

The Islamic University- Gaza
Graduate Studies Deanery
College of Education
Curricula & English Teaching
Methods Department



The Effectiveness Of Educational Games On The Sixth Graders'
Achievement In English Language In
Gaza Southern Governorates.

Thesis

Submitted by
Alaa' Ibrahim Harb

Supervised by
Dr. Awad Soliman Keshta

Thesis Submitted to the Curricula & English Teaching Methods Department
Faculty of the College of Education In Partial Fulfillment of the
Requirement for the Master Degree of Education

May 2007



الرقم الداخلي 1150

الجامعة الإسلامية - غزة
The Islamic University - Gaza
عمادة الدراسات العليا

ج س ع /35

الرقم.....2007/05/02.....Ref.

التاريخ.....Date

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ علاء إبراهيم أحمد حرب لنيل درجة الماجستير في كلية التربية/ قسم المناهج وطرق التدريس/ اللغة الإنجليزية وموضوعها:

"The Effectiveness of Educational Games on The Sixth Graders' Achievement in English Language in Gaza Southern Governorates"

وبعد المناقشة العلنية التي تمت اليوم الاثنين 20 ربيع آخر 1428هـ، الموافق 2007/05/07م في تمام الساعة الثانية عشرة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

.....	مشرفاً ورئيساً	د. عوض قشطة
.....	مناقشاً داخلياً	د. سناء أبو دقة
.....	مناقشاً خارجياً	د. محمد حمدان

وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التربية/ قسم المناهج وطرق التدريس/ اللغة الإنجليزية

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.
والله ولي التوفيق،،،

عميد الدراسات العليا

د. مانرن إسماعيل هنية

DEDICATION

To all those who lightened my way towards success.....

To the soul of my father.....

To my mother who sacrificed her life for us.....

To my wife my sons and daughters.....

ACKNOWLEDGMENT

IN THE NAME OF ALLAH,THE MOST GRACIOUS,THE MOST MERCIFUL

All praise to Allah, the one to whom all dignity , honor, and glory are due, the Unique with perfect attributes, who begets not, nor is He begotten. He has no equal but He is the Almighty Omnipotent. Peace and blessing of Allah be upon all the prophets and messengers, especially on Mohammed, the last of the prophets and on all who follow him in righteousness until the Day of Judgment. All praise to Allah for enabling me to write this research . As prophet Mohammed , peace be upon him, said, "He who is thankless to people, is thankless to God."

All appreciation to those whose kindness, patience and support were the candles that enlightened my way towards success.

My appreciation and respect first must go to my dear mother and mother in law whose prayers guided, helped and supported me to carry out this work.

My gratitude is deeply paid to my advisor, Dr. Awad Keshta for his generosity, guidance and advice. Of course, I would not forget Dr.Sana Abou Dagga and Dr. Mohammed Abdel-Fattah Hamdan for accepting to discuss this study.

Special thanks is paid to Dr. Mohammed Abdel-Fattah Hamdan, Dr Ezo Afana Mr. Moh'd Atia Abdul Raheem, and Miss Enas Hammad for their comments and suggestions.

Special thanks are due to the Islamic University and its staff for all the facilities , help and advice they offered.

My gratitude is deeply paid to my family, specially my wife who endured a lot during my research, and whose love, affection and supplications stimulated me to complete this work.

I am especially grateful to my brothers Mr. Ismail Harb , the English Language supervisor and Mr. Waleed Harb the teacher of English language for their sincere help and advice.

Finally, my special thanks and appreciation are due to the teachers who administered the experiment in their schools; my sister Mrs. Ahlam Harb and Mr. Ramy Al Nawajha.

Harb,Alaa' Ibrahim." The Effectiveness Of Educational Games On The Sixth Graders' Achievement In English language In Gaza Southern Governorates." Unpublished master of Education Thesis ,The Islamic university-Gaza, May 2007.

ABSTRACT

The study aimed to investigate the effectiveness of educational games on the sixth graders' achievement in English language in Gaza Southern Governorates.

For answering the questions of the study , the researcher adopted the experimental approach. The sample of the study consisted of (94) male students from Omariya Elementary Boys school and (98) female students from Al Razi Elementary Girls school in Rafah. The educational games strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term of the school year (2006-2007). An achievement test of five scopes with (55) items was designed and validated to be used as a pre and post test.

The data of the study were analyzed, using T-test, One Way ANOVA . "Scheffe' Post Test" test was used to identify the direction of the effect. Effect size technique was used to measure the effect size of the educational games strategy on the experimental group in each scope of the test.

The study indicated that there are statistically significant differences in the sixth graders' achievement of English language due to the method in favor of educational games strategy. It also showed that there are statistically significant differences in the sixth graders' achievement of English language due to gender in favor of the female experimental group.

Based on those findings, the study recommended the necessity of implementing educational games strategy in teaching English language to bring about better outcomes in students' achievement of English language. It also was suggested that further researches should be conducted on the effect of games on different dimensions of learning English language and other school subjects.

(98)

(94)

. ()

.(2007-2006)

(55)

(t -)

TABLE OF CONTENTS

DEDICATION.....	I
ACKNOWLEDGMENT.....	II
ABSTRACT IN ENGLISH.....	IV
ABSTRACT IN ARABIC.....	VI
TABLE OF CONTENTS.....	VIII
LIST OF APPENDICES.....	XI
LIST OF TABLES.....	XII

Chapter	Page
I.	INTRODUCTION
1.1	Study Statement and Background.....1
1.2	Statement of the problem.....5
1.3	Research questions.....6
1.4	Research hypotheses.....7
1.5	The purpose of the Study.....8
1.6	The significance of the study8
1.7	Definitions of variables and operational terms.....9
II.	LITERATURE REVIEW
2.1	Language acquisition.....11
2.2	Play as a medium for learning.....19
2.3	Educational games.....32

Chapter	Page
II.	LITERATURE REVIEW (continued)
2.4	Related studies concerning using games in teaching English language.....56
2.5	Related studies concerning using games in teaching other school subjects.....64
III.	METHODOLOGY
	Introduction.....78
3.1	Research design.....78
3.2	The population of the study.....78
3.3	The sample of the study.....79
3.4	The variables of the study.....80
3.5	Controlling the variables.....80
3.6	Instrumentation85
3.7	The statistical analysis97
3.8	Limitations of the study98
3.9	Data collection procedures99
IV.	DATA ANALYSIS
	Introduction..... 100
4.1	Data Analysis.....100

V.	FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	
	Summary.....	112
	5.1 Findings.....	113
	5.2 Discussion.....	114
	5.3 Conclusion.....	122
	5.4 Recommendations.....	123
	5.5 Recommendations for Further Studies.....	125
	REFERENCES.....	126

LIST OF APPENDICES

APPENDIX (A) TOOLS OF THE STUDY	
APPENDIX A.1	The general objectives of the content.....141
APPENDIX A.2	The content analysis.....142
APPENDIX A.3	Test Specification.....143
APPENDIX A.4	Achievement Test.....145
APPENDIX A.5	Difficulty Coefficient of the test items.....150
APPENDIX A.6	Discrimination Coefficient of the test items....152
APPENDIX A.7	Correlation coefficient of the test items.....154
APPENDIX (B) GAMES INDEX.....	156
APPENDIX (C) LETTER OF PERMISSION AND APPROVAL.....	182
APPENDIX (D) REFEREE COMMITTEE.....	183
CURRICULUM VITAE	184

LIST OF TABLES

Table	Page
1 The distribution of the sample according to the groups	79
2 T-test results of controlling age variable.....	81
3 One Way ANOVA style results of controlling age variable...	81
4 T-test results of controlling general achievement variable....	82
5 One Way ANOVA style results of controlling general Variable.....	82
6 T-test results of controlling general achievement in English variable.....	83
7 One Way ANOVA style results of controlling achievement in English variable.....	83
8 T-test results of controlling previous learning in English variable on the Pre- test.....	84
9 One Way ANOVA style results of controlling previous learning in English variable.....	85
10 Correlation coefficient of the scopes with the test.....	90
11 Alpha Cronbach coefficient for the scopes of the test.....	91
12 Spilt –half technique results.....	91

LIST OF TABLES (continued)

Table	Page
13 T- test results of differences between the exp. and the cont group in the post-test	101
14 The suggested table for identifying effect size level for each effect size scope.....	102
15- "t" value, "d" and" η^2 " effect size for each of the test scopes and the total degree.....	102
16- T- test results of differences between the exp. and the cont. high achievers in the post-test.....	103
17 "t" value, "d" and" η^2 " effect size for each of the test scopes and the total degree	103
18 T- test results of differences between the exp. and the cont. low achievers in the post-test.....	104
19 "t" value, "d" and" η^2 " effect size for each of the test scopes and the total degree.....	105
20 The results of One Way ANOVA to compare the mean of the four groups male and female "experimental and control" ...	106
21 "Scheffe' post test" test to know the direction of differences among the four groups in the first scope " Listening"	107

LIST OF TABLES (continued)

Table	Page
22 "Scheffe' post test" test to know the direction of differences among the four groups in the Second scope "Speaking".....	107
23 "Scheffe' post test" test to know the direction of differences among the four groups in the Third scope " Reading".....	107
24 "Scheffe' post test" test to know the direction of differences among the four groups in the test total degree.....	108
25 "Scheffe' post test" test to know the direction of differences among the four groups in the fourth scope "Writing".....	108
26 "Scheffe' post test" test for know the direction of differences among the four groups in the fifth scope "Vocabulary Structures".....	108
27 Mean, standard deviation and "t" value for the experimental group before and after the experiment.....	109
28 "t" value, "d" and " η^2 " effect size for each of the test scopes and the total degree	110

INTRODUCTION

1.1 Study Statement and Background

Language is a social as well as an individual phenomenon, that enables man to communicate and reflect his own culture. In the age of globalization where the world becomes one community, people tend to learn each others' languages. The demand for learning foreign language has increased, however the history of teaching and learning foreign languages often appears to have been a history of failure.(Kara, 1992:pp9-21.) Though many theories, studies and researches tackled this issue, each tried to provide teachers and learners with a better way for learning foreign languages, language learning is still a hard task which sometimes turns to be frustrating. (Lewis& Hill, 1995:p.22).

To overcome frustration and bring about effective foreign language learning, effort is required at every moment and must be maintained over along period of time. (Wright,et.al,1984) On one hand, teachers should shift the angle and give prominence to language practice within an interesting and enjoyable environment. (Kara, 1992:pp. 36-37) On the other hand, they should avoid the perception that all learning "should be serious and solemn in nature,

and that if there is hilarity and laughter, then there is no real learning".(Kim, 1995:p.35) They should believe that it is possible to learn languages as well as enjoy oneself at the same time.

English being the most wide spread language becomes an issue of interest that increases rapidly. In the Middle East area, governments provide programs for English language in almost every school and university.(Keshta,2000:p.4) Realizing the importance of English language, Palestinian National Authority began its promising project of introducing our students to English since the first elementary grade. Despite this fact, we still notice the low level of our students' achievement in English language.(Hamad,2005:p.3) Al-Ghussian (2000) shows that many complaints are being raised by teachers regarding the students' low achievement. The researcher, being an English supervisor, noticed this problem. Such a problem may relate to curriculum, materialistic resources, evaluation instruments or the strategies used in the teaching- learning process. New authentic techniques may contribute in solving this problem.

Cakir (2004) indicates that teaching English for young learners is completely different from teaching adults, for they have peculiar physical and behavioral characteristics. Young learners need to be provided with an atmosphere that will help to stimulate their

imagination and creativity through activities appropriate to their own world. In this sense, teachers should modify their teaching techniques and strategies in a way that appeals to students' abilities, aptitudes and modalities and create that promising classroom environment where students learn English language through amusement and enjoyment. Many researches indicate the efficiency of using games in English language teaching- learning process since well-chosen games are invaluable as they help students practice language skills in many types of communication. (Ersoz, 2000).

Zdybiewska (1994:p.6) states that "games are a good way for practicing language as they provide a model of what learners will use the language for in real life". Moreover, games become an essential part in the teaching – learning process that can enhance the extrinsic motivation towards learning foreign language. They can make the dullest lesson exciting for both adults and children. (Hong, 2002)

Richard-Amato (1996: pp.194-199) holds that games not only make learners use language instead of thinking about learning the correct forms , but they can also lower the students' affective filter and anxiety as well , thus make the language acquisition process more likely. Games are highly motivating and entertaining. They give shy students the opportunity to express themselves freely. Furthermore, to

quote Richard-Amato (1996:p.192) "they add diversion to the regular classroom activities, break the ice and are used to introduce new ideas as well". Games, therefore, should not be regarded as a marginal activity, filling odd moments when the teacher has nothing better to do. They should be used in the heart of teaching foreign language.

Shaptoshvili (2002:p.34) states that the purpose of games is to reinforce the learnt language through practice. The learners are engaged in an enjoyable activity without realizing that they are practicing language. Games are an excellent way to practice spelling and vocabulary as they spark students interests and allow them to have fun and interact with each other thus, developing their communication skills. Mclaughlin (2004:p.95) argues that "from the learner's point of view winning a game, not learning English will be the motivating factor. In contrast, the teachers' motivation for using a game is its contribution to the learners' English competency, fluency and accuracy". Uberman (1998:p.23) claims that "games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used to help students see beauty in foreign language not just problems that at times seem overwhelming".

In the light of the importance and effectiveness of implementing games in teaching foreign language, this study examined the

effectiveness of educational games on improving students' achievement in English language in Gaza Southern governorates depending on the fact that richness of the educational experience is improved for all students when they are active participants in a mutually supportive promising environment. (Shevin, et.al, 1994).

1.2 Statement of the problem

In the age of globalization, the world of technology, information and internet, English becomes a critical demand for any individual who tends to follow up the vast change in our modern world. However, learning English is not an easy job for almost all our students, especially within our schools limited possibilities. A lot of obstacles; crowded classes, difficult curricula and traditional evaluation instruments force our teachers to modify or even change their techniques to overcome these obstacles towards the targeted objectives. The students' low achievement level in English Language requires a serious research for alternative techniques that may improve our students' achievement level.

The purpose of this study was to examine the effectiveness of educational games on the sixth graders' achievement in English language in Gaza Southern governorates.

1.3 Research questions

The problem was stated in the following major question:

What is the effectiveness of using educational games on the sixth graders' achievement in English language in Gaza Southern governorates?

The following minor questions emanated from the above major one:

- 1- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the students who learn English language through games (experimental group) and those who learn English language through the traditional method (control group)?
- 2- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the high achievers in the experimental group and their counterparts in the control one?
- 3- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the low achievers in the experimental group and their counterparts in the control one?
- 4- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the experimental group and the control one due to gender?

5- Are there any statistically significant differences at ($\alpha \leq 0.05$) in the achievement level of the experimental group before and after the experiment?

1.4 Research Hypotheses

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the students who learn English language through games (experimental group) and those who learn English language through the traditional method (control group).
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the high achievers in the experimental group and their counterparts in the control one.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the low achievers in the experimental group and their counterparts in the control one.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level between the experimental group and the control one due to gender.
5. There are no statistically significant differences at ($\alpha \leq 0.05$) in the achievement level for experimental group before and after the experiment.

1.5 The purpose of the study

The study aimed at achieving the following objectives:

1. Identifying the effectiveness of using educational games on the sixth graders' achievement in English language in Gaza southern governorates.

2. Familiarizing English language teachers with basic principles of designing, selecting and using games in teaching English language. Besides, providing them with a guide to facilitate this job.

3. Measuring the change in sixth graders' achievement in English language as a result of implementing games in English language classes.

1.6 The significance of the study

The study may benefit:

The teachers:

This study may help English language teachers organize effective teaching – learning environment in the light of implementing games.

The supervisors:

This study may stimulate specialists' and supervisors' interest in conducting training courses for their teachers to enhance the use of games in their classes.

Syllabus designers:

They may benefit from this study to modify, organize and enrich English language curricula with activities based on games.

1.7 Definitions of variables and operational terms

2. Educational Games: They are educational means used in English language class that help students acquire language through co-operative or competitive practice within certain rules.

3. Play: It is an innate activity , performed individually or chorally for enjoyment and serves as a means for developing the different aspects of the child's character .

