Faculty of Graduate Studies & Academic Research

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The Impact of Using Games on Vocabulary Acquisition among Basic Stage School Students in Hebron

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Dedication

I dedicated this work to……

To my parents,

To my family,

To my supervisor;

Dr. Mohammed Abdel-Hakim Farrah,

To my friends and colleagues,

To everyone who cares about me,

To my dear students,

For all of them, I dedicate my work.

Acknowledgments

First, I would like to dedicate my deepest gratitude to Allah the Almighty who granted me to begin such a project. Second, I would like to extend my loads of thanks to my supervisor Dr. Mohammed Abdel Hakim Farrah. I extend him my honest appreciation for his insightful remarks and precious ideas that guided me to initiate this work from the beginning until the final touches. He devoted his time to supervise me, guide me and help me by providing me with his endless advices and encouragement.

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Abstract in Arabic

هدفت الدراسة إلى بحث تأثير استخدام الألعاب على اكتساب المفردات لدي طلبة المرحلة الابتدائية في الخليل، كما هدفت إلى دراسة اتجاهات المعلمين نحو استخدام الألعاب ومعرفة اتجاهات الطلبة نحو استخدام الألعاب في تعلم اللغة الإنجليزية. تتكون عينة الدراسة من (50) معلم لغة انجليزية ذكورا" و إناثا" و(40) من طلبة الصف الثاني الذين يتعلمون اللغة الانجليزية باعتبارها لغة أجنبية . اشترك المعلمون بتعبئة بيانات استبيان المعلمين التي تعكس أفكارهم وآراءهم حول استخدام الألعاب في تعليم اللغة الانجليزية. واشترك الطلبة في تعبئة بيانات استبيان الطلبة (القبلي والبعدي)، وأيضا اشتركوا في إجابة أسئلة الامتحانات. وبعد دراسة النتائج وتحليلها كشفت نتائج الامتحانات تحسناً في أداء طلبة المجموعة التجريبية من ناحية اكتساب المفردات وفهمها، كما وأظهرت نتائج استبيان المعلمين اتجاهات المعلمين الإيجابية نحو استخدام الألعاب في تعليم اللغة الإنجليزية. دلت نتائج الاستبيان القبلي للطلبة اتجاهات الطلبة السلبية نحو استخدام الألعاب في التعلم. أما نتائج الاستبيان البعدي للطلبة فقد أظهرت أن الطلبة أصبحوا أكثر نشاطاً وأكثر مهارةً في حصص اللغة الإنجليزية.

Abstract

The purpose of the study is to investigate the impact of using games on vocabulary acquisition among basic school students in Hebron, to investigate teachers' attitudes towards the use of games in their English classes, and to investigate the students' attitudes towards using games in learning. The study consisted of two populations; English teachers and the students who are learning English as a foreign language. Fifty English teachers participated on filling about their thoughts and beliefs about using games in teaching English. The students participated in filling the students' questionnaire and answering the test. They were (40) second grade students divided into two groups (the experimental and control). After the data were analyzed, the exams results showed that students had an improvement in the performance of the experimental group in terms of acquiring and understanding vocabulary. The teachers' questionnaire results showed that teachers have positive attitudes towards the use of games in their classes. Pre- students' questionnaire results showed that the students have negative attitudes towards the use of games in learning English. On the contrary, post students' questionnaire results showed that the students after the experiment became more motivated and more skilled in English classes.

Chapter One

1.0   Introduction

Many teachers believe that using games in the classroom is inappropriate. Some may think that games are for fun, not for learning. At best, a teacher might use a game occasionally as a reward to the class for good behavior. Games can be a good technique in teaching when the teachers know how, when and why to play the game. If the teachers are aware of these important issues they will gain better results and the students will be better learners and motivated to learn.

Children love to play and do so naturally. According to (Moore, 2016) playing in class makes learning English fun and exciting. Consequently, pupils enjoy lessons more and are more motivated to learn English. A teacher may have an interesting textbook, but finds the class sleepy and disinterested. Games are considered the best way to learn in class in an enjoyable atmosphere because learners feel that they are free from classroom strict instructions. Using language games motivates children, improves learning, makes lessons more dynamic and fun, and creates a bond between teacher and students. Motivated, engaged children make teaching more satisfying (Wechselberger, 2013).

Tanner & Green (1998) explained that teaching a language is a difficult job, so language teachers must be motivated and skilled to be able to do this job. Moreover, Ara (1970) states that teachers of basic classes must use useful

techniques to attract the students' attention such as games, songs and music. Bakhsh (2016) says that games are the most interesting for the students as they like to play. He adds that skillful teachers have to teach their students to attract their attention and to help them to acquire the vocabulary more easily. In this respect, this thesis aims to investigate the impact of using games on vocabulary acquisition among Basic School Students in Hebron.

1.1 Rational of the Study

The researcher has spent more than (8) years in teaching English, so she chose this topic for the following reasons:

1. The researcher as an English teacher for many years observed that students face difficulties in learning vocabulary.
2. Many teachers who teach the second grade said that the second graders need more practice to improve their vocabulary.

1.2 Statement of the Problem

Unfortunately, the significance of educational games and activities in English language classrooms has been ignored, and it is assumed as a fill-in activity instead of a way of real teaching. There has always been a misconception that learning processes should be lecture-type, serious, and cannot be humorous and funny. If there is enjoyment and a fun atmosphere, they consider it a waste of time, not an actual learning.

Schools in Palestine face several problems in teaching English as a second language. For example, if you ask students about certain vocabulary they took in previous years, they will not remember. Teachers, students and curriculums are responsible of this problem. On one hand, not all schools have competent teachers who are knowledgeable with various methods of teaching to vary their techniques in order to suit their students' levels.

On the other hand, students have a negative attitude towards the language itself as they find it difficult to learn a language they do not use outside the class. Also, they feel bored when they have the same tasks in their English books which demotivate their desire to interact during lessons.

Furthermore, the Palestinian curriculum, in all learning levels is based on the communicative approach, which mainly focuses on the language skills. Learners assume to learn the language by tackling different exercises depending on a dialogue or a conversation they have learnt before. The curriculum provides both the teachers and the students with many methods that help them to acquire vocabulary in English classes. One of these techniques is that the curriculum offered is called the functional national approach. Using this approach, the students are given a table of new words that they must memorize and understand. After that they are followed by many exercises to practice these words and their meanings such as, circling and filling in a blank. By the end of the class, the students memorize these tables of words and they will know the dictionary meaning of these words in order to pass the exam. However, if the students learn these vocabularies

in a fun and enjoyment environment such as games, they will easily remember these vocabularies and will memorize them for a long time.

1.3 Purpose of the Study

Believing that incorporating games in the language classroom may have a great influence on developing learners' vocabulary, and enhancing motivation, this study will be conducted to achieve the following aims:

1. To investigate the attitude of teachers towards using educational games in teaching English.
2. To investigate the attitude of students towards using educational games in learning English.
3. To investigate the effectiveness of using educational games in teaching English on students' skills and motivation.
4. To examine if using educational games increases students' vocabulary.

1.4 Significance of the Study

Palestinian teachers enhance language learning in the traditional way that the students do not really enjoy. Unfortunately, many of our classrooms today lack the use of real language. The role of educational games and activities in English lessons has been ignored, and it is assumed as a fill-in activity instead of as a way of real teaching. Consequently, EFL learners do not have the opportunity to get

through the target language components explicitly that is necessary for successful communication.

For the sake of exploring the significance of using educational games in teaching English in classroom, it is important to know the effectiveness of using educational games on students' vocabulary acquisition.

It is important to know the effectiveness of using games on students' vocabulary acquisition in order to explore the importance of using games in English classes. This study may be significant for both teachers and students for several reasons. First, this study may help teachers to change their attitudes toward teaching using games during their classes and start using them as a new way to teach vocabulary and enhance proficiency rather than relying on the traditional way. Furthermore, it may help teachers to reduce the monotony and anxiety that sometimes revealed during classes as well as it minimizes the burden on teachers. In addition, it may help students to become active learners as it arouses their motivation to learn the language. Also, the findings of the study will motivate teachers to approach and experience trendy techniques in their own teaching using games in the classroom.

1.5 Research Questions

This study attempts to answer the following questions:

1- What are the effects of using educational games on improving students' performance in vocabulary?

2- What are the teachers' attitudes towards using educational games in teaching English?

3- What are the students' attitudes towards using educational games in teaching English?

4- What are the effects of using educational games on learners' skills and motivation?

1.6 Hypotheses of the Study

To answer the questions of the study, the researcher converted them into the following hypotheses:

1- There are statistically significant differences at $\alpha \leq 0.05$ in the mean scores of students' performance in the post vocabulary test due to experimental group and or control group.

2- Teachers have negative attitudes towards using English games in teaching English vocabulary.

3- Learners have positive attitudes towards using games in learning English vocabulary.

4- Learners of the experimental group are more skilled and motivated than the learners of the control group.

1.7 Definitions of Terms

Based on the related literature, the researcher states the following operational definitions:

- **Effectiveness:** the capability of producing desired results or the ability to produce desired output.

- **Educational games:** they are games designed with educational purposes. In this study, they are games which help learners to develop their vocabulary acquisition.

- **Second graders:** are 2nd level primary stage students at the basic schools. They are between six and seven years old.

- **English vocabulary:** In this study, they are the vocabularies in the second grade textbook as determined in the teacher's book which is prepared by the Ministry of Education and Higher Education.

- **Developing:** In this study, increasing awareness and importance of using educational games in teaching vocabulary to young learners.

- **Motivation:** factors that stimulate desire and energy in learners to be interested in the classroom. In this study, it means the influence of games on learners to be more interested in learning English and develop their vocabulary.

1.**8 Limitations of the Study**

1. The number of participant is limited to 90 participants (40 students and 50 teachers), so larger samples of participants are needed in order to have concrete findings. For this, the generalization of the results will be limited to this population and to the instruments used in this study.

2. Larger number of games is needed because the number of games in this study is limited.

3. The duration of the study is limited to four months, making a longer implementation may give results that are more reliable.

1.9 Organization of the Study

This research offers an overview of the effectiveness of using children games in the English classroom. It is divided into five chapters.

- The first chapter introduces the introduction of the study. It represents the fact that English teachers, for many years, observed that student face difficulties in learning and improving vocabulary while they are still use traditional techniques in their classes. Educational children games are good and modern techniques that teachers can use. These techniques help students to develop their vocabulary acquisition in a fun and easy way. Teachers have to choose suitable games in their lessons which help them in teaching depending on student's age and level.

- The second chapter of the study discusses the theoretical framework of games as an effective strategy in teaching and learning English vocabulary. First, it begins with the definition of playing games and the significance of educational games in teaching. After that, it explores the importance of games on vocabulary acquisition. Also, it discusses many types of games

and how to choose the correct time to play a game. Moreover, it discusses the role of the teacher. Finally, some empirical studies were reviewed.

- The third chapter mentions the research methodology. At the beginning of this chapter, the researcher gives a description of the participants of the study. Then, the researcher describes the instruments used in the study, which they are the teachers' questionnaire, the students' questionnaire and the test. Finally, it describes how the data were collected and analyzed.

- The fourth chapter presents the results of the study. The researchers used SPSS programme to analyze the results. The results of the teachers' questionnaires were discussed according to the teachers' opinions and thoughts about the effectiveness of using games on improving students' vocabulary acquisition. The students' questionnaires were discussed according to the students' beliefs and opinions about using games in learning English. The results of the test were discussed and analyzed according to the students' scores in the pre and post tests.

- The fifth chapter presents the conclusion and the recommendations. They are written in light of the results of the study.

1.10 Conclusion

This chapter is considered to be the heart of the study as it mentions the main points of the research. In this chapter, the researcher provides a short summary about the whole study.

Chapter Two

Literature Review

2.0 Introduction

This section covers certain concepts and theories background about using games in teaching English vocabulary for young learners. At the beginning, the researcher discusses many definitions of games and their significance on vocabulary acquisition for young learners. Also, basic information about using games in teaching English as a foreign language for children is included. Games can be an effective reinforcement and also fun in language learning/teaching environment when the teacher knows how, when, why, and which games should be used in language teaching. Therefore, the researcher presents many types of games and discusses ways of choose the correct games. Then, the researcher mentioned the importance of using games in teaching in general and the importance of games on vocabulary acquisition in specific. The final part presents recent studies that explored and mentioned the importance of using games in teaching English.

2.1 Definition

To start with, what is play? It is described by (Huizinga, 1950)as a free activity that stands quite consciously outside ordinary life as being not serious, but at the same time absorbing the player intensely and utterly. He also says that it proceeds in accordance with fixed rules within its own time and space boundaries

and in an orderly manner. This acceptance of rules seems crucial to successful play and Huizinga makes an interesting observation on the different effects on a game.

Another definition from an online webpage defined games as, "a physical or mental competition conducted according to rules with the participants in direct opposition to each other" (Merriam-Webster, 2018).

