

Teachers' Perceptions towards Using Language Games in Teaching EFL to Young Learners in Two Primary Schools in Bahir Dar

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Abstract: *Due to the multi-faceted benefits language games provide, their use in teaching English to young learners has been well-recognized in the global EFL arena. Nevertheless, in many Ethiopian primary schools, they have been largely misunderstood, considered inappropriate and seen as only a means to have fun. Well established research suggests that young learners are naturally acquainted with games for which they develop great desires. Based on this, this study looks into how Ethiopian primary teachers perceive the use of language games in their classrooms. This, along with the textbook presentation and classroom consideration of games, is explored through 12 English teachers who were selected using simple random sampling. Data gathered through questionnaires reveal that the majority of teachers feel that games do play an important role in aiding students' learning of the English language. However, the respondents replied that the games included in the textbooks are too complex, and too demanding in terms of time and resources. Furthermore, they claim that these games are too few in number and their presentation lacks simplicity, clarity and suitability for students' level of understanding. It was concluded that most primary English teachers have favorable perceptions about the importance of language games in regard to students' learning of English, collaborative work, critical thinking and problem solving skills. Finally, it is argued that the designers of English textbooks for young students should critically consider the quantity and variation of games. Additionally, further research should be conducted in the area of classroom practices of language games and students' reception of game-based lessons.*

Keywords: *perceptions, language games, teaching EFL, young learners*

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Background

Games are one of the teaching techniques the field of foreign language teaching has employed for many years. They are assumed to enrich the EFL learning environment for both teachers and learners. Gredler (1992) notes that games are important instruments in the language classroom in that they may serve several purposes. They can be used to practice and/or refine skills as they can help in reviewing and revisiting an already established knowledge. They may also help identify gaps or weaknesses by assessing existing deficits in students' language learning. Added to their importance in developing new relationships among concepts and principles, games offer enjoyment and relaxation to teachers and students and encourage them to use the language in a creative and communicative manner. They provide learners with opportunities to use the target language and support learning by encouraging learners to direct their energy towards language learning, engaging learners in the game, and presenting the language in a playful atmosphere (Aldabbus, 2008; Brumfit et al., 1991; Hornby, 1995; Ojeda, 2004). Due to the productive contributions games can make to the language classroom, the interest of including them in Teaching English as a Foreign Language (TEFL) at different levels has been on the rise.

According to Sorayaie (2012), games are often included in young students' learning because children learn language best when it is accompanied with performance and action. In this regard, pictures, gestures, drawings on the board as well as analytical definitions can be used (Nation, 2000). Moreover, children have a natural companionship with games, and they can maintain learning through games without being stressed or inhibited as is often the case in more customary modes of learning. In the same vein, Krasilovsky (1996) noted that young learners tend to favor "edutainment" i.e. entertainment-embedded education. Through playing games, children make acquaintances with their environment, learn life and gain new instructions. Yolageldili and Arikan (2011) also claim that games should be a fundamental part of primary school education because they are motivating, contextualizing and natural activities that make learning meaningful.

In light of these benefits and recommendations, Ethiopian primary English textbooks incorporate games for the teacher to use in the classroom. While there is no doubt that the number of games included in a textbook determines the teachers' use of them, the ideas and opinions teachers develop towards a teaching approach, games in this case, is

another determinant variable in maintaining an effective learning of students. Teachers are the main stakeholders who select, frame, tailor, and utilize games to support students' language learning in the classroom. Thus, the present study investigated teachers' perceptions towards using games in teaching EFL to young learners in two primary schools in Bahir Dar City Administration, Ethiopia.

Statement of the Problem

Communicative Language Teaching (CLT) and Task-based Language Teaching (TBLT) have become well-established EFL teaching methods in many countries of the world, including Ethiopia. Following the introduction of these two methods, language teaching and learning has become much more demanding for teachers and learners just as any other innovation may pose challenges for its users. Using the conventional method of teaching, the language teaching-learning process generally does not hold the attention especially of young students (Berhanu 2010; Yolageldili & Arikan, 2011; Lawrence & Lawrence, 2013). What is more, because of the rapid advancement of technology and the change in 'game-loving character' of young generations, it has now become even more imperative to incorporate games and adjust the teaching and learning processes accordingly.

