintain their composure at the end of lessons. As a result, be more driven and put in more effort to enjoy and accomplish their goals during the language learning process. According to Lee (1979, cited in Yolageldili and Arikan,2011, p. 222), games should not be seen as a stand-in activity that the teacher and students do on occasion when they have nothing better to do. Based on Hadfield (1987, p. 3), games shouldn't be seen as a fun activity for Friday afternoons or the end of the term; but rather as an essential component of the language syllabus, and they should be incorporated into the core of teaching language classrooms rather than being limited to warm-up exercises.

Additionally, Rixon (1981, p. 69–70) contends that, provided they are appropriate and carefully chosen, games can be used at all levels of language instruction. First, the presentation clarifies the meaning of the new language, offers a good example of it, and assesses the students' comprehension. Second, controlled practice encourages students to imitate the model well, elicits the use of new language as a suitable reaction to a circumstance or context, and assists students in applying grammatical rules to the newly acquired language. Thirdly, engaging in communicative practice offers chances to influence other people's behavior with language. Additionally, according to Uberman (1998), games let students edit their assignments and activities and help them retain information in a fun and engaging way. Furthermore, several authors agree that even if games make students laugh and make a mess, they should still be used in the classroom because they help students become more confident, competent communicators, and fluent writers. Finally, it has been proposed that games can help students learn languages and provide them with opportunities to practice speaking in class. Finding a game that satisfies every learner's need is difficult. Thus, they ought to be modified to match learners' characteristics, aptitudes, and levels. Above all, games ought to be utilized when they offer students amusement and education.

4. Reasons for Using Games in Language Teaching and Learning

Games can be used as a teaching and learning tool for languages in the classroom for various reasons. As teachers cannot instruct students if they do not participate in the learning process themselves, a reasonable explanation would be that games are entertaining and can motivate inactive learners to become active (Sigurðardóttir, 2010, p. 7). One more explanation is that games can introduce authentic scenarios into the classroom to practice and apply the language. Additionally, students would experience less stress related to their education, which would boost their positive emotions and self-confidence because they wouldn't be afraid to receive negative feedback or punishment when they freely practiced the target language in the classroom by using games, claim Yolageldili and Arikan (2011, p. 220). Speaking and interacting with one another during game play in the classroom would also improve the learners' communicative competence and maintain their motivation to work on language acquisition (Kim, 2008, p. 34). Wright, Betteridge, and Buckby (1979, p. 1) prove that "teachers can create meaningful and useful contexts for language learning through games." Notably, games are enjoyable and highly motivating. They may also give shy students more chances to express their opinions and feelings (Hansen, 1994, cited in Uberman, 1998). Also, games can encourage students to participate in activities that could lead to more interactions between students, which would enhance their achievement in the classroom.

Games more effectively shift the classroom's focus from teacher-centered to learner-centered. As a result, teachers would primarily observe students as they work on their assignments rather than disclosing, clarifying, and offering corrections (Sanchez, Morfin, & Campos, 2007, p. 51). Notably, games are enjoyable and highly motivating. They may also give shy students more chances to express their opinions and feelings (Hansen, 1994, cited in Uberman, 1998). Also, games can encourage students to participate in activities that could lead to more interactions between students, which would enhance their achievement in the classroom. Additionally, games more effectively shift the focus of the classroom from being teacher-centered to being learner-centered. As a result, teachers would primarily be observers of students as they work on their assignments rather than disclosing, clarifying, and offering corrections (Sanchez, Morfin, & Campos, 2007, p. 51).

A. Practical and Pedagogical Parts of Using Games in Language Classroom

5. Research Design and Methodology

This study aimed to determine how using games affects students during classroom activities. It was determined that the best instruments for this study are the questionnaire and interview tools to achieve this goal.

5.1 Research Questions

1. Can games effectively promote students' speaking ability?
2. What are the reasons for using games in the classrooms?
3. What is the attitude of teachers towards games and their role in encouraging foreign language students?