Researchers have many definitions for games. For illustration, Hadfield (1984) describes games as an action with rules, objectives and an aspect of fun. Spodek and Saracho (1994) have a comparable point that games are a numerous kind of enjoying workout routines which include unique guidelines and are well- structured.

Deesri (2002) describes games as they are not truthful redirection, or break from schedule exercises, but a way of getting the learner to utilize the language within the direction of the game. Moreover, Frederocksen (1999) states that games make a bridge between getting to know and doing. Based on the authors' definitions of the games, the games must involve many factors such as: rules, competition, relaxation, and to help children learn through fun.

2.2 The Importance of Playing Educational Games

Children are full of energy and like to be active, so why not use all that energy for a constructive purpose; the purpose of learning English. In this respect, Wechselberger (2013) presents that teaching is a serious task, and games are

something teachers do for fun. Games will make classes fun. If the students have fun, they will find learning English interesting. (Quick et al. 2012) add that if the students find what they are studying interesting, they will absorb much more and retain much more than they will if they are only studying because they have to. That is why many teachers say without hesitation that games are the best way to teach children English.(Derakhshan & Khatir, 2015 &Lorenzutti,2016&Sweetser& Wyeth, 2018) indicate that using games in teaching make the lesson interesting and fun and students, as a result, will be more motivated to acquire the new vocabulary.

The main question to be asked here is 'What is the significance of playing in the development of intelligence and linguistic ability?' Vygotsky (1978) is clear and convincing on this matter; his premise is that play is the creation of imaginary situations. A very young child can think of no reality beyond its immediate environment, but as it develops, it will start to give objects near it a symbolic value during play. Although a child's play would seem entirely free and voluntary, it invents rules to constrain its own game. This rule invention is also a crucial life preparation for a world hedged about with customs, manners, taboos and laws, and also exercises the child's own inner rules – its self-control, its self- discipline. To quote Vygotsky:

> "The primary paradox of play is that the child operates with an alienated meaning in a real situation. The second paradox is that in play it adopts the line of least resistance – it does what it most feels like doing because play is connected with pleasure"(Vygotsky, 1978, p.46).

The best-known idea postulated by Vygotsky is of course his 'zone of proximal development', which says that a child is only capable of a limited degree

of development when left to its own devices, but is capable of dramatically greater progress if guided and helped by another person – its mother or teacher, or even peer. Krashen (1988) echoes this idea with his theory that most learning takes place when input is pitched slightly higher than the capacities of the learner. Vygotsky carries the proximal development idea over to play (Vygotsky, 1978).

A game will maximise a child's learning opportunities because of his competition or co-operation with his/her peers during the game, and because of the constant challenges of the game itself:

> [...] play creates a zone of proximal development for the child. In play, a child always behaves beyond its average age, above its daily behaviour; in play, it is as if it were a head taller than itself. As in the focus of a magnifying glass, play contains all the developmental tendencies in a condensed form and is itself a major source of development." (Vygotsky, 1978, p.48)

Many research findings in recent years show that it is possible to learn a language and to enjoy oneself at the same time. All games create a pleasant, relaxed, and also an active learning environment, motivate students, and encourage them to use English freely. Students show a lot of interest when they participate in games, game-like activities at all level of learning English, and they enjoy themselves, while using and practicing the language (Lengeling and Malarcher, 1997).

Games create an interesting and fun learning atmosphere in which students are motivated to learn and participate in class. Since games are based on actions rather than explanations, they capture attention and sustain motivation. Games succeed in increasing students' interests in subjects which enhance their

concentration during class. Moreover, imagination and fantasy generally stimulate learners thinking. Therefore, it is useful to employ this aspect and associate it with gaming because if the fantasy is interesting, then the content becomes interesting. In addition to the mentioned above, games usually have a clear and specific goal; for this reason, they trigger critical attention and motivation. Thus, whenever the outcome does not meet the aims of the game, learners would put more effort or attention, and attempt to reduce the fault and achieve what is required (Lorenzutti, 2016).

According to many dictionaries, a game is an activity involving skill, knowledge, or chance, in which one follows fixed rules and tries to win against an opponent or to solve a puzzle. Thus, following this definition, a game is a challenging and skill-based activity that motivates players to think and to practice previously learned knowledge, principles, or facts in a communicative and enjoyable atmosphere (Lengeling and Malarcher, 1997).

Many language teachers use language games occasionally in the classroom. The effective teacher realizes that games and game-like activities are an efficient way to improve motivation in class and to make language learning more enjoyable. The students of the foreign language need practice in free, less controlled situations in class, to prepare them for the kinds of communicative acts and strategies that they will need in any real-life situation and/or event. Games have the potential to motivate students to do such practice (Wright, Betteridge and Bucekby,1995).

Enjoyment is characterized as "the core experience of all entertainment media, including games" (Quick et al. 2012). While playing games, learners do not

think of their worries and escape daily routines, which give them space to enjoy themselves. Enjoyment measures how the game helps achieve the objectives of the lesson and the usefulness of the game.

Contextualized information stimulates students' critical thinking, for whenever learners encounter new information, within the game, they link the information and situation together. Also, when we use game-based teaching, we help in creating and growing flexible individuals who are able to reason and adapt in real life situations (Zirawaga et al. 2017). When learners play games, they learn to evaluate, synthesize, analyze and organize information. Furthermore, when students are interested in the games and feel the sense of friendly competition, they "grasp the complexity of problem-solving" and become more encouraged to think of different ways to solve the game (McDonald, 2017).

The creation of imaginary situations exercises our imagination and creativity. The voluntary submission to the rules of a game is an enjoyable form of discipline. It exercises our minds and keeps us on our toes. The fact that we are learning while playing also makes the game enjoyable; it is not a waste of time, but a constructive activity. Another important point about the enjoyment of games is their inbuilt tension – the tension we feel at the prospect of possible victory or defeat in competitive games, the suspense of unforeseeable outcomes in a game of chance and the dramatic and emotional tension in role-play and drama. Games also exercise speed of reaction. In all games, it is the slower player who loses; in many intellectual games, like guessing games, board games, card games…etc, speed and quick decision making are all-important (Brandt, 1997).

Games allow children to reinforce speaking and listening skills through repetition in playful context. Also, children who do not feel confident to participate are absorbing the language without feeling a pressure to respond. Furthermore, games can take just a few minutes and can be played when there is some spare time as well as for longer periods. By repeating these short games, young children can re-visit new language and consolidate their learning. Finally, games keep all the students active at the same time (McCallum, 1980).

Briefly, games introduce friendly competition, and they encourage cooperative, group work and enhance group dynamics. Moreover, games help students make visual- auditory associations between pictures and pronunciation. Also, games in learning help students to acquire vocabulary more quickly and easily (Bavi, 2018).

Games should be more than something which teachers use to provide relief from the classroom routine, to get their students' attention, or to take up the extra minutes at the end of class. Games motivate and encourage the learner. They should be included in the lesson. They are used to show the learners the beauty of the language and encourage them to learn (Uberman,1998).

Assuming that all these arguments are accepted in favour of games in the classroom, what should teachers do to take the maximum advantage of the power of games? Firstly, teachers should respect the idea that a game is free and voluntary. Normally, this is an easy task as the mere mention of a game will have students of all ages and tastes clamouring for it to begin, perhaps because in everybody's vocabulary a game is the antithesis of work, and therefore, fun rather than boring.

Games in class are therefore often most effective as student-centred activities where students can make their own choices about what game to play, or indeed to play at all (Brandt, 1997).

Secondly, given that the acceptance of rules is an integral part of the concept of a game, teachers can introduce their own rules with the aim of getting students to practise relevant language. A game of snakes and ladders is a pure game of chance, but it can be given a linguistic element by getting children to say specified utterances as they land on certain squares. Furthermore, as the voluntary subordination to rules is an important aspect of growing up, imposition of the rules in a game should be left as much as possible to the players themselves, rather than dictated by a higher authority – the teacher (Brandt, 1997).

Thirdly, teachers should always try to make games relevant to currently learnt language topics. If they do not do this, students will lose track of teaching aims, with possible adverse effects on motivation and discipline (Brandt, 1997).

Shabaneh & Farrah (2019) state that learning process should be in an interesting situations and conditions. Receiving and absorbing information using games help students to keep and benefit from what they learn at schools and they will never forget. When playing games in classroom, students will feel relaxed and calm. All the students will participate in the activity and shy students will feel comfortable to participate too. Also, games help the students to interact with each other's and enhance team spirit.

Shabaneh & Farrah (2019) indicate that games provide a positive experience not only for students but also for teacher. In one hand, they help the teachers to be creative in their classes. But they must know which games their students prefer and they must know how to present the information to students according to their age, abilities and interests. On the other hand, they help students to be active and creative in their participations and answers. Moreover, games help students to absorb information efficiently and to shape their intellect in a better way.

Finally, teachers should always be looking for opportunities to expand the use of games to help students learn. Games are not a waste of time; they are an essential part of children's development. Games are fun not in spite of the fact that they challenge us, create ideal comprehensible input, give us practice in obeying rules and nurture our creativity, but because of all these reasons. Games are often regarded as a sugared pill; it would be more accurate to regard them as healthy food which happens to be very tasty too (Brandt, 1997).

2.3 The Importance of Games on Vocabulary Acquisition

The English language consists of different aspects and each one is of its importance, yet a number of linguists such as Ferreira (2007) considered vocabulary to be the heart of the language. Wilkins (1972) stated that knowing grammar rules helps people to compose structurally correct sentences, whereas knowing the correct vocabulary helps people to communicate. Ferreira (2007) suggests that

people need to know 97% of the vocabulary in a text in order to gain an adequate understanding of the text. This means; in order to express themselves, and be understood by others, both sides (sender-recipient)need to be acquainted with an adequate amount of vocabulary.

Using games in teaching and learning had gained a lot of teachers' and students' attention. Donmus (2010) believed that games are valuable in language classrooms because they make the vocabulary learning entertaining.

Games are significant in teaching the vocabulary of a foreign language. They create a kind of competition between the learners in a cooperative learning environment. The students, in this way, communicate with each other using the target language. The result will be bringing a real world context into the classroom. That makes the learning process more interesting and enjoyable for the students. Moreover, they will acquire the vocabularies faster and will never forget them (Derakhashan & Khatir, 2017).

Teaching language vocabulary using games teaches the students the vocabularies as single words out of context. This issue faces a big criticism, that vocabularies cannot be learnt in isolation of the context. Using games in some activities that involve the students thinking about the word help the learner to remember the words faster (Derakhashan & Khatir, 2017).

Learning vocabulary is not an easy task for student. Using game-based learning to learn vocabulary is very useful to create a context that helps the learner to acquire the vocabulary in the foreign language. When playing the game, the

students are practicing the vocabularies in a non-stressful environment. After that, they have the opportunity to practice the language easily (Derakhashan & Khatir, 2017).

Shuang and Jin-xia (2015) point out that the purpose of victimization games supported the analysis of present state of affairs of English vocabulary teaching in faculties. Applying games into English learning will produce a state of affairs for kids as the important language atmosphere as doable, create the educational a lot of spirited, and improve children's talents of imagination, creativity, and language skills. However, correct preparation, interpretation of the foundations, and dominant of the time ought to be the required things the teacher should bear in mind. Therefore, once teaching English vocabulary, the teachers ought to place games within the initial place and also the priorities of the teaching in the second place, then mix the teaching activity with game activity in keeping with their various teaching schedule.

Meara (2002) mentioned the principles of second language vocabulary acquisition. First, to acquire vocabulary learners needs to focus on the meaning input. Second, it is beneficial for learners to teach them vocabulary implicitly and explicitly. Third, to teach vocabulary learners need to engage in productive tasks. Fourth, to acquire vocabulary learners must have high levels of verbal fluency.

The number of students who join schools increases every year. These students speak their mother language more than the foreign language. Teachers of

these students must be creative and they must search for significant methods and strategies to help the learner to acquire vocabularies of the foreign language. Game-based teaching can help the teachers to motivate their students to acquire vocabularies (Benoit, 2017).

2.4 Types of Games

It is really very difficult to make a clear-cut division among language-teaching games. In some cases, this division is made according to the four language skills, or according to the materials used in second language teaching, or it is made according to the place where the game is played. Unfortunately, each category of games overlaps with the other category when the aim and the playing procedure of the game are considered. Thus, instead of making a detailed division and subdivision of games, the following grouping of games is made according to their common purposes (Dubin and Olshtain, 1977).

2.4.1 Guessing Games

Guessing games in which students try to guess or estimate something by asking questions through the game without knowing all the facts or information (Dubin and Olshtain, 1977). Guessing games can be varied by using a reverse pattern in which "it," or the guesser, goes out of the room while everyone else decides on the person or object which must be guessed. In this case, the whole group agrees on the item through free discussion. Guessing games can be structured so that only "yes/no" questions are asked, or the game can be based on asking either

particular types or the whole range of wh-(interrogative) questions. The facilitator selects the rules of the game to fit the linguistic abilities of the group (Klauer, 1998).