4.Traditional method: It is the conventional method used by English language teachers in Gaza . It is a teacher centered method , where the teacher dominates the scene while learners are mere passive receivers.

5. Achievement: It is information, experience and skills of English language introduced in the curriculum and acquired by the learner during a certain period. Achievement is measured by the marks the learner gets in the examinations.

6. Effectiveness: It is the degree of improvement in the students' achievement level in English language as a result of using educational games in English language classes. It's statistically measured.

7. High achievers: Students whose total score in the achievement test in English language lies among the highest 25% of other students'score.

8. Lower achievers: Students whose total score in the achievement test in English language lies among the lowest 25% of other students' score.

II

LITERATURE REVIEW

2.1 LANGUAGE ACQUISITION

Introduction

Language with all its manifest complexity is one of the greatest gifts we give our children. It is a misconception that children learn language passively. Language acquisition is a product of active, repetitive and complex learning . (Bruce,2006) That is why we should realize how children learn languages , so that we can provide them with the right learning environment; (Hughes,2004:p.2) a supportive environment where children feel neither threatened nor intimidated. (Kristmanson, 2000:p.1-5)

Cakir (2004:p.101-112)states that creating a suitable atmosphere would help any learner to learn the target language, no matter how difficult it is. It is the psychological secure setting in the classroom that would enhance learning through enjoyment and pleasure. The students' negative feelings about learning foreign languages such as, fear, embarrassment and insecurity are to be considered by the teachers. Hussin,et.al (2000:p.2) believe that teachers can play crucial role in driving children to learn language, if they provide them with

activities that are pleasant, non-threatening, meaningful and relevant to their life and experience.

Piaget, Maslow and Bruner claim that children can be content to learn language for its sake if learning is fun and engages them. (Krieger, 2005:p.18-22)

2.1.1 How do children acquire their first language?

McMahon(1996:p.26-29) indicates that both, Piaget and Vygotsky have almost the same perspectives about how children learn language. Piaget believes that children learn language through actions. As they explore their world, they form and reform ideas in their minds. The more active the children are, the more knowledge of language they gain. He sees that their concepts of language are shaped more by what they accomplish in preceding developmental stages than by their imitating adults' behavior or following adults' directions. Vygotsky emphasizes social interaction but places less emphasis on developmental stages. He sees that children build new concepts by interacting with others.

Hughes (2004:p2-10) cites that Chomsky sees learning language as an innate process, it is the innate language capacity in all of us that helps the child learn language. Chomsky calls it (LAD) Language Acquisition Device, he argues that children learn language which is

governed by highly subtle abstract principle without any explicit instruction. Hence, language acquisition depends on an innate species and specific module that is distinct from general intelligence. (Krieger, 2005:p.18-22)

Lenneburg with his (CPH) Critical Period Hypothesis suggests that learning language happens within what is called critical period. It is the period up to eleven years of age, in which children are able to learn language. He claims that if language was introduced after this period it would be very difficult for children to learn it.

Burner points out that to learn language, it is not enough to have (LAD) Language Acquisition Device. There should be (LASS) Language Acquisition Support System supplied by adults to help children develop their (LAD). (Hughes, 2004:pp.2-10)

According to Bruce (2006) there is no genetic code that leads us to speak Arabic or English. We are all born with the capacity of producing forty sounds and our genes help our brain to make association between sounds and objects, actions and ideas. The combinations of these capabilities create language. The amusing sounds of a young toddler practicing language is really their modeling of the rhythm, tone and non-verbal expressions they see in us. So language is not completely innate but it needs practice to be learnt. If

the child is rarely read to, sung to, or talked with, he will not have normal language development. In other words, both heredity and environment are essential in developing the child's language.

2.1.2 The features of the child's language environment

McGlothlin (1997) cites the following features of the child's language environment;

1. There is no direct pressure to learn.
2. There is no time limit for learning the language.
3. The language is not sequenced by grammar or vocabulary.
4. There is lots of repetition. His life contains repetition and the language around him reflects it.
5. Both the language and the world around him is new, therefore interesting.
6. The language is spoken in the context of the surrounding world.
7. The child has many opportunities for using the language to communicate to those around him.
8. Much of the language is simplified to the level of the child's understanding. It is tailor-made for the child.

2.1.3 The child's learning strategies

1. The child is not interested in language for its own sake.
2. The child is not disturbed by the language he does not understand.

3. The child enjoys the repetitive events of his life, and uses this enjoyment to help him learn.
4. The child uses his primary interests to help him learn.
5. The child directs his attention to things that are easy to understand.
6. The child uses his natural desire to participate in the life around him to help him learn new language.
7. The child adds words to his speaking vocabulary more easily if he already knows how to pronounce them.
8. The child immediately uses the language, and his success in communication builds confidence.
9. The child brings tremendous ingenuity to the task of learning.

(McGlothlin, 1997)

The perception of how young children acquire their first language along with, the important features of their learning language environment is very significant. It guides and directs the educators' and psychologists' efforts to find out and adjust appropriate techniques for teaching young learners foreign languages.

2.1.4 How do young children learn English

Young children are professional learners who spend most of their day in a learning environment. Those learners are highly influenced by the type of environment they learn in. The quality and the style

they are exposed to will greatly influence their language learning success. However, children come to English classroom are neither empty vessels to be filled with information nor empty handed. (McLaughlin, 2004:p.9)Those children tend to absorb relatively easily any language they are exposed to.(Bredekamp,1990:pp.51-53)

They are completely different from adults. They are more enthusiastic and lively learners. Those young learners seem less embarrassed than adults at talking in English . The lack of inhibition seems to help them acquire English faster than adults. (Cameron, 2002:pp.1-8).

McGlothin (1997) divides the process of learning English as a foreign language into two parts.

- The first deals with how the new language comes to the learner; the environment.

- The second deals with the idea of how the learner comes to the language; the strategies the learner uses in his attempt to learn the language.

Therefore, an effective English language program should ideally enable us to create an environment in the class that would bring the language to children. It also should enable them to start learning English as naturally as possible.

Cameron (2002:pp.15-20) points out that there is an onus on the teacher to provide the learners with appropriate exposure and opportunities for learning English. Such exposure should be through activities that are tuned to the learners' needs and interest rather than the demands of the curriculum. He claims that the teachers of English language for young learners should be aware of the following points:

1. Young learners actively try to construct meaning:

They actively try to "make sense", find and construct a meaning and purpose for what adults say to them. They can only make sense in terms to their world knowledge which is limited and partial. Teachers thus need to examine classroom activities from the child's point of view to assess whether the learners will be able to make sense of the new language.

2. Children need space for language growth:

Routines and scaffolding are types of strategies that seem to be helpful in making space for language growth.

3. Language development is internalized:

Language development can be seen as internalized from social interaction, techniques like games, role play and drama can help children develop their language.

4.Children learning of English language depends on their experience:.

There are important links between what and how children are taught and what they learn. The boarder and richer the language experience that is provided for children the more they are likely to learn English.

2.2 PLAY AS A MEDIUM FOR LEARNING

Introduction

Play is considered a vital activity conducted by the child that has a major role in forming his character with its different scopes through stimulating his thinking and enforcing his imagination . Besides, play is an instructional medium that helps the child acquire different social skills .It is a basic introduction to the child's development in different aspects ; mental , physical , emotional , affective and linguistic . It relieves man of his inner conflict and tension towards harmony and adaptation. Due to the significance of play and its intelligible effect in stimulating children towards learning and motivating their active interaction with the acquired facts , concepts and skills ,educators are to invest such a medium in teaching and learning process. (AI Hela,2004: p.19)

Alkhawalda (2003:pp.25-26) indicates that play is a human phenomenon that represents one of the life joys ; love , play and success . As a result , specialists , researchers and educators try to exploit and invest this phenomenon for man's development and education.

Banner (2005: p.23) refers to play as a human right cited in the United Nations Declaration of the rights of the child . The child

should have full opportunity for play and recreation , which should be directed to some purposes as education.

2.2.1 Definition of play

As a theoretical concept , play is notoriously difficult to tightly define . Rather than having a single meaning, play is best seen as a description of a range of activities that can be ascribed to human and non human beings .The definition of play is a task with ambiguities , different definitions lend themselves to different researchers and specialists due to their various perspectives .

Altman (1986: p.10) suggests that " play is a behavior format which can facilitate rapport and communication ,and through which information and learning can pass between child and adult . Through play, the child learns by doing with the least amount of resistance ."

Abed Rahman (2001:p.282) defines play as " the natural activity practiced by children since their birth till advanced stages in their life with relatively different degrees . Basically , play is an activity performed by the child for pleasure and excitement."

Abu Jaber (2003:p.221) defines play as" an activity where players exert efforts to achieve certain goals in the light of specific rules ."

Piaget sees play as " an assimilation process aims at converting information to suit the individuals needs. Play, simulation and

imitation are integral parts in intelligence and mental development".
(Malas , 1985: p.128)

Katreen Tylor defines play as " education , discovery , personal expression and enjoyment ". (Al Hamamy 1987: p.11) cited in (Shaah, 2002: p . 77)

Balqees (1987: p.15) defines play as " a free or a controlled activity in the form of motion or work performed individually or chorally that uses the mental and kinetic energy for no goal but excitement and enjoyment."

Al Hela (2002: p.18) defines play as " a free activity could be invested for developing children's behaviors and characters ."

Good (1975) cited in (Balqees & Maree ,1987:p.10) defines play as " a free or a guided activity performed by the children for enjoyment and entertainment and used by adults to develop the children's characters in different aspects , mentally ,physically , emotionally and socially."

Banner (2005:p.16) defines play as " a vehicle for increasing neural structures and a means by which all children practice skills they need later in life" .

Play is described as "unrestrained , amusing interaction with people , or things often in the context of learning".(Wikipedia ,2006)

Studying the previous definitions, the researcher concludes that play is" an innate activity , performed individually or chorally for enjoyment and serves as a means for developing the different aspects of the child's character" .

2.2.2 The characteristics of play

Being an activity seeks for enjoyment and entertainment , some consider play as the opposite of any serious work , so it is essential to point out some of the play characteristics to have a full understanding of its nature . Abed El Al (1991: pp. 275 -276) mentions some of these characteristics :

- 1- It is a process . The outcome is not important as the process itself .
- 2- Play is child – initiated . The activity is done for no other reason than the child's desire to do it .
- 3- In play , every thing and anything can happen .
- 4- Play is very much an activity of the mind. Engagement in play involves the mind in an active process as the child investigates , explores and inquires during play .

Lababidy & Khalila (1998:p.9) Balqees & Maree (1987:pp.10-15) mention other characteristics :

- Play is a free not a compulsory activity .
- The ultimate aim of play is enjoyment and entertainment .

- Play is an expression of the mental and motive energy .
- Play is an assimilation process .
- Play is restricted to certain laws and rules .

2.2.3 Functions of play

The validity of play lies in the fact that it is a part of the growth process . Play is a process of experimentation and exploration . It represents the frame where the child attempts to master various skills to cope with his changing roles in a changing environment .

According to Piaget , play serves many purposes and since children learn more effectively through activity rather than instruction , play provides an excellent device for learning . (Altman, 1986: pp.10 -12)

Khawalda (2003: p.43) suggests that play is an activity that represents not only a frame of the child's interaction within his life but the content that specifies the nature of this interaction with his environment as well .

Through play, children learn how to learn . It is their natural and healthiest way to learn as they are motivated from within . (Mcllvain , 2004: pp. 19 -22).

Banner (2005: pp. 22- 26) Balquees & Maree (1987: pp.18 -19) (Altman , 1986: pp. 10-12) refer to play as a significant contributor to the child's cognitive development . They indicate that :

- Play helps children create and test their hypotheses about certain events which brings about better understanding .
- When children use their imagination in play , their brains work much healthier than keep still in their desks to understand their teacher .
- Play provides the children with a better and deeper understanding of their world .
- During play, children use their imagination to understand the link between symbols and the objects they represent .
- Play allows children to create their own understanding without adults intervention .
- It is a learning instrument ; through play children acquire better understanding of the school subjects .
- It enhances the intrinsic motivation for learning .
- It is an instrument for acquiring concepts and skills .

Balquees & Maree (1987:pp.18-19) Ceglowski (1997:pp.20-26)

Isbenbery and Quisenberry (2002) cited in Banner (2005:p.26) Banner (2005: pp.22-24)Essa and Msalha(2005:pp.479-481) confirm the essential function of play in developing the child's social skills and mention that :

- Play helps the child to become more sensitive to others' needs and values .

- Play is a social device for assimilating social values .
- Play is a mirror of society that reflects its values and transmits them to the child .
- Play develops the child independence from the adults , through encountering the problems and searching for solutions .
- Play is one of the major educational influences helping the child to acquire the roles and the values that will be required in adult life .
- Play is an educational device that creates the interaction between the child and his environment and results in his character and behavior development .
- Play contributes to the development of positive peer relationship .
- Play is an instrument for interaction and communication , thus an instrument for social development .

Ceglowski (1997:pp.20-26) AlHela (2002:pp.35-37) Khawalda (2003:pp.44-45) Banner (2005: p.22)) assert the role of play in building the child's character ; mentally and emotionally. They indicate that :

- Play is a device for innovation and creativity .
- Play helps the child realize concepts and accommodate with his surroundings .

- Play is a flexible device for the child's growth and balance more than fulfilling his tendencies and desires .
- Play is an effective device for analyzing the child's character and discovering his abilities .
- In the educational realm, play helps children develop their skills and knowledge , besides it enhances problem – solving abilities and school achievement .
- Children express and workout emotional aspects of everyday experience through unstructured play .

To sum up , play is a vital device in the child's comprehensive growth as it helps the child discover his own strengths and weaknesses and prepares him for his future life . It is advisable that any good child care work orientation should include an understanding that play has a meaning and intrinsic value and is not merely an idle activity .

2.2.4 Types of play

Different researchers adopt different classifications of play. According to Piaget, play can be classified into four scopes :

1 – Functional play

It is that type of play practiced during the emotional motor phase . Its ultimate aim is pleasure and the feeling of domination through , throwing and catching things .

2- Symbolic play

In this type the child treats things as human beings and begins to communicate with them as if they are living beings .

3 – Games with rules

This type of play is practiced by seven or eight aged children under certain rules .

4 – Constructive play

This type is developed from the symbolic play . It represents the child's ability to deal with problems and comprehend the reality of life.(Abed Rahaman,2001: pp. 283-284)

Cailois as cited in(Khawalda ,2003:p.41-43) names four categories of play :

1-Competition play that depends on challenging the opponent whether the self or others .

2 - Chance play that depends on probability .

3 - Assimilation play that includes imitation and pretense where the player assimilates certain characters or roles differ from his real life .

4- Exultation play where the player seeks for getting rid of problems , troubles and fear through stimulating dizziness.

2.2.5 Theories of play

Tackling the issue of play from different perspectives resulted in different theories, each of which tried to explain the nature of this activity . In this research, some of these theories will be introduced in brief.

1-The Surplus Energy Theory

In this theory Schiller (1873) and Spencer (1875) as cited in (Altman,1996:p.10) (Abed Latif,et.al ,1999: p .72) see play as a result of surplus energy that exists because the young are freed from the business of self – preservation through the activities of their parents . Energy finds its release in the aimless exuberant activities of play . In this sense, play is a manifestation of the child's inner energy .Though this explanation is logical to some extent , but it can not explain the elders' play .Furthermore , it neglects the active and effective role of play in the development process.

2- Struggle for Survival or Pre- exercise Theory

In this theory , Carl Groos (1898) as cited in (Balqees and Marree , 1987: pp.36 -40) claims that play is an instructive activity performed by man to practice and master certain skills . These skills are essential for later survival . Accordingly , play is a serious and purposeful activity that aims at preparing the child for his future life

.It is play that helps children adopt life demands through practicing and mastering basic skills . When the child plays the role of father or mother , he practices the same role he has to play in his real future life.