5.2 Questionnaire

This study utilized a questionnaire to collect data on the first two questions above: students' opinions about playing games and how the students improve speaking ability by using games. One tool for gathering data or information from a group of participants is a questionnaire. One drawback of using a questionnaire is that people are frequently unable or unwilling to answer

the questions (Girden, 1996, p. 61). For instance, Gillham (2000, p. 10), "Sometimes, respondents to the questionnaire are unable to respond to unclear or ambiguous questions." According to Dunne (1995, p. 13), using questionnaires is particularly helpful when you need exact responses to questions that are generally easy to understand. Every section of the questionnaire used the 5-point rating system. The scale's items were rated from 1 (which indicates "very strongly disagree") to 5 (which indicate "very agree"). To discern the various points of view, an equal number of positive and negative positions were considered. If the scale had been larger than five points, response differences for each subsequent category on the scale would not have been significant in this study. However, if the scale had been less than five points, participants would not have been able to express their opinions, making them "biased," according to Richardson, Goodwin, and Vine (2011, p. 44–45). The "closed questions" for the study were added to speed up and simplify the questionnaire creation process. Even so, based on McDonough (1997, p. No. 176), they usually take longer to develop than open questions. "Scaled" questions are "generally used to elicit opinion" as opposed to factual inquiries.

5.3 The Subjects

Fort-two out of 50 students answered the questionnaire (14 males and 28 females) as gathered the students in one classroom. The age range of those who answered the questionnaire was 22 to 30. The participants were undergraduate students from Salahaddin University in Erbil's English Department and College of Basic Education's Morning session. The study's goal was to evaluate the effects of using games during class activities.

5.4 Piloting the Questionnaire

To ensure everything went according to plan, the researcher pilot-tested the questionnaire on seven students before distributing it. The pupils were questioned: Are the instructions clear-cut and straightforward to follow? Do the questions make sense? Can responders respond to all or some of the queries? Do respondents have any suggestions or remarks that could enhance the questionnaire's efficacy? Do students possess any notes about the survey? Clear written instructions were provided, questions that were hard to read were changed, several repeat questions were removed, and the researcher otherwise modified the questionnaire. Therefore, for validity and reliability, the researcher observed the process of piloting and this modified version was used in the study.

5.5 Procedure

The researcher gave the students the questionnaire. The researcher divided the students into two groups before receiving the questionnaire. Students were told that their participation in the survey is entirely voluntary and that it is anonymous. Students were also informed that they could leave the survey at any moment see (appendix 1). By the deadline, the researcher had gathered fifty completed questionnaires. Due to their incompleteness, eight of the forms were returned.

6. Data Analysis

The following classifications were used to look over the data after the questionnaire responses were collected:

6.1. Using Games in the Activities during the English Lessons

Nearly all of the students who answered the questionnaire said they would like to use games during class activities, as shown in Figure 1.



Figure 1: The Percentages of using games in the activities during the English lessons

6.2. Students Preference on Gaming Activities

As seen in Figure 2, participants' perspectives on using games in class activities varied. For instance, 50% of participants strongly agreed that using the games in the classroom makes them enjoyable. However, none of the participants strongly disagreed with statement number 1, meaning that none of them strongly disagreed. Furthermore, statement 4—"Games are good for shy students and students with low confidence"—was strongly agreed with by 35.71% of participants. Statement number 4 was strongly disagreed with by just 7.14% of participants. Nonetheless, 47.62% of participants agreed with statement number 5, which reads, "Learners are involved in the games actively," while only 2.38% disagreed.

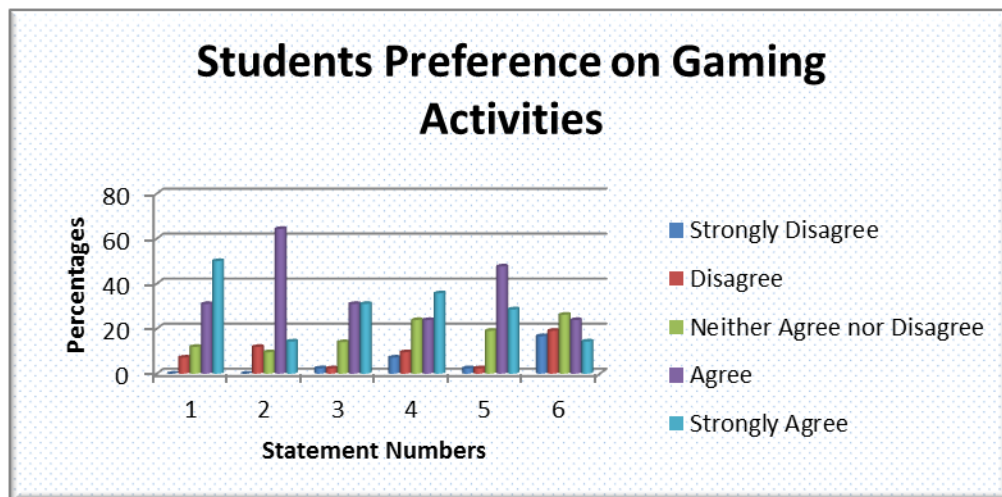


Figure 2: The Percentages of Students Preference on Gaming Activities

6.3. Effects of Using Games in the Classrooms

Games have a more significant impact on students when used during activities, as Figure 5 illustrates. However, their uses should be limited to situations where participants in the questionnaire are most likely to be affected. Reactions to statement number 3: 38.1 of

