Investigating Iraqi EFL Primary School Teachers ' Attitude Towards Educational Games on Improving Learners' Speaking Skill.

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This study aims at showing investigating Iraqi EFL primary school teachers ' attitude towards educational games on improving learners' Speaking Skill.

The study is restricted to Iraqi EFL primary school teachers of the English language in Misan Governorate during the second term of the academic year 2016–2017. The total number of the participants is (60). To achieve the aim of the study, teachers ' questionnaire consisting of (20) items is applied as instruments . The obtained results are that items number (11,17) which refer to (**Games design to show knowledge and creativity of pupils.**) gains the high effectiveness. It got (82%) and the item number (17) which refer to (**Some/most of the games encouraged them to use more than one language skill at the same time**) gains the low effectiveness .It got (58%).

Key words :
Attitude , Educational game, Speaking Skill

Introduction

1.1 The problem and its Significance

Game is a vital and important aspect of a child's developed and language is a part of that play. It is important to consider the role of play in first language acquisition because it is a subtle reminder that play is also important in children's second language development. This reminder is useful when we plan ESL and EFL activities that foster pupil's English language development.

In addition , There are a number of reasons that games deserve a place in the language classroom. First of all, they are fun, which is extremely important,

because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

1.2 Aims

The study aims at :

1. finding out the Investigating Iraqi EFL Primary School Teachers ' Attitude towards Educational Games on Improving Learners' Speaking Skill.

1.3 Values

Exploring   teachers' effectiveness of using educational games on developing speaking skill.

1.4 Limits

This study is limited to Iraqi EFL primary school teachers in Misan Governorate during the second term of the academic year 2016–2017.

1.5 Definitions of Basic Terms

Byrne (1995:68) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. 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. Similarly, Hadfield (1990:90) defined games as "an activity with rules, a goal and an element of fun."

2.Literature Review

2.1 Speaking Games

Games is a strategy that the facilitator brings to class in order to provide to the students an activity in which they can practice their speaking, and thus to improve communication (Lindsay ,2000:329). Games also help teachers to create contexts in which the language is useful and meaningful. The learners would like to take part of it and in order to do it they must understand what others are saying or have written, and they must speak or write in order to express their own point of view,

give information or ask for clarification. Students' motivation will be enhanced by giving a reasonable incentive use to foreign language.

Games are a great way to get students speaking fluently because students get wrapped up in playing the game and don't worry so much about how to speak correctly rather they concentrate on what they have to say .

There are many ways in speaking games such as:

1.Alibi   2.just a minute! 3.Quizzes 4.Bananas 5.Whats' my job? 6.Pyrmid discussions.

1.Alibi

This popular speaking game ,also known as murder!, gives students chance for role –play in dramatic situations . The aim is to provide practice in asking yes /no and wh – questions and in using simple past and past continuous verb forms.

Games are really good aids for teachers because with them, a tedious and boring class becomes into a brilliant setting for pupils, where skills are developed while they are playing. Through games children can discover, experiment and interact with their environment if the teacher exploits the games properly. Games can be used in order to assess the students' oral production and consequently there is an improvement on the students' communicative competence (Lindsay ,2000:330)

Ur (1984: 30)contributes ―they are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings‖. Almost all children like to play games, so that everybody in the classroom will be involved in the activity.

To sum up ,Games are very encouraging and motivating since they are demanding and at the same time entertaining. Furthermore, the teacher could implement through games useful and meaningful language in real contexts.

2.2 Teaching with Games in the Classroom

Games are an essential ingredient for varying the learning pace, relaxing ,and motivating students . By using games, students can actively practice language

and enjoy learning .Students feel less inhibited when they are participating in a game; most don't mind risking linguistic mistakes in a game context; rather ,they focus on communicating to score points or win .This makes games an excellent route for building fluency.

Games in the language classroom help children to see learning English as enjoyable and rewarding . Playing games in the classroom develops the classroom the ability to co –operate , to compete without being aggressive, and to be "a good loser".

Many games are team games. Here are some ways to form pairs , groups ,and teams .

1.Using Ribbons Bunch of Ribbons .

a. the teacher holds a bunch of ribbons. b. the children each take an end .

c. the children lets the ribbons go.e. the children holding the same ribbon from a pair.

2. Numbering 3.Using a Rhyme 4. Pairs of Cards5.Using height or age

6.Name in a box (Plilips ,2010:80)

3. Methodology

3.1 Population and Sample

The population of this study comprises the teachers of English at the primary stage in General Directorate of Education in Misan Governorate. The total number of teachers in this Directorate have been 400 English teachers. The choice is intentional (in the selection of Directorate of Education in Misan and random (in selecting a representative number of 35 teachers from the Center of Alamara .