3- Relaxation Theory

In this theory , Lazarus (1883) and Patrick (1916) see play as a motive that drives man to replenish the exploited energy . In this sense play is essential in man's life to recharge man with the needed energy . This explains the call of some educators for dividing the school day into relative periods between mental and kinetic activities. (Abed Rahman, 2001:p.282)

4- Psychoanalytic Theory

In this theory, Freud(1908)interpreted play from a psychoanalytic point of view and linked between play and the child's fictional and imaginary activities . In this theory Freud assumes that human behavior is decided by the joy or agony accompanies that behavior . Man by nature aims at joyful experience that stimulates enjoyment and excitement . On the contrary he tries to avoid painful experience . In this sense , the child tries to create his own world . The world of fiction and imagination to practice his joyful experience without any external disturbance to spoil his own world . Play is the child's

instrument to be far away from the real world with its pain , stress and agony . For Freud , play has a catharsis function that leads to relaxation.(Balqees&Maree,1997:p.28-31)(AbedRahman,2001:p.282)

5- Cognitive Theory

Piaget (1962) suggests that cognitive development takes place as a result of the interaction between the child and the environment . Through this interaction , the child learns how to deal and adapt with his environment . In his attempt to explain play, Piaget believes that :

- 1- play is an indication of the child's growth and maturity .
- 2- play is an essential pre-requisite for the child's comprehensive growth .
- 3- play develops the different phases of the child's growth .

During the developmental process , three types of play can be distinguished , practice play , symbolic play and play with rules .The crucial issue made in respect of play has to do with the process of assimilation and accommodation .

- Assimilation means the child's activity to turn the perceived information into special structure that forms a part of his character .
- Accommodation is the activity performed by the child to achieve adaptation with the world around him.

Piaget indicates that the equilibrium between these two processes leads to harmony between experience and new learning .
(Altman , 1986: pp . 14 -16)

6- Play in Islam

Abdel Al (1991:pp.267-271) states that Islamic education realized the importance of play and clearly declared its credit in developing the child's comprehensive development . From the Islamic perspective , play is a purposeful activity for fulfilling the child's needs and developing his self -confidence . Furthermore , Islamic education recognized the major role of play in the social adaptability. Through play child learns others' rights, co-operation and tendencies related to his own culture during performing various social roles .Islamic education saw play as a necessity and a right for the child's comprehensive and integral growth .

2.3 EDUCATIONAL GAMES

Introduction

Different goals call for different strategies to be achieved . The time our education goal is to build the learner as a whole , certain strategies away from the traditional ones should be followed. Traditional methods based on the teachers' positivity and the learners' negativity can not appeal to our education goals nowadays . As a result , new methods based on maximizing the learners' active role in the teaching - Learning process have appeared. (McIlvain ,2004:p.26)

Cooperative learning , active learning , effective learning , task based approach , group work , songs , projects and games are different strategies and techniques have been adopted . The goal is the enhancement of the learners' positivity , being the central factor of the teaching – learning process for better learning outcomes .

Games as a teaching strategy has appeared as a reaction for two issues . Firstly , the vast development in the educational literature as interest has been shifted from the content as a goal in itself to the learner . The core of the teaching - learning process has become the learner who is to practice positively a variety of activities . Through these activities he would acquire the knowledge , the concepts and the skills that enable him to practice life in his society .

Secondly , the interest in the function of the information and its role in solving the society problems. (Fara',1999:p. 58) .

Uberman (1998 :p.20) indicates that using games has become a popular teaching technique used by methodologists for its noticeable advantages .Moreover, studies evidence that for language acquisition to happen , child needs to involve in a situation where there is no anxiety . Games provide the students with a learning situation that interests and immerses students. They weaken the constraints of the classroom and encourage the development of communication among the learners and bring about better learning outcomes . (Hyland,1993:p.16)

Due to the fact that the essence of many games lies in outstripping someone else's performance or in bettering one's own ,the goal is visible , outdoing others and improving oneself in an enjoyable atmosphere.(Lee,1979: p.1) Bacha (2002) claims that games is a powerful instrument for teaching which promotes learning through stimulating the learners' intrinsic motivation.

2.3.1 Definition Of Educational Games

Hubbard (1991:pp.220-224) indicates that games become an integral strategy for teaching language . They no longer are entertainment activities but a stimulant for practicing communication .

Crookal (1994:p.309) sees games as a tool for developing problem solving skills and reinforcing the students' language competence .In this section, different definitions will be presented so that a comprehensive perception of what educational games are may be achieved .

Al Hela (2002:p.23) sees educational games as "activities require certain efforts to achieve certain goals according to certain designed rules" ."Educational games are organized activities following a set of rules where two students or more interact to achieve certain specific goals".

Coleman(1990:p.443)defines educational games as "cooperative or competitive activities performed by the individuals to achieve certain goals within a set of rules " .

Hadfield(1990:p.15) defines games as "an activity with rules , a goal and an element of fun " .

Balqees (1981:p.30) defines educational games as "organized activities performed individually or in groups to achieve a certain goal" .

Collier(1998) defines educational games as "a kind of competition in which players have objective such as winning or succeeding by having fun under clear rules".

Essa and Masalha (2005:p.483) define games as "activities performed by students according to certain rules" .

Heninch, et.al define educational games as "organized activities demand efforts to achieve certain goals within specific rules". (Sabareeni & Ghazawi ,1987:p.123)

Hogle (1996:p.5) sees the educational games "as a contest of mental skills and strengths that requires the participants to follow a specific set of rules in order to attain a goal " .

Studying the previous definitions , one could deduce that educational games are activities with some characteristics :

- They evoke excitement and pleasure .
- They have rules and limitations that should be followed .
- They are goal oriented activities .
- They stimulate and motivate students towards more positive interaction.

2.3.2 Types of The Educational Games

Al Rafi (2000:p.477) cites that educational games can be classified into three basic categories :

A- Instructional games

They are instructional activities designed according to a set of rules that organize the procedures of the game and the roles of the

participants. Two or more learners participate to achieve certain instructional objectives . The game includes competition that ends in the winning of one team .These games don't initiate a life –link situation . Word game that aims at grasping the meaning of a word or constructing a sentence is an example of this type .

B-Simulation

It is a life –link situation , where each learner has a specific role that demands a problem solving or making a decision . Role play and simulation relate to this category .

C- Contests

They are interesting activities that include the discussion of certain topics . These contests can be performed with a simulation or without . Lewis and Bedson (1999:p.7) classify educational games into two categories :

A-The rousers

Games which wake a class up .They get the adrenalin going .Movement games where there is an element of competition are typical arousers . Besides , guessing games that get students excited and the games that require students to speak . These games could backfire , excite and make student wild and sometimes lose control .

B- The settlers

The settlers on the other hand , calm the students down .Typical "settlers" are craft activities and games which focus on listening . Writing games also tend to settle the class , unless they are combined with other stirring elements , for example running to the board .The difference between "rousers" and " settlers" is not always clear . It depends on how the teacher decides to play the game .

2.3.3 Educational Games Significance

Shaptoshvili (2002:p.34) asserts that games should be an essential part of the teachers repertoire . Though they are recreational activities whose main purpose is enjoyment , they have an evidence in the teaching- learning process . Whatever we teach , whatever we hope the children are going to learn , the experience is richer and more memorable when we engage the emotions , when we include an element of fun , when we laugh (Hearn , 2004:p.17) .

Al Hela (2002:pp.31-34), Essa and Masalha (2005:p.488), Al Hwadi (2002:pp.26-27) summarize the achieved goals of using educational games :

- Educational games are a learning tool

Educational games help the child discover and explore his surrounding world . Through games , the child acquires a lot of information , facts and concepts about people and things.

- Educational games are a tool for developing the cognitive competence

The game anticipates developing the child's cognitive competence as a result of understanding its rules . The child has to use his skills of analysis , innovation and synthesis to play the game successfully .

- Educational games enhance the social and affective aspects of the child's character

Playing with others claims co-operation among all the practitioners. Games accustom the child to communicate with others within group work . Furthermore , they build the child's emotional and affective balance . When the child sacrifices his ego for others , he acquires some attitudes that facilitate his adaptation to his environment .

- Educational games are a tool of compensation

Educational games help the child get rid of stress and repression . In some assimilation games , the child tries to regain balance through assimilating the roles of the elders.

- Educational games are a tool of expression

Games constitute a great means of communication that surpasses language . Children can express their emotions , ideas interests , tendencies and aptitudes through games

2.3.4 The Pedagogical Benefits Of Educational Games

Games constitute a wonderful tool for engaging learners and reinforcing their learning if they are used appropriately. This is a fact that no educator can dispute or argue. (Constantinides, 2003) The benefits of games as a teaching tool is noticeable as many researchers have proposed many . These benefits touch almost all the aspects of the child's character . (Hogle ,1996: p.6)

1- Affective benefits

- Educational games are a demand for lowering the students' affective filter and eliminating any psychological barriers towards the effective learning.(Hussin, et.al ,2000: p.20)

- Educational games provide the students with a special atmosphere full of attraction , competition , luck and excitement which reflects on their motivation .(Essa & Masalha ,2005: p.488) They promote the students' intrinsic motivation which keeps them attentive during the lesson .(Dukes,1997)

- Educational games not only provide the learners with the opportunity to express their needs , desires and tendencies but stimulate their readiness and aptitudes towards learning .

(Open University,1995p .342) (Essa & Masalah ,2005 : p.458)

- Educational games offer the learners a comfortable and a secure environment that affects their positive interaction and involvement .

(Makarova,1997:p.8)

- Educational games prevent boredom and develop a sense of achievement which results in self-confidence and independence .

(AlMasri,2004:p.2) (OpenUniversity,1995:p.342)

2- Mental benefits

- Educational games being free and fun activities stimulate the students' energy towards a meaningful learning as many games can be geared towards self - learning .

- Educational games create a state of doubt and disequilibrium which is essential for recognition. This state drives the student to search , discover , analyze and evaluate to regain the state of equilibrium.

(Hogle ,1996: p.9)

- Educational games enhance students' reasoning skills and high order thinking . The student in the game is a creative thinker and a decision maker. (Sabarinee & Ghazawi , 1987:p.122) Through games students

become better problem solvers as they continue developing strategies and techniques to achieve their goals .(Abu Jaber, et.al , 2003 : p.46)

- Educational games develop students' skills of observation , analysis, classification, deduction and synthesis . (Boqhoos&Ubaid1997:p.410)

3- Pedagogical benefits

In this aspect , educational games play a basic role in the teaching – learning process which brings about remarkable results in the students' school achievement.

- Educational games change the traditional role of both ; the teacher to be a guide , a supporter and a facilitator and the learner to be a researcher and an active participant .(Abu Jaber, et.al , 2003:p.46)

- Educational games individualize and organize learning to meet individual differences . Different games meet different learning styles ; auditory , visual and Kinetic .(Makarova ,1997:p.5)

- Educational games promote intrapersonal reward structures for learning . Besides they produce effective classroom interaction . (Dukes , 1997)

- Educational games enhance students' competence of communication as they enhance their language .

- Educational games shift the classroom mood from a deadly boring mood into an interesting one .(Boqhoos & Ubaid, 1997: p. 411)

4- Social benefits

- Educational games reinforce cooperation habits and the spirit of team among students.
- Educational games promote healthy competition .
- Educational games develop students morals like; tolerance , co-operation, respect and the acceptance of the other .
- Educational games build whole class participation .
- Educational games help students to assimilate some future roles .
- Educational games provide students with life-like experience , accordingly they bridge the gap between the class and their real life.

(AbuJaber,et.al,2003:p.46)(AlMasri,2004:p.2)

(OpenUniversity1995: p.342)

2.3.5 Educational games in English language class

Educational games play a fundamental role in the lives of children . They tend to see life in terms of games and anything else is seen as something they " have to " rather than "want to " do . If play and learning could be integrated , English will become an important part of the children's daily reality . Knowing English means knowing how to communicate in English . This is the ultimate goal the language games set out to achieve (Prasad , 2003) . Adding games to the English language classroom will vary the lesson and motivate

students by providing a plausible use of the target language . Through games , English becomes less frightening and immediately useful for the child .(Mclaughlin , 2004: p. 95) .

2.3.5.1 The significance of using games in English language class

Sabarinee and Ghazawi (1987:pp.125-126) indicate that the supporters of educational games strategy claim its superiority to traditional strategies whether in the students' achievement or their motivation and interest. Bacha (2002: p.1) asserts that games have the potential to lower social and emotional constraints and pressures that interfere with effective learning . Games spark intrinsic motivation which raises students natural curiosity and interests that promote learning . Educators believe that learning intrinsically achieves superior understanding of the material being learned as well as promotes long – term retention of language .

Educational games are very significant in English language class as they create a non- threatening environment . Games stimulate the students to get involved and participate actively in language learning activities . They also bring real world context into the classroom and enhance students use of English in a flexible communicative way . (Huyen& Nga ,2003:p.2)

Recently , the concern of foreign language teachers is to make students use the language communicatively . This orientation in teaching foreign language gives the activities or techniques that are task -oriented importance and significance .Games get this importance being a good instrument in enhancing motivation , and help students acquire language unconsciously . They create a meaningful context for language use . The use of games increases cooperation and competition . Thus , potential classroom ideas come into being and a successful , joyful and enthusiastic learning is provided . (Saricoban & Metin 2000: p.4)

2.3.5.2 Advantages of using games in English language class

Though games are often associated with fun , we should not lose sight of their pedagogical values , particularly in the foreign language teaching . Learning a foreign language is not an easy task . Students have to face unfamiliar or unknown grammatical structures , words and texts. Therefore , students often feel uncomfortable and insecure which inevitably affect their learning . Games help students stop thinking about language and use it spontaneously without realizing they are learning.(Deesri , 2002: p.3)

Many researchers and educators point out a lot of advantages of using games in English language class. Kim (1995: p.35) points out

that the educational games help students acquire English unconsciously within an enjoyable and rewarding environment . They foster students to practice English using different skills . Through well-planned games learners can practice vocabulary and structures extensively .(Saricoban & Metin , 2000 : p.4)

- Students practice English in a vivid and meaningful context

(Lengeling&Malarcher,1997:p.42) thus, promote their communication competence . (Chen , 2005 :p.2)

- Educational games develop students' fluency , accuracy and ability to improvise . They maximize students' meaningful use of English in a creative way . (Langran & Purcell , 1994:p.10)

- Educational games help students practice English for purpose in a life-like situations (Atake , 2003:p.23) .

- In English language class , educational games motivate and loosen the barriers to allow all students to practice English without any restrictions . Even low achievers and shy students can practice English without being afraid . (Mei & Jing , 2000) (Atake ,2003.p23)

- They are good option to increase students' involvement and keep their attention .

- Educational games are an effective tool to lower the students' stress and drive them in a natural real communication using English .

- They also maintain interest (Langran and Purcell ,1994:pp.1-14) and create a student class centered where students dominate the scene . (Lengeling and Malarcher,1997:p.42)
- Educational games are highly appreciated thanks to their amusement. Ersoz (2000) Uberman (1998:p.20) highlight the use of games as they offer students a fun-filled and relaxing atmosphere , so they encourage , entertain, teach and promote fluency. They are highly motivating and entertaining and add diversion to the regular classroom activities .

Hyen and Nga (2003) believe that games help students learn and retain new words more easily . They enhance students' competencies of using English in a flexible and a communicative way

To sum up , educational games are an essential and vital instrument that help students acquire English unconsciously within a healthy competitive or co-operative atmosphere.

2.3.5.3 Language Games Selection Criteria

Language games should be accomplished within an atmosphere full of relaxation , amusement and entire interaction among the learners . This requires a special selection of the game to realize its goals.(Sabareeni & Ghazawi, 1987:p.127) Deesri (2002:p.3) indicates that there is a great number of language games , so teachers have

variety of choices . However, in deciding which game to use in a particular class , teachers should take many factors into account . They should be very careful about choosing games if they want to make them profitable for the learning process. (Uberman ,1998 :p.20)

The more careful the teachers are in choosing the game , the more effective and fruitful the game is. (Atake,2003:p.18)This process is not as simple as it seems .Care should be given to the selection so that the success of a game is inevitable. (Lengeling & Malarcher ,1997:p.42)

Hogle (1996) refers that good games are fun , intrinsically motivating and offer the right amount of challenge. Furthermore, games should be cognitive tools that reduce the need for laborious activity and drive students to achieve the target goals . They should provide intensive practice of the language .

Huyen & Nga (2003) point out that space , students' level , age and culture , context , timing and classroom setting are basic factors to be considered.