participants concurred that inadequate rule guidance might lead to a departure from the game’s main goal. Merely 16.67% of the participants expressed disagreement with the statement. 16.67 of all students, however, strongly agreed that students might not play a game as much if they find it too familiar. None of the students who responded to that statement strongly disagreed. However, only 9.52% of all students disagreed with the statement that some students, especially teenagers, might believe that games are useless, while 33.33% of all learners agreed with it.

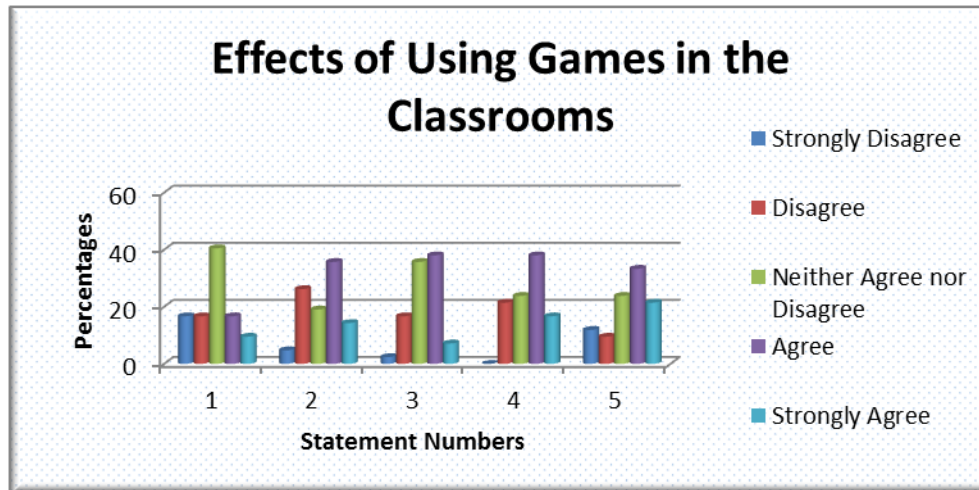


Figure 3: The Percentages of Effects of Using Games in the Classrooms

6.4. Benefits of Using Games to Enhance Classroom Learning

As shown in Table 1, every response was unique from the others, and respondents generally favored using games to improve student learning in the classroom. Thus, none of the students disagreed with the statement that "games encourage learners to interact successfully," while 42.86% agreed. In addition, while only 9.52% of students disagreed with statement number 3, which reads, "Games decrease anxiety and allow learners to study in a relaxed and enjoyable atmosphere," 40.48% agreed. Furthermore, while none of the participants strongly disagreed with statement number 4, 26.19% strongly agreed that students' self-confidence increases when free to practice the language without fear of punishment or criticism. Most surprisingly, 38.1% of all learners agreed with statement number 9, which states that games can increase student engagement when they may have been inactive due to disinterest. 7.14% of students disagreed with the statement.

Table 1: The Percentages of Benefits of Using Games to Enhance Classroom Learning:

| | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|---|-------------------|----------|----------------------------|--------|----------------|
| 1. Games increase motivation and desire for self-improvement unlike the ordinary lessons. | 7.14% | 9.52% | 28.57% | 21.43% | 33.33% |
| 2. Games provide encouragement to interact and communicate successfully for learners. | 0% | 16.67% | 16.67% | 42.86% | 23.81% |
| 3. Decreases anxiety, and allow learners to study in a relaxed and enjoyable atmosphere. | 2.38% | 9.52% | 26.19% | 40.48% | 21.43% |

| | | | | | |
|--|-------|--------|--------|--------|--------|
| 4. Students' self-confidence improves because they are not afraid of being punished or criticized while they are practicing the language freely. | 0% | 7.14% | 33.33% | 33.33% | 26.19% |
| 5. Learners can improve their understanding of written and spoken English via games. | 0% | 14.29% | 35.71% | 26.19% | 23.81% |
| 6. Games help learners learn words and structures in a context using correct pronunciation and spelling. | 4.76% | 11.90% | 28.57% | 19.5% | 35.71% |
| 7. Using games allow learners to remember the target words more easily. | 4.76% | 16.67% | 23.81% | 26.19% | 28.57% |
| 8. They create a successful and positive classroom environment where students and their learning are central. | 2.38% | 9.52% | 40.48% | 21.43% | 26.19% |
| 9. They can help activate students who may have been inactive before, due to lack of interest. | 0% | 7.14% | 26.19% | 38.1% | 28.57% |
| 10. Students are almost forced into communicating with each other in order for the game to work. | 4.76% | 11.90% | 21.43% | 28.57% | 33.33% |

