

Teaching with games

Dr.Mousa Abunawas

UAE Abudabi-Alain, Abudabi University

Abstract- Teachers usually find a difficulty to create new ways on teaching a language. This is because not all ways effect on students and attract them to learning. The researcher's focus will be mainly on how teaching by playing effect on learning process and if teachers are using playing games in teaching . This research is a case study on some teachers majoring in English were given a survey to answer, and their responses were gathered and analyzed in this study.

Index Terms- Exploitation, Energy, Activity, Directed, Undirected, Entertainment, Organism, Intended, Intensively, Guided play, Unguided play, Imagination, Educational games, Cooperation, Membership, Self confidence, Abilities, Games psychomotor, Games representative, IQ Games

I. INTRODUCTION

As we know the hers to use new ways that attract huge change that happened on the world and the students' attentions force teachers to use new ways in teaching which attract students to learn and make the learning process working easily with the world's need.

One of the newest ways is teaching by games, especially with those students who are in classes 1-4. Games make them more active to learn and they will be happy because they are doing what they like and at the same time teachers will achieve their aims to make them received the information on attractive way.

Some teachers don't like to use this way because they think that will wise their time and they just want to finish the class and gave what is in the book.

Aims of the Study:

This study may be important for teachers in general and English teachers in particular. It is meant to raise teachers' awareness on the rigid ways that they in teaching and try to improve them.

Problem Statement:

Many English teachers face a difficulty in finding a good ways when they teach a young students. This refers to what students attract on and what they want to learn and how they like to receive the information.

Scope of Study:

This study covers a significant sample of English teachers. It proposes a survey; six questions were given to 10 teachers to answer them.

Hypothesis:

This study hypothesizes that teachers have problem in choosing the best way and the suitable game that effect on students . For the sake of proving or denying the hypotheses, this study will focus on teachers' point of view.

Literature Review:

Playing is the exploitation of the energy and the mind at the same time through the activity. It can be either directed or undirected, carried out by children for fun and entertainment in a direct way.

And playing came in many forms, is a sort of free activity exercised by the organism automatic exercise is not intended to and behind only the fun of the exercise, which is instinctively inclined years and that different forms of age to another and from one community to another.

Playing came as two types:

1-guided play:

Is playing games which is equipped with a distinctive part of the plans and programs and objectives determined by the adult and carried out by young children.

2-unguided play:

It is a play that is the fabric of a child's imagination and his creation, from the environment like games that come automatically with the child.

The benefits of learning by playing

Child reap several benefits from educational games including:

It asserts itself through excellence on others individually and within the group.

Learn cooperation and respect for the rights of others.

Learn to respect the laws and the rules and abide by them.

It enhances membership of the group.

It helps in memory and thinking, perception and imagination growth.

Gaining self-confidence and a reliable and easy to discover his abilities and tested.

Educational games types:

Dolls: such as hunting tools, cars, trains, brides, forms of animals, machines, ToiletryEtc.

Games psychomotor ,games throwing and tossing, installation, racing, jumping, wrestling, balance and swing, running, ball games.

IQ Games: like puzzles, problem-solving,..k words.

Games representative: such dramatics, role-playing games.

Singing and dancing games: singing representative, the tradition of songs, chants.

Games of Chance: dominoes, snakes and ladders, guessing games.

Stories and games Cultural: poetry competitions, express cards.

II. METHODOLOGY

Question	Yes	No
Do you support learning with playing?	8	2
Do you receive promote to use teaching by game from supervision and the surrounding environment?	4	6
Do you think that teacher use learning by playing in the materials that are taught?	5	5

When should teacher use learning by playing?	All lessons	Some lessons
	2	8
Have teachers noticed a differences or improving in the performance of students with the use of learning by playing?	Improve students' performance	No change at all
	9	1
In case teachers do not use learning by playing, what is the cause of that ?	Teachers does not have enough time	Teachers prefer teaching on traditional way
	6	4

Data Collection:

The data collection of the case study in this research was done by distributing papers that included 6 questions for 10 teachers majoring in English education.