Al Rafi (2000:p.74) asserts that authenticity , adequacy to the learning objectives , expense , simplicity , classroom setting and students' age are important factors .The game should also fit the purpose of the lesson , the content and the students' characteristics

along with providing students with both fun and educational meaning .
(Deesri , 2002 :p.3)

Uberman (1998:p.20) and Lengeling and Malarcher (1997:p.42) state that appropriateness is an essential factor to consider . Appropriateness means that the game is appropriate to the content and the setting .Another factor influence the choice of a game is its length and the time necessary for its completion.

Sabreeni and Ghazawi (1987:p.127)& Mclaughlin (2004: p.95) summarize the game selection criteria in the following :

- 1- The game should present reality . It should enhance skills students need in the future .
- 2- The game should be the best way to achieve the target objectives
- 3- The game should be appropriate to the content and the students' level, culture and classroom arrangement .
- 4- The cost of the game , cheap and reusable games are preferable .
- 5- Good games should be fun and task –based within clear rules and a well-defined goal .

Lewis and Bedson (1999:pp.5-11) claim that there are some basic points to consider while choosing a game .

1- Safety

Is the space enough for a lively movement game ? Can the children fall or injure themselves ? Safety is also a matter of control . The students must know their boundaries and respect the teacher's authority .

2- A game must be more than just fun

All the language games should be fun , but the teacher should keep the focus on clearly recognizable objectives rather than jumping from them to another to introduce popular games .

3- Variation is required

The teacher should vary his repertoire and use different games . Students always call for old and familiar games , but the teacher must not give in. Variation enhances motivation .

4- The game should be student's oriented

Students' language level , interests , tendencies and aptitudes affect the choice of the language game .

2.3.5.4 When to use language games

Hadfield suggests that language games should be regarded an integral part of the language syllabus.(Atake,2003:p.19).

Lee (1979: p.3) warns of regarding games as a marginal activity filling in odd moments. Games ought to be at the heart of teaching English

language. They can be used at all stages of the lesson, provided that they are carefully chosen. (Uberman, 1998:p.20). Yet, Erso (2000:P.1) asserts that the whole syllabus should not be based on games, even for young learners. (Miller, 2006)

Lewis and Bedson (1999: p.16) cite that games can be used at the beginning of the lesson to diagnose what students can or can not do. They also can be used for language practice purposes and for reinforcement and reward at the end of the lesson.

Rixon (1981: p.70) cited in (Uberman,1998:p.20) points out that games can be used at different stages of the lesson. The teacher may use games at :

- Presentation; to provide a good model of the new language making its meaning clear.
- Controlled practice; to elicit good imitation of the new language.
- Communicative practice; to give students a chance to use language in authentic situations.
- Revision; to help students recall material in a pleasant and entertaining way.

2.3.5.5 How to use language games in English language class

Not to include games in the classroom would be to withhold from the children an essential tool for understanding their world. The world which the language teacher seeks to enlarge through the experience of English language. Games represent a stimulus for learning English language as they bring it to life. The use of games in the classroom is a process that requires systematic procedures.

Langran& Purcell (1994:pp.15-19)and Lewis& Bedson(1999:pp5-14) summarize those procedures as follows:

1- Define the structures and vocabulary

A language game is often used to reinforce a particular language structure or area of vocabulary which has recently been introduced. In this case the teacher needs to make sure that the game he uses will help students to practice that language.

2- Check the logistics

Many languages games rely on interacting pairs and groups. It is very important for the teacher to check that what he asks students to do will actually work smoothly. The teacher should make sure that tasks he sets are actually achievable within a simple and understandable framework.

3- Use a suitable room

Ideally, English language classroom for a teacher who uses a lot of language games should have a formal area for learner to sit with or without tables, and flexible area to move freely. The time, the teacher decides to use a game that requires particular arrangements, he has to rearrange the room in advance or he may book the library for this purpose.

4- Prepare the game

Some English language games need detailed preparation which takes a lot of time, others are less demanding of this sort of preparation.. In any case, the teacher still needs careful notes of the sequencing and instructions of the game.

5- Give clear instruction – demonstrate if necessary

It is essential that learners should understand what they are expected to do, and how they are expected to do it. To play a game the students need to know the rules . The teacher should explain these rules as clearly as possible. If the instructions are simple and the students can cope with, he can use English language. If they are complicated, the teacher may use Arabic to save time. The teacher may demonstrate some of the situations in front of the whole class

before starting the game sometimes, he may stop the game to explain a point which students are getting badly wrong.

6- During the game, monitor, prompt, be on hand

While the game is actually taking place, the teacher has to move out of the centre of the stage. During this phase, the teacher can decide either to move around, listening, prompting, taking notes of particular points that need emphasis or correction later on or to concentrate on the work of a particular learner. He should monitor the students sensitively, without inhibiting or stopping the flow by constant correction.

7- Stop the game at the right time

Some language games come to a natural end, with others it is more difficult. A general rule is to stop the game too soon rather than too late.

8- Look for effective flow-up

Most language games lend themselves to some form of flow up. A pair work game leads naturally to verbal interaction, with different pairs giving their results. A summary of the results can be used as a reading or listening activity. Most games lead to written work.

9- Use games early on in a beginners' class

Language games, if well structured with carefully limited vocabulary, can be used from the very first lessons of a beginners' course. In general, the earlier such techniques are used better, before learning patterns become fixed.

REVIEW OF RELATED LITERATURE

Introduction

One of the most apparent phenomena of our era is the vast spread of English language , being the language of science, literature , policy ,economy , trade and press .This global spread is unprecedented in several ways : by the increasing number of users of the language ; by its depth of penetration into societies , by its range of functions . By 2010 , the number of people who speak English as a second or foreign language will exceed the native speakers. This issue imposes special challenges and burdens upon us as educators to bear. We have to prepare ourselves and our generations to live in this world by acquiring English language. The more widely English language is used , the greater is the need to teach it .

Abo- Jaber , et.al (2003:p.44) indicated that English language learning techniques should be adjusted to help students acquire language in a way that appeals to the modern requirements.

As a result of this fact many studies and researches were conducted to examine the efficiency of different techniques in teaching English language .This chapter deals with some previous studies that were conducted to identify the effect of using educational

games strategy on the students' achievement. These studies are presented under two titles:

-The related literature concerned with using games in teaching English language.

-The related literature concerned with using games in teaching other subjects and activities.

2.4 Related studies concerning using games in teaching English language

Bernaus (1987) in his study tried to investigate the importance of games in activating and motivating students through some dramatized texts. The study sample was a group of Spanish students aged (14-15) years. They were learning English as a second language. The researcher used a pre and post questionnaire to measure their attitudes towards English language. The study showed an exceptional positive attitude for all the students towards learning English after implementing some educational games in their classes.

Educational games are also used by Love (1988) to enhance students' reading ability. In his study, he tried to investigate whether the use of reading games would result in greater improvement in the reading skills scores. A sample of fourth grade students taught by games strategy compared to a control sample taught by a traditional

based method of instruction. The subjects were (20) heterogeneously grouped students (10) for the experimental group and (10) for the control group in a lower middle class urban school . The students were administered the comprehension section of the MacMillan Achievement Test in order to determine their reading weaknesses. After an 8-week instruction period, a posttest was given to determine how much growth had occurred during the period of the experimental treatment. Results showed greater improvement in the children's reading skill in the favor of the experimental group.

In order to reveal the effect of language games on supporting the oral communicative skills (receptive and productive) in English as a foreign language , Abdo (1993) used a purposive sample from the first basic grade pupils from one of the private schools in Amman . The pupils of the sample were randomly distributed into two groups. The experimental group was trained for the oral communicative skills by using the language games technique . The other group was trained in the traditional method . Both groups underwent a test for measuring the communicative skills . The data were analyzed using the two –way analysis of variance to compare the means at ($\alpha \leq 0.05$) between the experimental and the control groups . The study concluded that there is an effect of educational games

technique on supporting the communicative skills for students of both sexes .

In her study Al Nimrat (1995) aimed at investigating the effect of using language games on the tenth grade students' achievement of vocabulary in "Petra syllabus " .The sample of the study consisted of (200) male and female students , divided into an experimental and a control groups . The researcher used a pre and post test as an instrument for her study . The students of the experimental group were taught English vocabulary using language games strategy while traditional method was used with the students of the control one . Means , standards deviation and the analysis of covariance at ($\alpha \leq 0.05$) level were used to analyze the results . The study came to the following findings:

- Games as a teaching strategy proved to be effective in teaching English language vocabulary .
- Statistically significant differences on spelling and recognition of vocabulary meaning were found in favor of the experimental group.

On the other hand , in his descriptive study Hogle (1996) proposed the benefits of using games as cognitive tools ,and discussed the complexities of assessing those benefits . The researcher highlighted the effective role of educational games to supplement

traditional classroom lecture. Hogle indicated that the use of games is purported by some researchers to increase interest, motivation, and retention, as well as to improve higher order thinking and reasoning skills. The researcher claims that the assessment of the effectiveness of games as cognitive tools is a complex issue, and several variables, such as learner differences, assessment methods, and implicit knowledge, must be considered.

In an attempt to examine the effect of role play strategy on improving the speaking skill of the eighth grade students in English language, Naqeeb (1997) tried to answer the question about the role of role play strategy in enhancing and developing speaking proficiency. The population of the study consisted of all the eighth graders in UNRWA schools in Nablus. The sample consisted of (60) students. The experimental group was taught by role play strategy while the traditional method of teaching was used with the control one. Interviews with the students were used as a tool for the study. According to the statistical treatment, it was concluded that role play strategy was effective in developing the students speaking proficiency. It was also concluded that none of the subjects reached the level 3 or beyond in the speaking proficiency.

Seleim (1998) concluded that drama is an effective and efficient method in teaching English and developing decision –making skill for the prep. stage students .The study aimed to discover the effect of using drama on the prep students' achievement in English language and their ability of decision – making . The study was limited to acting out the stories and dialogues in the second prep. book "Hello 4" . The sample of the study consisted of (80) students in two schools in South Cairo. An achievement test in English language and decision –making skill test were designed and used as instruments for the study .

The study came to the following findings:

- Drama is an effective and efficient method in teaching English language and in developing decision-making skill.
- Statistically significant relationship attributed to drama method was found between the post application of the achievement test and the decision-making test.

Abu Jaber, et.al (2003) in their study aimed at investigating the effect of using language games in English language curriculum (Petra-3) in the post reading stage on seventh grade students' achievement in the conceptual reading according to gender comparable to the traditional method . The population of the study comprised all the seventh grade students in Al –Karak Directorate of

Education for the academic year 1999/2000 (2429 students) .The sample of the study consisted of (98) male and female students who were randomly distributed into experimental and control group according to the levels of the treatment . The experimental group was taught lesson (2) using the language games method and the control group was taught the same lesson using the traditional method in the first semester of the academic year 1999/2000 . An achievement test of(50) items was constructed and validated . The reliability coefficient was calculated using Guttman equation ; it was found to be (88.49%). Analysis of covariance (ANCOVA) was used . The study revealed the following findings:

- There were statistically significant differences at ($\alpha \leq 0.05$) in the means between the experimental and the control groups attributed to the teaching method in favor of language games.
- There were no statistically significant differences at ($\alpha \leq 0.05$) in the means of the group due to gender and the interaction between the teaching method and gender . The researchers recommended the necessity of more researches and studies on using language games and their effect on enhancing language skills.

Abu Qulbein's (2004) study aimed at investigating the effect of using language games on EFL vocabulary achievement . The

population of the study was all the seventh graders in Jerusalem district . The sample was taken from two schools; an UNRWA school and a governmental one . The sample then was randomly sorted into two groups .The experimental group which was taught vocabulary by using the method of games , and the control group which was taught vocabulary by using the traditional method . Twelve games were used to teach the students of the experimental group within ten weeks .An achievement test was used to collect data . The hypotheses were tested by using one –way analysis of variance and the two analysis of variance to compare the means at($\alpha \leq 0.05$) level. The study concluded the following findings :

- There was a statistically significant difference between the students who were taught by using the method of games and those who were taught by using the traditional method in favor of the experimental group.
- There was no statistically significant difference due to gender .
- There was a statistically significant difference due to the achievement level in favor of high achievers .

Finally , Hamad (2005) tried to measure the effect of role play strategy on improving the eight graders' achievement in English language in the North Directorate of Gaza Strip. For answering the

questions of the study , the researcher used the experimental approach , choosing two equivalent groups of the eighth graders in Amr Ibn Al-Ass High School in El- Shaikh Radwan , north of Gaza . The subjects of the experimental group (39) were taught by role play strategy while the subjects of the control one (39) were taught by the traditional way of teaching .The researcher designed an achievement test which served as a pre and a post test to measure the significant differences between the two groups. The study results were statistically analyzed, using T test and Man Whitney techniques. They indicated that the experimental group did better than the control one on the post-test . Moreover, effect size technique was used to measure role play effect on the subjects of the experimental group. It was concluded that using role play strategy had great effect on the eight graders' achievement level in English language . In the light of the study findings, It was recommended that teachers of English language should use communicative techniques as well as improvisational strategies in teaching English language, and they should teach vocabulary and structures through interaction situations.

2.5 Related studies concerning using games in teaching other school subjects

The research of recognizing the efficiency of educational games strategy in teaching other languages than English is obvious. Concerning teaching Arabic language, Hassan (1999) tried to investigate the efficiency of using educational games in teaching Arabic language grammar. The researcher chose "Present verb" unit in Arabic language with its vowel points for the fourth graders in the governmental schools in Asuit. An achievement test designed and applied on the experimental and the control groups. The results were analyzed by using t-test. The study showed a clear effect of games on the achievement of the experimental group.

Another study conducted by Al Louh (2001) aimed at investigating the impact of acting performance on the fifth graders' achievement in Arabic language grammar and their attitudes towards grammar. The two major questions of the study were:

- 1- What is the impact of using acting performance on the fifth graders' achievement in grammar rules ?
- 2- What is the impact of using acting performance on the fifth graders' attitudes towards grammar rules ?

The sample of the study was confined to four classes taken from two schools in Gaza strip. The total sample of the study was (150) male and female students .The researcher used an achievement test and the measure of attitudes as tools of the study . The results of the study showed that using acting performance in teaching Arabic grammar rules was effective in increasing the students achievement and developing their attitudes towards Arabic grammar .

Hygazi (2005) in his study tried to examine the effect of the educational games on the first elementary graders' achievement of Arabic language .The sample of the study was a purposive sample which consisted of (160) male and female students enrolled in UNRWA schools in KhanYounis . The subjects were assigned into four groups . The educational games method was used in teaching Arabic for the two experimental groups (male – female) . The traditional method was used with the control groups . The researcher used the experimental approach and a pre- post test as an instrument . The study concluded the efficiency of the educational games on the first grade students' achievement in Arabic language .

In his study Umo (2006) sought to find out the effects of games method and location (urban/Rural) on students' academic achievement in Igboizugbe language grammar . The performance in written, oral

Igbo language in Nigeria tended to implicate locational factors . The researcher tried to find out empirically the effect of the educational games strategy and the locational factors on students' achievement of Igbo language. The study used a quasi- experimental study of non – equivalent control group design . Eleven students from 4 sampled schools in Nsukka education zone were the researcher subjects. ANOVA was the analytical tool after generating data , from the Igbo language achievement instrument , which served as a pre and post test. The results indicated that location is a significant factor in Igbo achievement in favor of urban students , and there is interaction effect of location and game strategy to influence achievement.

Other studies were conducted to reveal the efficiency of the educational games strategy whether on the students' achievement or attitudes towards different school subjects . In an attempt to recognize the efficiency of the educational games on the students' achievement in chemistry and the students' and the teachers' attitudes towards the educational games, Harsch (1987) used a sample consisted of 800 students and 37 teachers. The study used role play to teach the movement theory and the ball games to teach the chemical reactions . The study indicated that educational games are more effective than the traditional method on the students' achievement. It also indicted the

students' and the teachers' positive attitudes towards using games in teaching chemistry.

Cohen and Wingerd (1993) used the educational games strategy to recognize its efficiency on students' achievement of the biological concepts and their worry of Biology. The sample consisted of (216) students divided into two groups (112) students for experimental group learnt through the educational games, (104) students for the control group learnt through the traditional method. A pre and post test was used as an instrument to measure students' achievement of the biological concepts . The results of the study indicated the efficiency of using the educational games especially with low achievers besides decreasing the students' worry of Biology.