7. Interview

A semi-formatted interview tool was used in the study's second section. The semi-formatted tool was selected because it offered a wider range of information on teachers' attitudes toward using games in the classroom. Interviewees were allowed to express their opinions in writing because the questions were more open-ended (Carruthers, 1990, p. 65). Carruthers came to the conclusion that "how the interviewees' opinions and reasons for those opinions could be understood" was the objective method, not the questionnaire. "An interview" is "flexible and more personal" in many respects (Brown, 2001, p. 76). When an answer to a question is provided, the interviewer can ask for more details, rephrase or clarify instructions, and adjust the interview schedule if necessary. Due to differences or similarities in the interview, the interview process can be "complex." Additionally, there may be "bias" between the interviewer and the interviewee based on race, gender, age, socioeconomic status, and relative education.

Every interviewee was subjected to eight primary questions: 1. Do you use games during teaching in the classrooms? 2. Why do you think games should be used? 3. How do students interact when games are used during activities? 4. What are the challenges students face when they use games? 5. Are there any disadvantages to using games? And give some disadvantages? 6. What are the achievements students get by using games? 7. What are the teacher roles in the games? 8. What are the problems teachers face? Furthermore, one teacher was the subject of an unofficial pilot interview by a qualified interviewer. Following that, some modifications were made to the interview questions to improve their comprehension. To give interviewees a preview of the questions the researcher will ask, the above questions were sent to them beforehand. Before the interviews began, consent forms were given to the informants. They were informed that the interviews would be recorded and given the chance to read the study's objectives. The participants in the interview were made aware that their involvement was entirely voluntary and that the audio recordings they made and their names

would be kept private. The consent form was completed, and they were informed they could withdraw at any time and for any reason see (appendix 2). Eight Salahaddin University English Language Lecturers participated in the interviews. They all had post-graduate degrees and ranged in age from 37 to 50. Their combined teaching experience spanned eight to twenty years. It did not need to pilot the interview's questions due to explaining the questions to the teachers before the interview. Also, for validity and reliability, the researcher gave their replied questions to the teachers to check and approved what they said in the recorded interview. Every teacher had a daily interview conducted in a formal setting. By letting them stray from the main subjects and give themselves space to think, the interviewer attempted to put the interviewees at ease.

8.Data Analysis

Subsequently, the researcher wrote down all of the interview questions and answers from the recorder. The teachers were then given the transcript back to examine and determine whether any opinions had been altered or deleted for moral grounds. Subsequently, the investigator compiled all the responses that addressed the query issued. After that, the researcher arranged the responses based on the different responses. The researcher also tried to find out how instructors felt about incorporating games into class activities. TT1-8 symbols were used to code the interviewees so that their identities would not be revealed during analysis.

8.1. Do you use games during teaching in the classrooms?

Six of the teachers who were interviewed used games in classrooms teaching but it depended on the level of students, as TT1 stated; for higher levels, like intermediate and advanced levels, they don't use games; they use other techniques and activities, but for lower levels. They use games quite often. However, two interviewees responded that they do not use games at all.

8.2. Why do you think games should be used?

The teachers believe that games should be used because they can be integrated into learning and teaching as they are interesting and facilitate English language skills, whether macro or micro-skills. Furthermore, since one teaching method sounds monotonous and the students easily get bored, games should be used as the fun part of the lecture to build upon the rest of the unfilled purpose plans. Games can create a friendly atmosphere so that the interaction between students and teachers can be further nurtured and the ties will be maintained for a long. Additionally, games are essential because they engage students actively and make learning enjoyable, fostering better retention and understanding of concepts.

8.3. How do students interact when games are used during activities?

Regarding this question, the interviewees said that students can interact through games or games by putting them into groups of two or three or four accordingly, and they can be challenging and have at least a sort of competition between or among groups. Thus, when games are used during activities, students engage in a better way during the learning process, and when they engage in a game, their motivation usually increases, leading to

better participation and connection; therefore, when they are interacted and motivated, their achievement and outcomes improve.