The synergy between games, language teaching, and young learners has been widely probed in international arena (Lawrence & Lawrence, 2013; Sorayaie, 2012; Yolageldili & Arikan, 2011; Blunt, 2007; Chen & Michael, 2005; Dalton, 2005). These researchers have reiterated the growing impact of games on supporting students' language learning. They have indicated that the use of games for learning leads to improved general learning and performance. For instance, Dalton (2005) found through the use of *Bingo*, *Concentration*, *Memory Chain*, and *Jigsaw* games that games are highly useful not only for learning an isolated skill, but also for expanding into the realms of bigger contexts.

In Ethiopia, English as a foreign language begins, in government primary schools, at grade 1 and is dominated by word translation, repetition and memorization of the English alphabet (Daniel, 2010), and there are only relatively scant local studies conducted on the use of games for teaching the language. In this regard, the latest studies date back to the late 1980s and the early 1990s. Ogbay (1989) conducted an experimental study on the use of language teaching games and activities in Ethiopian

government primary schools with a focus on developing communicative abilities in speaking skills of grade 5 students. In her research, Ogbay (1989) revealed that the group which used games achieved improved communicative speaking abilities and significantly better results than the group that did not use any games. Similarly, Zewdu (1992) investigated the use of language games to ease vocabulary learning with a focus on 10th grade students, and he came up with a favourable conclusion.

Much of the research conducted in EFL contexts around the world has shown the benefits of using games for teachers' effective language teaching. Meanwhile, Lawrence and Lawrence (2013) stressed that the perception teachers' develop towards using games in teaching a language aspect is determinant. In relation to this, Yolageldili and Arian (2011) found that some teachers of English see games in the language classroom as time consumers or only a technique for fun. On the other hand, Wright, Betteridge and Buckby (1994, p. 3) asserted that *"it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programs"* In a situation where teachers develop unfavourable perceptions towards an approach of teaching, language practice takes precedence over language use and vice-versa (Alemii, 2010).

Hence, based on the above notions, the present study examined Ethiopian primary teachers' perception towards the use of language games in teaching English to young learners. The specific objectives were exploring teachers' perceptions towards the importance of language games in teaching English to young learners, and examining teachers' perceptions towards the types of language games in the students' English textbook.

This study answers the following questions:

- What do teachers think about the importance of using language games in teaching English to young learners?
- What do teachers think about the types of language games included in students' English textbook?

Language Games Explained

Learners' active involvement in the teaching-learning process is a definite necessity in EFL/ESL classrooms. Through real life-like classroom procedures, young learners can generally attain a decent level

of language proficiency. One of the popular methods by which young learners can establish this is using language games which have been defined and conceptualized varyingly by different scholars.

Langran and Purcell (1994) define a language game as a tool to create a situation in the classroom which gives learners opportunities to use the target language they have already learned in a stress-free environment, with the maximum possible free expression in order to carry out a simple task, solve a problem or communicate a piece of information. Yolageldili and Arikan (2011) also consider language games as situations brought to the confinement of the classroom to provide learners with an opportunity to use the language. Similarly, Richards, Platt and Platt (1992) pointed out that language games are tasks designed to help students achieve a particular language learning goal. Generally, all definitions agree that language games are activities or games provided to students while they are learning a language in class. The presence of games provides students with a stress-free and comfortable climate to learn the language cooperatively and meaningfully. Vygotsky (1978) explained that the context of play creates zones of proximal development for a young learner. It allows children to behave differently from the way they do in non-play situations. They scaffold each other under the guidance and support of the teacher using English as mediation towards clear and purposeful goals.

Bradley, Lindström and Rystedt (2010), mentioned three characteristics of language games. The first one is that language games engage every student in the learning process. Another point is that they provide an opportunity for collaboration and/or cooperation. Thirdly, they give an enjoyable learning experience by motivating students. However, this list of characteristics does not look unique to the language classroom; rather, it seems to work in other disciplines as well. Thus, for an activity to be called a language game, students should enjoy it. It is a practice situation designed to revise the target language or give students a chance to use the language in a new way. A language game provides valuable practice of language because students do not feel like they are studying. They can also be used again and again in different language areas. Additionally, games should have some ingredient of motivation for students along with involving students in teams competing to get points or complete a task most quickly.

