



Original article

The Impacts of Using Educational Games Strategy on the Students' Achievement in the English Language

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ABSTRACT

The purpose of the study is to ascertain the effects of utilizing educational games to teach English. on students' performance. The study's sample consisted of 70 first-year college students, divided into two groups, with 35 students in the experimental group and 35 in the control group. The Educational Games Strategy was employed during the two-month study period at Baghdad University's College of Physical Education and Sport Science, academic year 2024–2025. The experimental design is used to attain the aim of this investigation. The experimental group adopting the Educational Games Strategy outperformed the control group. The experimental group's post-test scores are noticeably better than the control groups, indicating that games have favorable effect enhancing student achievement. Students' interest and focus have been enhanced when games are used in English classes.

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Keywords: Educational Games Strategy, Achievement

تأثير استخدام استراتيجيات الألعاب التعليمية على منجز الطلاب في اللغة الانكليزية

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المُستخلص

تهدف هذه الدراسة إلى معرفة التأثير على تحصيل الطلاب من خلال استخدام الألعاب التعليمية في تدريس اللغة الإنجليزية. تكونت عينة الدراسة الحالية من 70 طالباً جامعياً في السنة الأولى مقسمين إلى مجموعتين 35 طالباً كمجموعة تجريبية و 35 طالباً كمجموعة ضابطة. تم توظيف استراتيجيات الألعاب التعليمية خلال فترة الدراسة البالغة شهرين في جامعة بغداد / كلية التربية البدنية وعلوم الرياضة في العام الدراسي 2024-2025. تم استخدام التصميم التجريبي لتحقيق هدف هذا البحث. وأسفرت الدراسة عن تفوق وتطور المجموعة التجريبية باستخدام استراتيجيات الألعاب التعليمية على المجموعة الضابطة. وكانت نتائج الاختبار البعدي للمجموعة التجريبية أعلى بكثير من نتائج المجموعة الضابطة، مما يشير إلى أن للألعاب أثر إيجابي في تعزيز تحصيل الطلاب. وقد أدى استخدام الألعاب في تعليم اللغة الإنجليزية إلى زيادة انتباه الطلاب.

الكلمات المفتاحية: استراتيجيات الألعاب التعليمية، التحصيل الدراسي، مجاميع تجريبية

1. Introduction

Educational games strategy is a way of learning new concepts and skills via the use of games. Games during classes may significantly increase learning and results. The educational game learning method facilitates learning through two steps: Games may drive students to gather information from different areas and use it in making decisions. They also allow students to examine how their choices affect game outcomes. It also enables students to speak with other students and argue game-related movements, which enhances coordination and, additionally, social association skills. (Adipat et al., 2021)

With the rapid advancements in science and technology, the educational process has undergone significant transformations in teaching methods and approaches. It has become essential for the educational system to keep pace with these changes and leverage them to improve the quality of education and increase student motivation to learn. Undoubtedly, the diversity of teaching methods and approaches is of paramount importance in selecting the most appropriate method for the subject matter. This has a profound impact on learners. The more engaging and stimulating a method is, and the more it aligns with the learners' developmental characteristics, abilities, and interests, the more successful it will be in simplifying scientific concepts and providing students with new experiences, concepts, and values (Qaid ,2025).

1.1 The Problem

Through teaching English to students at the College of Physical Education and Sports Sciences, University of Baghdad, the researcher observed that many students demonstrated a low level of English language achievement., In addition, instructors encountered difficulties in teaching English effectively using traditional instructional methods. Students' situation needs to adopt more impactful and learner-centered teaching strategies. Educational Games Strategy

considered successful because it meets of students needs and accommodates their individual characteristics, learning through educational games provides real live, meaningful, motivation and encourage the participation in the classroom. Accordingly, this study aims to find out the effectiveness of educational games in improving students achievement.

1.2 Aim of study

This study aims to ascertain how teaching English using educational games affects students' academic performance.

1.3 The Hypotheses

The average outcomes of the control and experimental groups on the post-test of the accomplishment test differ significantly in terms of engaging in gaming to learn English.

1.4 Procedures

- 1.A Preparation pre-test and post-test were done.
2. A control and experimental group of college students was selected.
3. The obtained data were analyzed statistically.

1.5 The Limitations of the Study

The first-year students of Baghdad University's Physical Education and Sport Science College for the 2024–2025 academic year.

1.6 Importance of Study

The subsequent points show the importance of the study.

1. It sheds light on using games in teaching the English language.
2. Using games raises students' achievements.
3. Encouraging instructors to use games in teaching.