6.4. What are the challenges students face when they use games?

All the teachers had various views on the challenges students face when games are used. There are a couple of challenges, of course, when students use the games. First of all, they do not understand how to play the game unless you do it regularly, twice, or thrice, and they are familiar with the type of the games; otherwise, it needs a bit of instruction and time -consuming if they don't understand how to play the games. The second challenge could be the lack of internet. We do not have internet access because most games may be performed and acted through online games, and the lack of internet access and Wi-Fi is a real issue in classrooms nowadays. The third challenge is that games need clear instructions, some of which are a bit complicated. They might not be able to meet the educational objectives that easily. Teachers should be aware that not all games can be used interchangeably, one for the other. Classes will be out of control sometimes, and it is not easy to run the classes peacefully. Lastly, some students face difficulty understanding how to play the game; or possibly take a lot of time. Consequently, students get bored and do not want to complete the game.

6.5. Are there any disadvantages to using games? Give some disadvantages.

The teachers provide some advantages and disadvantages of using games. The advantages of using games can be, yes, they can learn the language better, they can learn vocabulary, they can improve their pronunciation, and they can learn from each other and break their shyness. Of course, they give students self-efficacy and confidence to speak in front of the public, sometimes in front of the rest of the students, and so on.

The disadvantage of games is that students might be addicted to games. Once upon a time, I, in one of my classrooms, students asked the games regularly like every single day and I didn't do that because we had a sort of textbook to finish, which is one of the disadvantages of using games. Another disadvantage of using games can include time constraints and the risk of games being perceived as trivializing important concepts. The other disadvantages of using games in education can include potential distractions and the need for careful selection and integration of games to ensure alignment with learning objectives.

6.4. What are the achievement students get by using games?

The teachers raised many achievements which students get by using games. There are a couple of like of course achievements students can gain by using games, which are fluency and maybe accuracy in using the language, so drilling, their understanding, repetition which is the key, so that students can repeat throughout the games that they have used, that they have played in the classrooms, they can achieve the language skills of course.

They will make associations among the learned items and will enable student to keep the intake in the long term memory. Therefore, students can achieve improved retention of information, enhanced problem-solving skills, increased motivation, and a deeper understanding of concepts through the use of games in learning. By using games, students

achieve improved comprehension, teamwork skills, and a deeper engagement with the subject matter.

6.5. What are the teacher roles in the games?

As the teachers indicated that in the interview, the teachers' role is huge in playing games. The teacher can be a guide, the teacher can be a facilitator, and the teacher can be a student at the same time. So that students feel free to express themselves while doing games. And sometimes the teacher can be passive, like sitting at the back or sitting somewhere, so that students can feel free to express their ideas and thoughts. Also, in games-based learning, teachers play roles such as clarification, and guides. They provide support, feedback, and structure to ensure that games are integrated effectively into the learning process.

6.6. What are the problems teachers faces?

Teachers confront many challenges when they use games during activities as mentioned in the interview. Teachers might face a couple of problems during games which are of course male and female gender in the classroom. Sometimes a student doesn't like to work with a group, doesn't like to work with a male one or a female doesn't work to work with a male one or vice versa. The second one is time management. The third one, a game might take a lot of time, it might be time consuming. The fourth one is that the internet access if the games are online. Some other challenges teachers may face when using games in the classroom include proper game selection, assessing student learning outcomes, and balancing game-based activities with traditional teaching methods.

7. Findings and Discussion

Using games in the classroom is an effective technique to assess our students before, during, or after a lecture, it can also help teachers gain a better understanding of where students are on the learning continuum, identify precisely which students might need additional support, and collect feedback on how a lecture could be more effective. Moreover, games make the learning process more fun, and instead of concentrating on memorizing facts and responding to questions in a worksheet, students tackle a game. As per Hadfield (1990; cited in Deesri, 2002), games are defined as an activity that involve rules, a goal, and an element of enjoyment. Besides games offer students an easier way to understand; last but not least, games decrease anxiety and stress. Therefore, some outcomes of using games in the classrooms are based on the questionnaires and interviews. Using games in the classroom could lead to a more learner-centered environment. Put differently, it could give students additional chances to engage in stress-free, enjoyable oral communication about their ideas in the classroom.

