

The Impact of Using Educational Games on the Achievement of Fifth Primary Class in English.

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Abstract:

The present research aims at investigating the impact of using educational games on the achievement of fifth primary class in English.

The population of the study consists of fifth grade female pupils at Al-Thaqafa primary school. The researcher chooses this school intentionally. The sample consisted of (64) pupils chosen randomly from the pupils of fifth primary school class. The sample was divided into two groups, experimental and control, each has (32) pupils.

After achieving co-equivalence between them, the researcher prepared an achievement test which is made of 20 multiple-choice items. After applying the experiment, the tool was applied for both groups. After using T-test, the results showed the superiority of experimental group over the control group in the achievement test in English.

أثر استخدام الألعاب التعليمية في تحصيل تلاميذ الصف الخامس
الابتدائي في مادة اللغة الإنكليزية

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ملخص البحث :

يهدف البحث الحالي إلى معرفة أثر استخدام الألعاب التعليمية في تحصيل تلاميذ الصف الخامس الابتدائي في مادة اللغة الإنكليزية.

تألف مجتمع البحث من تلميذات الصفوف الخامسة في مدرسة الثقافة الابتدائية. واختارت الباحثة المدرسة بصورة قصدية. شملت عينة البحث (٦٤) تلميذة اختيروا بصورة

عشوائية من بين تلاميذ الصف الخامس الابتدائي ووزعت عينة البحث على مجموعتي البحث التجريبية والضابطة بصورة متساوية إذ شملت كل مجموعة (٣٢) تلميذة وذلك بعد إجراء التكافؤ بين المجموعتين. أعدت الباحثة اختباراً تحصيلياً وهو اختبار الاختيار من المتعدد والمتكون من (٢٠) فقرة، وبعد تطبيق التجربة تم تطبيق الاختبار على المجموعتين التجريبية والضابطة وعند تحليل النتائج باستخدام الاختبار الثاني كشف عن تفوق المجموعة التجريبية على المجموعة الضابطة في التحصيل في مادة اللغة الإنكليزية.

Introduction :

Language is a means by which human beings communicate with each other. Language learning is a hard work ... Effort is required at every moment and must be maintained over a long period of time (Andrew, 1984: 6).

People learn a language in order to use it in real situations, this is so because much of the language we use in every day life is motivated by a desire for self-expression, i.e., exchanging thoughts, feelings, and concepts, as opposed to the mere conveying of information or getting things done (Abdul-Fatah, 1997: 8).

Language is part of the culture of a people and the chief means by which the members of a society communicate. A language, therefore, is both a component of culture and central network through which the other components are expressed (Lado, 1964: 23). English as a teaching subject cannot merely be viewed as other subjects in the school curriculum. This is so because language teaching, as Streven (1977: 12-13) states, is a task in which intelligence, imagination, training, command of language, a body of knowledge and the exercise of judgment are imposed and mentioned, on worldwide basis by a particular branch of the profession of education.

Some students learn a foreign language because they are attracted by the culture of one of the target language communities. They learn the

language because they want to know more about the people who speak it and the places, in which it is spoken. English is a part of the school curriculum because a decision has been taken by some one in authority that it should be so (Harmer, 1983: 182).

Many methods taking educational objectives into consideration have appeared and basic principles of language (especially during the early stage) is that learning should be enjoyable. For this reason, language teachers have recently inclined more towards the use of colourful pictures, pleasant sound recording, films and on top of all games and play a vital role (Al-Hamash, 1982: 1).

One of the new styles which had increased attention by educators are called language games (Abdul-Aziz, 1983: 5). The educational games help and encourage many learners to sustain their interest and work (Andrew, 1984: 6). Also educational games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication (Ersoz, 2000: 7). Educational games are amusing and at the same time challenging and they employ meaningful and useful language in real contexts and increase cooperation (Yin Yong, 2000: 6). Games are useful tools for students to recall and reinforce classroom learning in their own time, pace and place (Hooper, 2004: 19). Well-chosen games are invaluable as they give students a break and at the same time allow students to practise language skills (Thanh, 2003: 4).

Language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency (Carrier, 1990: 6). The games in education program are dedicated to helping teachers learn to use social games in their classrooms. Gama believes that games are excellent educational tools a works to help teachers find appropriate ones for their curricula

(McFarlane, et al., 2002: 20). Some educators are trying to integrate games within the educational framework, the ability of games to offer pedagogical support is still a matter of controversy (Rea, 2002: 153). Also some commonly found positive factors about the influence of games on learning include the ability of games improve understanding are retention when used properly (Harrer, 2003: 139).

