Using Games to Promote Students' Motivation towards Learning English[*]

Ahmed Awad Amin Mahmoud[**]

Ziyad Ahmed Tanni[***]

ملخص:

هدفت هذه الدراسة إلى التعرف إلى دور الألعاب التعليمية في تعزيز ميول الطلبة نحو تعلم اللغة الانجليزية من وجهة نظر معلمي اللغة الإنجليزية ومعلماتها، ولتحقيق هذا الهدف استخدم الباحثان استبانة مكونة من ٣٠ بنداً وُزعت على ٢٠ معلماً ومعلمة يدِّرسون المرحلة الساسية الدنيا في مدارس الوكالة في مخيم جنين، ويعبد، وعرابة، ورمانة، حيث كان ذلك خلال الفصل الدراسي الثاني للعام ٢٠١٠-٢٠١١

استخدم الباحثان العديد من الأساليب الإحصائية بقصد تحليل المعلومات التي جمعت، وبعد تحليل النتائج اكتشف الباحثان أن الألعاب التعليمية لها أثر إيجابي كبير على ميول الطلبة نحو تعليم اللغة الانجليزية بأسلوب شيق وإبداعي.

في ضوء هذه النتائج، اقترح الباحثان استخدام المزيد من الألعاب التعليمية الصارمة، بقصد تحقيق ديمومة دافعية نحو التعلم، وجلب حياة حقيقية في أثناء تلقي التعلم.

Abstract:

This study aims to find out the role of games in promoting students' attitudes towards learning English from the teachers' perspective. The researchers used a 30-item questionnaire which was given to 20 male and female UNARWA teachers who teach English for the Palestinian young children aged 6-10 years old (grades 1-4) in the schools of Jenin Refugee Camp, Ya'bad, Araba, and Rommana where the whole authority belongs to United Nations Educational, Relief and Work Agency (UNERWA) during the second semester of the academic year 2010-2011.

The researchers used means, t- test and one way ANOVA to analyze the collected data. The researchers found out that most of the teachers of English in the above-mentioned schools agree that games have influence on the students' attitudes towards learning English and that the use of them in the class is not just for fun but it also serves many educational purposes such as creative thinking, critical thinking, problem solving, role playing and collaborative work among others.

In the light of these findings, the researchers suggested using games as energizers and short warm-up activities not only to sustain attractiveness to learning, but also to bring real life to learning

Key Words: Games, students' attitudes, learning English, teachers' perspectives

Introduction:

Teaching English to school children is not an easy job; it requires a lot of work and preparation. Language learning is hard work … Effort is required at every moment and must be maintained over a long period of time." (Wright, Betteridge, & Buckby, 2005). Throughout the researchers' long experience as teachers of English for youngsters they faced a lot of problems looking for the best way to teach English to children; how to draw their attention and keep it for the whole class period; how to motivate children and encourage them to learn. One of the most suitable way could be teaching via games and songs as they provide a context for meaningful communication. Games-based learning has been a part of education for decades. However, with new technological advances, digital games have recently emerged as a new teaching tool. Neuroscience has proven that "Games are tailor made to fit the very different tasks animals and humans face." (Frost, Wortham, and Reifel, 2008 p. 66)

Andrea Bennett, (2011) overemphasized the power of games and play to facilitate deep and meaningful learning where most productive and motivating learning experiences are taking place outside of school through playing and participation where children do enjoy learning via having a sense of their own progression and where the learning is relevant and appropriate.

Ersoz,(2000) agreed that teaching English successfully is not just a question of method. He emphasized that the best lesson may fail due to the fact that the personal diversity and needs are underestimated; therefore, it is worth looking for reasons behind their passivessness which could be due to lack of fun and interest.

Ozmen, (2004) and Millis (2005) concluded that the learner who is positively predisposed toward the second language and culture is more motivated to become like its speakers, and is likely to experience greater success in second language acquisition than is the learner who has negative feelings about the second language, its speakers and their culture. In this regard they supported Lindfors, (1980) who emphasized the importance of raising self - esteem and awareness in the class because through it only one can have a successful language class where students feel secure and encouraged to learn.