The sample of this study includes 35 teachers fourth and fifth year teachers 'primary schools of the English language in Misan Governorate.

3.2 Instruments

In order to achieve the aims of the study, a questionnaire has been constructed to be the main instrument used . 3.2.1.1 Face Validity of the Questionnaire

3.2.1 Construction of the Questionnaire

The questionnaire is a research instrument which consists of a series of questions and other prompts for the purpose of gathering information from respondents (McColly, 1970:156). In order to gain information about the teachers' effect of Using games on developing speaking skill ,a questionnaire has been constructed drawing on the following sources:_ Related literature: They are books, journals , the information found in the teacher's guide, and articles related to the problem of the research .

3.2.1.1 Face Validity of the Questionnaire

An instrument is considered to have face validity in case that its items are well accepted by other testers , moderators , teachers (Hughes , 1989 : 22). In order to ensure the face validity of the questionnaire, its first version has been exposed to a number of specialists in the fields of linguistics and methodology of teaching EFL as shown in table (1) below: Table (1)

The Academic Ranks, Names, and Locations of the Jury Member

N	Academic Rank	Name	College
2	Asst. Prof.(Ph.D in Linguistics)	Bushra Ni'ma Rashid	College of Education , University of Baghdad .
3	Asst. Prof.(M.A. in ELT)	Alaa Ismail Chaloob	College of Education University of Anbar
4	Asst. Prof .(M.A. in ELT)	Saadon Salih	College of Basic Education, University of Misan

5	Instr .(Ph.D in ELT)	khansa Hasan	College of Art , University of Al.ImamAL Kadhim
6	Instr .(Ph.D in ELT)	Liqaa Habeeb	College of Education University of Diayla
7	Instr.(M.A. in ELT)	NajimAbdulah	College of Education, University of Misan

The experts have been requested to judge whether the components of the questionnaire are suitable or not. In the light of the experts' views some items have been added and others have been omitted. However, the final form of the students' questionnaire consists of 20 items(See Table 2   ).

3.2.1.2 Pilot Administration of the Questionnaire

After ensuring the validity of the questionnaire, a pilot version is administered to a sample of 20 primary school teachers who are taken from the primary school for girls in Missan .

3.2.1.3Reliability of the Questionnaire

Reliability refers to how consistent evaluation results are from one measurement to another (Grolund ,1976 : 102).

However, the questionnaire has been read ministered to the same pilot sample after two weeks. The statistical manipulation of the data has been obtained from the two administrations. By using Pearson Correlation Coefficient formula the result yields 0.86,whereas,by using Alpha Cronbach Formula the result yields 0.87 .

3.2.1.4 Scoring Scheme of the Questionnaire

Accurate scoring procedures should be adopted in order to get proper results to ensure objectivity and reliability (Harrocks&Schannover, 1968:76). In

order to achieve aim of the study, the questionnaire is intended to be answered according to a three points scale (Strongly agree , agree ,, Not sure , disagree).The marks are assigned as follows : agree3 , partially 2, Strongly agree disagree1 (See Table 3)

4. Results, Conclusions, Recommendations

4.2.1 Results Related to the Aim of the study:

In order to achieve the first aim to identify and classify effectiveness of using games in English language classroom   To answer this question, in the first place, the descriptive statistics of the participants' performance on post-test were calculated and shown in Table2and Table 3