The Importance of the Research:

The importance of the research is dedicated by the following points:

1. Providing researchers and higher studies students with the results of the studies, tools and the procedure for future studies.
2. Providing the local and Arabic libraries with a humble scientific effort.
3. The results reached at are of great value to other future studies in this field.
4. This study adds to method of teaching English in primary class new and modern methods.

The Problem to be Investigated:

The updated trends in language teaching call for focusing on the learner and giving him an active role in the teaching-learning process through participation in the various class activities, and social communication. Language learning in Iraq is unfortunately still based on using traditional methods focusing on the teacher as the cornerstone of the teaching-learning process whereas the role of the students is listening and imitating the teacher or his classmates without sometimes understanding what he is imitating. Also a major problem for language teachers is to find techniques which will enable and encourage target

language in the very limited context of the classroom. The researcher found a decrease in fifth primary grade female pupils achievements in English, such a problem may be due to the pupils lack of desire to learn this language or the lack of using modern teaching methods by teachers instead of the traditional methods.

To identify the problem, the researcher tried using Educational games to enhance the achievement of fifth primary pupils in English language. Thus, the researcher narrows the scope of the research with the following question:

“What is the impact of using Educational games on the achievement of fifth primary class in English?”

The Aim of the Research:

The current research aims at investigating the impact of using educational games on the achievement of fifth primary class in English.

The Hypothesis:

To achieve the objective of the research, the current research attempts to test this hypothesis:

“No statistically significant difference in the mean scores will be found between the experimental group taught by educational games and the control group taught by currently used method (traditional method) in the achievement test in English”.

Limits of the Research:

The current research is limited to:

1. A sample of fifth primary class (female) pupils in the city center of Mosul, during the second term of the academic year 2005-2006.
2. The teaching material is limited to units (11, 12, 13, 14 and 15) of Book (1) of the Rafidain English courses for Iraq.

3. Two styles of teaching namely, educational games for the experimental group and current used method (traditional method) for the control group.

Definitions of Basic Terms:

1. Educational Games:

There are many definitions for educational games provided by many researchers and practitioners. Here are some of these definitions:

- a. Good (1973: 257) says in the Dictionary of Education, games as “an educational technique in which the student is presented with a situation involving choices which are made in simulated real life situation and the choices, which then produce some type of pay off, such as a reward or deprivation dictated either by chance or by the choice of strategies made by the student”.
- b. Sala (2001: 103-104) states that games are capable of achieving a wide range of educational aims and objectives, and could be used in a complementary and supportive role”.
- c. Henderson (2002: 459) opinion is that “educational games are one of the earliest forms of instructional technology”.
- d. Deesri (2002: 1) gives the definition to games as “a form of play governed by rules, games should be enjoyable. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game”.

Operative Definition of Educational Games:

A programmed educational activity made by the English language teacher to guide fifth primary pupils to do cooperative educational tasks according to the rule and steps about one of the English language books prescribed.

2. Achievement:

1. Achievement refers to the quality and quantity of students work (Websters, 1973: 10).
2. Achievements is a knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teaching or by both.
3. Achievement means something done successfully with effort and skill (Oxford, 1985: 8).

Operative Definition of Achievement:

Achievement is the result of what the pupil learns after learning English, measured by the scores that pupil gets through his answers on the achievement test which the researcher has made after teaching the material assigned during the time of the experiment.

3. Achievement Test:

1. An achievement test is a measuring instrument used to assess the amount or level of learning that a person has acquired (Savage, 1979: 1).
2. An achievement test is an instrument designed to measure the extent to which a student has attained certain concepts or skills a given content area, usually as a result of specific teaching (Verma and Bearel, 1981: 178).

Operative Definition of Achievement Test:

“Achievement test” is used to refer to the scores gained by the pupils of the experimental and control groups when doing the test prepared by the researcher.