2.4.2 Elimination Games

The second type is the Elimination games (Competitive games). In this type of games there's a contest between two teams or between an individual and the whole class, or between an individual against another individual. The object of this sort of game is reaching the top before the opposite participants creating a lot of points, extant elimination, or avoiding penalties. The teacher could ask the players to provide correct language as a part of the contest and force students to draw conclusions more quickly.

2.4.3 Cooperative Games

Another type of games is Cooperative games. During this type of game, the main action is centered in making an attempt to achieve the aim in cooperation. Also, it is wonderful to encourage the shy students, since the game needs the participation of all the members of a team, a group or pair (Dubin and Olshtain, 1977). Some typical activities might embrace the completion of a drawing, putting things, grouping things, finding a combine or finding hidden

things. Students are concerned with the exchange of data to complete the task and in giving/ following directions (Klauer, 1998).

2.4.4 Communication Games

The next kind of games is the Communication games. The main objective during this kind of game is obtaining the message over to the opposite players and reacting suitably to their messages (Klauer, 1998). Here, students can see the results of their use of language without delay which is able to facilitate to create students' confidence. For instance, once giving directions, the player giving them should be clear, and also the player following them should do specifically what he is needed to. The tasks are typically sensible, like following directions, drawing, persuading different players, etc. This suggests that players can concentrate on the task instead of on the language; besides, students can see the results of their use of language without delay which is able to facilitate to create students' confidence (Dubin and Olshtain, 1977).

2.4.5 Code- Control Games

The last kind of games is the Code-control games. During this type of game, students introduce correct language: structures, spelling, pronunciation…; etc, and the assembly of correct language can make the players of the team win points (Dubin and Olshtain, 1977).

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2.5 Theories about Why Children Play

All children play at some time or other. Indeed, playing is the principal means by which children experiment with social situations. Various theories as to why children play have been put forward but no really satisfactory explanation has yet been suggested. Some of these theories are now briefly noted (Lovell, 1969).

2.5.1 Energy Theory

Lovell (1969) states that one of the oldest and most widely held view is that which defines play as an excess of energy which the young person has in abundance. Children are free from economic pressure and free from the need to devote their energies to self-preservation because of parental protection, they are said to have energy to spare which they express in play, that is, in activities which do not sub-serve the serious needs of life.

2.5.2 The Recapitulation Theory

The next theory that Lovell (1969) discusses is "The Recapitulation Theory" found its most brilliant expositor in Stanley Hall, who maintained that the child relived the life of his ancestors in his play. Thus, he plays at hunting, fishing, and home making, these activities representing the ways in which primitive people lived.

2.5.3 The Recreation Theory

The Recreation Theory by Lovell (1969) suggests that playing refreshes and restores the mentally and physically tired. While sleep and rest are necessary, a change to a more interesting and active pastime is more restful than mere idleness. Moreover, he states that this view was upheld and extended by the Relaxation Theory which maintained that many of the activities that children now engage in, such as abstract reasoning, writing, number work, and so forth, are comparatively new in the long history of the human race.

2.5.4 Catharsis Theory

Mentioning his last theory, Lovell (1969) says that children must revert from time to time to more primitive forms of behavior in which physical activities assume a major role. Thus, physical forms of behavior form the basis of much of children's play. It has been suggested that play is a safety-valve for pent-up emotions. This is known as the Theory of Catharsis. He adds that some of our natural tendencies, such as pugnacity, are inhibited by the very nature of social life, but in fighting play, or in fantasy play, the child gets an opportunity to express this tendency and the emotion subsides with it. Whatever may be correct theoretical explanation of play, there is no doubt about its value to children.

Children are energetic and like to be active, so why not use all that energy to a constructive purpose such as: the purpose of learning English. Teaching is a

serious task, and games are something teachers do for fun. Games will make classes fun. If the students have fun, they will find learning English interesting. And if the students find what they are studying interesting, they will absorb much more and retain more than they will if they are only studying because they have to. That is why many teachers say without hesitation that games are the best way to teach children English.

2.6 Choosing the Correct Games

It is not an easy task to pick out the appropriate game for a category of students. Clearly, all games are not appropriate for all groups of students. There are several factors to contemplate whereas discussing games. Teachers ought to be terribly careful regarding selecting games if they want to make them profitable for the learning process. If games are to bring desired results, they have to correspond to either the student's level, age or to the material that to be introduced or practiced (Uberman, 1998).

Not all games are acceptable for all students regardless of their age. Totally different age teams need varied topics, materials and modes of games. As an example, children profit most from games that need moving around, imitating a model, competitor between teams. Moreover, structural games that applies or reinforces a specific grammatical side of language need to relate to student's talents and previous information. Games become tough once the task or the subject is unsuitable or outside the student's expertise (Uberman, 1998).

2.7 The Correct Time to Use the Games

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have a time limit, but the teacher can either allocate more or less time depending on the student's level, the number of people in a group, or the knowledge of the rules of a game etc. (Uberman, 1998).

Games are used as a warm up activity at the beginning of the class or when there is some time left at the end of the class. Lee (1995) said that games should be the heart of teaching a language and should also be concluded in all parts of the lesson. He refused to use games only to fill the left time in a class, but games should be regarded as an important element during the class of a foreign language. He suggested that it is the responsibility of the teacher to choose the suitable games carefully (Brandt, 1997).

Games can be easily and successfully integrated into the teaching program as pre-teaching activity, while-teaching activity and post-teaching activity. Games can be used as "warm-up", "lead-in", or "brush-up" activities at presentation stage. Furthermore, they are an enjoyable break from the usual routine of the practice stage in the language class. Moreover, when the students need to relax or concentrate, the mood of a class can be changed by games. After an intense, hard-working session, students may be livened up by playing a suitably chosen game. Finally, if an activity becomes monotonous, or simply does not work, a game can perk up it, but do not play one game too often and so long (McCallum, 1980).

2.8 Characteristics of Games

2.8.1 Following the Rules

Games ought to be organized and well prepared. The rule of the game should be made clear to the players; most of the time, a demonstration is the best thing to try and do. Repetition of questions about the rules of the games is another smart methodology to test that everything is obvious. This can be crucial for the success of the activity; therefore, each effort ought to be made. Once rules are understood, the game itself is to be set up. In competitive games, the formation of the groups is very necessary. The teacher should attempt to place along teams wherever there are players with completely different skills and levels of ability (Ersoz, 2000).

2.8.2 Limiting Time

Time is a very important part that the teacher should take into account. It is what makes the game interesting or boring. If a student takes an open time to answer a question, the other students will become bored and lose focus. And when they become bored, well, as the old saying goes, "The devil finds work for idle hands." There are no hard and fast rules to setting time limits. It depends on the students and the difficulties of what the teacher tries to teach (Mei and Ya-jing, 2000). There are different ways of setting time limits. Some teachers like to use an "egg timer" or similar device, and other teachers just 'count to three' in their heads.

The main drawback of these and other such methods is that they are not interactive. They do not allow for any form of student interaction (Ersoz, 2000).

2.8.3 The Role of the Teacher (Pacing Games)

When playing games, teachers should be involved. By being involved, this does not mean that the teacher spoils the game. On the contrary, the teacher should always be somewhere on the periphery, keeping eyes on things and "cheering and jeering" at the appropriate places. If the teacher puts too much distance between himself and the game, the students will feel that their teacher is bored and uninterested and will therefore become bored and uninterested them. The amount of the teacher involvement should also depend on what he is trying to achieve. If he is practicing a new language item, he may want to take a more participative role than if he is reviewing old material (Ersoz, 2000). Depending on the kind of interaction pattern caused by the game and the type of game played; the teacher's roles are totally different. The teacher could be "Master of Ceremonies" and direct the game, or provide that responsibility to a decent student. He can become the authority of the responses and infrequently the scorer of the games. Also, the teacher may play the role of language adviser. Other responsibilities are those of monitor, corrector and referee (Ya-jing and Mei, 2000).

Teachers should start off with a quiet game and slowly build the excitement with each new segment of the class. Always, they should try to end the class with an exciting game. If the students enjoy the last ten minutes, they will forget about

any boring bits that came before it. There is also 'parent politics' to think of. If they see their children walk out of the class happy and animated, they will feel happy. But if they see their children come out of the class bored and listless, they will start to question the teacher' abilities as a teacher (Ya-jing and Mei, 2000).

Finally, teachers should always name the game. How can the students ask for a game if it does not have a name! Names must be short and easy to remember. The game itself is not the language lesson; it is what the teachers use to teach the language. For example, if the teacher wants to play 'snakes and ladders', he can call it snakes (Ya-jing and Mei, 2000).

2.9 Recent Studies

Many studies have been carried out about the impact of using games on vocabulary acquisition in foreign language classes. For example; Ibrahim (2017) conducted a study to investigate the significance of using games in teaching. He mentioned that using games in teaching does not seem to be widely accepted and implemented. He added that there has been a misunderstanding that the learning process should be serious. Contrary to that, in his study he found that using games is important for language teachers as it allows them to add colors to their classes and providing challenge and entertainment particularly for beginners. He concluded that " …. 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"(Ibrahim, 2017, p.148).

Gruss (2016) conducted a study to investigate the effectiveness of using games as a method to teach vocabulary to children of a foreign language. According to the analysis of this study, it is beneficial to use games in teaching where students make visual- auditory associations between pictures and pronunciation. Moreover, it is important to notice and explore what children like and do not like most, and how they react to certain games to have the maximum effect as the educational process continues.

In addition to the previous studies, Alemi (2010) conducted a study related to this topic where he chooses 60 students randomly among100 third grade students. All of them were junior high school students. They were divided into two groups; control and experimental. The instruments which were utilized to measure students' level were a proficiency pretest which consisted of questions regarding vocabulary, structure, expressions and pronunciation and an achievement posttest which was similar to the pretest in its form. Based on the findings of the research, games have been shown to have a positive effect on students' performance, for they involve and engage the students in the learning process and draw connections between students and teachers. Games help students develop associations for words which can later affect their other skills.

Another study was conducted by Silsüpür (2017).The study explored the effectiveness of language games on the vocabulary acquisition in English foreign

language classes. The study explored whether using language games can make any effect on vocabulary acquisition in English foreign classes or not. Silsüpür in this study revealed that games can make a great contribution to vocabulary learning only by giving the children an opportunity to learn and practice the language. The result of this study detected that games are used for motivating the children and increasing the collaboration among them not only for making them effective in EFL classes. Games may raise motivation and vocabulary acquisition.

Another study was conducted by Darfilal (2015) about the effectiveness of using games in vocabulary acquisition. Third year middle school learners were the case of the study. He found that language games can be considered as a technique which suits the teacher and the students to teach/ learn vocabulary efficiently. Language games are effective for both educating and entertaining method. The effectiveness appears in the language skills, especially the productive ones (Darfilal,2015).

Similarly, Bakhsh (2016) pointed out that there isa challenge that might confront the teachers that the students some of the times talk and communicate with their teachers and colleagues utilizing their mother tongue. Teachers must react in L2 even if the students used their mother tongue to ask. It is worthy for the teacher to utilize L2 to improve the students. Teachers, after practicing the game, may have a short time to revise and explore vocabularies.

2.10 Conclusion

This study aimed to investigate the effectiveness of using educational games in improving learners' vocabulary. Therefore, all the studies I searched are related to teaching English for young learners and teaching vocabulary using children's educational games. Using games in elementary classes has many benefits. Games can be used for many purposes. Teachers can use games to make the language classes interesting and effective. Also, it entertains students and makes them find learning through games amazing.

Chapter Three

Methodology

3.0 Introduction

This chapter addresses the methodology details used in this research. The adopted methodology includes the population and sample with the selection criteria, in addition to the main tools of the research, i.e., questionnaire of the teachers, the questionnaire of the students and the test applied on students; and finally, the statistical methods that were applied to data analysis.

3.1   Participants

The participants of the study were the second students at Anas Bin Malek Primary Private School. Their native language is Arabic. They are selected randomly. English is considered as a foreign language for all the participants. All the participants have similar educational and cultural background. The participants of the experiment have been learning English through the Palestinian curriculum called (English for Palestine). This curriculum is based on a variety of activities, including entertaining stories, songs and games, which match the interest of children.

The participants in the teacher's questionnaire were (50) female and male English teachers. They teach in public or private schools. They teach in primary schools. The following table shows the teachers characteristics.

Table (1) Demographic characteristics of English teachers

Variable	Variable level	Frequency	Percentage%
Gender	Male	18	36.0%
	Female	32	64.0%
	Total	**50**	**100.0%**
Education	Bachelor	41	82.0%
	Master	9	18.0%
	Total	**50**	**100.0%**
Years of experience	1-5 years	14	28.0%
	6-10 years	21	42.0%
	more than 10 years	15	30.0%
	Total	**50**	**100.0%**

The participants of the student's questionnaire were (40) female and male students. All of them are second graders. They are the same students who participated in the experimental and control groups.

The participants of the study were consisted of (40) second graders, males and females students. They are divided into two groups. The first group is the experimental group that consists of (20) students. The second group is the control

group. It consists of (20) students. The following table shows the distribution of the groups.