Also, because they would only be speaking to their partners and not the entire class, the students would be extremely motivated, encouraging them to interact with one another in the classroom without worrying about making mistakes. As a result, it supports timid students who may feel their English is insufficient or is unsure of the appropriate vocabulary or pronunciation to gain the confidence to interact or converse with their peers. At this point, games become important because they help learners feel less anxious, more optimistic, and more confident, and they can practice the target language without

worrying about punishment or criticism (Crookal, 1990). In addition, as they play the game, they might pick up skills like cooperation and working in pairs and small groups to accomplish goals. They would also get better at listening, which is another important result. Thus, they could pick up vocabulary and pronunciation from listening to each other's use of the language. It has been proposed that this type of game helps students become better listeners, increasing their focus and activity.

Consequently, it can also maintain students' interest and attention when the game is used in the classroom. Furthermore, this could help students improve their note-taking abilities, which will help finishing their assignments. Finally, in order to help the students become masters of grammar, it is helpful for the teacher to know the learners' strengths and weaknesses in that area. Although using games inside the lecture can offer many benefits, they may not fit all the situations of all learners. Here are some drawbacks of using games: one of the aspects is that source of entertainment: many students understand that using games inside the lectures is only a source of entertainment and wasting time rather than learning; hence, it negatively impacts student's academic performance and leads to lack of thinking.

Another negative point is that sometimes, using games may lead to conflict among students, especially if a game is competitive. The last one is relevance: using games is very useful. Still, it is important not to forget the traditional teaching methods, and we need to ensure that the games we use and implement inside the lecture relate to the lessons we teach.

Based on the teachers' experience in the interview, the challenges that students usually face when games are used are that; explaining the idea of game-based learning to students is not an easy idea at the beginning of the lectures; when students start university at first because normally most of the students come from public schools. Thus, they are unfamiliar with such a technique; therefore, joining a gaming atmosphere is quite challenging for students. Moreover, in today's world, most students are digital natives born in the era of computers, cell phones, and the Internet. However, this still does not apply to all students, but adapting a class-based game might be difficult and boring for some of them. In the interview, the teachers gave different roles for using games. For instance, the potential role of teachers in the game is to switch from a teacher to facilitator, who should explain any necessary and specific steps that students need to follow facilitating and assisting students with guidance throughout the learning process and using different methods to draw students into the to avoid dullness.

Limitations and Future Work

Some limitations come with game-based learning. One of the biggest limitations is the time and effort it takes to plan and design game-based learning activities. Another limitation is that teachers may not be familiar with and understand the concept of game-based learning.

Teachers may not be comfortable using games in their classrooms. The other limitation is that games may not be appropriate for learning purposes. The last limitation is that students may not be focused or engaged during the learning content of the game-based learning activity.

Therefore, for future work, the researchers should use some different games for a class of students to see that how they affect students' competence. It can be seen that games generally help students improve their speaking skills and benefit from increasing participation during

activities. Another future work could be using games for different students' levels to realize which students' proficiency levels achieve more benefits than the others', as it is believed that games amuse students and help shy learners to speak without fear.

Conclusion

In summary, games have become essential to language learning and teaching environments for teachers and students. This is because, in addition to providing entertainment, games inspire and motivate students to use language in innovative and expressive ways. As Nicolson and Williams (1975, cited in Alemi, 2010, p. 427) emphasizes, the games are a kind of instruction that can be used in situations where traditional approaches are not well tolerated. Consequently, it has been suggested that games enhance student-teacher interactions and target language usage by lowering learners' stress and anxiety levels during the learning process. Thus, it is reasonable to conclude that educators ought to create a game as a teaching tool to encourage and inspire learners to achieve language acquisition objectives. This game ought to be developed with the students' needs and difficulties in mind, considering their skill levels. Lastly, games can be used to keep students' attention long enough to finish assignments successfully and to teach them to rely on one another when studying outside of the classroom.

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a. Yes b. No

B. Please indicate what your attitude would be toward **Students Preference on Gaming Activities:**

| | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| 1. Using games in the classrooms are fun. | 1 | 2 | 3 | 4 | 5 |
| 2. Games may be used in the classroom as rewards for students | 1 | 2 | 3 | 4 | 5 |
| 3. Games provide many opportunities for learners to learn the language. | 1 | 2 | 3 | 4 | 5 |
| 4. Games are good for shy students and students with low confidence. | 1 | 2 | 3 | 4 | 5 |
| 5. Learners involve in the games actively. | 1 | 2 | 3 | 4 | 5 |
| 6. Games prevent the lesson to be ordinary and boring. | 1 | 2 | 3 | 4 | 5 |