The Theoretical Survey:

Educators are continuously faced with the problem of how to facilitate and increase classroom learning. In spite of the difference in the view points of the educators and philosophers and the variety of theories concerning the use of educational games, the educational games have been widely used in the field of education and teaching. Thus, they were considered a favourite approach in the students' education and teaching (Al-Tai, 1982: 9). So, the pupil learns through playing with others, cooperation, self-denial, taking decision, giving and respecting others rights. Thus, the pupil learns how to be true, faithful and friendly (Mulas, 1985: 130). Games also give the pupil both confidence and oral practice (Arnold, 1978: 205). Also, educational games are very useful and can be used to develop students' language learning and also provide the students with an opportunity to practice communication. Therefore, it is recommended that teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching (Amato, 1996: 192).

Considerations of Using Educational Games:

Teachers must take many factors into account before considering the use of educational games:

1. According to Carrier (1990: 2) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content.
2. Teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not (Avedon, 1971: 315).
3. The teacher has to read the instructions of that game and tries to follow them (Mohammed, et al., 1988: 44).
4. A good game is one which is full of activity and participation on the parts of the pupils (Randel, 2000: 25).

Advantages of Using Educational Games in the Classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. They encourage students to interact and communicate.
5. They create a meaningful context for language use (Sukim, 1995: 35).
6. Educational games can increase motivation to learn the language as students especially weaker on is fell a real sense (McFarlone, et al., 2002: 13).

Choose Games:

There are many points when choosing games:

- A game must be more than just a fun.
- A game should involve “friendly” competition.
- A game should keep all of the students involved and interested.
- A game should give students a chance to learn, practise, or review specific language material (Tyson, 2000: 4).

Conditions of Good Games:

Games should have a good:

1. They should be exciting and interesting.
2. The rules should be simple, clear, and not complicated.
3. To be appropriate for the trends, skills and abilities of the students.
4. The role of the pupil must be clear.
5. The game must be from the environment of the pupil.
6. The pupil should be free and independent in practising the game (Uberman, 1998: 20).

Features of Good Games:

There are many features of good game must be taken when the teacher uses it in the classroom:

1. A game should not take more than five to ten minutes.
2. It should enable all the pupils to take part, some games can be played by a few people only. These are of little use in large classes.
3. It should be simple enough to be understood and played by all the pupils.
4. A good game is one which contains an element of surprise or competition.
5. The game should enable pupils to speak English from the beginning to the end of lesson (Al-Hamash, 1980: 134-135).
6. A game is governed by rules, play just to pass the time will not have the same effect. To make a simple activity into a game just give a couple of rules and that is all.
7. A game has objectives, one of the rules, and probably the main one, is the achievement of an objective. This objective can be something like making points for correctness or finishing an activity first.
8. A game is a closed activity, games must have a beginning and an end. It must be easy for the players, or the teacher, to know who is about to reach the aim.
9. It is easier for students to keep going, compared with pair or group work, a game has a clear element that other interaction patterns do not have. This makes the activity more attractive (Klauer, 1998: 1-4).

Literature Review:

The study of Keen (1984) investigated the effects of practising games in spelling performance of third, fourth, and fifth primary pupils. The sample of the study consisted of third, fourth, and fifth primary pupils, and they were divided into two groups. The experimental group was taught by using games and the control group was taught by the prescribed textbook. The experimental design included the analysis of the pretest and posttest of (SRA) achievement test, i.e. series of reading achievement test, the degrees of fluency pronunciation, also the results of final test of Friday. The statistical analysis revealed that there is a significant statistical difference and increasing quality and quantity in correct spelling via the third, fourth, and fifth classes, and there is significant statistical difference in spelling via the third, fourth, and fifth classes, and there is an increase in vocabulary for the experimental group (Keen, 1984: 1024-A).

The study of (Al-Ni'aimi, 2004) investigating the influence of using educational games on the development of some English language skills (speaking and writing) for fifth primary pupils. The study is restricted to fifth primary female pupils in Ninevah primary school for girls in Al-Awda primary school, for the academic year 2002-2003. The sample of the study consists of (55) subjects, (28) pupils represent the experimental group, and (27) pupils represented the control group. The experimental group has been taught by using educational games, and the control group has been taught by using conventional method. The results indicate that a statistically significant difference between the mean scores of the development of the experimental group and control group in all skills of English in favour of the experimental group (i.e. speaking and writing).

The Experimental Design:

Selecting an appropriate design for a research work is one of the most important decisions that a researcher should make (Van Dalen, 1979: 232). Experimental design is the blue print of the procedures that enables the researchers to test the hypotheses by reaching valid conclusion about relationships between independent and dependent variables (Best, 1981: 68). The researcher adopted the experimental design known as co-equivalent group, due to its appropriateness for the aims of the research.