In his study, Abo- Rayya (1993) tried to investigate the effect of using computerized games to develop different mathematical skills for the sixth graders in private schools in Amman. The sample of the study was randomly distributed into two groups. The experimental group which was taught mathematics through computerized games and the control one which was taught by the traditional method. An achievement test was used as a tool for the study. The results were analyzed using ANOVA technique. The study showed significant

differences in favor of the experimental group due to the method , no significant differences were found due to sex.

The main objective of Boqhoos and Ubeed study (2005) was to determine the effectiveness of using educational games in the primary school children's achievement of the topic of magnetism .The sample of the study consisted of (108) female students in the second and third forms in the state of Bahrain .They were divided into four groups; two experimental and two control groups. Variable between groups have been controlled ,these included prior achievement in science and age level. Five educational games have been prepared for use ,either individually ,or in groups. An achievement test in science has been prepared to measure students' achievement after running the experiment .The two experimental groups studied magnetism with the use of educational games . The two control groups used the traditional method .The time of the experiment covered five school days for every group .The statistical analysis of the results revealed that there were no statistically significant differences between the experimental and the control groups in the achievement of science.

Another study by Abed Hameed and Al Saadi (1998) was conducted to examine the efficiency of using instructional games on improving the low achievers' performance at science and developing

their attitudes towards science in the elementary school. The study utilized the experimental approach .The sample consisted of (60)male and female fifth graders .The sample was divided into two groups , experimental and control .The study concluded the efficiency of the instructional games on developing the low achievers' performance at science besides, increasing their learning motivation which results in a positive attitude towards studying science .

The study of Ahmed and Al-Morsi (1998) aimed to examine the effect of educational games on fifth graders' achievement in science and their attitudes towards it. The researchers used an achievement test to measure the effect of the educational games on students' achievement. They used an attitude scale to measure the students' attitudes towards science as a result of using the educational games .The sample was confined to (60) male and female pupils of fifth grade with low standard in science in Al-Khattab school in Al-Mansoura. The conclusion of the study showed the following:

-There were no significant differences between the experimental group and the control one (in the results of the pre-test and the first application of the attitude scale).

-There were significant differences between the control group achievement and the experimental group achievement in the post-test in favor of the experimental group.

-There was a positive relationship between the achievement of the experimental group and their attitudes towards science.

The study suggested that researches should study the effect of educational games upon the students' achievement in Arabic, English and Maths.

On the other hand, Abed Hameed (2000) aimed at investigating the effects of games upon fifth graders' ability of learning concepts in social studies and their attitudes towards them. The sample had been chosen upon the results of a diagnostic test developed particularly for this study. The subjects were assigned into two groups. The first group acquired concepts by educational games. The second group was taught by the traditional method. The study concluded that gaming was a very effective technique in learning concepts in social studies. In the light of the findings, the researcher recommended the following:

-Developing curriculums according to gaming methods.

-More research should be done on the effect of games on students' achievement in social studies and other school subjects

The effect of educational games is not limited to teaching and learning of school subjects. Studies tried to reveal the efficiency of games on attitudes, thinking skills and the treatment of some disabilities. Shaa't (2002) aimed to describe the role of play in educating the pre-school children from (4-6) years old and the problems that restricted this role in Gaza governorate. The researcher utilized descriptive analytical approach. First, the descriptive study was carried out, using the random sample, on (36) educators. The sample of the research consisted of (51) kindergarten and (225) educators. The researcher used the statistical package of SPSS, Pearsons' equation, percentage, and mathematical average. The study concluded that the role of play in educating the children was 85% in the physical side, 86% in thinking, 88% in social side, 90% in the emotional side. Then, the researcher concluded that there were problems which limited the role of play; the materials of play, the place of play, the large number of children in the classroom, and the small number of toys. There were no toys for children's developmental needs. Teachers should be trained to use play strategies in teaching.

The purpose of Al-Hela and Ghuneem (2002) study was to examine the effect of computerized and ordinary linguistic educational games on treating writing disabilities for the fourth graders in two

private schools in Amman governorate. The sample of the study consisted of (48) students. The sample had been chosen upon the results of a diagnostic test developed particularly for this study, and upon the results of the Arabic version for Michael Best Scale. The subjects were randomly assigned into three groups; the first group was treated by computerized linguistic educational games, the second by ordinary educational games, and the third by the traditional method of teaching. The findings of the study reached the following:

-There were statistically significant differences in performance between the immediate and delayed achievement in favor of the group treated by computerized linguistic games, then the group treated by ordinary educational games, then the group treated by the traditional way of teaching.

-There were statistically significant differences between the performance of the immediate and delayed achievement due to gender in favor of female students.

Essa and Masalha's study (2005) aimed at identifying the effectiveness of a suggested educational games program to develop some of thinking skills for third grade students in Gaza . The study questions were :

- 1- What are the skills needed for developing thinking skills for the third grade students ?
- 2- What is the suggested program ?
- 3- How effective is the suggested program ?
- 4- Are there any statistical differences in students' thinking scores due to higher achievement level ?
- 5- Are there any statistical differences in students' thinking scores due to lower achievement level ?

The sample consisted of (96) male and female students . The study instruments were the suggested program and the thinking skills test .

The results of the study showed :

- 1- The effectiveness of the suggested program using the educational games is high in developing the students' thinking skills ,
- 2- There were no statistically significant differences in the average scores of the thinking skills test scores due to the higher achievement score .
- 3- There were no statistically significant differences in the average scores of the thinking skills test scores due to the lower achievement score .

Commentary on the previous studies

Having studied the literature review , the researcher could extract that implementing educational games brings about good results in different dimensions. This is clear not only in the students' achievement in different school subjects , but also positive effects on the students' attitudes towards the teaching-learning process and environment as well. The indicated studies tackled more than one field regarding the implementation of the educational games in different areas in the world.

Some studies like; Love (1988) , Abdo (1993) , Naqeeb (1997) and Abu Jaber,et.al (2001) devote themselves to examine the effect of the educational games on developing the students' English language skills; reading and writing . Others like Al Nimrat (1995) and Abo Qulbein (2004) investigated the effect of educational games on teaching English vocabulary .

Harch (1987), Cohen and Wingerd (1993), Hassan (1999) , Hygazi (2005), Abed Hameed (2000) studied the effect of educational games on students' achievement of different school subjects.

Al Hela (2002) examined the effect of educational games in treating writing disabilities for some children.

Essa and Masalha (2005) examined the effect of educational games on developing students' thinking skills.

Some studies like; Harch (1987), Ahmed and Al Morsi (1998) studied the educational games effect on students' attitudes towards school subjects.

Hogle (1996), Shaa't (2002) utilized descriptive studies to point out the benefits and the characteristics of the educational games

Some of the studies were conducted in Palestine , others in other countries However , no study in Gaza tackled the effect of games on the students' achievement in English language.

Studies in different subjects benefited the researcher in the sense that the core of educational games as a strategy is to create a suitable learning environment that stimulates the students' energy towards learning. This energy fosters students' interaction which results in better achievement.

This study may differ from the other studies in two points:

The place: as it is the first study in Gaza refugees schools -with their special conditions- that studies the effectiveness of educational games on English language achievement in Gaza .

The Palestinian context in the Gaza strip

The context in the Gaza strip is unique and special as UNRWA provides services in three important sectors; teaching , health and sanitations for the refugees. A lot of people are unemployed and suffer from poverty, they depend on some nutritional supplies from UNRWA. In general, The economical situation is miserable due to the Israeli siege. The political issue is frozen and leave the Palestinians with almost no hope in the near future. The only port between Gaza and the world is Rafah Terminal which is controlled by Israel .

Israel uses this terminal as a means for exaction whenever it needs to impose some issues on the Palestinians. The situation in Gaza is very complicated and has its reflections on education and the students' level of achievement.

The target group: administering the experiment on the sixth graders' has its significance being a middle stage. That means the research's results can be generalized on other stages.

The literature review has paved the way for the researcher, facilitated his work and provided him with model instruments used for collecting and analyzing data to carry out this study . The researcher wishes that this study would be a circle in this hard work series.

Summary

This chapter consisted of two sections ; literature review and previous studies.

Literature review included three important scopes:

The first scope presented a brief idea about how children acquire their first language and their strategies in learning foreign language to give a justification for adopting special techniques for teaching them English.

The second scope gave details about the nature of "play" being children's activity that has significant benefits in developing their characters in different aspects .

The third scope showed the pedagogical significance of educational games in teaching and learning process in general and in teaching English in particular. It indicated the criteria of selecting , preparing and implementing games in English language class.

Previous studies included two scopes :

The first scope introduced related studies concerning using games in teaching English language.

The second scope introduced related studies concerning using games in teaching other school subjects.

III

METHODOLOGY

Introduction

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study , the population , the sample , the instrumentation ,the pilot study, a description of language games used in the study and the research design . Moreover , it introduces the statistical treatment for the study findings .

3.1 Research design

The study attempted the experimental approach which requires two groups of the students ; an experimental group and a control one . The strategy of educational games was used in teaching the subjects of the experimental group while the traditional method was used with the control group subjects .

3.2 The population of the study

The population of the study consisted of all sixth (male and female) graders at the UNRWA schools in Gaza Southern governorates for the school year (2006 – 2007). The population of the study was (6288) students ; (3249) males and (3039) females .

3.3 The sample of the study

The sample of the study consisted of (192) students distributed into four groups . Two experimental groups; a male group consisted of (47) students and a female group consisted of (49) students . Two control groups; a male group consisted of (47) students and a female group consisted of (49) students. The researcher used a purposive sample from Omariya Elementary Boys school and Al Razi Elementary Girls school in Rafah where two good teachers administered the experiment and where he works as a supervisor of English language. Six students (four male and one female) were eliminated due to their absence. Table (1) shows the distribution of the sample.

Table (1)

The distribution of the sample according to the groups

Group	Experimental	Control
Male	45	44
Female	48	49

The subjects were equivalent in the economic , cultural and social level .They were equivalent in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2005-2006).They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the mid- first term exam of the school year

differences at (0.05) level between the experimental and the control groups due to age variable.

A: The two groups

Table (2)

T-test results of controlling age variable

SAMPLE	N	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Experimental	93	11.077	0.298	1.534	0.127	Not sig.
Control	93	11.011	0.295			

“t” table value at (184) d f. at (0.05) sig. level equal 1.960

“t” table value at (184) d f. at (0.01) sig. level equal 2.576

B: The four groups

Table (3)

One Way ANOVA style results of controlling age variable

Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Between Groups	0.479	3	0.160	1.832	0.143	Not sig.
Within Groups	15.879	182	0.087			
Total	16.358	185				

“F” table value at (3, 182) d f. at (0.05) sig. level equal 2.60

“F” table value at (3, 182) d f. at (0.01) sig. level equal 3.78

2- General achievement variable

T-test and One Way ANOVA Style were used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the second term test of the school year (2005-2006) were recorded and analyzed. Tables (4)- (5) show

that there were no statistical differences at (0.05) between the experimental and the control subjects due to the general achievement variable.

A: The two groups

Table (4)

T-test results of controlling general achievement variable

SAMPLE	N	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Experimental	93	545.505	131.230	0.217	0.828	Not sig.
Control	93	549.602	126.111			

“t” table value at (184) d f. at (0.05) sig. level equal 1.960

“t” table value at (184) d f. at (0.01) sig. level equal 2.576

B: The four groups

Table (5)

One Way ANOVA style results of controlling general achievement variable

Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Between Groups	50919.824	3	16973.275	1.031	0.380	Not sig.
Within Groups	2997382.138	182	16469.133			
Total	3048301.962	185				

“F” table value at (3, 182) d f. at (0.05) sig. level equal 2.60

“F” table value at (3, 182) d f. at (0.01) sig. level equal 3.78

3- General achievement in English language variable

T-test and One Way ANOVA were used to measure the statistical differences between the groups due to their general achievement. The subjects' results in the mid-first term test of the school year (2006-2007) were recorded and analyzed. Tables (6)- (7) show that

there were no statistical differences at (0.05) between the experimental and the control subjects due to the general achievement in English variable.

A: The two groups

Table (6)

T-test results of controlling general achievement in English variable

SAMPLE	N	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Experimental	93	13.065	4.457	0.996	0.321	Not sig.
Control	93	12.376	4.956			

“t” table value at (184) d f. at (0.05) sig. level equal 1.960

“t” table value at (184) d f. at (0.01) sig. level equal 2.576

B: The four groups

Table (7)

One Way ANOVA style results of controlling achievement in English variable

Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Between Groups	138.373	3	46.124	2.114	0.100	Not sig.
Within Groups	3971.090	182	21.819			
Total	4109.462	185				

“F” table value at (3, 182) d f. at (0.05) sig. level equal 2.60

“F” table value at (3, 182) d f. at (0.01) sig. level equal 3.78

4- Previous learning variable

To make sure that the sample subjects are equivalent in their previous English language achievement . The researcher applied the pre-achievement test. The results of the subjects were recorded and statistically analyzed using T-Test and One Way ANOVA techniques.

Tables (8)- (9) show the mean and the standard deviation of each group in English previous learning. The results analysis indicated that there were no statistically significant differences between the experimental and the control groups at (0.05) level due to their previous learning of English before the experiment.

A: The two groups

Table (8)

T-test results of controlling previous learning in English variable on the Pre- test

Scope	Groups	N	Mean	Std. Deviation	T	Sig. (2-tailed)	sig. level
Listening	Experimental	93	4.269	1.505	0.544	0.587	Not sig.
	Control	93	4.387	1.460			
Speaking	Experimental	93	4.925	2.365	0.096	0.924	Not sig.
	Control	93	4.892	2.219			
Reading	Experimental	93	5.839	3.603	0.367	0.714	Not sig.
	Control	93	6.043	3.972			
Writing	Experimental	93	4.559	4.488	0.125	0.900	Not sig.
	Control	93	4.634	3.665			
Vocabulary Structures	Experimental	93	5.925	4.187	0.615	0.539	Not sig.
	Control	93	6.290	3.914			
Total	Experimental	93	25.516	13.214	0.382	0.703	Not sig.
	Control	93	26.247	12.907			

“t” table value at (184) d f. at (0.05) sig. level equal 1.960

“t” table value at (184) d f. at (0.01) sig. level equal 2.576

B: The four groups

Table (9)

One Way ANOVA style results of controlling previous learning in English variable

Scope	Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Listening	Between Groups	9.471	3	3.157	1.453	0.229	Not sig.
	Within Groups	395.523	182	2.173			
	Total	404.995	185				
Speaking	Between Groups	28.265	3	9.422	1.826	0.144	Not sig.
	Within Groups	939.181	182	5.160			
	Total	967.446	185				
Reading	Between Groups	88.301	3	29.434	2.093	0.103	Not sig.
	Within Groups	2560.048	182	14.066			
	Total	2648.349	185				
Writing	Between Groups	16.072	3	5.357	0.317	0.813	Not sig.
	Within Groups	3072.686	182	16.883			
	Total	3088.758	185				
Vocabulary Structures	Between Groups	49.562	3	16.521	1.010	0.390	Not sig.
	Within Groups	2978.288	182	16.364			
	Total	3027.849	185				
Total	Between Groups	782.890	3	260.963	1.550	0.203	Not sig.
	Within Groups	30632.507	182	168.310			
	Total	31415.398	185				

“F” table value at (3, 182) d f. at (0.05) sig. level equal 2.60

“F” table value at (3, 182) d f. at (0.01) sig. level equal 3.78

3.6 Instrumentation

To achieve the aims of the study, the researcher used the following tools.

3.6.1 Achievement test

A pre-post achievement test prepared by the researcher and a group of good teachers to measure the subjects' achievement. It was used as a pre test applied before the experiment and as a post test applied after the experiment .(Appendix: A.4) (p.145)

1-The general aims of the test

The test aimed at measuring the effect of the games strategy on the subjects' achievement in English language . It was built according to the criteria of test specification .

2- The items of the test

The items of the test fell into five scopes

A-Listening

This scope includes seven items that measure students' knowledge and comprehension . Students have to listen and number the pictures within three items .They are to listen and dot the stressed syllabus within three other items , in the seventh item, students listen and write a word that rhymes the same .