Figure 1

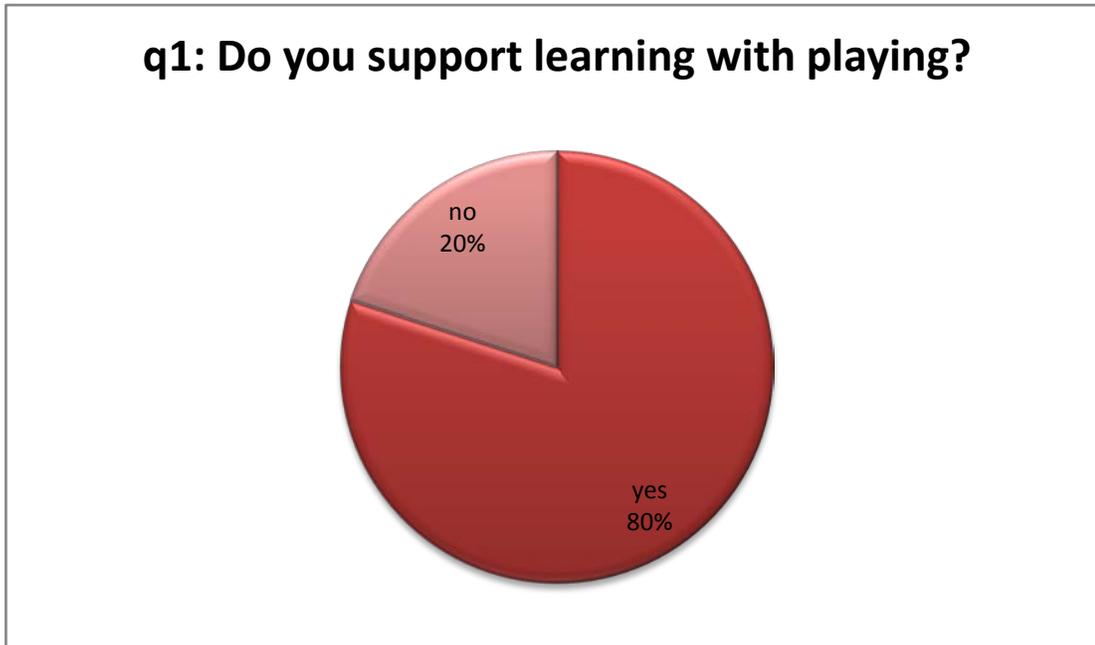


Figure 2

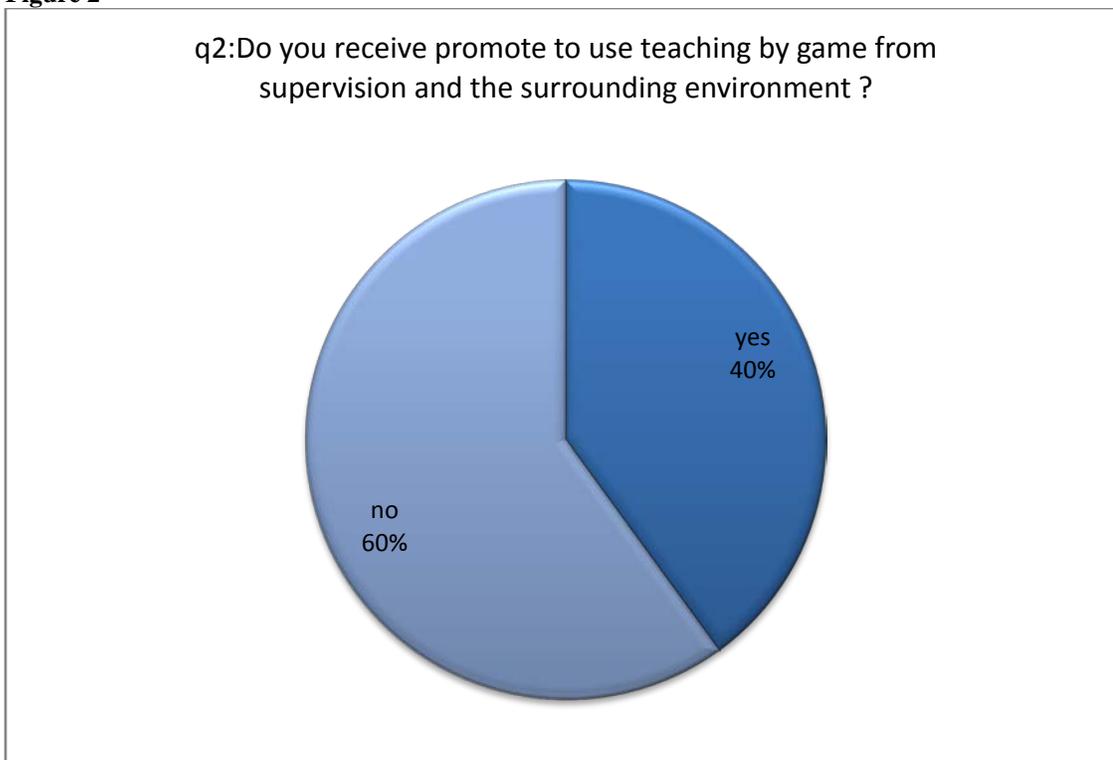


Figure3