Table (2) the Distribution of the Sample According to the Group

Group	Grade	Number	Total
Experimental group	Second grade	20	
Control group	Second grade	20	40

3.2 The instruments

In this research, the researcher used the following instruments:

1. Pre and post vocabulary test.

2. Student's questionnaire.

3. Teacher's questionnaire.

The researcher conducted a pre test in order to find out the level of the students in vocabulary. Then, the experiment was applied on the experimental group. After that, a post vocabulary test was conducted in order to examine the improvement of the student's vocabulary. The other two instruments the researcher used are teachers' questionnaire and student's questionnaire. The teacher's questionnaire is conducted in order to assess the attitude of the teachers towards using English children games in teaching inside the classroom. The student's questionnaire is distributed to the children of both groups twice. The researcher

distributed the student's questionnaire to the both group before conducting the experiment. Then the researcher distributed it again after the experiment in order to assess the attitude of the students towards using games inside the classroom. Also, to assess to which extent the students change their opinions about the use of games in teaching after the experiment is conducted.

3.2.1 Pre Test

To ensure that the two groups were of the similar competence in vocabulary, the researcher carried out a pre-test for both groups (See Appendix A). The results of the test were recorded and statistically analyzed using the t-test technique. Table (2) shows t-test pre test results value for equality of mean due to groups.

Table (3)Test Results of T-test, differences in the equivalence of the two groups (control and experimental groups) .

Field	Group	No.	Mean	Std. deviation	df	(T)	*Sig.*
Total degree	Control	20	8.85	1.90	38	0.264	0.793
	Experimental	20	8.70	1.69			

The results in Table (3) showed that there were no statistically significant differences at the level of (α≤0.05) between the control group and the experimental group in the in the total degree of the Effect of Using games in Developing Second

Graders Vocabulary. This indicates that there is parity between the members of the control group and the members of the experimental group.

3.2.2 The Games

To conduct the study, the researcher studied the curriculum textbook of the second grade. After that, games were selected according to the major themes that the researcher selected to work on. Games were from the book and from external sources. The games were suitable for the participants' age, culture and level of proficiency. They were much related to the major themes that are in the curriculum.

The Selection of the Games:

To test the games validity, the researcher submitted the games first design to a group of experts in the field; university instructors, English teachers and supervisors. The researcher did the required adjustment according to their recommendations.

Procedure of the Study:

The researcher chose twelve English children games to the experimental group of the participants. In each lesson, the researcher used the suitable games that related to the major theme of the lesson. Each of these games had its own subject,

organization of the students, instructions, objectives, targeted vocabulary and way of presenting and practice.

3.2.2.1 Sorting, Ordering or Arranging Games

In this game, the teacher gave the students a set of cards. Then, asked them to put them in the correct order. The cards were about letters, days, month….etc.

3.2.2.2 Guessing Games

The teacher gave one of the students a card. The student must not show this card to the rest of the class; instead, he/she should mime it to the class. Then, the other students should guess the word from his\her performance. This kind of games is considered as an information gap game.

3.2.2.3 Searching Games

In this game, everyone is provided and took information. It is called two-way information game. For example, the teacher gave a clue to search for the criminal. Students have to ask and reply to their colleagues to solve the problem.

3.2.2.4 Teacher Says

The teacher asked all the students to stand up. Then, he\she gave the instructions of the games. The students listened carefully to the teachers instructions. If the teachers say (The teacher says……) at the beginning of the instruction. The students must do as the teacher says. But, if the teacher misses to tell them (The teacher says….), the students should not follow the instruction. The winner was the student who was the last left standing.

3.2.2.5 I Spy

This game can be played using classroom environment, posters and flash cards. For instance, the teacher says "I spy something red". The learners have to search and find something red in the class. This game can be played in groups or in pairs. It is considered a beneficial game for practicing speaking and vocabulary.

3.2.2.6 Back and Air Writing

The teacher stood in front of the class with her/his back to the children and wrote a letter or a word in the air. The teacher must write the word or the letter in the air and make it large in order to be seen by the learners. The learners then need to guess the word or the letter that the teacher wrote. This game can be played in small groups or in pairs. This game is good for practicing writing.

3.2.2.7 Silent Speaking/ Lip Reading

The teacher said a word without raising his voice. The students have to guess the word from the shape of the lips. This game is beneficial foe concentrating on speaking and pronunciation of the words. It can be played in small groups or in pairs.

3.2.2.8 What's Missing? / Who's Missing?

The teacher put a set of flashcards on the board. Then, asked the students to look at them for a minute. The teacher asked them to close their eyes in order to remove one of the flashcards. The students need to know which flashcard is removed.

3.2.2.9 Chain Game

The teacher asked all of the students to stand up. The teacher started the chain by saying, "In the garden I can see a bird". The first student repeated what the teacher has said and added an item. The chain continued with each student repeated the list and added an item. If a student fails to repeat the chain or cannot add an item he\she will lose and sit down. Then, the chain is repeated again from the beginning. The few students left standing were the winners.

3.2.2.10 Sets

The teacher chose two sets of flashcards or more. Then, the teacher shuffled them and left them on the desk. The teacher wrote on the board the headings of the sets. The teacher divided the class into two teams. Each team took it turn and chose two children to send them in front of the class. One of the students took the flash card and said the word, and the other wrote it under the correct heading. The rest of the group told them what they did is correct or not. Each of them will win a point for the right topic. The team who collect more points was the winner.

3.2.2.11 Odd One Out

The teacher displayed the flashcards of a unit and added one from another unit. The teacher then asked the students to odd one of the flashcards out and to give a justification for their choice. For example; display these flashcards (chocolate, meat, butterfly, rice, kunafeh). The students should odd the word (butterfly). They can justify in Arabic if necessary; a butterfly is an animal.

3.2.2.12 Shark Attack

The teacher chose a word from any topic. The teacher must not tell the students the word. He asked them to guess the word by saying letters. The teacher drew a line for each letter. If they say a wrong letter, the teacher will draw a line of

a shark. The children need to know the word before the teacher draws the complete shark. If they said a correct letter, the teacher should write the letter on the correct line. If they guess all letters of the word before complete drawing a shark they win.

3.2.3 Post Test

3.2.3.1 Description of the Test

The researcher prepared a vocabulary test to examine the impact of using English educational games on the development of learners' vocabulary. The test was used as a pre and post test (See Appendix A). It was used as a pre test before the experiment and as a post test after the experiment.

The aim of the test is to measure the effect of children educational games on the development of the student's English vocabulary. The researcher depended on "English for Palestine 2" textbook to form the vocabulary test. Furthermore, she depended on her experience as an English teacher. Moreover, the test was reviewed by three experts from Hebron University and some English teachers.

The first draft of the test consisted of six questions of forty points. In question number one students are asked to fill in the blanks with the correct word that corresponds to the correct picture. In question two, they are asked to choose the correct letter to fill in the blank the initial sound of the word to make it meaningful. In the third question, they are asked to choose the correct word that refers to the given picture. Question number four asked the students to look at the pictures and

match the correct word with its picture. In question five, students are asked to classify the word into their suitable category. And the sixth, the students are asked to reorder two sentences.

The final draft of the test was prepared after taking experts notes and some educational games were changed. The format of the test did not change. Some pictures in the first and the second questions were changed. Some words in question three were replaced with others. Question four did not have any changes. In question five some words were replaced by others. In question six, one sentence was replaced with another one. Still the final points of the exam are forty.(See Appendix A)

3.2.3.2 The validity of the test

In order to test the validity of the test, the researcher used the referee's validity and the internal consistency validity as follows:

a) The Referee Validity

The test was introduced to a group of specialist's referees at universities in English language, curricula and teaching methods. The items of the test were modified according to their recommendations. See (Appendix A).

b) The Internal Consistency Validity

Pearson Correlation is a significant technique that the researcher used to verify the correlation of the score of each question with the total score of the test. The researcher has measured the Pearson's Correlation Coefficient between the

score of each question and the total score of the test to verify the internal consistency of the test.

Table (4): Results of Pearson correlation coefficient (Pearson correlation) matrix link each question with the total degree of the test.

No.	R	*P* Value	No.	R	*P* Value
1.	0.72^{**}	0.00	16.	0.77^{**}	0.00
2.	0.50^{**}	0.00	17.	0.76^{**}	0.00
3.	0.70^{**}	0.00	18.	0.61^{**}	0.00
4.	0.62^{**}	0.00	19.	0.58^{**}	0.00
5.	0.70^{**}	0.00	20.	0.53^{**}	0.00
6.	0.63^{**}	0.00	21.	0.50^{**}	0.00
7.	0.66^{**}	0.00	22.	0.70^{**}	0.00
8.	0.60^{**}	0.00	23.	0.75^{**}	0.00
9.	0.62^{**}	0.00	24.	0.62^{**}	0.00
10.	0.70^{**}	0.00	25.	0.57^{**}	0.00
11.	0.73^{**}	0.00	26.	0.56^{**}	0.00
12.	0.68^{**}	0.00	27.	0.61^{**}	0.00
13.	0.65^{**}	0.00	28.	0.52^{**}	0.00
14.	0.74^{**}	0.00	29.	0.53^{**}	0.00
15.	0.73^{**}	0.00	30.	0.62^{**}	0.00

** Statistically significant at the level of significance ($\alpha \leq 0.01$), * statistically significant at the level of significance ($\alpha \leq 0.05$)

Clearly there is a statistically significant correlation between each question and the total score of the test. This means that the analysis test is highly internally

consistent. In other words, the analysis test is valid so it can be used as a tool of the study.

3.2.3.2 The Reliability of the test

Cronbach's Alpha Method: Cronbach's Coefficient Alpha is used to measure the reliability of the test. The researcher calculated the internal consistency reliability using Cronbach's alpha formula as shown in the table (5).

Table (5): Cronbach's Coefficient Alpha for the entire questionnaire

Field	No. of Statements	Alpha Value
Total degree	**30**	**0.858**

The data contained in the table above indicates that the Cronbach's Alpha for the entire test is (0.858), which indicates excellent reliability of the entire of test. Thus, the researcher is assured of the test reliability and validity for responding, results analyzing and hypotheses testing.

Split Half Technique: This technique depends on splitting the test into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula**,** so as shown in the table (6).

Table (6): Reliability Split- Half Coefficient of the analysis test

The test	Number of paragraphs	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient
Total degree of the test	30	0.666	0.799

According to the result in the above table the test is proved to be reliable. The Spilt- half coefficient is (0.799). This indicates the test is reliable to be applied in the study.

3.2.3.4 The correction of the test

The researcher gave the correct answer (1) and the wrong answer (0). Then, calculated the scores of each question, and then sum the degrees of each one of the samples. The lower degree equals (0) and the higher equals (30).

3.2.4 Questionnaires

The researcher used two sets of questionnaires; one of them is for the students and the other is for the teachers.

3.2.4.1 The Questionnaire of the Teachers

3.2.4.1.1 Description and Development of the Questionnaire:

The questionnaire was mainly designed to get the quantitative data for the study. It investigates the basic grades teachers' attitudes and beliefs towards the use of educational games in teaching English in class and their views regarding the effectiveness of games in teaching English vocabulary for basic grades. The participants were informed about the purpose of the questionnaire in the beginning of the questionnaire. The questionnaire consisted of three sections. In all the sections of the questionnaire, the participants were asked to put a tick for the choice that represents their opinions.

In section one, the participants were asked to fill in demographic information about their gender, education and teaching experience. While in section two, the participant were asked about school information; i.e. public or private, grades they teach, the number of students in the classes they teach, and curriculum they teach.

In section three, the participants were asked to choose the best choice which represented their opinion about using educational games in teaching English vocabulary. This section is divided into four subsections. The first subsection is about the teachers' beliefs about the motivational values of using games with young learners. The second subsection is about the teachers' beliefs about the pedagogic value of using games in teaching young learners. The third subsection is about the effectiveness of using games in teaching English for young learners. The fourth

section is about the challenges that the teacher may face if he uses educational games. Twenty three statements were designed for quantitative analysis depending on Likert scale format with five options, namely: strongly disagree, disagree, undecided, agree, and strongly agree. See (Appendix B).

3.2.4.1.2 Validity of the Questionnaire:

In order to test the validity of the questionnaire, the researcher used the referee's validity and the internal consistency validity as follows:

a) The Referee Validity

The first draft of the questionnaire was reviewed by two experts from Hebron University. The second draft was prepared in light of their comments and suggestions. The researcher took their comments into consideration and modified as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed. See (Appendix B).

b) The Internal Consistency Validity

The internal consistency validity indicates the correlation of the score of each item with the total score of the questionnaire. The internal consistency validity also indicates the correlation of the score of each item with the total score of the questionnaire by using Pearson correlation.

The instrument was validated by calculating the Pearson correlation coefficient for each field's statements with the total score of the field and the total score of the field with the total score of the scale.

Table (7): Pearson correlation results for the correlation matrix of each statement of the study instrument with the total score of the field, the correlation of the degree of each field of the scale with the total score of the scale.