In the current research, the experimental group was taught by educational games and the control group was taught by current used method (traditional method) as shown in Figure (1) below:

Groups	Independent Variable	Dependent Variable
Experimental	Educational games	Achievement test in English
Control	Current used method (traditional method)	

Figure (1): The Experimental Design

The Population:

The population of the present research consisted of fifth primary school female pupils in Nineva Governorate during the second term of the academic year 2005-2006 in (14) schools, each school containing (2) classes. The researcher excluded (3) schools for containing only one fifth class. So, the final total number of schools was (138) and the number of girls was (1729).

The Sample:

The researcher intentionally selected Al-Thaqafa primary school for girls for the following reasons:

1. The school administration and English language teacher was ready to cooperate with the researcher in this school.
2. This school adopts the new course, namely Al-Rafidain English Course for Iraq and because pupils have studied the unit regarded as the starting point of the research. The total number of the pupils in this school was (96) and after excluding repeaters which were (32) pupils, the number of the pupils becomes (64) as shown in Table (1):

Table (1): Numbers of Pupils in the Experimental and Control Groups

Group	Numbers of Pupils	Numbers of Repeater	Number of Pupils under the Experiment
A. Control	32	12	44
B. Experimental	32	20	52
Total Number	64	32	96

Equivalence of the Groups:

After choosing the sample of two groups and before implementing the experiment, the researcher made equivalence depending upon certain information provided by the pupils or taken from other resources. This included:

1. Pupils' Age:

The researcher used T-test for the two independent samples to find out the differences between the groups in the variable of age measured by months at the beginning of the academic year 2005-2006. No statistically significant difference was found at (0.05) level of significance where the calculated (T) value was (0.951) which was less than the tabulated (T) value which was (1.999) with (62) degree of freedom as shown in Table(2):

Table (2): T-test Results of Pupils' Age

Groups	No.	Mean	S.D	T-value		Significant level of 0.05
				T-calculated value	T-tabulated value	
A. Control	32	139.3125	14.17730	0.951	1.999	No statistically significant difference
B. Experimental	32	136.3750	10.21621			

2. Pupils Grades in English:

The researcher obtained mid-year exams grades for each pupil in the two groups. The results of the T-test for the two independent samples indicate that there is no statistically significant difference between the two groups at (0.05) level of significance where the calculated (T) value was (0.544) which is less than the tabulated (T) value which was (1.999) under (62) degree of freedom. See table (3) below:

Table (3): T-test Results of Pupils' Grades in English

Groups	No.	Mean	S.D	T-value		Significant level of 0.05
				T-calculated value	T-tabulated value	
A. Control	32	63.9375	20.87588	0.544	1.999	No statistically significant difference
B. Experimental	32	66.2500	11.92720			

3. Father's Educational Background:

The researcher used (T-test) for two independent samples to measure the level of father's background between two groups. No statistically significant difference was found between two groups at (0.05) level of significance where the calculated (T) value was (0.871) which was less than the tabulated (T) value which was (1.999) under (62) degree of freedom as shown in Table (4):

Table (4): T-test Results of Fathers' Educational Background

Groups	No.	Mean	S.D	T-value		Significant level of 0.05
				T-calculated value	T-tabulated value	
A. Control	32	13.3438	3.50676	0.871	1.999	No statistically significant difference
B. Experimental	32	12.5313	3.94302			

4. Mother's Educational Background:

The researcher used (T-test) for two independent samples to measure the level of mother's background between two groups. No statistically significant difference was found between two groups at (0.05) level of significance where the calculated (T) value was (1.823) which was less than the tabulated (T) value which was (1.999) under (62) degree of freedom as shown in Table (5):

Table (5): T-test Results of Mothers' Educational Background

Groups	No.	Mean	S.D	T-value		Significant level of 0.05
				T-calculated value	T-tabulated value	
A. Control	32	9.6875	4.04361	1.823	1.999	No statistically significant difference
B. Experimental	32	11.5000	3.91028			

Lesson Planning:

The lesson plan for each unit has been prepared according to two methods of teaching, i.e. educational games for the experimental group and currently used method (traditional method) for the control group (see Appendix 1). The two plans have been presented to a group of experts specialized in education and methodology. The experts accepted the plans and put forward some instructions that have been considered by the researcher.