Based on the abovementioned characteristics, scholars categorized language games into different groups. For instance, Wright et. al., (1994) divide games broadly based on their general characters and spirits as picture games, psychology games, word games, caring and sharing games etc. This general classification refers not only to games inside the classroom but also outside. Similarly, according to Delage's (1989) classification language games can be grouped into eight general types: pictures, card games, drawing, painting and coloring games, props, magic games, dolls, cardboard men, puppets and masks, stories and illustrated pictures (SIP) and stories illustrated by pictures and songs (SIPS), and audio-video materials. Likewise, Hadfield (1996) classified language games into cooperative games and competitive games. This typology was also used by Yolageldili and Arikan (2011) and Fotovatina and Namjoo (2013). According to these scholars, cooperative games refer to games in which groups of players may enforce cooperative behavior whereas the competitive games require different individual players to participate in a contest.

Researchers tend to agree that, depending on several factors affecting successful language learning, the use of language games in the classroom may have a variety of results. Stojkovic and Jerotijevic (2011) notes the advantages, disadvantages and less favorable results while many others focus more on emphasizing the advantages. According to many scholars in this area, language games play a significant role in motivating students (Ara, 2009; Dalton, 2005; Hansen, 1994; Hogle, 1996; Stojkovic & Jerotijevic, 2011; Wright et. al., 1994; Yolageldili & Arikan, 2011). Games often add interest to what students might not find very interesting. In addition, by playing games, young learners make acquaintance with their environment, learn life and gain new instructions. Games can also help them create a bond between the teacher and their classmates (Ara, 2009; Fotovatina & Namjoo, 2013; Yolageldili & Arikan, 2011). In other words, games bring real-life situations to the classroom which provides learners with an opportunity to use the language. Moreover, language games can also help teachers provide a context in which language is used more meaningfully (Fotovatina & Namjoo, 2013; Wright et. al., 1994). Another benefit is that group and peer work may induce teamwork and enable successful interaction (Aslanabadi & Rasouli, 2013; Stojkovic & Jerotijevic, 2011). Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help. Finally, games can provide a means for students to use the language

outside of class time (Ellis, 2003), increase retention of subject material (Dempsey et al., 1994 in Hogle, 1996), improve reasoning skills and higher order thinking (Mayland, 1990 in Hogle, 1996) and provide comprehensible input to students by lowering the affective filter (Krashen, 1985).

Language Games vis-à-vis Teaching and Learning English

Wittgenstein (1967) introduced the idea of language games in order to show that the words of a text derive their meaning from the role that they have in certain nonlinguistic activities. Games are then the activities and practices from which language derives its meaning. The purpose of the players in Wittgenstein's language games is to show or tell what one sees. What the players try to achieve is to bring to the fore what they see to be the case in the context of an assertion. Wittgenstein remarks that language games have to be actively played for a meaning of expressions to emerge, which in turn is a prerequisite for conversational meaning and speech acts. These instruments influence teaching and learning in the language classroom by providing both the teacher and the learner with a new dimension of presenting and receiving, respectively, a language lesson.

Evidence from research on the use of games has shown that there is a positive association between language games and language teaching and learning. For instance, Aldabbus (2008) found that games not only encourage students to expand their linguistic knowledge, but they also enhance classroom interaction by providing authentic language use situations where pupils' participation in the classroom could be maximized. As is shown in many studies, during language-play, learners show more eagerness to participate and use the target language as mediation (Sorayaie, 2012; Lawrence & Lawrence, 2013; Yolageldili & Arikan, 2011). Therefore, it can be argued that the more relaxed and pleasant the atmosphere in the classroom is, the more motivated the learners become. On the contrary, a tense classroom creates anxious students, and thus their motivation is often very low, which can negatively affect their learning and participation in the classroom (Gardner, 1985).

Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to learn to be a good loser. Playing games comes naturally to children and makes them feel they are

in a safe environment where they can venture out and take risks. Moreover, if games are used at the right moment and contain the right clues or challenges, they can be extremely beneficial for learners. No matter how simple a language game might be, there is always the potential for some sort of language gain. Additionally, Phillips (2001) reminds us that games make teaching and learning English more enjoyable and rewarding.

Nonetheless, the perceptions teachers hold about using games in the language classroom can affect the learning effect the games may bring about. This was confirmed by Lawrence and Lawrence (2013). These scholars measured the attitude of teachers towards using grammar games for teaching English, and concluded that the more favorable a teacher's perception is towards using games, the better the teaching and learning outcome of a lesson becomes, and vice versa.