The field	No.	Statements	R	*P* Value
Teacher's beliefs about the motivational values of using games with young learners	1.	Games lower students' anxiety toward learning English.	0.818^{**}	0.000
	2.	Games are natural and fun for students.	0.643^{**}	0.000
	3.	Games prevent the lesson to be ordinary and boring.	0.681^{**}	0.000
	4.	Games increase the interests of students.	0.888^{**}	0.000
	5.	Games are motivating, challenging and competitive	0.748^{**}	0.000
	6.	Games allow learners to study in a relaxed and enjoyable atmosphere.	0.773^{**}	0.000
Teacher's beliefs about the motivational values of using games with young learners * total degree of the scale			0.875^{**}	0.000
Teacher's beliefs about the pedagogic values of using games in teaching young learners	1.	Games allow everyone to participate.	0.613^{**}	0.000
	2.	Games allow teachers present the language in an enjoyable atmosphere	0.690^{**}	0.000
	3.	Games create a successful and positive classroom environment	0.857^{**}	0.000
	4.	Games help in maintaining good classroom control	0.864^{**}	0.000
	5.	Games create a context to use the language meaningfully	0.854^{**}	0.000
	6.	Games give a chance to learners to take responsibility for their own learning.	0.867^{**}	0.000
	7.	Games promote active learning (learner-centered	0.804^{**}	0.000

The field	No.	Statements	R	P Value
		activities)		
	8.	Games facilitate collaborative learning	0.681**	0.000
Teacher's beliefs about the pedagogic values of using games in teaching young learners * total degree of the scale			0.954**	0.000
The effectiveness of using games in teaching English on young learners' performance	1.	Games help to develop language acquisition.	0.826**	0.000
	2.	Games reinforce vocabulary	0.829**	0.000
	3.	Games reinforce syntactical structure	0.869**	0.000
	4.	Games reinforce conversation strategies	0.858**	0.000
	5.	Games help learners learn words and structures in a context using correct pronunciation and spelling.	0.872**	0.000
	6.	Games develop critical thinking, problem solving, and imagination.	0.858**	0.000
The effectiveness of using games in teaching English on young learners' performance * total degree of the scale			0.939**	0.000
Challenges of using games	1.	Some students get too excited and may forget about the discipline	0.817**	0.000
	2.	Playing games may disturb the neighboring classes.	0.833**	0.000
	3.	Educational games take long time to be played in the class.	0.796**	0.000
Challenges of using games* total degree of the scale			0.853**	0.000

** Statistically significant at the level of significance (α ≤ 0.01), * statistically significant at the level of significance (α ≤ 0.05)

Clearly there is a statistically significant correlation between each paragraph and the total degree of its field. And there is a statistically significant correlation between each field and the total degree of the scale. This means that the analysis of questionnaire is highly internally consistent. In other words, the analysis of questionnaire is valid so it can be used as a tool of the study.

3.2.4.1.3 Reliability of the questionnaire:

Cronbach's Alpha Method: Cronbach's Coefficient Alpha is used to measure the reliability of the questionnaire. The researcher calculated internal consistency reliability using Cronbach's alpha formula, so as shown in the table (8).

Table (8): Cronbach's Coefficient Alpha for the entire questionnaire

Field	No. of Statements	Alpha Value
Teacher's beliefs about the motivational values of using games with young learners	6	.0.850
Teacher's beliefs about the pedagogic values of using games in teaching young learners	8	0.889
The effectiveness of using games in teaching English on young learners' performance	6	0.923
Challenges of using games	3	0.764
Total degree	23	0.938

The data contained in the table above indicate that the he Cronbach's Alpha for the entire questionnaire is (0.938), which indicates a high reliability of the entire

of questionnaire. Thus, the researcher is assured of the questionnaire reliability and validity for responding, results analyzing and hypotheses testing.

Split Half Technique:

This technique depends on splitting the questionnaire into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula**,** so as shown in the table (9).

Table (9): Reliability Split- Half Coefficient of the analysis questionnaire

Field	No. of Paragraphs	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient	Gutman split-half Coefficient
Teacher's beliefs about the motivational values of using games with young learners	6	0.572	0.727*	0.720
Teacher's beliefs about the pedagogic values of using games in teaching young learners	8	0.748	0.856*	0.845
The effectiveness of using games in teaching English on young learners' performance	6	0.715	0.834*	0.828
Challenges of using games	3	0.562	0.738	0.733**
Total degree	**23**	**0.750**	**0.857**	**0.849**

(*) The Spearman Brown coefficient is supported if the two halves are equal.

(**) The Gutman coefficient is supported if the two halves are not equal.

According to the above results the questionnaire is proved to be reliable. Spilt- half coefficient was **(0.849)**. This indicates the questionnaire is reliable to be applied in the study.

3.2.4.2 The Questionnaire of the Student

3.2.4.2.1 Description and Development of the Questionnaire:

The questionnaire was designed mainly to get the quantitative data for the study. It investigates second graders attitude towards using educational games in English classes and their views regarding educational games effectiveness in learning English. The students were also told, "If you fill in this questionnaire honestly, you are very likely to be rewarded by having the opportunity to develop the techniques your teacher uses in teaching you English especially vocabulary".

The participants of the study were (40) students from both groups (control and experimental). They were told about the objectives of the study at the beginning. The questionnaire included two sections. In both sections the participants were told to tick the right choice that describes their preference. In the first section, they were asked to fill in the demographic and personal information about their gender and age.

In the second section, the participants were asked to choose the best choice that represents their opinion about using educational games in learning English vocabulary. This part consisted of twenty items. A five-point Likert scale was

utilized for rating the respondents from 1= strongly disagree to 5= strongly agree (5= strongly disagree 4= disagree 3= undecided 2= agree 1= strongly agree). See (Appendix C).

The items of the questionnaire dealt with the participants' attitudes towards using educational games in learning English in classroom. The questionnaire dealt with the participants' opinions about the skills that can be obtained by games, if the games motivate them to learn English, if games help them in problem solving and increase their creativity and if games teach them to work in groups and improve their critical thinking skills. Also, it investigated the motivation of the participant towards using educational games in learning English. It asked them if games help them to become better learners and if games help them to learn in a relaxed atmosphere.

3.2.4.2.2 Validity of the Questionnaire:

In order to test the validity of the questionnaire, the researcher used the referee's validity and the internal consistency validity as follows:

a) The Referee Validity

The first draft of the questionnaire was reviewed by two experts from Hebron University. The second draft was prepared in light of their comments and suggestions. The researcher took their comments into consideration and modified as they suggested. The modified version of the questionnaire was consulted by the

supervisor to be reviewed. After the supervisor gave his acceptance for the questionnaire, the researcher distributed it to the participants. See (Appendix C).

b) The Internal Consistency Validity

The internal consistency validity indicates the correlation of the score of each item with the total score of the questionnaire. The internal consistency validity also indicates the correlation of the score of each item with the total score of the questionnaire by using Pearson correlation.

The instrument was validated by calculating the Pearson correlation coefficient for each field's statement with the total score of the field and the total score of the field with the total score of the scale.

Table (10): Pearson correlation results for the correlation matrix of each statement of the study instrument with the total score of the field, the correlation of the degree of each field of the scale with the total score of the scale

The field	No.	Statements	R	P Value
Skills that can be obtained from games	1.	Games motivate me to learn English.	0.510**	0.000
	2.	Games help me in problem solving	0.693**	0.000
	3.	Games increase my creativity	0.621**	0.000
	4.	Games enhance collaboration (teach group work)	0.658**	0.000
	5.	Games help in reflection	0.612**	0.000
	6.	Games improve my critical thinking skills	0.622**	0.000
	7.	Games help me to learn new words faster	0.659**	0.000
	8.	Games help me to become more active during the class.	0.562**	0.000

The field	No.	Statements	R	*P* Value
	9.	Games allow everyone to participate.	0.669**	0.000
Skills that can be obtained from games * Total degree			**0.739****	**0.000**
Motivation	10.	Games are fun/ enjoyable.	0.681**	0.000
	11.	Games make me a better learner.	0.684**	0.000
	12.	Games release tension/ stress	0.805**	0.000
	13.	Games prevent boredom	0.724**	0.000
	14.	I feel good while playing games	0.694**	0.000
	15.	Games increase my curiosity	0.768**	0.000
	16.	Games help me to learn in a relaxed atmosphere (relaxation)	0.627**	0.000
	17.	Games are a worthwhile activity	0.635**	0.000
	18.	Games are challenging	0.576**	0.000
	19.	I don't focus when games are played.	0.582**	0.000
	20.	Games are waste of time	0.546**	0.000
Motivation * Total degree			**0.842****	**0.000**

** Statistically significant at the level of significance ($\alpha \leq 0.01$), * statistically significant at the level of significance ($\alpha \leq 0.05$)

Clearly there is a statistically significant correlation between each paragraph and the total degree of its field. And there is a statistically significant correlation between each field and the total degree of the scale. This means that the analysis of questionnaire is highly internally consistent. In other words, the analysis of questionnaire is valid so it can be used as a tool of the study.

3.2.4.2.3 Reliability of the questionnaire:

Cronbach's Alpha Method: Cronbach *a (alpha)* formula is used in this study to measure the internal consistency reliability of the questionnaire. The higher the value *a,* the more reliable the questionnaire is, according to the internal consistency (George and Mallery, 2003). The researcher calculates reliability in a manner calculated internal consistency reliability Cronbach's alpha formula, so as shown in the table (11).

Table (11): Cronbach's Coefficient Alpha for the entire questionnaire

Field	No. of Statements	Alpha Value
Skills that can be obtained from games	**9**	0.844
Motivation	**11**	0.893
Total degree	**20**	**0.912**

The data in the above table indicates that the Cronbach's Alpha for the entire questionnaire is (0.912), which indicates a high reliability of the entire of questionnaire. Thus, the researcher is assured of the questionnaire reliability and validity for responding, results analyzing and hypotheses testing.

Split Half Technique: This technique depends on splitting the questionnaire into two parts; calculating the correlation between the parts, and then making a correction for the correlation coefficient by Spearman Brown Prophecy Formula**,** so as shown in the table (12).

Table (12): Reliability Split- Half Coefficient of the analysis questionnaire

Field	No. of Paragraphs	Correlation Coefficient	Spearman Brown Corrected Correlation Coefficient	Gutman split-half Coefficient
Skills that can be obtained from games	9	0.782	0.831	0.824**
Motivation	11	0.815	0.889	0.877**
Total degree	20	0.844	0.897*	0.891

(*) The Spearman Brown coefficient is supported if the two halves are equal.

(**) The Gutman coefficient is supported if the two halves are not equal.

The data in the above table indicates that the questionnaire is proved to be reliable. Spilt- half coefficient was (0.897). This indicates that the questionnaire is reliable to be applied in the study.

3.2.4.2.4   The Correction of the Questionnaires:

The researcher used the five-point Likert scale to measure responses on questionnaire items. In terms of the agreement strength, the results ranging from strongly disagree (1) to strongly agree (5) appeared as shown in table (13) herein below. Numbers assigned to importance (1, 2, 3, 4, 5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels.

Table (13) Likert Scale

Scale	strongly disagree	disagree	Undecided	agree	strongly agree
Relative weight	1	2	3	4	5

Scale Correction:

We used Likert scale which is a method to measure the behaviors used in the questionnaires, particularly in the field of statistics. The scale depends on the responses and indicates the degree to approve or veto the teachers' perceptions towards the effect of using games in developing second graders vocabulary:

Table (14) Correction Key

Mean	Degree
1.00 – 2.33	Low
2.34 – 3.67	Moderate
3.68 – 5.00	High

3.3 Data Collection and Procedure:

To conduct the study, the researcher studied the previous researches and studies conducted on games in general and the implementation of games in teaching English vocabulary in particular. After that, the researcher studied the second grade text book in order to design the vocabulary test. The researcher consulted experts in English language and methodology to assure the test statistical validity. Then, the

researcher applied the pre-test and recorded the results. After that the researcher taught the experimental group, new vocabularies using educational games while the control group was taught the new vocabulary using the traditional way of teaching. The researcher then applied the post test and recorded the results.

For the students' questionnaire, the researcher distributed the questionnaires for the students of both groups twice. The first time was at the beginning of the semester and before applying the experiment. The second time was at the end of the semester and after applying the experiment.

For the teachers' questionnaire, the researcher distributed the questionnaire for English teachers who teach English from first to sixth grades. Fifty questionnaires were distributed to private and public schools in Hebron.

3.4   Data Statistical Analysis

The data was collected and computed by using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were used:

1. Descriptive statistics: such as, percentage, arithmetic average, standard deviation, which is used in order to identify the categories of variable frequency according to researcher's view, presented in the description of the study variables.

2. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the intervention.

3. Spearman correlation formula: to determine the internal consistency validity of the questionnaire and test paragraphs.

4. Pearson correlation coefficient: to identify the correlation among the items of the questionnaire and test paragraphs.

5. Cronbach's Coefficient Alpha: to test the reliability of the questionnaire and test paragraphs.

6. Split-half and Alpha Cronbach techniques: to measure the reliability of the questionnaire and test paragraphs.

7. Paired Sample T-test for the associated samples to determine the statistical significance of the differences between pre-test and post-test of the dimensions of the study.