Cornelius-White, (2007) emphasizes the necessity of positive climate for

experiential learning which clarifies the purposes of the learners and balancing intellectual and emotional components of learning. Where learners share feelings and thoughts with each other. This conducive classroom learning could be best achieved via games songs and other powerful ice-breakers

Macedonia (2005) argues whether learning a foreign language is declarative or procedural. She concludes that the process of learning FL is procedural (i.e. proceduralisation is a product of practicing.) One of the methods used is language games which are employed in a targeted way to proceduralise foreign language. The language games serve the function of redundant oral repetition of grammar structures and vocabulary in a playful way.

Orlick, (2006) is in the line with Hussin, and D'Cruz, 2001 because they have agreed that teachers are able to drive students to learn the language and to sustain their interest in language learning if they can provide activities that are communicative (game type), pleasant ,safe and non threatening as well as group–based , meaningful and challenging. Such activities help promote self–confidence, learning satisfaction and good relationship among learners and between teacher and students.

Lexicon Universal Encyclopedia (1983: 27, 29) defines games as models of real situations in which the issues are quite simply drawn and the participants can become engaged without any confusions. The basic function of games is to intensify human experiences in ways which are relatively safe. The theory of games might be called the mathematics of competition and cooperation. It analyzes situations in terms of gains and losses of opposing players. They are applied in various aspects of life and different periods of study such as economics, mathematics, science and language.

Lengline and Malarcher (1997) said that choosing a game is not an easy task; they added that it should be governed by some rules to guarantee the success of them. Therefore, while planning games teachers should take into consideration the following features: classroom space, noise, materials necessary for the game; the amount of time needed for each game, and the level, culture, interest and age of students. Furthermore a successful teacher should be aware of the relevance of the game to the topic, structure or function that is being used in the class: that's to say a game has to complement whatever a teacher is doing in the class.

Wright, Betteridge and Buckby (2005) stated that language learning is very hard and efforts are required over a long period of time. Games help

the teacher to create contexts in which language is useful and meaningful, therefore; they help and encourage students to sustain their interest and work. Ersoze, (2000) agreed with their view and added that well- chosen games are valuable highly motivating, amusing, challenging and they encourage cooperation. as they give students a break and at the same time allow students to practice language skills.

Fromme, (2003) agreed with McFarlane and Sakellariou (2002) as they all emphasize the advantages of games from different sorts and points of view. First, games can lower anxiety, thus making the acquisition of the second language more likely. Second, they are highly motivating and entertaining and they can give shy students the opportunity to express their opinions and feelings. Finally, games enable students to acquire new experiences within a foreign language and add diversion to the regular classroom activities. Thus, creating a relaxed atmosphere in which students remember things faster and better.

McFarlane, Sparrowhawk, and Heald, (2002) agreed with Sim City (2002) in the respect that they all showed the importance of cooperative games, competitive games and communication games as one of the most important ways to teach efficiently in a language class.

Lengelling and Malarcher (1997) maintained that for the game to be effective and useful in the process of teaching and learning English, *it has to be governed by a number of rules:*

There must be a sense of immediate gratification to the learners.

It must be easily understood.

There must be an obvious relationship between the game and the content of the lesson.

A game should depend on technology as little as possible.

A game should be suitable for the whole class to play at one time.

A game should be intellectually challenging, and should leave participants feeling that they have had to work to achieve success.

A game should be placed in the correct sequence in the lesson.

A game must have an objective. This objective can be something like making points for correctness or finishing an activity first.

A game needs less supervision from the teacher. Sometimes the game is conducted by the teacher who acts as judge, scorer and/or referee.

A game should be as non- intrusive as possible. The game must complement the lesson rather than overshadow it.

Reviewing related literature:

A lot of research has been conducted on the method of teaching using games and the other types of ice-breakers and by reviewing the educational related literature, the researchers were able to come up with a number of studies which strongly supported the use of games as they are considered a welcome break from the usual routine of a language class. What has been said about using games in learning has encouraged the researchers to carry out this study and applied it in a Palestinian context to see whether or not they help learners learn English better than they do in the traditional ways: from books and from teachers.