Young Learners and Language Games

The exact age range that constitutes *young learners* varies across contexts and literature. For instance, Phillips (1993) ages young learners between five and twelve years while Scott and Ytreberg (2001) put them between five and ten years. Overall, pupils in an early education stage in many parts of the world are considered young learners. For instance, the basic education can continue until children are fourteen years of age in Tunisia and Egypt whereas in the UK primary education continues up to eleven (Aldabbus, 2008). The term *young learners* in this study refers to learners in the primary level aged between seven and fourteen which works for the Ethiopian system of education according to NAFSA (2012).

The fact that games are the most suitable instructional activity for young learners stems from the notion that they are a natural part of children's existence. Teachers know that young learners like being physically active as they learn by doing. They are imaginative and creative and they can learn without even being aware of it. Furthermore, young learners use their previous experience, knowledge, several skills, and abilities which help the teacher present the new information by enabling children to practice the new knowledge on top of their previous knowledge (Yolageldili & Arikan, 2011).

Moreover, Cakir (2004) raised the fact that young learners love exploring and guessing the answers in games, and thus they eagerly use a new

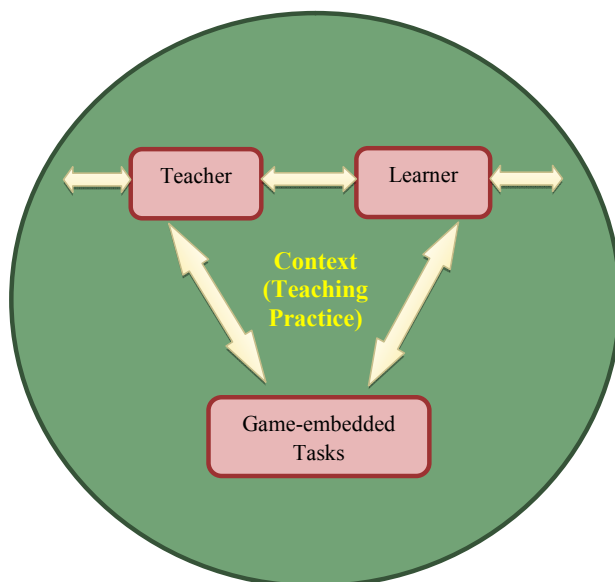
structure being introduced. In addition, they enjoy acting out scenes from a sketch or dialogue, imitating the voices of the characters. When observing their presentation, it can be witnessed that their pronunciation comes very close to the characters they have seen or listened to. Therefore, students, particularly young learners, may more easily learn various points unconsciously, which is one of the goals of teaching English to young learners. Providing young learners with bodily-kinaesthetic activities such as making things, singing action songs, playing games, doing project works, doing hands-on activities is a great help for them to understand the target language due to the fact that they eagerly explore the language to understand through the physical activities. Cakir (2004) found that most of the learners in primary education specify that they can learn and remember best the things they have physically worked on.

Overall, games are a valuable activity for language learning. Young learners, in particular, enjoy games and thus may participate without anxiety. Games can also greatly motivate young learners and they are activities which are usually familiar to them regarding structure, rules etc. Due to this familiarity, games link back to the learners' real-life situations. They are mostly inclusive activities in that they involve all the learners and they can cater to different learning strategies, styles and personalities.

Theoretical Explanation

According to the social constructivist approach, the second language teaching-learning process involves three interdependent elements that function within the social context. These elements are the teacher, the learner and the task (Williams & Burden, 1997). This has considerably influenced education in general and the field of language teaching in particular. The social constructivist approach maintains that the teacher selects the language learning task; the language game in this case, based on his/her belief. Unless the teacher holds a favorable perception about language games, this practice could be challenging. Thus, using the tasks presented in the form of games as a go-between, learners can construct their own meaning of the lesson and maintain learning, as shown in the following figure.

Fig. The social constructivist model that shows the link between teachers' perceptions, language games, and teaching practices, adapted from Williams and Burden (1997, p. 43)



The social constructivist approach affirms that social and linguistic influences may have priority over individual cognition, and that the former may influence or determine the latter (Vygotsky, 1978). This approach recognizes the interdependence between the individual and society, as each creates and is created by the other. Vygotsky further argues that significant intellectual development occurs when speech and practical activity converge. This implies that when learners are engaged in practical activities and make use of different strategies such as games their use of the target language develops. He also emphasized the role of children's interactions with the people around them, such as parents and peers or teachers in the classroom, and therefore he stated that with the help of more knowledgeable people, children can do and understand much more than they can on their own.