8. Eta square: to assess the effect size of using educational games for control and experimental group, and for the participants of the experimental group.

3.5 Conclusion

In this chapter the researcher described the participants, the instruments and the way of analyzing the results and the findings of the study. This chapter leads to the coming chapter which is about discussing the results of the study and answering the question of the study.

Chapter Four

Results and Discussion

4.0 Introduction

This chapter includes the results and the findings of the study. This chapter is divided into two sections. The first section is about the statistical results that the researcher gained after analyzing the questionnaires and the tests. In the second section, the researcher answers the questions one by one in light of the statistical results of the students' questionnaire, the teachers' questionnaire and the pre and post tests.

4.1 Section One
4.1.1 Results Related to Vocabulary Test

The first question is "What are the effects of using games on improving students' vocabulary?"

The first hypothesis is "There are statistically significant differences in the mean scores of students' performance in the post vocabulary test between the experimental group and the control group."

To answer the fourth question, the means and standard deviations of the post-test results of the control and experimental groups of the questions focusing on the effect of using games on improving students' vocabulary were computed.

Independent Sample T-test was used to measure the significance of the differences. Table (15) describes those results.

Table (15): Independent-Sample T-Test findings differences between the control and experimental groups in post-test results of the questions focusing on the effect of using games on improving students' vocabulary were computed.

Group	N	Mean	Standard Deviation	T	*P* value	Sig. level
Control	20	8.85	1.99	-19.49	0.00	Sig. at 0.01
Experimental	20	26.65	3.54			

't' table value at (38) df. at (0.05) sig. level equal (2.04)

't' table value at (38) df. at (0.01) sig. level equal (2.75)

To find out the effect size of using games that improving second graders vocabulary, the researcher applied the "η^2" and 'd' formulae illustrated below.

$$\eta^2 = \frac{t^2}{t^2 + df}$$, were t = calculated T Test value. *df*= degree of freedom.

And "d" value using the following formula:

$$D = \frac{2t}{\sqrt{df}}$$

The results of the application of these formulas are shown in Table (16) below.

Table (16) The Effect Size of using games on the experimental group in improving second graders vocabulary in the posttest of control and experimental groups.

Domain	T value	η^2	D	Effect size
Total Degree	19.49	0.95	8.94	Large

The table above shows that the effect size of using games is large in developing second graders vocabulary. This means that the effect of using games is significant and using games improves second graders vocabulary.

To find the changes in developing second graders vocabulary by using games in teaching English, the researcher used Paired Sample T-Test to find the effect of using games on improving students' vocabulary in the experimental group, as shown in table (17):

Table (17): Paired-Sample T-Test results of the differences between the pre- and post-test of the experimental group. (n = 20)

Variables	Application	Mean	Standard Deviation	T value	P value	Sig.
Total degree	Pretest	8.70	1.69	-22.00	0.00	Sig. at 0.01
	Posttest	26.65	3.54			

**Statistical significance at the level of significance (0.01), * Statistical significance at the level of significance (0.05), degrees of freedom = 19. The value of (t) table at the level of significance (0.05) = 2.09, the value of (t) table at the level of significance (0.01) = 2.86.

To find out the effect size of using games in developing second graders vocabulary, the researcher applied the "η^2" and 'd' formulae illustrated below.

$$\eta^2 = \frac{t^2}{t^2 + df}$$, were t = calculated T Test value. df= degree of freedom.

And "d" value using the following formula:

$$D = \frac{2t}{\sqrt{df}}$$

The results of the application of these formulas are shown in Table (18) below.

Table (18): The Effect Size of using games on the experimental groups developing second graders vocabulary in the posttest.

Domain	T value	η^2	D	Effect size
Total Degree	22.00	0.96	10.09	Large

The table above shows the effect size of using games in developing and improving second graders vocabulary is large. This means that the effect of using games is significant.

4.1.2 Results Related to Teachers' Questionnaire:

The second question is "What are the teachers' attitudes towards the use of games in teaching English?"

To answer this question, the researcher distributed 50 questionnaires to teachers from various schools in Hebron. Then, the questionnaires were collected and analyzed using the SPSS programmer. The questionnaire was divided into three sections; the results also were divided into three sections.

4.1.2.1 Section One

The sample of the study consisted of (50) English teachers in elementary schools in Directorate of Education in Hebron. Table (1) shows the demographic characteristics of the sample.

4.1.2.2 Section Two

The results of the section two of the questionnaire is in the following table.
See Table (19).

Table (19) General information of School

Variable	Variable level	Frequency	Percentage%
School	private	9	18.0%
	public	41	82.0%
	Total	**50**	**100.0%**
Grades you teach	1	10	20.0%
	2	10	20.0%
	3	10	20.0%
	4	9	18.0%
	5	5	10.0%
	6	6	12.0%
	Total	**50**	**100.0%**
Your Average class size	12-20	8	16.0%
	21-28	8	16.0%
	29-35	17	34.0%
	35+	17	34.0%
	Total	**50**	**100.0%**
Curriculum you teach	English for Palestine	48	96.0%
	other	2	4.0%
	Total	**50**	**100.0%**

4.1.2.3 Section Three

This section consists of (23) items. The items of the questionnaire were divided into four parts. The first part is about teachers' beliefs about the motivational values of using games with young learners. The second part is about the teachers' beliefs about the pedagogical values of using games in teaching young learners. The third part is about the effectiveness of using games in teaching English on young learners' performance. The fourth part is about the challenges of using games.

In order to understand the use of games in teaching English, means, standard deviations and relative weights of teachers' attitudes towards the use of games in teaching English were extracted as follows:

a) **The field Teacher's beliefs about the motivational values of using games with young learners is shown in table (20.1):**

Table (20.1): Means, standard deviations, relative weight of the teacher's beliefs about the motivational values of using games with young learners

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
1	Games lower students' anxiety toward learning English.	3.94	1.06	78.8	3	High
2	Games are natural and fun for students.	4.12	0.66	82.4	2	High
3	Games prevent the lesson to be ordinary and boring.	4.20	0.53	84.0	1	High

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
4	Games increase the interests of students.	3.80	0.99	76.0	4	High
5	Games are motivating, challenging and competitive	3.54	0.79	70.8	6	Moderate
6	Games allow learners to study in a relaxed and enjoyable atmosphere.	3.62	0.81	72.4	5	Moderate
Total degree of Teacher's beliefs about the motivational values of using games with young learners		**3.87**	**0.81**	**77.4**	**Moderate**	

b)The field Teacher's beliefs about the pedagogic values of using games in teaching young learners is shown in table (20.2):

Table (20.2): Means, standard deviations, relative weight of teacher's beliefs about the pedagogic values of using games in teaching young learners

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
1	Games allow everyone to participate.	4.52	0.58	90.4	1	High
2	Games allow teachers present the language in an enjoyable atmosphere	4.02	0.71	80.4	2	High
3	Games create a successful and positive classroom environment	3.60	0.97	72.0	3	Moderate

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
4	Games help in maintaining good classroom control	3.00	1.07	60.0	6	Moderate
5	Games create a context to use the language meaningfully	2.98	1.17	59.6	7	Moderate
6	Games give a chance to learners to take responsibility for their own learning.	2.74	1.01	54.8	8	Moderate
7	Games promote active learning (learner-centered activities)	3.26	0.92	65.2	5	Moderate
8	Games facilitate collaborative learning	3.48	0.81	69.6	4	Moderate
Total degree of Teacher's beliefs about the pedagogic values of using games in teaching young learners		**3.45**	**0.91**	**69.0**	**Moderate**	

c) The field the effectiveness of using games in teaching English on young learners' performance is shown in table (20.3):

Table (20.3): Means, standard deviations, relative weight of the effectiveness of using games in teaching English on young learners' performance

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
1	Games help to develop language acquisition.	3.64	0.92	72.8	1	Moderate
2	Games reinforce vocabulary	3.62	0.92	72.4	2	Moderate
3	Games reinforce syntactical structure	2.92	1.07	58.4	3	Moderate

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
4	Games reinforce conversation strategies	2.78	1.06	55.6	4	Moderate
5	Games help learners learn words and Structures in a context using correct pronunciation and spelling.	2.68	1.17	53.6	5	Moderate
6	Games develop critical thinking, problem solving, and imagination.	2.58	1.21	51.6	6	Moderate
Total degree of the effectiveness of using games in teaching English on young learners' performance		**3.04**	**1.06**	**60.8**		**Moderate**

d) The field Challenges of using games is shown in table (20.4):

Table (20.4): Means, standard deviations, relative weight of the Challenges of using games

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
1	Some students get too excited and may forget about the discipline	4.44	0.61	88.8	2	High
2	Playing games may disturb the neighboring classes.	4.46	0.58	89.2	1	High
3	Educational games take long time to be played in the class.	4.30	0.54	86.0	3	High
Total degree of the challenges of using games		**4.40**	**0.58**	**88.0**		**High**

Table (21): Means, standard deviations, teachers' attitudes towards the use of games in teaching English.

Field	Mean	Std. Deviation	Relative weight	Ranking	Degree of agreement
Teacher's beliefs about the motivational values of using games with young learners	3.87	0.62	77.4	2	high
Teacher's beliefs about the pedagogic values of using games in teaching young learners	3.45	0.71	69.0	3	moderate
The effectiveness of using games in teaching English on young learners performance	3.04	0.90	60.8	4	moderate
Challenges of using games	4.40	0.47	88.0	1	high
Total degree	**3.63**	**0.69**	**72.6**		**moderate**

The results in the table above indicates that the teachers have positive attitudes towards using games in teaching English in all parts of the questionnaire.

The second hypothesis is "Teachers have negative attitudes towards using English children games in teaching English vocabulary. "

The results of the teachers' questionnaire show that the teachers have positive attitudes towards using educational games in teaching, so the conclusion is to reject the hypothesis that says the teachers have negative attitude towards using educational games in teaching.

4.1.3 Results Related to Students pre-Questionnaire:

The third question is "What are the students' attitudes towards the use

of games in teaching English?"

To answer this question the researcher distributed the questionnaires to the students and collected them back to analyze them using the SPSS programmer. The questionnaire consists of two sections and the results consist of two sections as well.

4.1.3.1 Section one

The frequencies and percentages for the first section of the students' questionnaire were presented in the following table.

Table (22) Demographic characteristics of students sample due to gender and age

Variables	Variable level	Control group		Experimental group	
		Frequency	Percentage %	Frequency	Percentage %
Gender	Male	7	35.0%	10	50.0%
	Female	13	65.0%	10	50.0%
	Total	**20**	**100.0**%	**20**	**100.0**%
Age	7 years	20	100.0%	19	95.0%
	8 years	-	-	1	5.0%
	more than 8	-	-	-	-
	Total	**20**	**100.0**%	**20**	**100.0**%

4.1.3.2 Section two

This section consists of (20) items. These items are divided into two parts. The first part is about the skills that can be obtained from games and the second is about motivation. This questionnaire was extracted means and standard deviations, and relative weight of students' attitudes towards the use of games in teaching English, are as follows:

a) **The field skills that can be obtained from games is shown in table (23.1):**

Table (23.1): Means, standard deviations, relative weight of the skills that can be obtained from games

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
1	Games motivate me to learn English.	1.63	0.59	32.6	7	Low
2	Games help me in problem solving	1.75	0.44	35.0	6	Low
3	Games increase my creativity	1.95	0.39	39.0	4	Low
4	Games enhance collaboration (teach group work)	2.10	0.63	42.0	1	Low
5	Games help in reflection	1.98	0.58	39.6	3	Low
6	Games improve my critical thinking skills	2.03	0.36	40.6	2	Low
7	Games help me to learn new words faster	1.93	0.47	38.6	5	Low
8	Games help me to become more active during the class.	1.98	0.53	39.6	3	Low
9	Games allow everyone to participate.	2.10	0.63	42.0	1	Low
Total degree of skills that can be obtained from games		**1.94**	**0.51**	**38.8**	**Low**	

b) The field Motivation is shown in table (23.2):

Table (23.2): Means, standard deviations, relative weight of Motivation

No.	The Statement	Mean	Standard Deviation	Relative Weight	Ranking	Degree of agreement
1	Games are fun/ enjoyable.	2.05	0.88	41.0	2	Moderate
2	Games make me a better learner.	1.70	0.52	34.0	8	Low
3	Games release tension/ stress	2.08	0.53	41.6	1	Low
4	Games prevent boredom	1.90	0.63	38.0	5	Moderate
5	I feel good while playing games	1.98	0.70	39.6	3	Low
6	Games increase my curiosity	1.90	0.55	38.0	5	Low
7	Games help me to learn in a relaxed atmosphere (relaxation)	1.95	0.50	39.0	4	Low
8	Games are a worthwhile activity	1.70	0.52	34.0	8	Low
9	Games are challenging	1.83	0.50	36.6	6	Low
10	I don't focus when games are played.	1.80	0.85	36.0	7	Low
11	Games are waste of time	1.95	0.75	39.0	4	High
Total degree of Motivation		**1.89**	**0.63**	**37.8**		**Low**

Table (24): Means, standard deviations, students' attitudes towards the use of games in teaching English.