A. Theoretical studies:

Quinn (2011) studied the fact that serious games create a hands-on, minds-on opportunity that allows players to actively focus, create and change a scenario while simultaneously learning about consequences of choice in the situation. As students become more engaged and committed to succeeding in the game, they become more willing to learn about the scenario the situation is taking place in. Serious games allow students to become active participants in discovering new ideas, information and solutions to problems while also allowing them to feel the tension and suspense of the crisis.

Prensky (2011) supported the trend that overemphasized the role of games as a form of fun which gives learners enjoyment and pleasure. Besides, games are form of play and that gives intense and passionate involvement in the process. He added saying that game have rules and that gives structure.

Schuna (2010) confirmed that playing educational games also helps learners with focus, self esteem, and memory. Educational games can help children focus because they are being patient while waiting to achieve getting to the next level. Playing these games helps their self- esteem because sometimes they get a quicker reaction from the game system and they can really see how they have accomplished something. In the games, there are milestones that the children will have to reach and at the end of each stage they receive something that they will have to have in the next stage.

Johnson- Eidola (2005) supported McFarlane and Sakellariou (2002) who see games play as inherently valuable, leading to a development of a range of skills and competences that may be transferred to other social and work-related uses of digital technologies.

Macedonia (2005) argued whether learning a foreign language is declarative or procedural. She concluded that the process of learning Fl is procedural (i.e. proceduralisation is a product of practicing.) One of the methods used is language games which are employed in a targeted way to proceduralise foreign language. The language games serve the function of redundant oral repetition of grammar structures and vocabulary in a playful way. Moreover they bring a sense of fun and positive attitude towards learning and facilitate the learning process. Positive emotions promote learning not only in our perception but also from a neurological perspective. In contrast, negative emotions restrain information flow.

Ozmen (2004) aimed to discuss a way of strengthening the awareness and through learning and self - esteem in adult language classes. So as to answer the questions of his study, the researcher designed a group of activities and lesson plan to show the cognitive therapy technique in practical use. The activities and question –answer sessions were observed and their reflections were positive.

Kamra, (2010) concluded that using games is an efficient way to teach English in the classroom. This way you get the best results in the classroom. It arouses students' motivation. Games prepare young learners for life and they acquire positive social attitudes. Games teach sharing, helping each other and working as a team. A child learns by doing, living, trying and imitating. So this kind of learning is lasting. During games, some feelings such as the pleasure of winning and the fear of losing may arise. This gives to the teacher an idea about student's character. So games are must-have activities for hardworking teachers. This is in the line with Buckingham (2003)

Playing educational games also helps teachers and children with focus, self esteem, and memory. Educational games can help a child focus because they are being patient while waiting to achieve getting to the next level. Playing these games helps their self- esteem because sometimes they get a quicker reaction from the game system and they can really see how they have accomplished something. In the games, there are milestones that the children will have to reach and at the end of each stage they receive something that they will have to have in the next stage. This is also where their focus comes into play because they will take their time to make sure they do things correctly so

that they may go on longer in the game (Schuna 2010)

A primary advantage of educational games is that students can work on multiple skills and subjects across the curriculum at once. The 2010 Horizon Report expands this idea and includes a long list of benefits from "open-ended, challenge-based, truly collaborative games" such as massively multiplayer online games MMOs. Using games of this type can open opportunities for students to work on skills in all areas of traditional education while at the same time including research skills, problem-solving and leadership.

In conclusion, Prensky argued that children are naturally motivated to play games. Serious games are interactive plays that teach students goals, rules, adaptation, problem solving, interaction, all represented as a story. They give them the fundamental needs of learning by providing enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. "Playing has a deep biological, evolutionarily important, function, which has to be done specifically with learning."(Prensky, 2011 p

B. Empirical studies:

De Freitas, et, al (2006) said that game-based learning if used effectively and in a coherent and relevant way, can support both the option of more choice for how the learner can learn (experientially), as well as offering the potential for personalizing the learning experience. In addition it offers a way of integrating a range of different learning tools (e.g. social software) into a more coherent view of learning from the learner's perspective. But this does rely upon two factors:

Readiness of the learner or learner group to adapt to a new learning tool.