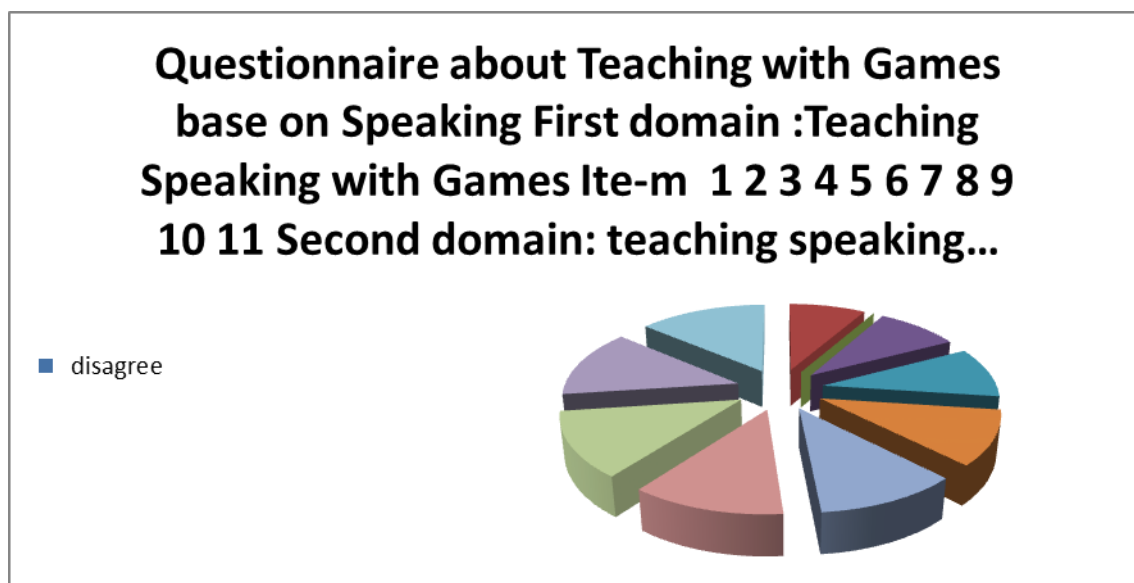Questionnaire about Teaching with Games base on Speaking

Ite-m	Component	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Weighted average	Weight Percent
	First domain :Teaching Speaking with Games							
1	Playing games in the classroom make learning speaking more enjoyable.	15	16	2	1	1	4.04	80.8%
2	The games present many opportunities to learners to show their speaking skill .	13	15	4	2	1	4	80%
3	You use games in speaking class	12	12	5	5	0	3.8	76%

	as much as possible.							
4	Games are effective in speaking teaching.	15	16	2	1	1	3.6	72%
5	It difficult to find a game for every aspect of speaking.	13	15	4	2	1	3.6	72%
6	Games are highly motivating and entertaining way of teaching speaking.	12	12	5	5	0	3.6	72%
7	You do not use any Arabic while playing the games with pupils	15	16	2	1	1	3.4	68%
8	Games help introduce new language items to pupils	13	15	4	2	1	4.8	96%
9	Games provide pupil's speaking process	12	16	2	3	1	3.9	78%
10	most of the language use in games are beyond the textbook language.	3	13	12	5	2	3.2	64%
11	Games design to show knowledge and creativity of pupils.	18	10	3	3	1	4.1	82%

Second domain: teaching speaking with games strategies							
Item	Component	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Weighted average	Weight Percent
12	Pupils can be adapted with games in speaking.	6	17	9	2	1	3.7	74%
13	Games add variety to teaching/lesson planning.	16	10	5	2	2	4	80%
14	most of the games stimulate pupils' thinking.	12	14	5	3	1	3.9	78%
15	Using games to teaching speaking may distract students' attention during the instruction.	13	7	7	7	1	3.6	72%
16	Games encouraged pupils to correct their own and their classmates' mistakes in speaking	11	13	7	2	2	3.8	76%
17	Some/most of the games encouraged them to use more than one language skill at the	5	13	7	2	2	2.9	58%

	same time.						
18	Games help practice their English (grammar, vocabulary, spelling , pronunciation , and the four skills).	8	13	9	3	2	3.6	72%
19	Working in pairs and group are helpful and useful for improving pupil's speaking skill.	16	8	7	3	1	4	80
20	The games help you maintain good classroom control and develop a position rapport with the pupils.	5	16	8	3	3	3.4	68%

Graphic1

Questionnaire about Teaching with Games base on Speaking First domain :Teaching Speaking with Games Ite-m 1 2 3 4 5 6 7 8 9 10 11 Second domain: teaching speaking…

■ disagree

Questionnaire about Teaching with Games base on Speaking

4.3 Conclusion

One reason why games could work well as a teaching method is because of the change that has occurred in teaching, where students have been becoming much more active in the whole learning process. Besides giving students chance to be more active, games usually place the teacher in a background role, and therefore allow the students to take on more responsibility. It has also been made clear that games help create diversity and that can be very helpful in sustaining interest amongst students in the school.

According to the findings of this study, the researcher considered the weighted mean 58% as an item that gain low positive effectiveness from teachers. Consequently, Three items were gain high effectiveness from teachers.

Conclusion remarks can be clearly pointed out as follows:

 items number (11,17) which refer to (Games design to show knowledge and creativity of pupils.) .Gains the high effectiveness. It got (82%) and the item number (17) which refer to (Some/most of the games encouraged them to use more than one language skill at the same time) . Gains the low effectiveness .It got (58%).

4.4Recommendations

It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition.

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