Field	Mean	Std. Deviation	Relative weight	Ranking	Degree of agreement
Skills that can be obtained from games	1.94	0.23	38.8	1	Low
Motivation	1.89	0.24	37.8	2	Low
Total degree	**1.91**	**0.23**	**38.2**		**Low**

The results of the students' questionnaires show that the students have negative attitudes towards using educational games in learning in all parts of the questionnaire.

The third hypothesis is "Learners have positive attitudes towards using educational games in learning English vocabulary".

The results of the students' pre-questionnaires show that the students have negative attitudes towards using games in learning. The mean of students' attitudes is low. The conclusion is to reject the hypothesis that says learners have positive attitudes towards using games in learning.

4.1.4 Results Related to Students post-Questionnaire:

The fourth question is "What are the effects of using games on learners' skills and motivation?

The fourth hypothesis is "Learners of the experimental group are more skilled and motivated than the learners of the control group."

To answer the third question, the researcher distributed the questionnaires to both groups after the experiment. The questionnaires were collected back and analyzed using SPSS programmer. It was extracted means and standard deviations, of the effects of using games on learners' skills and motivation in the post

questionnaire of the control and experimental groups in the view of students, as shown in Table (25).

Table (25): Means and standard deviations, of the effects of using games on learners' skills and motivation in the post questionnaire of the control and experimental groups.

No.	Statements	Control group			Experimental group		
		Post questionnaire			Post questionnaire		
		Mean	Standard Deviation	Degree of agreement	Mean	Standard Deviation	Degree of agreement
1	Games motivate me to learn English.	1.05	0.22	Low	4.80	0.41	High
2	Games help me in problem solving	1.95	0.22	Low	4.20	0.52	High
3	Games increase my creativity	1.80	0.41	Low	4.60	0.60	High
4	Games enhance collaboration (teach group work)	1.85	0.37	Low	4.40	0.60	High
5	Games help in reflection	1.85	0.37	Low	4.45	0.60	High
6	Games improve my critical thinking skills	1.80	0.41	Low	4.20	0.62	High
7	Games help me to learn new words faster	1.85	0.49	Low	4.40	0.68	High
8	Games help me to become more active during the class.	1.85	0.75	Low	3.90	0.72	High
9	Games allow everyone to participate.	2.00	0.65	Low	3.85	0.93	High
Total degree of skills that can be obtained from games		**1.78**	**0.43**	**Low**	**4.31**	**0.63**	**High**
10	Games are fun/ enjoyable.	1.70	0.47	Low	4.25	0.64	High
11	Games make me a better learner.	1.95	0.22	Low	4.15	0.67	High

No.	Statements	Control group			Experimental group		
		Post questionnaire			Post questionnaire		
		Mean	Standard Deviation	Degree of agreement	Mean	Standard Deviation	Degree of agreement
12	Games release tension/ stress	1.85	0.49	Low	4.50	0.61	High
13	Games prevent boredom	1.85	0.37	Low	4.30	0.57	High
14	I feel good while playing games	1.95	0.39	Low	4.20	0.70	High
15	Games increase my curiosity	2.05	0.22	Low	4.20	0.70	High
16	Games help me to learn in a relaxed atmosphere (relaxation)	1.90	0.45	Low	4.30	0.73	High
17	Games are a worthwhile activity	1.70	0.47	Low	4.35	0.81	High
18	Games are challenging	1.45	0.60	Low	4.30	0.86	High
19	I don't focus when games are played.	3.25	0.44	Moderate	1.40	0.50	Low
20	Games are waste of time	2.85	0.59	Moderate	1.35	0.49	Low
Total degree of motivation		**2.05**	**0.43**	**Low**	**3.75**	**0.66**	**High**
Total degree of the effects of using games		**1.93**	**0.43**	**Low**	**4.01**	**0.65**	**High**

To verify the significance of these differences, the researcher used the Independent-Sample T-Test to identify the differences between the mean scores of the control group and the experimental group members on the skills and motivation, as shown in Table (26).

Table (26): Independent-Sample T-Test findings differences between the experimental and the control group in the effect of using games in developing second graders vocabulary.

Domain	Group	N	Mean	Standard Deviation	T	*P* value	Sig. level
Skills	**Control**	20	1.78	0.12	-43.33	0.00	Sig. at 0.01
	Experimental	20	4.31	0.23			
Motivation	**Control**	20	2.09	0.14	-23.61	0.00	Sig. at 0.01
	Experimental	20	3.75	0.28			
Total Degree	**Control**	20	1.95	0.07	-39.58	0.00	Sig. at 0.01
	Experimental	20	4.01	0.22			

't' table value at (38) df. at (0.05) sig. level equal (2.04)

't' table value at (38) df. at (0.01) sig. level equal (2.75)

To find out the effect size of using games in developing second graders vocabulary, the researcher applied the "η^2" and 'd' formulae illustrated below.

$$\eta^2 = \frac{t^2}{t^2 + df}$$, were t = calculated T Test value. df= degree of freedom.

And "d" value using the following formula:

$$D = \frac{2t}{\sqrt{df}}$$

The results of the application of these formulas are shown in Table (27) below.

Table (27): The Effect Size of using games on the experimental group in developing second graders vocabulary in the post-questionnaire of control and experimental groups.

Domain	T value	η^2	*D*	Effect size
Skills	43.33	0.99	14.06	Large
Motivation	23.61	0.97	7.66	Large
Total Degree	39.58	0.99	12.84	Large

The table above clearly shows that the effect size of using games is large in developing second graders vocabulary. This means that the effect of using games is significant. This large effect may be due to the educational games used developing second graders vocabulary.

The attitudes of the students of the experimental group changed after the experiment. The results of the post questionnaire show that using games has a high effect on learners' skills and motivation as shown in Table (28).

Table (28): Means and standard deviations, of the effects of using games on learners' skills and motivation in the pre- questionnaire and post questionnaire of the experimental group in the view of students.

N o.	Statements	Experimental group					
		Pre- questionnaire			Post questionnaire		
		Mean	Standard Deviation	Degree of agreement	Mean	Standard Deviation	Degree of agreement
1	Games motivate me to learn English.	1.85	0.93	Low	4.80	0.41	High
2	Games help me in problem solving	1.75	0.44	Low	4.20	0.52	High
3	Games increase my creativity	2.05	0.22	Low	4.60	0.60	High
4	Games enhance collaboration (teach group work)	2.65	0.81	Moderate	4.40	0.60	High
5	Games help in reflection	2.45	0.76	Moderate	4.45	0.60	High
6	Games improve my critical thinking skills	2.05	0.39	Low	4.20	0.62	High
7	Games help me to learn new words faster	1.90	0.55	Low	4.40	0.68	High
8	Games help me to become more active during the class.	2.20	0.52	Low	3.90	0.72	High
9	Games allow everyone to participate.	2.80	0.83	Moderate	3.85	0.93	High
Total degree of skills that can be obtained from games		**2.19**	**0.61**	**Low**	**4.31**	**0.63**	**High**
10	Games are fun/ enjoyable.	3.20	0.95	Moderate	4.25	0.64	High
11	Games make me a better learner.	1.80	0.52	Low	4.15	0.67	High
12	Games release tension/ stress	2.30	0.47	Low	4.50	0.61	High
13	Games prevent boredom	2.80	0.89	Moderate	4.30	0.57	High
14	I feel good while playing games	2.65	0.81	Moderate	4.20	0.70	High

N o.	Statements	Experimental group					
		Pre- questionnaire			Post questionnaire		
		Mean	Standard Deviation	Degree of agreement	Mea n	Standard Deviation	Degree of agreement
15	Games increase my curiosity	2.25	0.64	Low	4.20	0.70	High
16	Games help me to learn in a relaxed atmosphere (relaxation)	2.40	0.68	Moderate	4.30	0.73	High
17	Games are a worthwhile activity	1.65	0.59	Low	4.35	0.81	High
18	Games are challenging	2.50	0.89	Moderate	4.30	0.86	High
19	I don't focus when games are played.	3.15	1.09	Moderate	1.40	0.50	Low
20	Games are waste of time	4.00	0.32	High	1.35	0.49	Low
Total degree of motivation		**2.61**	**0.71**	**Moderate**	**3.75**	**0.66**	**High**
Total degree of the effects of using games		**2.42**	**0.67**	**Moderate**	**4.01**	**0.65**	**High**

It is clear that there were statistically significant differences between the arithmetic averages of the experimental group members in the pre and post-questionnaire on the skill and motivation scale. To verify the significance of these differences, the researcher used the Paired-Sample T-Test to identify the differences between the mean scores of the experimental group members on the skills and motivation, as shown in Table (29).

Table (29): Paired-Sample T-Test results of the differences between the pre-and post-questionnaire of the experimental group. (n = 20)

Variables	Application	Mean	Standard Deviation	T value	*P* value	Sig.
Skills	Pre- questionnaire	2.19	0.25	-24.04	0.000	Sig. at 0.01
	Post-questionnaire	4.31	0.23			
Motivation	Pre- questionnaire	2.61	0.26	-10.87	0.000	Sig. at 0.01
	Post-questionnaire	3.75	0.28			
Total degree	Pre-questionnaire	2.42	0.20	-19.92	0.000	Sig. at 0.01
	Post-questionnaire	4.01	0.22			

**Statistical significance at the level of significance (0.01), * Statistical significance at the level of significance (0.05), degrees of freedom = 19. The value of (t) table at the level of significance (0.05) = 2.09, the value of (t) table at the level of significance (0.01) = 2.86.

It is clear from the table above that the calculated (t) value of all dimensions and total degree of the scale ranged between (10.87 - 24.04); all were larger than the tabular (t) value at (0.01) equals (2.86). This means that there were statistically significant between means of the effect of using games on learners' skills and motivation in pre-questionnaire and post-questionnaire of the experimental group, in favor of the post- questionnaire, which means that the effect of using games indicating an improvement in skills and motivation in vocabulary by using games in teaching English.

To find out the effect size of the effect of using games in developing second graders vocabulary, the researcher applied the "η^2" and 'd' formulae illustrated below.

$$\eta^2 = \frac{t^2}{t^2 + df}$$, were t = calculated T Test value. df= degree of freedom.

And "d" value using the following formula:

$$D = \frac{2t}{\sqrt{df}}$$

The results of the application of these formulas are shown in Table (30) below.

Table (30): The Effect Size of using games on the experimental groups developing second graders vocabulary in the post-questionnaire.

Domain	T value	η^2	D	Effect size
Skills	24.04	0.97	11.03	Large
Motivation	10.87	0.86	4.99	Large
Total Degree	19.92	0.95	9.14	Large

The results of the table above show that the effect size of using games is large in developing second graders vocabulary. This means that the effect of using games is significant. This large effect may be due to the games that the researcher used in developing second graders vocabulary, the games attracted the children's attention as they were funny, interesting and suited their minds level, and also

because the atmosphere of challenging that happens when playing the games encourage the students to memorize and acquire the vocabularies more quickly. Using variety of actions and body language made the children more motivated to participate in playing and acquiring the vocabulary.

The table above clearly shows that the effect size of using games is large in developing second graders vocabulary. This means that the effect of using games is significant.

4.2   Section Two (Discussion):

The researcher conducted this study in order to examine the effectiveness of using educational games on developing the vocabulary of the second graders. It is clear from the results that educational games had a very high effect on students' vocabulary acquisition in the experimental group in contrast with the control group results.

The results of the vocabulary test go with the results of many studies like Silsüpür(2017); Al Masri& Al Najar (2014); Mehregan (2014); and Kalaycıoğlu (2011). The results of these studies revealed that the experimental group showed a significant improvement in vocabulary compared with the control group.

As shown in Table(15) there were statistically significant differences at ($\alpha\leq0.01$) in the total mean score of the experimental group in the effect of using games on improving students' vocabulary in the posttest between the experimental and control group in favor of the experimental group. The T. computed value of

total degree was (19.49) which was larger than T. table value (2.75) in the questionnaire. The mean of the post-test in the experimental group was (26.65), whereas that of the control group was (8.85). This result indicates that using games are improving students' vocabulary.

Moreover, It is clear from Table (17) that the calculated (t) value was (22.00), which was larger than the tabular (t) value at (0.01) which equals (2.86), which means that there were statistically significant between means of the effect of using games on learners' vocabulary in pretest and posttest of experimental group, in favor of the posttest, which means that the effect of using games indicates an improvement in vocabulary.

It is clear from the results of table (20.1) that **the teacher's beliefs about the motivational values of using educational games with young learners** were high, where the averages ranged between (3.54-4.20). The highest response statement according to the relative mean is in statement (3), the relative mean equals (4.20) with percentage (84.0%) which states that (Games prevent the lesson to be ordinary and boring). The lowest response according to the relative mean is in statement (5), the relative mean equals (3.54) with percentage (70.8%) which states that (Games are motivating, challenging and competitive).