Correct level of institutional support (e.g. technical support, continuing professional development, allocation of staff time and resources, curriculum development).

De Freitas (2006) tried to find out how games and simulations were regarded by learners, tutors and experts using these tools. In her discussion, she highlighted certain issues such as strengths of games to motivate learners and their efficacy as learning tools. As a result of her study she improved that games and simulations are good tools for supporting differentiated learner groups, learners with skill needs and informal learners seeking to learn from experiences. In addition to that, she found that these tools can support collaborative learning skills, as well as learning and teaching practices.

De Freitas, (2006) and de Freitas et al., (2006) agreed that the benefits of effective use of GBL are considerable, but use is often most effective with particular learners who enjoy learning with games and therefore its most effective use may need to be differentiated accordingly to learners' specific requirements (e.g. according to learning level, competencies and skills.

Fleener, Carter and Reeder (2004) aimed to explore the influence of the teacher on the language games being played in Grade 3 mathematic class room. To achieve this, the researchers conducted a study on «The Benjamin Banker Elementary School 2» students by observing the students in lessons and analyzing their reactions. The results of the study play a key role in developing more meaningful instructional materials.

Hussin, Maarof and D›Cruz (2001) emphasized the importance of environment to sustain genuine interest in continuing to learn English and to use the English language in and outside schools. They considered that the best way to achieve their goals is by training teachers in an enrichment program. Within the program there is an environment which is full of language input and activities. Therefore, they conducted an experimental workshop which lasted for three days and involved 77 teachers from the Maran district. The teachers were divided into 3 groups according to their academic background and their experience. Feedback received from the training group support the use of enrichment programs which make use of ongoing activities.

Buckingham and Scanlon (2003) showed the positive effect of web on the students› achievement in learning English. So as to carry this study out, the researcher chose two classes from a school in North Cyprus .He divided them into two groups; an experimental group and a control one. Therefore he used the experimental study model. The researcher prepared a web site for English grammar before starting the research .The data collected were analyzed by using the statistic technique using the ANOVA and ANCOVA analysis techniques. The results revealed significant differences in the results of the experimental group which did the exercises on the web and those of the control group which did them in the traditional way.

From the above-mentioned studies, there is a lot of matching between the results of this study and the others mentioned in afore-said paragraphs. What is new here could be the level of motivation and the educational environment as well as the students› level.

Problem of the study:

Students find a lot of problems in learning English. Lack of motivation, using traditional means of learning and teaching and phobia from English

could be basic obstacles behind learning English correctly. To overcome this dilemma, integrating games into the teaching process might increase student's willingness and desire to learn in a more trendy and accessible way that suits all students' levels and interests.

Aims of the study:

This study aimed to find out the effectiveness of using games in teaching English and their role in promoting students' attitudes towards learning English.

Significance of the Study:

The importance of this study emerges from the following:

It can provide information necessary for developing ways of teaching that suit all learners' interests and abilities. Furthermore, it can activate the process of educational planning so as to acquire an effective education and elevate our students' level through self esteem and motivation.

Questions of the study:

The study tries to give satisfactory answers to the following questions:

1. What is the impact of using games on student›s attitude towards learning English in Jenin Camp schools, Ya›bad schools, Araba schools and Romana schools all run by UNERWA?

2. Are there statistically significant differences at α = .05 from the teachers› perspectives in regard to using games in increasing students› motivation towards learning English due to school location?

3. Are there statistically significant differences at α = .05 from the teachers› perspectives in regard to using games in increasing students› motivation towards learning English due to gender?

4. Are there statistically significant differences at α = .05 from the teachers› perspectives in regard to using games in increasing students› motivation towards learning English due to qualification?

5. Are there statistically significant differences at α = .05 from the teachers› perspectives in regard to using games in increasing students› motivation towards learning English due to experience?