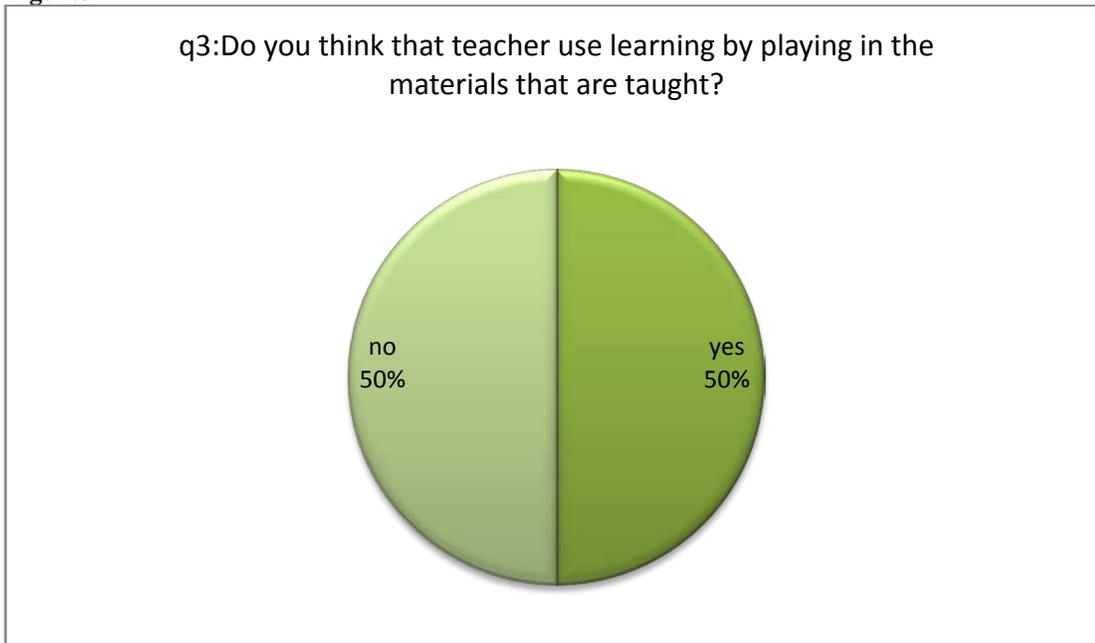


Figure 4



Figure 5

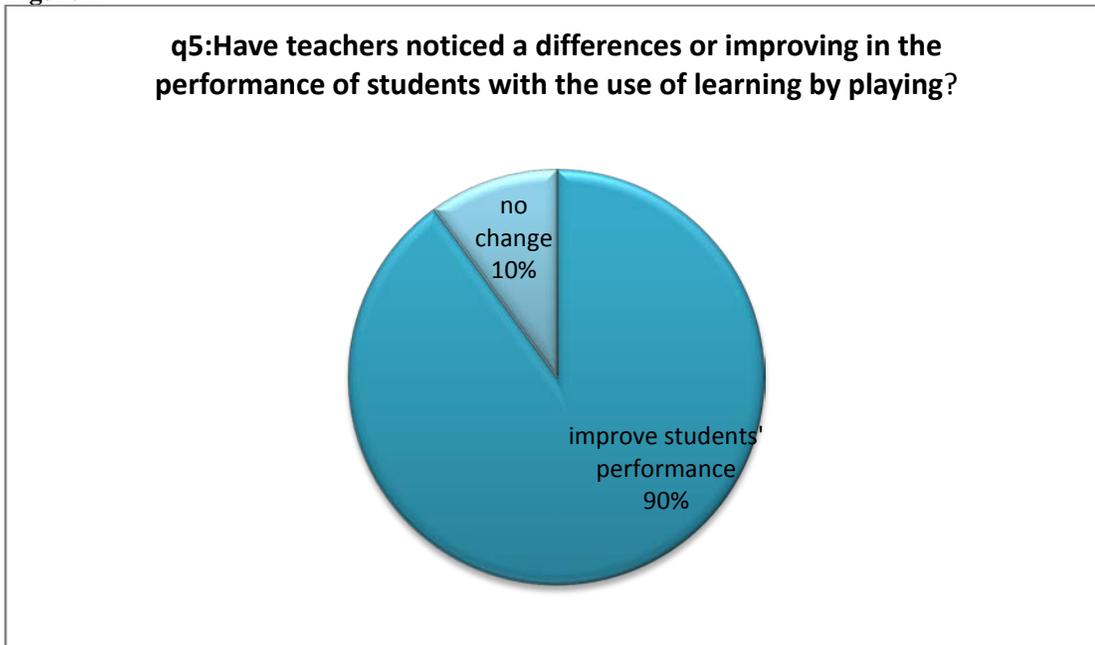
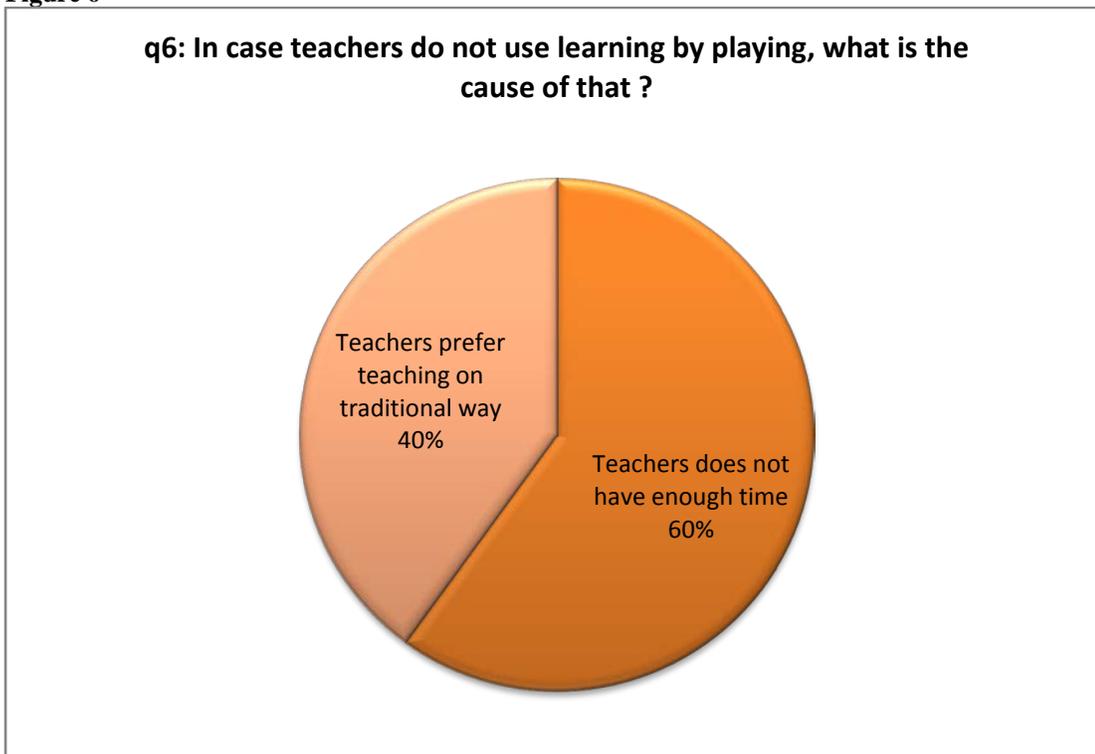