B- Speaking

This scope includes eight items that measure students' knowledge and comprehension . Students have to complete a dialogue within four

items . In the other four items they are to match two columns to form meaningful dialogues .

C- Reading

This scope includes fifteen items that measure students' knowledge ,comprehension and thinking skills. Students have to read a passage and answer comprehension questions, they are to answer two puzzles depending on their knowledge then they have to reorder jumbled events to form a meaningful story .

D- Writing

This scope includes ten items that measure students' knowledge ,comprehension, application and thinking skills. Students have to answer three questions depending on their knowledge. In two items they have to apply the punctuation rules they have studied , in the other two items they are asked to form meaningful sentences through re-arranging jumbled words. They are to order words alphabetically in two other items. In the last item students have to think of and write two words that begin with "th".

E- Language (structures and words)

This scope includes fifteen items that measure students' knowledge ,comprehension, application and thinking skills. The items are divided

into four categories ; choose the correct answer , fill in the spaces, correct the underlined mistakes and circle the odd one out.

4- The pilot study

To examine the appropriateness of the test's items as well as their validity and reliability. The test was administered on a random sample of (30) students ; 15 students male from Al Omariya Elementary Boys School and 15 student female from Al Razi Elementary Girls School. The results were recorded and statistically analyzed. The necessary revisions and recommendations were made in the light of the statistic results.

5- The validity of the test

Al Agha (1996:p.118) states that a valid test is the test that measures what it is designed to measure. The study used the referee validity and the internal consistency validity .

A) The referee validity

The test was introduced to a panel of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors and teachers in UNRWA schools . The items of the test were modified according to their recommendations.

B) The content validity

The test specification was designed according to the general objectives of the content (Appendix:A.1) (p.141), the content analysis (Appendix:A.2)(p.142) and the weight of each skill and the objectives of the test . The sixth grade syllabus consists of (24) units each consists of (4) lessons ; reading lesson , listening and speaking lesson, language (structures and words) lesson and writing lesson with the proportion of 25% for each lesson .These skills were equally represented in the test specification and therefore their items in the test. The test items for each skill accord with the general objectives of the skill and its nature According to the syllabus , reading is taught in the form of comprehension, structures are taught in the form of application so there is a consistency between the items of the test and the cognitive levels of Bloom's Taxonomy. (Appendix: A.3) (p.143)

C) The internal consistency validity

Al Agha (1996:p.121) refers that the internal consistency validity indicates the correlation of the degree of each item with the total average of the test . It also indicates the correlation coefficient of the average of each scope with the total average. This validity was calculated by using Pearson Equation. The correlation coefficient of each item within its scope is significant at levels (0.01) and (0.05).

(Appendix:A.7) (p.154) Table (10) shows the correlation coefficient of each scope with the whole test. According to (Appendix:A.7) and table (10), it can be concluded that the test was highly consistent and valid as a tool for the study.

Table (10)

Correlation coefficient of the scopes with the test

Scope	Total	Listening	Speaking	Reading	Writing	Vocabulary & Structures
Total	1					
Listening	0.728	1				
Speaking	0.881	0.587	1			
Reading	0.890	0.584	0.665	1		
Writing	0.940	0.616	0.853	0.770	1	
Vocabulary & Structures	0.942	0.683	0.800	0.814	0.823	1

6- The reliability of the test

The test is reliable when it gives the same results if it is reapplied in the same conditions. (Al Agha,1996:p.118) The reliability of the test was measured by Alpha Cronbach and the Spilt- half methods.

According to tables (11) and (12) , the test was proved to be reliable .

Alpha Cronbach coefficient was (0.954) and the Spilt- half coefficient was (0.969)

Table (11)

Alpha Cronbach coefficient for the scopes of the test

Alpha Cronbach Technique		
Scope	Total	Correlation
Listening	7	0.740
Speaking	8	0.810
Reading	15	0.842
Writing	10	0.863
Vocabulary & Structures	15	0.854
Total	55	0.954

Table (12)

Spilt –half technique results

SPILT –HALF TECHNIQUE			
Scope	Total	Before	After
Listening	7	0.847	0.853
Speaking	8	0.514	0.679
Reading	15	0.644	0.649
Writing	10	0.818	0.900
Vocabulary & Structures	15	0.845	0.846
Total	55	0.936	0.969

7- Difficulty Coefficient

Difficulty coefficient is measured by finding out the percentage of the wrong answers of each item made by the students.

(Abu Nahia, 1994: p.308) The coefficient of difficulty of each item was calculated according to the following formula:

$$\text{Co. of Difficulty} = \frac{\text{Number of students who gave wrong answers} \times 100}{\text{Total number of the students}}$$

Applying the formula, the difficulty coefficient of the test items varied between (26.67-70.00) with a total mean (46.788) thus, all the items were accepted.(Appendix:A.5) (p.150)

8- Discrimination coefficient

The discrimination coefficient was calculated according to the following formula: (Abu Nahia, 1994: p. 311)

Co. of Discrimination =

$$\frac{\text{The correct answers number in higher group} - \text{The correct answers number in lower group} \times 100}{\text{The total number of students in one group}}$$

Applying the formula, the discrimination coefficient of the test items varied between (0.27-0.47) with a total mean (0.352) thus all the items were accepted . (Appendix:A.6) (p.152)

3.6.2 The language games of the study

In this study, fourteen language games were developed by the researcher from different sources. The aim was using these games to teach the first four units of "English for Palestine-6" for the experimental groups.

-The validity of the games

To test the games validity, the researcher submitted games first design to a group of English Language supervisors and teachers. The researcher did the required adjustment according to their recommendations.

The games fall into six categories :

1- Vocabulary games

- Word Building Game

This is a group language game, used as an arouser at the pre-requisite phase. It aims to help students recall words relevant to the lesson. The groups use a box of letters to compete and remember words . Each group consists of six students. The winner is the group with the most words.

- The Spy Code Game

It is a word game where students are to break a code to find some words. The aim of this game is to help students remember relevant words to the lesson. Students in the groups try to break a code of numbers by substituting them with letters. The winner group is the fastest to find the words . The game is used in the pre-requisite phase.

- The Scattered Letters Game

It is a word game used in the pre-requisite phase . In this game the students deduce the words through working out puzzles then rearrange the letters to form the word. Moreover, the game develop the students dictation skill. It is an easy and familiar game as the students are used to it in their book. The winner is the group that work out all the puzzles and form the words correctly within the shortest time.

- The Hidden Word Game

This game is familiar to the students for they have many in their workbook. The game is based on the students' ability to find out some hidden words relevant to a certain topic whether vertically or horizontally. Each group has a sheet with letters table. The students work together to find the words. The group with the most findings is the winner.

2- Structure games

- Your Words-My Grammar Game

This is a structure game that is used to stimulate students to use "Present Perfect " and the "Ordinals" functionally. The game is based on imitating a teacher's example. The students within the same group co- operate to write as many similar sentences as they can , at the same time they compete other groups. A mark is given to each correct sentence. The winner is the group with the most marks.

- Double or Quit Game

This is a competition game where two teams compete in oral grammar quiz. The aim of this game is to practice "Present Perfect with "since-for" . The students listen to some sentences; some wrong but the others are correct . The students have to decide, then correct the

wrong ones. Beads instead of money are given , the winner group is the one with the most beads.

3- Reading games

-Read –Answer and Compete Game

Reading is comprehension. This is a comprehension game whose aim is to check students' ability to scan a text for specific information quickly and correctly. Each group receives a sheet of paper with a passage and six questions. Students in turn read the passage and each answers one question. So each student participates individually within his group and the whole group competes other groups.

-Weed – Read Game

This game depends wholly on students' comprehension of the text and their intelligence to extract any extra words that do not belong to the text. Students work individually then in groups to weed any extra words. It is a good game that helps students realize the cohesion of the sentences. The aim of this game is to develop students' reading skill.

4- Writing games

-Sentence Relay Game

In English language lesson the teacher should consider different learning styles. This game stimulates the kinesthetic learners to learn English. Each group has to write a sentence according to the teachers'

instructions. The students cooperate as each one writes one word on the board running back , gives the piece of chalk to his partner who does likewise. The winner is the group whose sentence is correct and meaningful.

-What's Wrong Game?

Mastering a skill springs out of mastering its sub-skills. This game deals with two important writing sub-skills; punctuation and spelling. The students are to find the mistakes and correct them. The group with the most correct answers is the winner.

5- Listening games

- The Same or Different Game

Listening is a skill that is mastered through training. This game is based on checking students' competence in differentiating between sounds. It is an individual game. The teacher reads a couple of sentences , the student decides if they are the same or different.

- Bingo Game

This bingo game aims at examining students' competence in differentiating between different uttered words. Each student receives a sheet of paper with a table of words. All the tables of words are different. The students compete individually. The student who complete one column , calls out BINGO.

6- Speaking games

- Matching Game

The aim of this game is to practice oral questions and answers using present perfect and past simple. Two teams, each consists of ten students who have five questions and five answers. A student from team "A" reads a question, a student from team "B" gives a suitable answer. A mark is given to each correct answer. The winner is the team with the most marks.

-Cross Questions Game

The aim of this game is to practice dialogue using "wh questions". The groups consists of six students each . The leader of each group receives a sheet of paper ;one has a group of questions , the other has a group of answers. The leader of group "A" passes down the line whispering a question from the prepared sheet to each member of his group .The leader of group " B " does the same with the answers sheet . (Appendix: B) (p.156)

3.7The statistical analysis

- The data were collected and computed by using (SPSS) Statistical Package for Social Science, Pearson correlation, Alpha Cronbach and Spilt –half Techniques were used to confirm the test validity and reliability.

- On the other hand, T-Test, T-Test paired sample and One Way ANOVA were used to measure the statistical differences in mean between the experimental and the control groups due to the teaching method, the gender and the students' level in English language whether high or low achievers.

- "Scheffe' Post Test" test was used to identify the direction of differences among the groups; male experimental, male control, female experimental, and female control.

- "D" and " η^2 " were calculated to measure the effect size of educational games strategy on the different skills of English language

3.8 Limitations of the study

- The study aimed to develop English language achievement for the sixth graders (male and female) in UNRWA schools in Gaza Southern governorates.

- The study was applied in the first semester of the school year (2006 – 2007)

The study was limited to teaching English language textbook "English for Palestine 6" units (1 – 2 – 3 – 4) through implementing educational games.

The experiment lasted within five weeks in October and November 2006.

3.9 Data collection procedures

- Studying the researches and studies conducting on educational games in general and the implementation of educational games in teaching English in particular.
- Analyzing the content of the suggested units.
- Preparing a teacher guide based on using games in teaching the content of the suggested units.
- Designing the achievement test with the help of a group of good teachers..
- Consulting experts in English language and methodology to assure the test statistical validity.
- Contacting two distinguished teachers to administer the experiment.
- Having regular meetings with the assistant teachers to explain the goals and the procedures for administering the experiment.
- Applying the pre-test recording and interpreting the results.
- Teaching the content using the teachers' guide based on games with the experimental group and the traditional method with control group.
- Applying the post-test, recording and interpreting the results.
- Presenting recommendation and suggestions in the light of the study findings.

IV

DATA ANALYSIS

Introduction

The study aimed at investigating the effectiveness of educational games strategy on the sixth graders' achievement in English language. This chapter introduces the statistical treatment of the groups' results and data analysis as well as its statistical significance. T- test and One Way ANOVA in addition to mean, standard Deviation and "Scheffe' Post Test" test were used to test the hypotheses of the study.

4.1 Data Analysis

1-The First Hypothesis

-There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the students who learn English language through games (experimental group) and those who learn English language through the traditional method (control group).

To investigate the first hypothesis, mean and standard deviation of the experimental and the control groups' results were computed. (T- Test) was used to measure the significance of differences. Table (13) shows that "t" computed value is larger than "t" table value in all scopes and the total degree. This means that there are significant

differences in favor of the experimental group due to the educational games strategy. As a result the hypothesis is totally rejected.

Table (13)

T- test results of differences between the exp. and the cont. group in the post-test

Scope	SAMPLE	N	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Listening	Experimental	93	6.054	1.556	6.685	0.000	Sig. At 0.01
	Control	93	4.570	1.470			
Speaking	Experimental	93	7.323	2.153	6.293	0.000	Sig. At 0.01
	Control	93	5.333	2.159			
Reading	Experimental	93	9.634	3.151	5.513	0.000	Sig. At 0.01
	Control	93	6.903	3.591			
Writing	Experimental	93	8.688	3.179	5.397	0.000	Sig. At 0.01
	Control	93	5.753	4.172			
Vocabulary Structures	Experimental	93	9.774	3.107	6.452	0.000	Sig. At 0.01
	Control	93	6.484	3.812			
Total	Experimental	93	41.473	10.238	7.227	0.000	Sig. At 0.01
	Control	93	29.043	13.050			

"t" table value at (184) d f. at (0.05) sig. level equal 1.960

"t" table value at (184) d f. at (0.01) sig. level equal 2.576

To specify the effect size of the educational games strategy, the researcher computed " η^2 " using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And "d" value using the following formula:

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

The results of " η^2 " and " d " values shown in table (15) indicate large effect of educational games strategy in almost all the test scopes.

Table(14)

The suggested table for identifying effect size level for each effect size scope

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
D	0.2	0.5	0.8

(Mansour,1997:p.57-75)

Table(15)

"t" value, "d" and " η^2 " effect size for each of the test scopes and the total degree

Scope	T value	η^2	d	Effect Size
Listening	6.685	0.195	0.986	Large
Speaking	6.293	0.177	0.928	Large
Reading	6.584	0.191	0.971	Large
Writing	5.397	0.137	0.796	Medium
Vocabulary Structures	6.452	0.184	0.951	Large
Total	7.227	0.221	1.066	Large

2- The Second Hypothesis

-There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the high achievers in the experimental group and their counterparts in the control one.

To investigate the second hypothesis, mean and standard deviation of the experimental and the control groups' results were computed. (T- Test) was used to measure the significance of differences. Table (16) shows that "t" computed value is larger than "t" table value in two scopes out of five and the total degree. This means that there are significant differences in favor of the

experimental group due to the educational games strategy. As a result the hypothesis is partially rejected.

Table(16)

T- test results of differences between the exp. and the cont. high achievers in the post-test

Scope	Sample	N	Mean	Std. Deviation	T	Sig. (2-tailed)	Sig. level
Listening post	High achievers exp.	25	6.960	0.200	8.768	0.000	Sig. at 0.01
	High achievers control	25	5.720	0.678			
Speaking post	High achievers exp.	25	8.920	0.400	7.449	0.000	Sig. at 0.01
	High achievers control	25	7.560	0.821			
Reading post	High achievers exp.	25	11.640	2.099	0.445	0.658	Not sig.
	High achievers control	25	11.360	2.343			
Writing post	High achievers exp.	25	10.920	0.812	0.260	0.796	Not sig.
	High achievers control	25	10.800	2.160			
Vocabulary Structures post	High achievers exp.	25	10.880	0.781	0.144	0.886	Not sig.
	High achievers control	25	10.960	2.669			
Total post	High achievers exp.	25	49.320	2.286	2.072	0.044	Sig. at 0.05
	High achievers control	25	46.400	6.665			

"t" table value at (184) d f. at (0.05) sig. level equal 1.960

"t" table value at (184) d f. at (0.01) sig. level equal 2.576

The results of " η^2 " and "d" values shown in table (17) indicate large effect of the educational games strategy in listening and speaking scopes, and medium in the total degree.

Table(17)

"t" value, "d" and " η^2 " effect size for each of the test scopes and the total degree

Scope	T value	η^2	d	Effect Size
Listening	8.768	0.616	2.531	Large
Speaking	7.449	0.536	2.150	Large
Reading	0.445	0.004	0.128	Small
Writing	0.260	0.001	0.075	Small
Vocabulary Structures	0.144	0.000	0.042	Small
Total	2.072	0.082	0.598	Medium

3- The Third Hypothesis

-There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the low achievers in the experimental group and their counterparts in the control one.

To investigate the third hypothesis, mean and standard deviation of the experimental and the control groups' results were computed. (T- test) was used to measure the significance of differences.