Methods

This descriptive study investigated the perceptions of teachers towards using language games in teaching English to young learners. A mixed methods approach was used employing both qualitative and quantitative techniques. The research was conducted at Dona Berber Primary School and Bahir Dar Academy in Bahir Dar, Ethiopia with teachers of English in grades 1 to 4. Twelve English teachers (6 from each school) participated in the study. Questionnaires were used as the source of data collection. The questionnaire consisted of closed-ended items provided with Likert type scales ranging from ‘Strongly agree’ to ‘Strongly disagree.’

The 17 items in the questionnaire were grouped into four categories. This grouping was done to facilitate data analysis as Paton (1990) suggested. The first category with 3 items dealt with teachers’ perceptions towards the importance of language games. The second category, consisting of 2 items, collected teachers’ perceptions towards the classroom use of language games. Designed to gather teachers’ perception towards the nature of language games included in the textbook, the third category presented 5 questions. Finally, the fourth category involved questions inquiring about teachers’ perceptions towards the textbook presentation of language games.

After the administration of the questionnaire, analyses were made by grouping items of similar theme together (as shown by the tables in the next section). Then, under each theme, the values of the degrees of agreement and disagreement (Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1)) given for each item by each respondent were added, and their percentage was finally calculated by dividing this sum by 60 (i.e. 12 multiplied by 5 where 12 is the total number of respondents and 5 is the maximum value a respondent could choose). Similarly, the theme percentage was found by dividing the total of the item-percentages by the number of items considered under each theme. Because of the small number of participants, the data were simply tabulated and the percentages for each considered item and average percentages for comprehensive themes were presented in tables.

Findings and Discussions

The teachers' responses to each of the 17 items of the questionnaire are presented and discussed in four thematic categories: teachers' perception towards the importance of language games, teachers' perception towards the classroom use of language games, teachers' perception towards the nature of language games, and teachers' perception towards the textbook presentation of language games. Based on this, the results are presented in the tables below.

Table 1 - Teachers' Perception towards the Importance of Language Games

No.	Theme	Items Considered	Sum	Percentage (%)
1	Importance of using language games	1.1. Language games improve students' learning of English.	59	98.3
		1.2. Language games improve students' collaborative work.	57	95
		1.3. Language games improve students' critical thinking.	58	96.6
		1.4. Language games improve students' problem solving ability.	58	96.6
			232	Average = 96.6

As depicted in Table 1, regarding teachers' views about the importance of using language games, four aspects were considered. The first one was about the importance of using language games in improving young learners' learning of English for which 98.3% strongly agreed. Likewise, for the second item which inquired about the use of games in improving students' collaborative work, 95% of the participants also strongly agreed. Similarly, the respondents' reflections for the last two items under this theme, improving students' critical thinking and improving students' problem solving ability, respectively, were equally found 96.6% strongly agree. Overall, strong agreement was found from the respondents on the use of language games for improving learning English, collaborative work, critical thinking and problem solving ability with an average of 96.6%.

This shows that the teachers generally appreciated the benefits of using language games as language learning tools for their young students. The games give them chances to do something with the language in an enjoyable and stimulating way meaning while playing games, children informally prepare themselves for involvement in games as well as unconsciously internalize those language points that the games are intended to practice (Wang, 2010). Also, the team aspect of many games can encourage cooperation and build team spirit. Thus, through their practices, learners can improve their language use, enhance collaborative work, develop critical thinking and increase problem solving abilities.

Table 2 - Classroom Use of Language Games

No.	Theme	Items Considered	Sum	Percentage (%)
2	Classroom use of language games	2.1. I like teaching English through games.	55	90
		2.2. I use language games from my experience even if they are not in the textbook.	47	78.3
			102	Average = 84.1

Table 2 shows the classroom use of language games. 90% of the respondents reported that they liked to teach English through games. However, a relatively lower agreement 78.3% was reflected by the respondents that they used language games from experiences even if the games were not in the textbook. Altogether, 84.1% of the respondents showed agreement that language games should be used in the classroom to teach English.

These findings resemble Aslanabadi and Rasouli's (2013) notion that various advantages games offer in foreign language teaching, for example, they can add interest to what students might not find very interesting. The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. All these advantages can often make language teaching easier, more effective and more enjoyable for the teachers.