Limitations of the study:

This study was limited to 30 male and female teachers who were randomly chosen from UNRWA schools; in Jenin Camp, Ya'bad, Araba and Romana. The chosen teachers were teaching English during the first semester of the academic year 2011-2012.

Definition of terms:

In order to facilitate the understanding of terms used in this study the following definitions are given.

1-Educational Games:

There is no settled definition of what educational games are. For example, Royle (2008 p12) suggests that educational games "are games designed with specific curriculum objectives in mind" Kiili (2005) like Royal, surmises that attempts to create engaging educational games have failed because educational outcomes have taken precedence over game play.

Prensky (2006 and 2011) defined educational games as interactive plays that teach us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion.

Operational definition:

Games are certain activities used as powerful ice-breakers in the classroom and as motivating power for learners in accomplishing the class activities and revising the difficult material

2-Motivation:

Motivation is the driving force by which humans achieve their goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

(Thomas, 2004; Robbins and, Timothy 2007)

Operational definition:

It is willingness to learn English and reaching one's aims without any inconveniences

Procedures of the study:

The population of this study consisted of 30 male and female teachers of English in Jenin Camp schools, Ya'bad schools, Araba schools and Romana schools all run by UNERWA. The sample of the study was the whole population. The sample was distributed according to four independent variables Tables 1, 2, 3 and 4 show the distribution of the sample.

Table I

Sample distribution according to school location

School location	Frequency	Percentage (%)
Jenin Camp	10	33.3
Ya›bad	8	26.7
Araba	6	20
Romana	6	20
Total	30	100.0

Table II

Sample distribution in regard to qualification

Qualification	Frequency	Percentage (%)
Diploma	8	26.7
Bachelor degree	16	53.3
Master›s Degree	6	20
Total	30	100.0

Table III

Sample distribution in term of gender

Sex	Frequency	Percentage (%)
Male	16	53.3

Sex	Frequency	Percentage (%)
Female	14	46.7
Total	30	100.0

Table IV

Sample distribution in term of experience

Experience	Frequency	Percentage (%)
1-5 years	12	40
More than 5 years	18	60
Total	30	100.0

The instrument of the study:

The researchers developed a questionnaire which consisted of 30 items to explore the teachers' perspectives of using games in teaching English and their role in promoting learners' attitude towards learning English.

Validity of the Questionnaire:

To make sure that the content of the questionnaire is valid, it was given to five professional doctors and teachers from different universities and schools in Palestine. The professionals were asked to evaluate the appropriateness of the questionnaire to the whole purpose of the study. Consequently, the referees suggested minor changes which were taken into consideration in the final draft.

Reliability of the instrument:

The reliability of the questionnaire was calculated by using the Cornbach Alpha formula. The reliability was (0.85) which is acceptable for the purpose of the study.

Statistical Analysis and Results:

The data collected by the researchers were analyzed by using means, standard deviation, percentages, independent T-Test and One-Way ANOVA , and the Post Hoc Test. Cornbach Alpha formula was used to determine the reliability of the questionnaire.

To analyze the findings, the researchers used the following ranks for analysis

80% and more very high degree

70 – 79.9% high

60 – 69.9% moderate

50 – 59.9% low

Less than 50% very low

Interpretation of the results:

● To answer the first question of the study, **"What is the impact of using games on student's attitude towards learning English in Jenin Camp schools, Ya'bad schools, Araba schools and Romana schools?"** The researchers used the means, percentages and degree – level for each item and the total degree for the questionnaire. Table 5 shows the results in this regard.