Table (18) shows that "t" computed value is larger than "t" table value in all scopes and the total degree. This means that there are significant differences in favor of the experimental group due to the educational games strategy. As a result the hypothesis is totally rejected

Table(18)

T- test results of differences between the exp. and the cont. low achievers in the post-test

Scope	Sample	N	Mean	Std. Deviation	T	Sig. (2-tailed)	Sig. level
Listening post	Low achievers exp.	25	5.160	2.075	3.437	0.001	Sig. at 0.01
	Low achievers control	25	3.400	1.500			
Speaking post	Low achievers exp.	25	6.440	2.219	4.588	0.000	Sig. at 0.01
	Low achievers control	25	3.760	1.899			
Reading post	Low achievers exp.	25	8.520	3.765	5.330	0.000	Sig. at 0.01
	Low achievers control	25	4.120	1.691			
Writing post	Low achievers exp.	25	5.440	3.267	5.109	0.000	Sig. at 0.01
	Low achievers control	25	1.640	1.777			
Vocabulary Structures post	Low achievers exp.	25	8.640	4.202	4.505	0.000	Sig. at 0.01
	Low achievers control	25	4.360	2.215			
Total post	Low achievers exp.	25	34.200	12.540	6.275	0.000	Sig. at 0.01
	Low achievers control	25	17.280	4.954			

“t” table value at (184) d f. at (0.05) sig. level equal 1.960

“t” table value at (184) d f. at (0.01) sig. level equal 2.576

The results of " η^2 " and "d" values shown in table (19) indicate large effect of the educational games strategy in all the test scopes.

Table(19)

"t" value, "d" and " η^2 " effect size for each of the test scopes and the total degree

Scope	T value	η^2	d	Effect Size
Listening	3.437	0.197	0.992	Large
Speaking	4.588	0.305	1.324	Large
Reading	5.330	0.372	1.539	Large
Writing	5.109	0.352	1.475	Large
Vocabulary Structures	4.505	0.297	1.300	Large
Total	6.275	0.451	1.811	Large

4- The Fourth Hypothesis

-There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control one due to gender.

To investigate the fourth hypothesis, (One Way Analysis of Variance) was used to measure the differences in achievement between the experimental groups (male and female) and the control groups (male and female) in the post-test. "Scheffe' Post- Test" test was used to find out the direction of the differences among the four groups.

Table (20) shows that "f" computed value is larger than "f" table value . This means that there are significant differences in the students'

total achievement including all the language skills in favor of the experimental group of both sexes.

Table (20)

The results of One Way ANOVA to compare the mean of the four groups male and female "experimental and control "

Scope	Source of variance	Sum of Squares	df	Mean Square	f	Sig.	Sig. level
Listening	Between Groups	133.760	3	44.587	20.799	0.000	Sig. At 0.01
	Within Groups	390.154	182	2.144			
	Total	523.914	185				
Speaking	Between Groups	304.465	3	101.488	25.147	0.000	Sig. At 0.01
	Within Groups	734.529	182	4.036			
	Total	1038.995	185				
Reading	Between Groups	781.954	3	260.651	28.498	0.000	Sig. At 0.01
	Within Groups	1664.605	182	9.146			
	Total	2446.559	185				
Writing	Between Groups	439.666	3	146.555	10.702	0.000	Sig. At 0.01
	Within Groups	2492.297	182	13.694			
	Total	2931.962	185				
Vocabulary Structures	Between Groups	678.595	3	226.198	20.079	0.000	Sig. At 0.01
	Within Groups	2050.308	182	11.265			
	Total	2728.903	185				
Total	Between Groups	10298.374	3	3432.791	28.146	0.000	Sig. At 0.01
	Within Groups	22197.239	182	121.963			
	Total	32495.613	185				

"F" table value at (3, 182) d f. at (0.05) sig. level equal 2.60

"F" table value at (3, 182) d f. at (0.01) sig. level equal 3.78

On the other hand, the tables (21-22-23-24-25-26) show the direction of the educational games strategy in all the scopes and the total achievement according to "Scheffe' Post- Test" test which show statistically significant differences in favor of female group in some scopes. As a result the hypothesis is partially rejected.

Table (21)

"Scheffe' Post Test" test to know the direction of differences among the four groups in the first scope "**Listening**"

Sample	Male Exp. M = 5.489	Male control M=4.364	Female Exp. M = 6.583	Female control M= 4.755
Male Exp. M = 5.489	-	*1.125	*1.094	0.734
Male control M= 4.364	-	-	*2.220	0.391
Female Exp. M =6.583	-	-	-	*1.828
Female control M=4.755	-	-	-	-

* sig. at 0.05

Table (22)

"Scheffe' Post Test" test to know the direction of differences among the four groups in the Second scope "**Speaking**"

Sample	Male Exp. M =6.200	Male control M=4.977	Female Exp. M =8.375	Female control M=5.653
Male Exp. M =6.200	-	*1.223	*2.175	0.547
Male control M=4.977	-	-	*3.398	0.676
Female Exp. M =8.375	-	-	-	*2.722
Female control M=5.653	-	-	-	-

* sig. at 0.05

Table (23)

"Scheffe' Post Test" test to know the direction of differences among the four groups in the Third scope "**Reading**"

Sample	Male Exp. M = 7.733	Male control M=5.705	Female Exp. M =11.417	Female control M=7.980
Male Exp. M = 7.733	-	*2.029	*3.683	0.246
Male control M=5.705	-	-	*5.712	*2.275
Female Exp. M =11.417	-	-	-	*3.437
Female control M=7.980	-	-	-	-

Table (24)

"Scheffe' Post Test" test to know the direction of differences among the four groups in the test total degree

Sample	Male Exp. M = 36.267	Male control M= 26.045	Female Exp. M =46.354	Female control M=31.735
Male Exp. M = 36.267	-	*10.221	*10.088	4.532
Male control M= 26.045	-	-	*20.309	5.689
Female Exp. M =46.354	-	-	-	*14.619
Female control M=31.735	-	-	-	-

* sig. at 0.05

Table (25)

"Scheffe' Post Test" test to know the direction of differences among the four groups in the fourth scope "Writing"

Sample	Male Exp. M =8.044	Male control M=5.568	Female Exp. M =9.292	Female control M=5.918
Male Exp. M =8.044	-	*2.476	1.247	2.126
Male control M=5.568	-	-	*3.723	0.350
Female Exp. M =9.292	-	-	-	*3.373
Female control M=5.918	-	-	-	-

* sig. at 0.05

Table (26)

"Scheffe' Post Test" test for knowing the direction of differences among the four groups in the fifth scope "Vocabulary Structures"

Sample	Male Exp. M = 8.800	Male control M=5.432	Female Exp. M =10.688	Female control M=7.429
Male Exp. M = 8.800	-	*3.368	1.888	1.371
Male control M=5.432	-	-	*5.256	*1.997
Female Exp. M =10.688	-	-	-	*3.259
Female control M=7.429	-	-	-	-

* sig. at 0.05

5-The Fifth Hypothesis

-There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level for experimental group before and after the experiment.

Table (27)

Mean, standard deviation and "t" value for the experimental group before and after the experiment.

Scope	SAMPLE	N	Mean	Std. Deviation	T. value	Sig. (2-tailed)	sig. level
Listening	pre	93	4.269	1.505	7.701	0.000	Sig. at 0.01
	post	93	6.054	1.556			
Speaking	pre	93	4.925	2.365	7.510	0.000	Sig. at 0.01
	post	93	7.323	2.153			
Reading	pre	93	5.839	3.603	7.693	0.000	Sig. at 0.01
	post	93	9.634	3.151			
Writing	pre	93	4.559	4.488	7.687	0.000	Sig. at 0.01
	post	93	8.688	3.179			
Vocabulary Structures	pre	93	5.925	4.187	7.290	0.000	Sig. at 0.01
	post	93	9.774	3.107			
Total	pre	93	25.516	13.214	9.451	0.000	Sig. at 0.01
	post	93	41.473	10.238			

"t" table value at (92) d f. at (0.05) sig. level equal 1.980

"t" table value at (92) d f. at (0.01) sig. level equal 2.617

To investigate the fifth hypothesis , the researcher used (T-Test paired sample). Moreover, "d " and " η^2 " values were computed to identify the effect size. Table (27) indicates that "t" computed value is larger than " t" table value in all the scopes and the total degree. This means that there are significant differences in the experimental group

general achievement between the pre and post application in favor of the post application. As a result the hypothesis is totally rejected.

The results of " η^2 " and "d" values shown in table (28) indicate a large effect of the educational games strategy in all the test scopes.

Table (28)

"t" value, "d" and " η^2 " effect size for each of the test scopes and the total degree

Scope	t value	η^2	d	Effect size
Listening	7.701	0.392	1.606	Large
Speaking	7.510	0.380	1.566	Large
Reading	6.584	0.320	1.373	Large
Writing	7.687	0.391	1.603	Large
Vocabulary Structures	7.290	0.366	1.520	Large
Total	9.451	0.493	1.971	Large

Summary

Chapter four dealt with data analysis and its results. The results of each hypothesis were analyzed statistically using different statistical techniques.

The results of the first hypothesis showed differences of statistical significance between the experimental and the control one in favor of the experimental group due to the teaching method. The results of the second hypothesis indicated significant differences between the two groups in favor of the experimental group high achievers. The results of the third hypothesis indicated differences of statistical significance between the two groups in favor of the experimental group low

achievers. On the other hand the results of the fourth hypothesis indicated differences of statistical significance between the groups due to gender in favor of the female group. Finally the results indicated differences of statistical significance in the experimental graders' achievement in favor of the post application.

FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the effectiveness of educational games on the sixth graders' achievement in English language in the Gaza Southern governorates. To collect data a pre-post test was employed. A panel of specialists agreed that the instrument was valid. The items of the instrument had an alpha coefficient of (0.954) and Spilt- half coefficient of (0.969)for the test as a whole. The data were tested through the application of T- test and One Way ANOVA in addition to mean, standard Deviation and "Scheffe' Post- Test" test.

In this study, this chapter deals with the interpretation of the statistically analyzed data of the hypotheses of the study presented in chapter four. In the light of the statistical results, the researcher concluded the following findings:

5.1 Findings

1-There were differences of statistical significance in the sixth graders' achievement of English language due to the method in favor of educational games strategy.

2-There were differences of statistical significance in the sixth graders high achievers' achievement of English language in favor of the experimental group.

3-There were differences of statistical significance in the sixth graders low achievers' achievement of English language in favor of the experimental group.

4-There were differences of statistical significance in the sixth graders high achievers' achievement of English language due to gender in favor of the female experimental group.

5-There were differences of statistical significance in the achievement of English language for the experimental group in favor of the post application.

5.2 Discussion

1- Results of the first hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the students who learn English language through games (experimental group) and those who learn English language through the traditional method (control group).

To test this hypothesis, mean and standard deviation of the experimental and the control groups' results were computed. (T- Test) was used to measure the significance of differences. Moreover "d" and " η^2 " values were computed to estimate the effect size of the educational games strategy

The findings of the study were limited to the experiment " educational games strategy" since all variables such as, age, general achievement and general achievement of English language were controlled before the experiment.

Table (13) showed that "t" computed value is larger than "t" table value in all scopes of the test and the total degree . This meant that there were differences of statistical significance in the students' general achievement of all the language skills in the post test in favor of the experimental group.

This result agreed with the results of almost all the previous studies like; Abdo's (1993) and Naqeeb's (1997) that revealed the effectiveness of games strategy on the achievement of speaking and listening skills. Al Namirat's (1995) and Abu Qulbein's (2004) that revealed the effectiveness of games strategy on the achievement of English language vocabulary. Love's (1988) and Abu Jaber, et.al (2003) that revealed the effectiveness of games strategy on the achievement reading skill. Umo's (2006) that revealed the effectiveness of games strategy on the achievement of structures. This result agreed with the results of studies in different school subjects like; Hassan's (1999) and Hygazi's (2005) in Arabic language, Harch's (1987), Cohen's (1993), in science, Abed Hameed's (2000) in social studies which indicated the positive effect of games on the students' general achievement. On the other hand, this result contradicted the results of Baqhoos and Ubaid's study (1997) which showed no effect of the educational games strategy on the students' general achievement of science in Bahrain. This contradiction may be due to the different nature of the subjects or the difference of the place with its social and educational differences. According to "d" and " η^2 " values shown in table (14), it was observed that the effect size of the educational games strategy was large on the students' total achievement including listening, speaking,

reading and vocabulary and structures. The effect size was medium on writing skill. This can be ascribed to writing skill being a complex skill that needs a lot and continuous practice.

2- Results of the second hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the high achievers in the experimental group and their counterparts in the control one.

(T- test) results showed that there were differences of statistical significance in the favor of the experimental high achievers in (listening – speaking and the total degree). According to "d" and " η^2 " values , it was observed that the effect size of the educational games strategy was medium on the high achievers' total achievement and large in listening and speaking skills. High achievers being good at English , they need more time to achieve remarkable change in their language competencies. However, games strategy still had positive effect on their achievement of two important skills; speaking and listening and their achievement total degree.

On the contrary, the results indicated no differences of statistical significance in the other scopes (reading- writing and vocabulary and structures). The researcher attributed this result to the nature of the high achievers being interested students especially, if they know that

they are competing others. High achievers of both groups; the experimental and the control seemed to exert efforts to achieve high marks. This result disagreed with Abu Qulbein's (2004) study which indicated positive effect of the games strategy on the high achievers' achievement of English language vocabulary.

3- Results of the third hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the low achievers in the experimental group and their counterparts in the control one.

(T- test) results showed that there were differences of statistical significance in the favor of the experimental group low achievers in all the scopes of the test and the total degree. According to "d" and " η^2 " values , it was observed that the effect size of the educational games strategy was large on the low achievers' achievement in all the scopes of the test. Though this result contradicted the result of Abu Qulbein's study (2004) which showed no differences of statistical significant concerning low achievers' achievement of vocabulary, still very significant. This result showed the positive effect of games strategy on a very important sample; low achievers . Games created an interesting and attractive learning environment that stimulated students even low achievers towards participation and interaction

using English language. This reflected on the low achievers' achievement in all the language skills . This seemed obvious not only in this study but also in Hamad's study (2005) in English language, Abed Rahman's and Al Saa'di's study (1998), Ahmed and Al- Morsi's (1998) which indicated positive effect on the low achievers' achievement in science.

4- Results of the fourth hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level between the experimental group and the control one due to gender.

To test this hypothesis, One Way ANOVA was used to measure the differences in achievement between the experimental groups (male and female) and the control groups (male and female) in the post-test. Table (20) showed that "f " computed value is larger than "f " table value . This meant that there were differences of statistical significance in the students' total achievement including all the language skills in favor of the experimental group of both sexes.

"Scheffe' Post-Test" test was used to find out the direction of the differences among the four groups. The results indicated the following:

-In the listening, speaking and Reading scopes and the total degree , table (21), table (22), table (23) and table (24) indicated significant differences between male experimental and female experimental group in favor of the female experimental one.

-In writing and vocabulary and structure scopes , Table (25) and table (26) showed no differences of statistical significance between male and female experimental groups.

The results of One Way ANOVA and "Scheffe' Post-Test" test were very significant as they indicated the great effect of games strategy on students' achievement in all scopes in favor of the experimental groups in both sexes. This may be due to the fact that both male and female students were exposed to the similar social and educational environment.. This indicated the positive effect of games on both sexes' achievement. No differences of statistical significant were recorded in writing and vocabulary and structures scopes of the test due to gender This result agreed with the results of these studies; Abdo's (1993), Abu Jaber, etal (2003) and AQbu Qulbein's (2004) which revealed no differences of statistical significance due to gender in the students' achievement of English different skills. It also went along with the results of Abed Rahman's and Al Saa'di's (1998) which showed no differences of statistical significant due to gender in the

students' achievement of science. And Hygazi's (2005) which showed no differences of statistical significance due to gender in the students' achievement of Arabic.

In speaking, listening and reading scopes and the total degree, significant differences between male and female experimental groups were recorded in favor of female experimental group .This may spring from the female nature being more interested and concentrating .This result agreed with Al Namirat's (1995), Al Hela and Ghuneem's study (2002).