Tools of the Research:

1. Achievement Test:

Because of the lack of ready achievement test in English suitable for the curriculum of fifth primary grade pupils, the researcher conducted an achievement test. The items were designed on the basis of (Multiple-choice-item) because it can more effectively measure many of the simple learning outcomes measured by the short-answer item. Also, it can measure a variety of the more complex outcomes in the knowledge, understanding and application (Gronlund, 1981: 178). In order to verify the validity of the test items, regarding their correctness, generality and achievement and the desired cognitive levels, the researcher presented the test in its original design (see Appendix 2) to a number of experts adopting a rate agreeability of (80%) for the validity of the items.

2. Validity:

It is the degree to which the test actually measures what it is intended to measure (Brown, 1980: 212). In the present research, the researcher has used face validity. Hence, the final test of the research was given to a group of experts to check their validity. The experts approved the items of the test and put forward some suggestions to improve them. The total number of items in the final test was (20).

3. Reliability:

To find out the reliability of the tool, the researcher applied it on pilot sample consisted of (60) females of fifth primary classes of the same society randomly chosen, on 2005. The researcher applied (Kuder-Richardson's Formula (21)) and the reliability was (85%) which is both good and acceptable, thus the test is approved in its final form.

4. The Scoring Scheme:

After conducting the test a scoring scheme was made as follows:

1. Giving one grade for the correct answer.
2. Giving zero for the wrong and blank answer.
3. Regarding the answers containing more than one answer as a false because they indicate that the pupils do not know the correct answer.
4. The researcher then counts the total grade for each pupil through collecting the grades of each correct answer.

The Statistical Methods:

1. Two samples T-test of the two tailed type for independent samples to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of pupils results in final test was applied (Glass, 1970: 295).
2. The reliability of the final test was estimated by using Kuder-Richardson Formula (21) (Ferguson, 1981: 322).

Presentation and Discussion of Results:

To verify the null hypothesis of the research, the researcher found out the means scores, and standard deviation for both groups in their achievement in English and applied T-test for two independent samples as shown in Table (6):

Table (6): Results of T-test for both Groups in the Achievement Test in English

Groups	No.	Mean	S.D	T-value		Significant level of 0.05
				T-calculated value	T-tabulated value	
A. Control	32	10.6875	2.50725	5.319	1.999	No statistically significant difference
B. Experimental	32	13.7500	2.07908			

It is clear from Table (6) that the calculated (T) value is (5.319) which is higher than the tabulated (T) value which reads (1.999) at (0.05) level of significance under (62) degrees of freedom. This means that there is a statistically significant difference between the means of the two groups in favour of the experimental group. Thus, the null hypothesis was rejected and the alternative hypothesis was accepted.

This results may be due to the fact that educational games are educational tools enable the pupil to react with environment to learn, to develop his personality and his behaviour, not to forget to mention activating mental abilities of the pupils and their creative aspect.

Conclusions:

In the light of the results obtained, the following conclusions can be drawn:

1. The possibility of applying educational games to teach English in primary stage.
2. The efficiency of educational games to increase the achievement of fifth primary pupils in English.
3. The easiness of understanding English lessons by using educational games.

Recommendations:

The researcher would like to put forward the following recommendations:

1. The necessity for English language teachers to use educational games.
2. The preparation and training unit in the Directorate of Education should train teachers of English to use educational games.
3. The necessity of establishing board of chairman to prepare new curriculums for English Department at the College of Basic Education that include using Educational games.

Suggestions:

The researcher does not claim to have said the final word on games. Therefore, the following suggestions can be recommended for further research:

1. The efficiency of educational games in developing creative thinking for eighth basic students and their trends towards English.
2. A comparison between the impact of Educational games and role playing on the achievement of fifth primary pupils in English and their attitudes towards it.

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APPENDIX (1)

A MODEL DAILY LESSON PLAN FOR THE CONTROL GROUP BY (RECI)

Subject: English

Class: fifth year primary (Group A)

Textbook: Rafidain English Course for Iraq (RECI) Book I

Topic: Unit Fourteen (My Body)

Time Allotted: (40)minutes

The Behavioural Objectives:

The pupil will be able to:

1. Know the meaning of the word (body) (in Arabic)
2. Identify and name the parts of his head, face...etc.
3. Write the words (face, hair, eye, nose, mouth, tooth, teeth, and ear) correctly.
4. Count the parts of the body by pointing to each of them.