The results of table (20.2) indicate that **the teacher's beliefs about the pedagogic values of using educational games in teaching young learners** were moderate, where the averages ranged between (2.74-4.52). The highest response statement according to the relative mean is in statement (1), relative mean equals (4.52) with percentage (90.4%) which states that (Games allow everyone to

participate).The lowest response according to the relative mean is in statement (6) where the relative mean equals (2.74) with percentage (54.8%) and states that (Games give a chance to learners to take responsibility for their own learning).

The results of table (20.3) indicates that **the effectiveness of using educational games in teaching English on young learners' performance** was moderate, where the averages ranged between (2.58-3.64). The highest response statement according to the relative mean is as in statement (1), the relative mean equals (3.64) with percentage (72.8%) which states that (Games help to develop language acquisition).The lowest response according to the relative mean is in statement (6) the relative mean equals (2.58) with percentage (51.6%) which states that (Games develop critical thinking, problem solving, and imagination).

As seen in table (20.4) it is clear that **the Challenges of using educational games** were high, where the averages ranged between (4.30-4.44). The highest response statement according to the relative mean is in statement (2), the relative mean equals (4.44) with percentage (89.2%) which states that (Playing games may disturb the neighboring classes). The lowest response according to the relative mean is in statement (3) the relative mean equals (4.30) with percentage (86.0%) which states that (Educational games take long time to be played in the class).

The data in table (21) indicates that teachers' attitudes towards the use of games in teaching English was moderate, with mean (3.63) and percentage (72.6%). The challenges of using games occupied the first position with mean (4.40) and percentage (88.0%); the field " Teacher's beliefs about the motivational values of using games with young learners" occupied the second position with mean (3.87)

and percentage (77.4%); the field " Teacher's beliefs about the pedagogic values of using games in teaching young learners" occupied the third position with mean (3.45) and percentage (69.0%); finally, the field " The effectiveness of using games in teaching English on young learners performance" occupied the last position with mean (3.04) and percentage (60.8%).

Thus, the results of the teachers' questionnaire show that the teachers have positive attitudes towards using educational games in teaching English. In all the parts of the teachers' questionnaire the teachers' attitudes were positive towards using educational games in teaching. The results of the teachers' questionnaire are in line with the results of Darfilal (2015) study which showed that teachers have positive attitudes towards the using of games in classroom.

It is clear from table (23.1) that **skills that can be obtained from educational games** were low, where the averages ranged between (1.63-2.10). The highest response statement according to the relative mean is in statements (4, 9);the relative mean equals (2.10) with percentage (42.0%) which states that (Games allow everyone to participate) and, (Games enhance collaboration (teach group work). The lowest response according to the relative mean is in statement (1) where the relative mean equals (1.63) with percentage (32.6%) and states that (Games motivate me to learn English).

As seen in table (23.2) it is clear that **motivation** was low, where the averages ranged between (1.70-2.08). The highest response statements according to the relative mean is in paragraph (3); the relative mean equals (2.08) with percentage (41.6%) which states that (Games release tension/ stress).The lowest

response according to the relative mean is in statements (2, 8) the relative mean equals (1.70) with percentage (34.0%) which states that (Games make me a better learner) and (Games are a worthwhile activity).

The data in Table (24) indicates that students' attitudes towards the use of games in teaching English was low, with mean (1.91) and percentage (38.2%). The field "Skills that can be obtained from games" occupied the first position with mean (1.94) and percentage (38.8%), while the Motivation field occupied the second position with mean (1.89) and percentage (37.8%).

The results of Table (25) show that there were statistically significant differences between the arithmetic averages of the control group and the experimental group members in the post-questionnaire on the skill and motivation scale. Moreover, table (26) shows that the T. computed value of total degree was (39.58) which was larger than T. table value (2.75) in the questionnaire. This means that there were statistically significant differences at ($\alpha \leq 0.01$) in the total mean score of the experimental group using games in the post- questionnaire between the experimental and control group in favor of the experimental group. The mean of the post- questionnaire in the experimental group was (4.01); whereas, that of the control group was (1.95). This result indicates that using games are effective in developing second graders vocabulary.

The results of the study show that the use of educational games has positive attitude on learners' vocabulary acquisition.

4.3 Conclusion

This chapter was divided into two sections. The first section is about the statistical results analysis of the questionnaires and the tests. The second section is about the discussion of these results according to the statistical analysis.

Chapter Five

Conclusions and Recommendations

5.0 Introduction

This study aimed to investigate the impact of using educational games on vocabulary acquisition development for second graders at Anas Bin Malek Basic School in Hebron. It also aimed at investigating the attitude of both teachers and students towards using games in teaching English. Moreover, it aimed at examining if using educational games increases students' vocabulary. At the end of the study, the researcher tried to provide some recommendations to English teachers, supervisors, curriculum designers and for further studies to improve the teaching process inside the classroom.

5.1 Conclusions

The role of language games and activities in English classroom has been ignored, and it is assumed as a fill-in activity rather than a way of real teaching. There has always been a misconception that the learning process should be lecture-type, serious, and cannot be humorous and cheerful in nature, and if there is fun and enjoyment, then it is not really learning. The purpose of this study is to investigate the role of educational games on students' acquisitions of English vocabulary. The findings indicate positive results. This means that learning and teaching enhance the vocabulary development in an enjoyable atmosphere.

Teachers must choose the appropriate games for the students depending on their age, in order to gain the best results of using educational games in teaching and learning English in classrooms.

Games can provide the students with interesting manners and techniques and help associate them with their surroundings. In this way, the students benefit from what they learn at schools. The educational system is not only transferring information from books into the learners' minds, but it is the process of absorbing and understanding this information.

Wechselberger (2013) says that whenever games are introduced inside the classroom, students feel relaxed and calm. While a number of students play and participate in a certain activity, other students, who might be shyer, feel comfortable to contribute as well. Moreover, games increase students' creativity, enhance collaboration, help them to improve their critical thinking, and help them to become more active during the class. Also, games allow everyone to participate and prevent boredom.

In addition, games are not significant only for students, but they also provide the teacher with a positive experience. They help teachers to be creative in their teaching methods, and students to be motivated and creative in their answers. In other words, games lower students' anxiety towards learning English and also games help teachers to present the language in an enjoyable atmosphere and create a successful and positive classroom environment.

Nonetheless, teachers have to recognize which games students prefer. Also, teachers must bear in their mind the age, the abilities, and the interests of the students in order to present the information efficiently. Games are a sufficient medium through which teachers can deliver information, yet they have to learn the correct way to do it.

The research indicates that using educational games in teaching may motivate students to learn the language because it provides them with a wide opportunity to enrich their vocabularies. Thus, the researcher believes exposing students to games in classes may increase their desire to learn and make the learning process more enjoyable and compelling.

5.2 Recommendations

The purpose of the study is to improve the efficiency of educational games on vocabulary acquisition. Therefore, the researcher offered the following recommendations:

1- Recommendations to the Curriculum Designer

Curriculum designers should enrich the curriculum with more educational games that suit the students' age and help them to develop their language skills; speaking, writing listening and reading. They should equip the schools with computers and modern technologies that help in using games in class. They should

encourage teachers to use educational games in their English classes, and to develop their competences.

2- Recommendations to Supervisors

The supervisors must emphasize the significant role of using games in class and they should ask all the young learners teachers to use games in their classes. They should conduct workshops to train the teachers to develop themselves with different techniques that help them to use the correct ways of playing games. They should distribute booklets every month to provide the teachers with the new information about modern teaching strategies of using games in class.

3- Recommendations to English Teachers

English teachers should be creative in their classes and aware of the importance of using games in young learners' classrooms. Teachers should choose the games that suit the students' levels and ages. Teachers must encourage and motivate the students to participate in playing games.

5- Recommendations for Further Studies

Further studies might be conducted to find out the best way and technique of playing games in young learners' classroom. Further studies can investigate the impact of using games in developing reading and listening skills.

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Appendix (A)

Achievement vocabulary Test

**Grade: Second   grade**   **Date -27-12-2018**

40 Marks   **Name: ------------------**

1- Look, then write: | bee - bag   - crayon - eye –ruler- flag |

2-Choose and write:- | **f-e-b-f-t** |
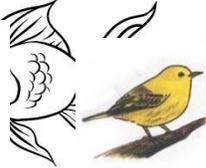
…lower	….ird	….ree	….ish	….ar

3-Choose :-

between	Clap	T.V	hop	On
next to	hop	computer	jump	Under

4-Match :

rug

sofa
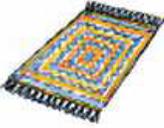
church

house

mosque

book

5-Classify :-

[mosque – shop – chicken – kunafeh – park – rice]

Kitchen	Places

6-Re-arrange :-

meat. – likes – She   ……………………………………….

 6 – A bee – legs. – has   ……………………………………

Appendix (B)

Using games in Developing Second Graders Vocabulary

Dear Teachers,

The purpose of this questionnaire is to examine teachers' attitudes towards using games in their English language classrooms and their views regarding games effectiveness in teaching English.

Please note that data provided in this questionnaire will remain confidential and use only for research. I appreciate your time in filling out this questionnaire.

Please put ☒   in the appropriate boxes that reflect your current situation.

Section One: Personal Information:

1. Gender:

☐   **Male**   ☐   **female**

2. Education:

Diploma ☐   **Bachelor** ☐   **Master** ☐   **Other** ………. ☐

3. Years of experience:

☐ **1-5 years**   ☐ **6-10 years**   ☐ **more than 10 years**

Section two: school information:

4. School: ☐   **private**   ☐   **public**

1. **Grades you teach :**   **1** ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐

2. **Your average class size**   **12- 20** ☐ **- 28** ☐ **-35** ☐ **+** ☐

7. Curriculum you teach: **English for Palestine** ☐   **other** ☐

Section Three: Indicate the extent to which you agree or disagree with the following items in the appropriate box using the scale given below.

1= Strongly disagree   2= disagree 3=undecided   4= agree   5= Strongly agree

NO.	Statements	Options				
		1	2	3	4	5
Teacher's beliefs about the motivational values of using games with young learners						
1.	Games lower students' anxiety toward learning English.					
2.	Games are natural and fun for students.					
3.	Games prevent the lesson to be ordinary and boring.					
4.	Games increase the interests of students.					
5.	Games are motivating, challenging and competitive					
6.	Games allow learners to study in a relaxed and enjoyable atmosphere.					
Teacher's beliefs about the pedagogic values of using games in teaching young learners						
1	Games allow everyone to participate.					
2	Games allow teachers present the language in an enjoyable atmosphere					
3	Games create a successful and positive classroom environment					
4	Games help in maintaining good classroom control					
5	Games create a context to use the language meaningfully					
6	Games give a chance to learners to take responsibility for their own learning.					

7	Games promote active learning (learner-centered activities)					
8	Games facilitate collaborative learning					

The effectiveness of using games in teaching English on young learners performance

1	Games help to develop language acquisition.					
2	Games reinforce vocabulary					
3	Games reinforce syntactical structure					
4	Games reinforce conversation strategies					
5	Games help learners learn words and structures in a context using correct pronunciation and spelling.					
6	Games develop critical thinking, problem solving, and imagination.					

Challenges of using games.

1	Some students get too excited and may forget about the discipline					
2	Playing games may disturb the neighboring classes.					
3	Educational games take long time to be played in the class.					

Appendix(C)

Using games in Developing Second Graders Vocabulary

Dear Students:

In order to make English classes more enjoyable for you and, hopefully, more effective, especially vocabulary a research is being written. I would like you to fill in this questionnaire. If you fill in this questionnaire honestly, you are very likely to be rewarded by having the opportunity to develop the techniques your teacher use in teaching you English especially vocabulary.

Please note that data provided in this questionnaire will remain confidential and use only for research. In filling this questionnaire please put ☒ in the appropriate boxes that reflect your current situation.

Thank you for filling in this questionnaire.

Section One: Personal and School Information:

1. **Gender:**

   ☐ **Male**   ☐ **Female**

2. **Age**

   ☐ **7 years**   ☐ **8 years**   ☐ **more than 8**

Section Two : Indicate the extent to which you agree or disagree with the following items in the appropriate box using the scale given below.

1= Strongly disagree2= Disagree 3=undecided4= agree5= Strongly agree

NO.	Statements	Options				
		1	2	3	4	5
Skills that can be obtained from games						
1.	Games motivate me to learn English.					
2.	Games help me in problem solving					
3.	Games increase my creativity					
4.	Games enhance collaboration (teach group work)					
5.	Games help in reflection					
6.	Games improve my critical thinking skills					
7.	Games help me to learn new words faster					
8.	Games help me to become more active during the class.					
9.	Games allow everyone to participate.					
Motivation						
10	Games are fun/ enjoyable.					
11	Games make me a better learner.					
12.	Games release tension/ stress					
13.	Games prevent boredom					
14.	I feel good while playing games					
15.	Games increase my curiosity					
16.	Games help me to learn in a relaxed atmosphere (relaxation)					
17.	Games are a worthwhile activity					
18.	Games are challenging					
19.	I don't focus when games are played.					
20	Games are waste of time					