Table V

Means, percentages and the degree or level for each item

Sequential N.	N0.	Item	Mean	percentage	Degree- level
		Games are thought to:			
1	2	Help learners to sustain their interest	4.6	92%	Very good
2	1	Increase learners› motivation.	4.6000	92%	Very good
3	8	Encourage students to communicate.	4.6000	92%	Very good
4	3	Provide intensive and meaningful language practice.	4.5500	91 %	Very good
5	7	Amuse learners.	4.5000	90%	Very good
6	4	Enhance the four language skills.	4.4500	89%	Very good
7	5	Empower the learners› experience.	4.4500	89%	Very good
8	25	Promote fluency.	4.4000	88%	Very good
9	18	Involve friendly competition.	4.4000	88%	Very good
10	6	Employ meaningful and useful language in real context.	4.4000	88%	Very good
11	15	Help students remember things faster and better.	4.3500	87%	Very good

Sequential N.	N0.	Item	Mean	percentage	Degree- level
		Games are thought to:			
12	11	Help shy learners to participate.	4.3500	87%	Very good
13	27	Promote whole class participation.	4.2500	85%	Very good
14	20	Bring real life situations to classroom	4.2000	84%	Very good
15	23	Adjust for age, level and interest.	4.2000	84%	Very good
16	30	Waste one›s time.	4.1500	83%	Very good
17	16	Provide a model of what a learner will use in real life context.	4.1500	83%	Very good
18	9	Make the learners use the language instead of learning about it.	4.1500	83%	Very good
19	12	Enable learners to acquire new experiences.	4.1500	83%	Very good
20	24	Be student-centered.	4.1000	82%	Very good
21	21	Create reasonable responses even to reluctant children	4.0500	81%	Very good
22	19	Remove dullness from a lesson.	4.0500	81%	Very good
23	29	Be good for revision and fostering previous learning.	4.0000	80%	Very good
24	13	Add diversion to the classroom activities.	3.8500	77%	Good
25	22	Help students learn the target language the way they learn their mother tongue.	3.5000	70%	Good
26	17	Make the teacher act as the only source of knowledge.	3.4000	68%	Medium
27	14	Be merely for fun.	2.9000	58%	Poor
28	26	Create class chaos.	2.8000	56%	Poor
29	10	Increase anxiety.	2.6000	52%	Poor
30	28	Require little preparation.	2.3500	47%	Very Poor
Total			3.74	74.8%	good

From the above-mentioned table, the following results were revealed:

There is only one item which received very poor degree which is item 28. Additionally, three items received poor level which are 10-14 and 26., the percentage degree was between (50 – 59.9) Whereas item 17 received a medium level with the percentage degree of (68 %). The same table reveals that items (13 , 22) received a good degree with a percentage between (70 – 79.9 %). The rest of the items received very good degrees with the percentage of 80 %, and above.

These findings reveal that games are very good in promoting students› attitude towards learning English .They also reveal that by using games learners learn the target language enthusiastically and appropriately. Furthermore, the results reveal that games are not merely for fun. On the contrary, they require a lot of preparation and in advance planning. Besides, they lower anxiety and bring order to the class.

● To answer the second question of the study **" Are there any significant statistical differences at α = .05 from the teachers' perspectives in regard to using games in increasing students' motivation towards learning English due to school location?"** The researchers used the means and One-Way ANOVA to analyze the data from the questionnaire as shown in tables VI and

Table VI

Table VI: Results of the means of the teachers' responses in term of school location

region	Jenin 10	YA'BD 8	Araba 6	Romana 6
means	3.02	4.02	4.1	4.1

The result of table VI shows that there are significant differences between means due to the location variable. To be sure about the significance of these differences , one way ANOVA was used as table (7) shows

Table VII

Table VII: Results of One way ANOVA of the teachers' responses in term of school location

Areas	source	Df	Sum of squares	Mean square	F	significance
	Within groups	3	0.18	0.08		
total	between groups	27	2.30	0.15	0.60	0.80
	total	30	2.48			

The results of table VII show that the computed F value was 0.60 and the significance is 0.80 which means that there were no significant differences in the teachers› perspectives due to school.

● To answer the third question , **" Are there any significant statistical differences at α = .05 from the teachers' perspectives in regard to using games in increasing students' motivation towards learning English due to gender?"** the researchers used the t- test to analyze the data from the questionnaire as shown in table VIII

Table VIII

Table VIII: Results of t – test of the teachers' responses in term of gender

Male 16		Female 14		Computed T	Sig.
Mean	Standard deviation	mean	Standard deviation		
3.92	0.34	4.08	0.34	1.02	0.82

The results of the table 7 show that the computed t value was 1.02 and the significance is 0.82 which means that there were no significant differences in the teachers' perspectives due to gender.