C. Please indicate what your attitude would be toward **Effects of Using Games in the Classrooms:**

| | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| 1. Students may not be able to share ideas through games. | 1 | 2 | 3 | 4 | 5 |
| 2. Learners may get excessively noisy. | 1 | 2 | 3 | 4 | 5 |
| 3. Straying away from the basic purpose of the game-play activity is perhaps due to inadequate rules instruction. | 1 | 2 | 3 | 4 | 5 |
| 4. If games are already familiar or boring, students might not get equally involved. | 1 | 2 | 3 | 4 | 5 |
| 5. Some learners, especially teenagers, may find games unnecessary and childish. | 1 | 2 | 3 | 4 | 5 |

D. Please indicate what your attitude would be toward **Benefits of Using Games to Enhance Classroom Learning:**

| | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|
| 1. Games increase motivation and desire for self-improvement unlike the ordinary lessons. | 1 | 2 | 3 | 4 | 5 |
| 2. Games provide encouragement to interact and communicate successfully for learners. | 1 | 2 | 3 | 4 | 5 |
| 3. Decreases anxiety, and allow learners to study in a relaxed and enjoyable atmosphere. | 1 | 2 | 3 | 4 | 5 |
| 4. Students' self-confidence improves because they are not afraid of being punished or criticized while they are practicing the language freely. | 1 | 2 | 3 | 4 | 5 |
| 5. Learners can improve their understanding of written and spoken English via games. | 1 | 2 | 3 | 4 | 5 |
| 6. Games help learners learn words and structures in a context using correct pronunciation and spelling. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 7. Using games allow learners to remember the target words more easily. | 1 | 2 | 3 | 4 | 5 |
| 8. They create a successful and positive classroom environment where students and their learning are central. | 1 | 2 | 3 | 4 | 5 |
| 9. They can help activate students who may have been inactive before, due to lack of interest. | 1 | 2 | 3 | 4 | 5 |
| 10. Students are almost forced into communicating with each other in order for the game to work. | 1 | 2 | 3 | 4 | 5 |

Appendix II: Interview Sample

Consent Form for Interviewing

“ The Use of Games as a Vehicle for Second Language Teaching and Learning Classroom”

Please consider this information carefully before deciding whether to participate in this research.

I am Qani' Nasih Najim and an MA TESOL Lecturer at Chemistry Department, College of Science, Salahaddin University. “As part of article, I am conducting study for changing academic scientific title. I am inviting you to participate in my study. The purpose of the study is to examine using games in the classrooms to learn and teach second language.

What you will do in this research: If you decide to volunteer, you will be asked to participate in one interview. You will be asked several questions. Some of them will be about [Do you use games during teaching in the classrooms? Why do you think games should be used?]. Others will be about [How students interact when games are used during activities? What are the challenges students faces when you use games? And Are there any disadvantages of using games? Give some disadvantages]. What are the achievement students get by using games? What are the teacher roles in the games? What are the problems teachers faces? With your permission, I will tape record the interviews so I don't have to make so many notes. You will not be asked to state your name on the recording.

I understand that my participation in this research is completely voluntary and that I am free to decline to participate, without consequence, at any time prior to or at any point during the interview. I understand that, with my permission, this interview will be audio recorded and that any information I provide during the interview will be kept confidential, used only for the purposes of completing this research, and will not be used in any way that can identify me. All interview notes, tapes, or electronic records will be kept in a secured environment.

I understand that the results from this interview will be used exclusively in the below-named student's University of Leicester research dissertation and the information I provide might be published.

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

| | |
|--|--|
| I wish to review the notes, transcripts, or other data collected during the research pertaining to my participation. | |
|--|--|

| | |
|---|--|
| I agree to be quoted directly (my name is used). | |
| I agree to be quoted directly if my name is not published (I remain anonymous). | |
| I agree to be quoted directly if a made-up name (pseudonym) is used. | |
| I agree that the researchers may publish documents that contain quotations by me. | |

I have been given some general information about this research and the types of questions I can expect to answer. I understand that the interview will be conducted at a place and time that is convenient to me, and that it will take approximately 30 to 45 minutes of my time.

Procedure and Risks: I would like to record the interview, if you are willing, and use the tapes to write our interviewing. I will record the interview only with your written consent, and will ask that no personal identifiers be used during the interview, to ensure your anonymity. Please feel free to say as much or as little as you want. You can decide not to answer any question, or to stop the interview any time you want. The tapes and transcripts will become the property of the research.

If you so choose, the recordings and recording-transcripts (or copy of notes taken) will be kept anonymous, without any reference to your identity, and your identity will be concealed in any reports written from the interviews.