Teaching Aids:

1. Pictures representing the (body).
2. Chalk board.

The Lesson Procedures:

a. Introduction:

The teacher starts by relating the topic to the previous ones. Then, the teacher says to his pupils that the topic in this lesson is (My body).

b. Presentation:

The teacher explains the meaning of the topic, names of the parts of the body. He says the parts of the head, face by pointing to each part. The teacher points to his eye and says “This is my eye” and points to his mouth and says “This is my mouth” and the same is done for the other parts of the head. Finally, the teacher reads words like (hair, nose, tooth, ear) and asks his pupils to repeat after him.

c. Summary:

The teacher summarizes the important aspects of the lesson, namely, knowing the meaning of the word (body), the name of the parts of the body.

Evaluation:

The teacher asks the following questions to assess pupils’ comprehension:

1. What is the meaning of the word (body)? (in Arabic)
2. How many nose do you have?
3. What’s this? (ear)
4. What’s this? (leg).

Homework:

The teacher asks pupils to do exercise (14.16), (14.17) in their work books and write the sentences in manual I, lesson (45).

A MODEL DAILY LESSON PLAN FOR THE EXPERIMENTAL GROUP BY USING EDUCATIONAL GAMES

Subject: English

Class: fifth year primary (Group B)

Textbook: Rafidain English Course for Iraq (RECI) Book I

Topic: Unit Fourteen (My Body)

Time Allotted: (40)minutes

The Behavioural Objectives:

The pupil will be able to:

1. Know the meaning of the word (body) (in Arabic)
2. Identify and name the parts of his head, face...etc.
3. Write the words (face, hair, eye, nose, mouth, tooth, teeth, and ear) correctly.
4. Count the parts of the body by pointing to each of them.

Teaching Aids:

1. Pictures representing the (body).
2. Chalk board.

The Lesson Procedures:

a. Introduction:

The teacher starts by relating the topic to the previous ones. Then, the teacher says to his pupils that the topic in this lesson is (My body).

b. Presentation:

The (teacher) begins to present the games.

The Games Name: Draw the Teacher:

This game helps to teach pupils the names of facial parts.

The Procedure:

Divide the class into two groups. Then, draw (2) ovals shapes on the board. Then “Draw the teacher’s eyes” and the two leading pupils from each group run up and draw your eyes on the oval. The yell “Nose” which is draw by the next two pupils, and so it goes.

The pupil get a ball out of this as they have permission to make fun of their teacher, you can add other features, such as nose or ear or hair.

c. Summary:

The teacher summarizes the important aspects of the lesson, namely, knowing the meaning of the word (body), the name of the parts of the body.

Evaluation:

The teacher asks the following questions to assess pupils’ comprehension:

1. What is the meaning of the word (body)?
2. How many nose do you have?
3. What’s this? (ear)
4. What’s this? (leg).



Homework:



The teacher asks pupils to do exercise (14.16), (14.17) in their work books and write the sentences in manual I, lesson (45).

APPENDIX (2)

Final Test

The Rafidain English for Iraq Book 1 (RECI) Fifth Class

No.	Items	Fit	Unfit	Notes
1.	The mother's days is on the a. 1 st March b. 8 th June c. 27 th March			
2. is the capital of Iraq. a. Mosul b. Baghdad c. Kut			
3.	The bird away. a. flies b. sleeps c. runs			
4.	There are three on the table a. pens b. books c. eggs 			
5.	Iraqi is a a. house b. city c. country			
6.	Father and mother are a. sister b. parents c. brothers			
7.	There are three on the Iraq flag a. stars b. pens c. maps 			
8.	Take a pen and it to Ali a. put b. give c. cut			
9.	She hello to her friend a. say b. saying c. says			

No.	Items	Fit	Unfit	Notes
10.	There are four in this picture a. pens b. books c. balls 			
11.	Nada sells a a. map b. dress c. watch 			
12.	6 + = 46 a. forty b. four c. fourteen			
13.	Baghdad is in the of Iraq a. north b. middle c. east			
14.	There are seasons in a year a. five b. seven c. four			
15.	Summer is a season a. cold b. hot c. nice			
16. is a cold season. a. summer b. spring c. winter			
17.	Winter is the season a. first b. last c. third			
18.	There are colours in the Iraqi flag a. three b. five c. four			
19.	The colour of the starts in the Iraqi flag is..... a. black b. green c. red			
20. are you from? I am from Iraq a. what b. when c. where			

Name of Juries of the Research Tool and Experiment Requirements

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