1.7 Basic Terms

1.7.1 Educational Games

According to Feidakis, et al. (2011) Educational games helps students deal with their emotions, learn how to share, negotiate joining groups or continuing play, experience other people's viewpoints, learn how to manage their own ideas.

1.7.2 Achievement

Achievement describes the performance results that show how an individual has met predetermined objectives that were the main focus of activities in educational environments. (Steinmayret al., 2014)

2. Theoretical Background and Relevant Studies

2.1 Theoretical background

Games can enhance students' cognitive development by providing engaging and demanding learning environments, as well as improving social skills (Chen & Hwang, 2014).

The rise of instructional games in recent years has had a significant influence on learning practices. According to studies, playing games provides learners with "mental workout," and framework tasks incorporated games enhances variety of cognitive abilities. With so many alternatives available to them, students must use their problem-solving abilities to finish a number of challenging assignments and nested subtasks. (Johnson, 2005).

Educational games are thought to be an excellent alternative to the traditional teaching methodologies in terms of educators' responsibility, such as encouraging students to study, teaching them to like learning, and making the learning process joyful (Lujan & DiCarlo, 2006). (Saigh, 2023) state that learning English is not an easy process, especially when it involves students who are not specialists in the English language.

Games include roles to achieve effective learning because they feature both interactive and unique components. Games make studying more interesting, and encouragement (Selby et al., 2007).

2.2 Gamification

Gamification transforms the entire learning process into a game, which sets it apart from learning-based games. Instructional designers will leverage game design elements digital objects and components that create a gaming experience to do this.

Fixed rules, negative penalties, rankings, player effort, reputation, and unpredictable outcomes are a few examples of gamification design components. Additionally, game thinking and mechanics will be used by instructional designers. Rules and feedback loops that incorporate strategies like point systems, leaderboards, levels, prizes, and time limits are known as game mechanics. Conversely, game thinking seeks to provide immersive experiences through challenges, demands, and storytelling (Al-Azawi, R et al., 2016).

2.3 Game-based learning

Game-based learning (GBL) encourages students to engage in learning while having fun making learning more enjoyable. Cognitive development is positively impacted (Lin, W. C et al., 2014).

GBL makes students feel as if they are playing computer games. In the learning process, there are two important elements which are interesting and fun. Actually, games can help learners to being in an effective learning environment that is at ease and with stronger learning motivation. Learners who participate in GBL experience what it's like to play video games. Interesting and enjoyable are two crucial components of the learning process. In fact, games can put students in a productive, comfortable, and highly motivated learning environment (Hsiao, H. C. 2007).

2.4 The Differentiate Between Gamification and Game-Based Learning

The distinction is that whereas Gamification converts the whole e- learning process into a game, learning-based games only turn a single learning objective from an e-learning course into a game. The entire learning process becomes a game thanks to gamification. In order to further inspire and engage students, it incorporates gaming mechanics and gameplay features into already-existing learning courses and content. Achievement badges, points, leaderboards, progress bars, and levels/quests are a few examples of these mechanisms. It is theoretically possible to gamify any activity, not just educational ones. Indeed, gamification can and has been used to boost user engagement and involvement in anything from fitness applications. Game-based learning, in contrast to gamification, is the application of games to improve the educational process (Al-Azawi, R et al., 2016).

2.2 Achievement

In human existence, achievement is important. A student's ability to continue their education is determined by their academic performance, as measured by their grade point average or by standard tests designed for selection, such as the Scholastic Assessment Test (for example, to attend university). Consequently, academic achievement influences a person's ability to continue their education and, depending on the degrees earned, their post-graduation employment prospects. Academic success is important not just for individuals but also for the prosperity and advancement of a country. (Steinmayr et al., 2014).

2.3 Relevant Studies

2.3.1 Selvi, M., & Çosan, A. Ö. (2018).

The title is " The Effect of Educational Games in Teaching the Kingdoms of Living Things". Study aims that investigate the effect of using Educational games on science when teach students about the kingdoms of living beings on their retention of information and academic success. This research study group consists of 68 ninth-grade students. In the school where the training was given, two ninth-grade classes were divided into experimental and control groups at random. Educational games were employed in the experimental group to review, reinforce, and assess the material. The findings show that educational games improve student achievement and are an effective tool for retaining new knowledge. Following implementation, the experimental group's students' perceptions of the usage of instructional games were obtained within the study's framework, and they were generally positive.