Confidentiality: Your responses to interview questions will be kept confidential. At no time will your actual identity be revealed. You will be assigned a random numerical code. Anyone who helps me transcribe responses will only know you by this code. The recording will be destroyed when my dissertation has been accepted. The transcript, without your name, will be kept until the research is complete.

Benefits: It is hoped that the results of this study will benefit the community through providing greater insight into the culture and history of our area.

Participation and withdrawal: Your participation is completely voluntary, and you may withdraw from the study at any time without penalty. You may withdraw by informing me that you no longer wish to participate (no questions will be asked). You may also skip any question during the interview, but continue to participate in the rest of the study.

Agreement: The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.

Signature Interviewee: _____ Date: _____

Name of Interviewee: _____

Signature Interviewer: _____ Date: _____

To Contact the Researcher: If you have questions or concerns about this research, please contact: [Qani' Nasih Najim] Phone: (07504256873). Email: [qani.najim@su.edu.krd].

The questions are:

1. Do you use games during teaching in the classrooms?
2. Why do you think games should be used?
3. How students interact when games are used during activities?
4. What are the challenges students faces when you use games?
5. Are there any disadvantages of using games? Give some disadvantages.
6. What are the achievement students get by using games?
7. What are the teacher roles in the games?

8. What are the problems teachers faces?

به کارهیتانی یاری وهک ئامیتریک بۆ فیکردن و فیکردنی زمانی بیانی له ناو پۆل

قانع ناصح نجم

به شی کیمیا، کۆلیژی زانست

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پوخته

ئهم لیکۆلینه وهیه ئامانجی ئه وهیه که بزانی پۆل یاریه کان کاریه گه رییان له سه ر ئاماده یی گه فوگۆکردنی قوتاییان و تپروانیی مامۆستایان هه به له سه ریان ههروهک قوتاییه کان وه لأمی پرسیاره کانیا ن داوه ته وه له پرسیارنامه که دا. وه ئه مه ش تیشک ده خاته سه ر به کارهیتانی یاریه کان له پۆلدا و وا ده کات که یاریه کان بتوانن بینه ئامرازیک کاریه ر بۆ فیکردن. سووده کانی به کارهیتانی یاریه کان وهک ئامرازیک فیکردن و چۆنیه تی به ده سه تیه تانی زۆتر بۆ فیکردنی زمان. پرسیارنامه و چاویکه وتی تۆمارکراوی ده نگی به کارهیترا بۆ کۆکردنه وه ی دا تا. دوا ی شیکردنه وه ی وه لأمه کانی لیکۆلینه وه که، ده رکه وت که پتویسته یاریه کان له پۆله کانی فیکردنی زمانی بیانی به کارهیترا بۆ یارمه تیدانی فیکردنی زمانی ئینگلیزی وهک زمانیکه ی بیانی که هه ست به هاندان بکه ن و کاتیکی خۆش به سه ر به رن و له رووی ئه کادیمییه وه به باشی ئه نجامی بده ن که ئه مه ش له کاتیکی بێزاری و فشاری پڕۆسه ی فیکردنی کهم ده کاته وه.

وشه ی سه رکیه کان: یاریه کان، فیکردنی زمان و فیکردنی پۆل، کارلیککردن و په یوه ندیکردن، هاندان، تپروانیی مامۆستایان، فیکردنی زمانی دووه م.

استخدام الألعاب كوسيلة لتدريس اللغات الأجنبية وتعلم الفصول الدراسية

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ملخص

الغرض من هذه الدراسة هو التأكد من كيفية تأثير الألعاب على استعداد الطلاب للتواصل ووجهات نظر المعلمين بشأنها. يركز هذا على استخدام الألعاب في الفصل الدراسي ويجعل القضية أنها يمكن أن تكون أداة تعليمية فعالة. يدرس فوائد استخدام الألعاب كأداة تعليمية وكيفية تحقيق أقصى استفادة منها لاكتساب اللغة. واستخدمت الاستبيانات والمقابلات المسجلة صوتياً لجمع البيانات. بعد تحليل الردود على الاستطلاع ، تم اكتشاف أنه يجب استخدام الألعاب في الفصول الدراسية لتعلم اللغة لأجنبية لمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على الشعور بالتحفيز والاستمتاع والأداء الأكاديمي الجيد مع تخفيف الملل والتوتر في عملية التعلم.

الكلمات المفتاحية: الألعاب ، فصل تعليم اللغة وتعلمها ، التفاعل والتواصل ، التحفيز ، وجهة نظر المعلمين ، متعلمي اللغة الثانية.