Table 3 - The Nature of Using Language Games in Teaching English to Young Learners

No.	Theme	Items Considered	Sum	Percentage (%)
3	The nature of using language games	3.1. Using games in teaching English helps the teacher to achieve the objectives of teaching.	55	90
		3.2. Using language games in teaching English is time consuming.	49	81.6
		3.3. Using language games in teaching English is resource demanding.	40	66.6
		3.4. Using language games in teaching English follows complicated procedures.	25	41.6
		3.5. Using language games in teaching English needs extra preparation.	52	86.6
			221	Average = 73.3

As can be seen from the above table, 90% agreed that using games in teaching English helps the teacher to achieve the objectives of teaching. On the other hand, an 81.6% agreed that using language games in teaching English is time consuming while only 66.6% showed that using language games in teaching English is resource demanding. Additionally, 41.6% indicated that using language games in teaching English follows complicated procedures whereas 86.6% felt that the games require extra preparation. This reveals that many teachers felt that teaching English through language games is attributed by such features as time consumption, demanding resources, following complicated procedures, and needing extra preparation. Apart from this, games may help the teacher achieve the aims of a lesson even as it varies across the different skills.

Wang (2010) stated that as far as the nature of language games is concerned, teachers may find employing games in the classroom time consuming, resource demanding, and complicated due to the large size of the class. In such a situation, it is difficult to pay attention to each pupil

and offer individuals equal chances to talk. Therefore, the larger the class, the greater the need for small groups or pair work to provide students with more opportunities for intensive practices. Similarly, Wang (2010) also reminds that children are often required to move about and do things while carrying out activities, and it will be therefore a great advantage if they can get out easily from their seats.

Table 4 - Textbook Presentation of Language Games

No.	Theme	Items Considered	Sum	Percentage (%)
4	Textbook presentation of language games	4.1. Language games are sufficiently available in the textbook.	35	58.3
		4.2. The language games presented in the textbook are suitable to students' level of understanding.	40	66.6
		4.3. The language games presented in the textbook are suitable to students' diversified nature.	35	58.3
		4.4. The language games presented in the textbook are suitable to students' age.	43	71.6
		4.5. The language games presented in the textbook are suitable to students' interest.	39	65
		4.6. The language games presented in the textbook are simple to manage.	39	65
		4.7. Aims of the games in the textbook are clearly stated.	39	65
			270	Average= 64.2

As Table 4 shows, an average 64.2% agreed that the textbook showed proper consideration of language games. For instance, regarding sufficiency, just over half (58.3%) thought there are sufficient, simple, clear and suitable games in the textbook. This shows that the textbooks the teachers used to teach English to their young learners are thought by almost half of the respondents to lack such qualities as adequate number of games that would help students learn English better, suitability of forms of games that suit young learners' level of understanding considering their diversified nature, age and interest, and simplicity and clarity.

Overall, Gordon (1972) in Wang (2010) presented that using games while teaching differs from the traditional teaching methods such as repetition, memorization and imitation which demotivate students' incentive to learn. Teaching English through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn. Most importantly, games motivate students to become effective communicators in the target language, and help them use the language in a more spontaneous and natural manner. Moreover, games are particularly suitable for most children at primary level, who have shorter attention spans, since the nature of games which provides joy, excitement and amusement can hold children's attention and aid in recall. Activities like these do not merely inspire and sustain students' interest in learning English, but facilitate them to familiarize and reproduce features of language as well (Wang, 2010).

Conclusions

The present study provides baseline insights into what Ethiopian primary teachers perceive about using language games to teach English to young learners. Primarily, teachers believed that it is possible to teach English through games as the games play a great role in improving students' learning of English, collaborative work, critical thinking and problem solving ability. Additionally, many of teachers used language games and liked teaching English through games. They also used games from experiences even in situations when the textbook did not incorporate them. Nonetheless, many of the respondents perceived that including language games in daily lessons is sometimes too demanding in terms of time and resources, and some are too complex to manage. These drawbacks can pose challenges in covering the required course contents. Teachers also reported that the textbook presentation of language games were inadequate in terms of simplicity, clarity, and suitability to students' level of understanding.

Recommendations

Based on the findings discussed, the following two recommendations were made. The first is that designers of English textbooks for young students should critically consider the number and variation of games; particularly focusing on simplicity, suitability to students' age, level of understanding, as well as teachers' familiarity. Secondly, further research

should be conducted in the area of classroom practices of language games and students' reception of game-based lessons.

Limitations of the Study

One of the limitations of this study could be that it focused only on primary school teachers' perceptions towards the importance of language games. It did not show the perceptions of students. Also, the number of subjects considered in this study was small. These limitations call for further researches in the area and in higher class settings as well in order that more generalizations can be made.

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