



## THE USAGE OF GAMES IN TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL INSTITUTIONS

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**Abstract:** *this study aimed toward investigation the benefits of utilizing language games in teaching English as an overseas languages in Sudan Basic faculties. The matter of the study was that, the research worker believes that the matter of the current study stems from students' low output in English language tests, lack of motivation and weak participation in school. This drawback was documented through the researcher's long expertise in teaching English as an overseas language and examination results, knowledge analysis and consultation of different English academics.*

**Key words:** *benefits, games, foreign language, effectiveness, teaching.*

### Introduction

The study adopted a quasi-empirical method. The sample of the study consisted of (30) English teachers in East Gezira Locality. The population of the study was all English teachers in the second period in the academic year 2017 / 2018. A questionnaire was constructed to the teachers to collect data. The study used SPSS program to analyze the data. The results revealed that teaching language games are useful to EFL Learners.

Language games can help students in building a good relationship with the new language. Based on these result the researcher recommended that curricula designers should include sufficient language games in the syllabus. Teachers should change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire the foreign language.

### Main Part

The idea of using games in teaching doesn't appear to be wide accepted and enforced though its profit has been projected and even as early within the seventieth century. There has been an idea that everyone learning ought to be serious in nature. In fact, using games is a crucial tool that permits language academics to feature colors to their school rooms by providing challenge and recreation. They are notably valuable for beginners as a supply of knowledge that helps them adopt sounds and rhythms and comprehend the foreign language. El Shamy in [1] defines a game as a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win". Language games comprise many factors such as rules, competition, relaxation and learning in particular. Rules have to be clear, few and well explained so as no difficulty is faced. They are designed in different levels



as well as topics that suit different students" levels what make them enjoy all together and gain the best results. Using games in the process of language teaching-learning is not restricted for any language level; it helps all students to feel comfortable and more confident in acquiring a new language. However, this technique is much more applicable and beneficent with beginners – of interest in the present research-. According to [2] "in addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material". It is often difficult to maintain their attention for too long as they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. It is true that children like things to be repeated but they do not need only to keep repeating the desired part of the target language. Instead, a short and a simple game can be repeated more than once. Incorporating games, then, in the language teaching-learning process helps building a good relationship with the new language. They do not just relax from serious learning but they reinforce the new vocabulary as well. Although a game in a class of beginners could be a disaster but it succeeds in making a good classroom atmosphere. By time, they realize that language is more than just long lists of words and sets of rules. Prabhu in [3] offers two main reasons why teachers should use games in teaching second language. The first reason is based on spontaneous interaction that games can generate amongst the children, 'creating opportunities for the deployment of their emerging internal systems'. A second major reason for using games is the supportive environment that is created. Interaction between learners is less threatening than interaction with the teacher. Game-like activities provide choices for the classroom. 'They allow teachers to add variety and flexibility to the teaching menus' [4], Sometimes educators feel weighed down by assigned curricula and need to come up with new ideas and interesting activities. Another advantage, in language classes, learners feel stressful because they think that they have to master the target language that is unknown to them. Besides, learners become too anxious about being criticized and punished by their teachers when they make a mistake (Sugar, 2002). Games are advantageous at this point because they reduce anxiety, increase positive feelings and improve selfconfidence because learners are not afraid of punishment or criticism while practicing the target language freely [5]. According to [6] the benefit of using games in learning classrooms can be summed up in nine main points which are the following:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation
5. Games reduce learning anxiety.
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.



8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students.

### **Conclusion**

From the obtained results it is clear that teachers involved in this study strongly agreed that teaching language games are useful to EFL Learners because of their positive impact on students' output in English language and they can also help in building a good relationship with the new language. Based on the above, the researcher offers the following recommendations: Curricula designers, educators, and experts should include sufficient language games in the syllabus in order to encourage and motivate the students in learning the foreign language. Teachers should change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire the foreign language. Hence, it is thus necessary to hold out such a study in English so as to boost students' accomplishment through exploitation recommended language games.

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