Figure 6



III. ANALYZING AND COMMENTS

Figure 1 shows that 80% of teachers said yes for the first question as they support learning with playing and about 20% of them said no.

Figure 2 shows that 40% of teachers received promote from supervision to use learning by game, 60% of them were disagree on that.

Figure 3 shows that half of the teacher think that teachers use learning by playing and the other half disagree.

Figure 4 shows that 80% of teachers said that teachers should use learning by playing in some lessons and 20% said they should do in all lessons.

Figure 5 shows that 90% of teachers have noticed that students performance improve when they use learning by playing, 10% said there is no changes.

Figure 6 shows that teachers didn't use this way in their lessons because there is no enough time for that and 60% were agree in that, and 40% said that teachers prefer traditional way in teaching.

IV. RECOMMENDATIONS

- Teachers must create a new ways on teaching.
- Teachers must find free time to use the new ways.
- Teachers must manage the class time limit to use different ways.

- Teachers must examine the game for the first time if it gave the aim of it or not.
- Teachers must test the students in what they learn from the game.
- Teachers must write for the principle to support them with the helping tools.

REFERENCES

- [1] G. O. Young, "Synthetic structure of industrial plastics (Book style with paper title and editor)," in *Plastics*, 2nd ed. vol. 3, J. Peters, Ed. New York: McGraw-Hill, 1964, pp. 15–64.
- [2] W.-K. Chen, *Linear Networks and Systems* (Book style). Belmont, CA: Wadsworth, 1993, pp. 123–135.
- [3] H. Poor, *An Introduction to Signal Detection and Estimation*. New York: Springer-Verlag, 1985, ch. 4.
- [4] B. Smith, "An approach to graphs of linear forms (Unpublished work style)," unpublished.
- [5] E. H. Miller, "A note on reflector arrays (Periodical style—Accepted for publication)," *IEEE Trans. Antennas Propagat.*, to be published.
- [6] J. Wang, "Fundamentals of erbium-doped fiber amplifiers arrays (Periodical style—Submitted for publication)," *IEEE J. Quantum Electron.*, submitted for publication.

AUTHORS

First Author – Dr.Mousa Abunawas, UAE Abudabi-Alain, Abudabi University, musanawas@hotmail.com