2.3.2 Mubaslat , M. M. (2012).

Study title, "The Effect of Using Educational Games on Students' Achievement in English Language for the Primary Stage," is to compare educational games to more conventional methods as useful teaching aids for students in Jordanian government schools at the basic educational stage. Three randomly selected groups of six students are used in the experimental study. Games have a favorable impact improving primary-stage achievement and fostering an engaging environment, as evidenced by the experimental group's much higher post-test scores than the control group.

3. Study Design.

Experimental design used in this study, "the plan according to which experimental groups are selected, experimental treatments are administered, and their effect is answered," (Good 1973).

In this study, two groups experimental and control groups were used to achieve the study's aims and test its hypotheses. The experimental group is taught using the Educational Game technique, whilst the control group is taught the traditional way.

3.1 Sample and population

The study population consisted of 550 first-year students from the University of Baghdad's physical education and sport science College, 2024–2025 academic year.

Sample holding 70 students, 35 students were in the experimental group and 35 students were in the control group. The sample was chosen at random.

3. Comparison of the Pretest Mean Scores between experimental and control groups

To ascertain whether there is a significant difference between the pretest mean scores of the experimental group and the control group, all mean scores are gathered and compared. Statistics showed that the control group's mean score was 4.80 and the experimental group's was 4.75, with corresponding standard deviations of 2.88 and 2.85. The tabulated t-value at the degree of freedom (68) and significance level (0.05) is (0.854), while the calculated t-value for two independent variables using the t-test protocol is (0.475). Table 3.1 indicates that there is no appreciable difference in the achievements of the two groups.

Table (3.1)

T-values, means, and standard deviations for the two groups in the pretest.

Groups	No.	mean	SD	T- Value	T- Value	DF	Sig.
EG.	35	4.75	2.85	Calculated	Tabulated	68	Sig.
CG.	35	4.80	2.88	0.475	0.854	68	Sig.

4. Analysis of Data and Discussion of Results

The following theories are intended to be supported by the statistical evaluation of the collected information and a description of the results:

4.1 Comparing the post-test mean scores of the experimental and control groups

The hypothesis "there is a significant difference between the mean scores of the experimental group and that of the control group in the achievement posttest" is accepted, as shown in Table 4.1.

Table (4.1)**T-values, means, and standard deviations for the two groups in the post-test**

Groups	No.	Mean	SD	T-Value	T-Value	DF	Sig.
EG.	35	6.66	2.21	Calculated	Tabulated	68	Sig.
CG.	35	5.45	2.13	2.544	0.019	68	Sig.

4.2 Results' Discussion

The experimental group's students utilized the Educational Game strategy, outperformed the control group scientifically, according to the results.

According to the test findings, achievement of the student's success in the experimental group shows that the tabulated t-value is smaller than the computed t-value. Because experimental group has a major influence on the students' achievement.

4.3. Comparison of Results with the Previous Studies

The findings show that students who used the Educational Game method in the experimental group outperformed those in the control group in terms of achievement. A Literary examination of the students' performance in the experimental group reveals that the computed t-value is greater than the tabulated t-value for the test results. Because the experimental group has a major influence on the students' achievement. Selvi & Çosan, (2018) found that educational games improve student achievement and are an effective tool for retaining new knowledge. Views of the experimental group's students on the use of educational games were obtained at the end of implementation within the research framework, and they were generally favorable. The results of Mubaslat's (2012) study demonstrated that games had a good impact on raising primary stage accomplishment and fostering an interactive environment, since The post-test results for the experimental group were significantly higher than those of the control group.

4. Conclusions

Post-test scores for the experimental group are significantly higher than those for the control group. indicating that games improve student achievement and provide an engaging environment. The English usage of games instruction has elevated students' motivation and focus spans, because it is quite advantageous. For students, games offer an engaging environment that is stimulating and full of interaction.

4.5 Recommendation

1. Employing and utilizing the educational games strategy in teaching English
2. Using the educational games strategy in teaching English language skills in particular, given the positive results shown by the study.
3. Using educational games gives students a greater opportunity to interact and participate.
4. Using educational games to make the learning process more fun.
5. Including a set of educational games in textbooks that will develop oral reading skills among students.
6. Creating an educational platform dedicated to educational games for each subject.
7. Focusing on preparing and developing teachers to teach students using educational games, and training them on the skills that must be developed according to the grade level

4.6 Suggestions for future studies

- 1- The effect of educational games on critical thinking development.
- 2- Using educational games to foster kids' creativity in elementary school.

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