● To answer the fourth question **"Are there any significant statistical differences at α = .05 from the teachers' perspectives in regard to using games in increasing students' motivation towards learning English due to qualification?"** The researchers used means and one way ANOVA to analyze the data from the questionnaire as shown in tables IX and X.

Table IX

Table IX: Results of the means of the teachers' responses in term of qualification

qualification	Diploma 8	BA 16	MA 6
means	4.06	3.97	4.23

The result of table IX shows that there are significant differences between means due to qualification variable , but to make sure about the significance of these differences , one way ANOVA was used as table (X) shows

Table X

Table X: Results of One way ANOVA of the teachers' responses in term of qualification

Areas	source	Df	Sum of squares	Mean square	F	significance
total	Within groups	2	0.12	0.06		
	Inside groups	17	2.10	0.12	0.50	0.61
	total	19	2.22			

Table X reveals that the significance is 0.61 > 0.05 which means that there were no significant differences in teachers› perspectives due to qualification.

● As for the last question, **" Are there any significant statistical differences at α = .05 from the teachers' perspectives in regard to using games in increasing students' motivation towards learning English due to experience?"** The researcher used the t- test to analyze the data from the questionnaire as shown in table XI.

Table XI

Table XI: Results of t -test of the teachers' responses in term of experience

1-5 years (12)		5-10 or more (18)		Computed t	Sig.
Mean	Standard deviation	mean	Standard deviation		
4.02	0.37	4.01	0.34	0.04	0.87

Table XI reveals that the significance is 0.87 > 0.04 which means that there were no significant differences in teachers' perspectives due to experience.

Discussing the results of the study:

A unique finding of this study could be summed up in a short sentence "applying and choosing a game is a challenging task as it requires planning and effort as well as preparation." This can be seen from the responses to items 27 and 28. Another unique finding is that games can help learners sustain interest all over the class. It receives the highest level of importance. In other studies this is emphasized, but not to that level of importance as revealed in the present study.

According to Andrea Bennett, (2011), games played a major role in achieving meaningful learning where most productive and motivating learning experiences are taking place. In contrast, this dimension according to the present study, receives the forth level of importance.

Lindfors, (1980); Ozmen, (2004) and Millis (2005) revealed that games can affect positively towards learning a foreign language. In contrast, this dimension receives the highest level of importance in the present study which might be considered as a unique finding

In term of conductive classroom where one feels comfortable, interested and motivated, this study shares the assumption that games have a great effect in removing boredom. In this dimension, the present study goes in line with other studies such as: McFarlane and Sakellariou (2002) Fromme, (2003) ;

Thomas, 2004; Cornelius-White, (2007) ; Robbins and Timothy 2007 and Prensky (2011) .

According to de Freitas (2006), games and simulations are very powerful and excellent tools that support collaborative learning skills. In contrast, this dimension, according to the findings of this study, comes ninth in the level of importance.

Conclusion and Recommendations:

As the research has shown that games are effective as energizers and educational tools that can provide enjoyment, pleasure intense, passionate involvement, structure, motivation among other benefits, the researchers supported the trend towards using them as short warm-ups.

In the light of the above-mentioned conclusions, the researchers recommend the following:

1. When the exercises are done with games assisted instruction while learning foreign languages students' achievement will increase. Moreover, if English language is practiced with the help of games, the achievement of the learners can be higher than that of traditional education. This is a strong invitation for teachers to refer to games while teaching difficult tasks so as to keep having an interesting teaching environment.

2. Games should be perceived as elements of the process of teaching, learners, should benefit from games connected with English learning in the process of teaching-learning at the right time and the right place.

3. Experimental researches should be done to see the impact of the level knowledge and skills of reading, writing, speaking, and listening on the learners' achievement.

4. It does not matter indoor or outdoor; we cannot deny the importance of games. If students learn with games, have fun, feel happy and free, it means that you have reached your goals. Games strengthen language skills, besides; learners develop social skills and good relationships while they interact with each other.

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