زانكۆى سەلاحەددىن اھەوئىر كوئىژى پەروەردەى بنەرەتى بەش :زمانى ئىنگلىزى



فۆرمى تايبەت بە تۆماركردنى تۆێژينەوە

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Sunrise Language Games: An Investigation of the Content and Teachers' Perspectives and Practices	ناونيشانى توژێنەوە
۲.۲۲/٦/۱	رېککهوتی تۆمارکردنی توژېنهوه له بهش
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Games help students to make and sustain the effort of learning. Games provide language practice in the various skills – speaking, writing, listening and reading. They encourage students to interact and communicate. They create a meaningful context for language use.

Language games are usually designed based on constructivism theory where players learn the game by practicing or doing it. Besides, educational games are usually designed for active learning, especially for young school learners as they are mainly kinesthetic or visual learners. Additionally, English language games are crucial for young learners in the classroom as the students are very likely to learn English language in meaningful contexts as well as experience deep learning through learning by doing. Furthermore, games are motivating for many students in educational settings. The idea of learning while playing is a crucial way of smooth and successful teaching and learning processes since children like to play, thus forget about the psychological learning barriers. In other words, they could learn subconsciously, and consequently the learning process may be accelerated with less efforts and time on the part of teachers. Such unconscious learning could ensure higher level of language proficiency.

The tools of the study are teachers' questionnaire, content analysis, and classroom observation-checklist for collecting the required data qualitatively and quantitatively.

Kurdistan Region teachers have experienced teaching various types of English language materials in basic schools with the intention of better education and language learning. The teachers may have faced, at least, some challenges in teaching Sunrise materials. Additionally, their perspectives could have affected their style of teaching positively or negatively. There is a gap in research on English language games in basic school books regionally which will be investigated in this study.

The present study tries to assess the **extent of language games taught by teachers** in basic school and the **extent of language games included in Sunrise materials (1-6)**. It also investigates the school teachers' **perspectives on what aspect or skill of language** can be better improved via using language games in schools. And, it attempts to **uncover the teachers' obstacles** to teaching English language games in schools of the region.

To achieve the study aims, the following research questions are raised:

- 1. To what extent do school teacher teach English language games in basic schools?
- 2. To what extent are language games included in Sunrise program (1-6)?
- 3. What are the teachers' perspectives on improving language skills and aspects via using English language games?
- 4. What are the teachers' obstacles to teaching English language games in schools?