5- Results of the fifth hypothesis

There are no statistically significant differences at ($\alpha \leq 0.05$) in achievement level for experimental group before and after the experiment.

To test this hypothesis , the researcher used T-test paired sample. Moreover, "d " and " η^2 " values were computed to identify the effect size. Table (27) indicates that "T" computed value is larger than " T" table value in all the scopes and the total degree of the test. This meant that there were differences of statistical significance in the general achievement between the pre and post application in favor of the post application. These significant differences were noticed in the experimental groups of both sexes.

According to "d" and " η^2 " values shown in table (28), it was observed that the effect size of the educational games strategy was large on the students' total achievement including all the scopes . This large effect contradicted undoubtedly the researcher's hypotheses of the effectiveness of the educational games strategy on students' achievement.

5.3 Conclusion

Based on the findings, derived from the results of this study, the following conclusions were reached:

1. Educational games strategy had superiority over the traditional method in teaching English language.

2. Educational games provided students with a better learning environment which reflected on their achievement of English language.

3. Educational games stimulated students towards an independent practice of English language instead of direct instruction.

4. Educational games developed the cooperative learning within the same group and competition with other groups.

5. Through educational games the students played several roles as thinkers, problem solvers, observers, and researchers. These roles helped them acquire and employ English language in different situations more easily.

6. Educational games strategy was very effective in motivating shy students towards participation and interaction.

7. Educational games provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively.

5.4 Recommendations

According to the conclusion of the study, the following recommendations are offered:

Curriculum designers and decision makers are recommended:

- To enrich the Palestinian curriculum with different games that tackle the different skills of English language .
- To increase English language periods to help the teachers concentrate on learning quality.
- To supply schools with necessary materials for employing games strategy.

Supervisors are recommended:

- To prepare and distribute instructional materials that increase teachers' awareness of educational games strategy significance and the necessity of using this strategy in teaching English specially with young learners.
- To emphasize the fact that games should not be considered as marginal activities but, a strategy that should be used in different phases of the lesson.
- To conduct training courses that help teachers enhance their competencies of implementing the educational games strategy in their classes.

-To conduct workshops that aim at familiarizing teachers with different language games.

English language teachers are recommended:

- To shift from the traditional teaching methods to communicative approach that based on the students' real involvement in the teaching-learning process.

-To use educational games strategy to create an appropriate learning environment.

- To enrich the curriculum with relevant games that enhance students' use of English inside and outside school.

- To consider students' individual differences and learning styles in selecting the educational games.

- To help students use English language in "life-like" situations.

-To adopt modern techniques that enhance students' participation and interaction.

- To change their role from instructors who dominate the class into educators whose role is to help, guide and support the students to acquire language.

5.5 Recommendations for Further Studies

Education in Palestine is still in need for a lot of researches that touch all the inputs of the educational system. These inputs represented in ; the strategies, the teacher, the students, the curriculum, the administration and the local community. The researcher suggests the following titles for further studies.

1. The effect of educational games on developing students' critical thinking.
2. The efficiency of computerized games on developing students' listening skill of English language.
3. Using task-based approach in developing students' speaking skill of English language.
4. The effectiveness of shared-writing technique on developing young learners' writing skill of English language.
5. The effectiveness of songs on developing young learners' speaking skill of English language.
6. The effectiveness of the internet on developing teachers' competency of writing.
7. A study should be conducted on evaluating the in-service teachers' attitudes towards teaching job.

REFERENCES

- Abu Qulbein, I. (2004). *The effect of using Language Games on EFL Vocabulary Achievement: The Case of Seventh Grade Students in Jerusalem District*. (Unpublished M.A Thesis), Al-Quds University.
- Al-Ghussian, R.(2000). *Factual Oral Communication Techniques in Teaching English for Gaza 10th Grade Students*. (Unpublished M.A Thesis), Al-Azhar University.
- Al-Masri, N. (2004). *Using Games in Teaching Children English. Games entertain, motivate, teach and promote fluency*. Teaching Children English Workshop, The Islamic University , Gaza.
- Altman, B. (1986) *working with Play*. The Child Care Worker, Vol.4, No.8, P.10-12.
- Atake. K. (2003). *Using Games to teach English in Japanese Junior High School*. Eric No: ED479748. Retrieved April.23, 2006, from: <http://www.eric.ed.gov/>.
- Bacha, J. (2002). *Play and Affect in Language Learning*. MATESOL-International Policy Studies Candidate, Educational Development Monterey Institute of International Studies. Retrieved August 2 2006, from: <http://genkienglish.net/playand affect.htm>

- Banner, A. C. (2005). *A Comparative Study of The Perceptions of Elementary School Administrators, Teachers and Students Regarding Recess and Free Play in the Public School*. PH Dissertation, East Tennessee State University, USA.
- Bernaus, M. (1987). *Activities that motivate and increase students' output*. Forum, (1) P.45-50.
- Bredenkamp, S. (1990). *Appropriate Practice in Early Childhood Programs Serving Children form Birth Through Age8*. National Association for The Education of Young Children, Washington.
- Bruce, P. (2006). *How young Children Learn Language*. Early Childhood Today, Canada. Retrieved Feb.18, 2006, from: <http://content.scholastic.com/>
- Cakir, I. (2004). *Designing Activities for Young Learners in EFL Classrooms*. GU, Gasi Egitim Dergisi, Vol.24, No.3, P.101-112.
- Cameron, L. (2002). *Teaching Languages to Young Learners*. Cambridge University Press.
- Ceglowski, D. (1997). *Understanding and Building Upon Children's Perceptions of Play Activities in Early Childhood Programs*. Early Childhood Education Journal, Vol.25, No.2, P.107-112.
- Chen, I-J. (2005). *Using Games to Promote Communicative Skills in Language Learning*. The Internet TESL, Journal, Vol.11, No.2.

Retrieved March 5, 2006, from: [www: http://iteslj.org/techniques/Chen-Games.html](http://iteslj.org/techniques/Chen-Games.html).

Cohen. S.& Wingerd, D. (1993). *"Children and Environment"*
Ecological awareness among pre-school children. Environment
and Behavior, Vol.25, No.1, PP.103-120

Coleman, D. (1990). *Language Learning Through Computer
Adventure Games*. Simulation and Gaming, Vol.21, No.4, P.P
443-451.

Collier, C. (1998). *Creating Games for Emerging English Speakers:
Language & Content Reinforcement Activities*. Paper presented at
the Annual Meeting of the National Association for Bilingual
Education (Dallas, TX, 1998).

Constantinides, M, (2003). *Games in the Young Learners' Classroom.
Their Educational Value for Cognitive & Linguistic Development*.
The CELT Athens Online TEFL Teachers' Resources.

Crookal, D. (1994). *Miscellaneous Review*. Simulation and Gaming,
Vol.25, No.2, P.P.309-310.

Deesri, A. (2002). *Games in the ESL and EFL class*. The Internet
TESL Journal. Vol. 8, No.9. Retrieved Feb.18, 2006, from: [www:
http://iteslj.org/techniques/Deesri-Games.html](http://iteslj.org/techniques/Deesri-Games.html).

Dukes, R..(1997). *Simulation and Gaming and the Teaching of Sociology*. Colorado Springs, Colorado University. Retrieved Sept.20, 2006, From:

<http://www.unice.fr/sg/resources/biblios/biblio-dukes-sugesstions-findings.html>

Ersoz, A.(2000). *Six Games for the EFL/ESL Classroom*. The Internet TESL Journal, Vol.6, No.6. Retrieved March4, 2006, from: <http://iteslj.org/Lessons/Ersoz-Games.html>.

Hadfield, J. (1990). *A Collection of Games and Activities for Low to Mid-Intermediate students of English. Intermediate Communication Games* . Thomas and Nelson Sons Ltd, Hong Kong.

Hamad, I. (2005). *The Effect of Using Role Play strategy on the Eighth graders' achievement in English Language*. (Unpublished M.A Thesis), Al-Azhar University.

Harsch, G. (1987). *The Efficiency of Simulation Games in Science Education, An Empirical study*. Journal of Science Education, Vol.9, No.19, PP.120-13

Hearn, I. (2004). *Multiple Intelligences*. Amazing Young Mind-Person Education, Cambridge.

- Hogle, J. (1996). *Considering Games as Cognitive tools: In Search of Effective Edutainment*. Eric No:425737. Retrieved Dec.23, 2005, from: <http://www.eric.ed.gov/>. University of Georgia
- Hong, L. (2002). *Using Games in Teaching English to Young Children*. The Internet TESL Journal, Vol.8, No.8, Retrieved on Sept.20, 2006, from: <http://iteslj.org/Lessons/Lin-UsingGames.html>
- Hubbard, P. (1991). *Evaluating Computer Games for Language Learning*. Simulation and Gaming, Vol.22, No.2 P.P 220-224.
- Hughes, A. (2004). *Motivate to Educate*. Amazing Young Minds- Person Education, Cambridge.
- Hussin, et.al.(2000). *Sustaining an Interest in Learning English and Increasing the Motivation to Learn English: An Enrichment Program*. Paper presented at The Millennium MICELT 2000, 3rd Malaysia International Conference for English Language Teaching, Melaka, Putra Malaysia University. The International Internet TESL. Journal Vol.7, No.5. Retrieved July1, 2006, from: <http://iteslj.org/Techniques/Hussin-Motivation/>
- Huyen, N. and Nga, Kh. (2003). *The Effectiveness of Learning Vocabulary Through Games*. Asian EFL Journal, Volume5, Issue4.Retrieved 17 Sep.2006, from: <http://www.asian-efl-journal.com/>

- Hyland, K. (1993). *Language. Learning Simulations: A Practical Guide*, Forum, Vol.31, No.4, P.16.
- Kara, R. (1992). *Language Learning and Teaching, Basic Premises*. El Fateh University Publishing, Tripoli.
- Keshta, A. S. (2000). *Alternative Approaches For Teaching English Literature To Undergraduate Students In Gaza Strip*. Houston, University of Houston, Texas.
- Kim, L. S. (1995). *Creative Games for the Language Class*. Forum, Vol.33, No.1, P.35.
- Kral,Th. (1994) *The Lighter Side of TEFL: A Teacher's Resource Book of Fun Activities for Students of English as a Foreign Language*. Materials Development and Review Branch, Washington.
- Krieger, D. (2005). *Teaching ESL versus EFL: Principles and Practices*. Forum, Vol.43, No.2,P.18.
- Kristmanson, P. (2000). *Affect in the Second Language Classroom: How to create an emotional climate*. Reflexions , Vol. 19 , No.2, P. 1-5.
- Langran, J. & Purcell, S. (1994). *Language Games and Activities*. Center for Information on Language Teaching and Research, London.

- Lee, W. R. (1979). *Language Teaching Games and Contests*. 2nd Edition. Oxford University Press.
- Lengeling, M & Malarcher, C. (1997). *Index Cards: A natural Resource for Teachers*. Forum, Vol.35, No.4, P.42.
- Lewis, G. and Bedson, G. (1999). *Games for Children*. Oxford University Press, London.
- Lewis, M. & Hill, J. (1995). *Practical Techniques For Language Teaching*. Commercial Color Press, London.
- Love, L. (1988). *The Effect of Reading Games on the Improvement of Fourth Grade Reading Skills Scores*. Eric No: ED292078
Retrieved Feb. 15,2005, from: <http://www.eric.edu.gov/>
- Makarova, Veronica (1997). *Fun Games and Activities for Pronunciation and Phonetics Classes at Universities*. Paper presented at the Annual Meeting of the Japan Association for Language Teaching Hamamatsu, Japan. Eric No: ED417593.
Retrieved, Jan.29,2006, from: <http://www.eric.ed.gov/>.
- McCallum, G. P. (1980). *101 Word Games*. Oxford University Press. USA.
- McGlothlin, J.D. (1997). *A Child's First Steps in Language*. The Internet TESL Journal, Vol.3, No.10. .Retrieved, Dec.15,2006,
From: <http://iteslj.org/Articles/McGlothlin-ChildLearn.html>

- Mclaughlin, S. (2004). *Teaching Young Learners of English*. QCERD. Palestine.
- Mclaughlin, S. (2004). *Games, Activities and Worksheets For The English Classroom. A Practical Manual For Vocabulary, Grammar and Pronunciation Development*. QCERD. Palestine.
- Mcllvain, A. (2004). *Teaching English To Very young Learners (3-5)*. Amazing Young Minds-Person Education, Cambridge.
- McMahon, R, (1996). *Introducing Infants to the Joy of Reading*. Dimensions of Early Childhood, Vol24,No3,P. (26-29).
- Mei, Y and Jing, J. (2000). *Using Games in an EFL Class for Children*. ELT Research Paper, Fall. Design University.
- Miller, L. (2006). *Games for Language Teaching*. TESL HK. Retrieved 5 May2006, from: <http://www.tesl-hk.org/>
- Nageeb, H. (1997). *The effect of role play model on improving the speaking proficiency of English of the 8th grade students at UNRWA school in Nabuls area*. (Unpublished M.A Thesis), El-Najah University.
- Prasad, U. (2003). *Achieving Communicative Competence in English*. The Hindu Online edition of India's National Newspaper. Retrieved Dec 23,2005, from: <http://www.eric.ed.gov/>

- Richard-Amato, P., A. 1996. *Making It happen* . Addison-Wesley Publishing Group, New York. Pp 192-199.
- Saricoban, A & Metin, E. (2000). *Songs, Verse and Games for teaching Grammar*. The Internet TESL Journal, Vol.VI, No.10. Retrieved June23, 2006, from: <http://iteslj.org/techniques/Saricoban-songs.html>.
- Seleim, S. (1998). *The effect of using drama in teaching English on the prep-stage students' achievement and decision-making skill*. *Studies of curricula and methodology*. No.53, College of Education – Ain Shams.
- Shaptoshvili, S. (2002). *Vocabulary Practice Game*. Forum, Vol.40, No.2. April 2002. (P34).
- Shevin, S. Ayres, B. and J. Dincan. (1994). *Cooperative Learning and Inclusion. Creativity and Collaborative Learning*. Brooks Press, Baltimore.
- Uberman, A. (1998). *The Use of Games for Vocabulary Presentation and Revision*. Forum, Vol.36, No.1, P.20.
- Umo, U. C. (2006). *Combined effects of Game Strategy and Location as Factors of Academic Achievement in Igbo Grammar*. The International Journal of Language, Society and Culture, Issue18, University of Nigeria.

Wikipedia, *The free encyclopedia, Play*: Retrieved Sep.20, 2006,

from: <http://en.wikipedia.org/wiki/play>.

Wright,A. Betteridge,D. Buckby, M. (1984) *Games for Language Learning*. Cambridge University press.

Zdybiewska, M. (1994). *One-Hundred Language Games*. Warszawa :
Wsip.

_____:(2003)

_____ (3)

.58-44 (1) (30)

_____:(1993)

_____ () _____

_____:(1994)

_____:(1998)

" " _____ (3)

_____:(1996)

_____:(2002)

-589 (2) (16) ()

.626

_____(2002)

1

1 _____:(2004)

_____(2003)

1 _____

_____(2000)

.502-477 (3) (3)

_____(1997)

3 _____:(1998)

_____(2001)

() _____

_____(1995)

() _____ :(1995)

() _____

_____ :(1981)

3 _____ :(1987)

_____ :(2005)

.431-409 (2) (24)

_____ :(2005)

() _____

_____ :(1999)

(10) _____

.31-1 (2)

_____ :(1986)

6-4 _____ :(2002)

() _____

_____:(1987)
-122 (21) (7) _____
.147

_____:(1998)

.40 - 41 (3) (1)
_____:(2001)

.302-273 (2) (25)
_____:(1991)
.309 -267 (34) (6)

_____:(1999)
_____:(1993)

_____ ()
_____:(2005)

.503-480

_____ :(1999)

.75 -57

(72) _____ :(1985)

.131-127

_____ :(1997)

(7) (16)

APPENDIX (A)

TOOLS OF THE STUDY

APPENDIX (A.1)

The general objectives of the content (1-2-3-4)

Listening

- 1- Identify the participants and their roles .
- 2- Identify the stressed word in a sentence .
- 3- Respond to instructions to do something .
- 4- Extract key information for note taking
- 5- Differentiate between similar sounds .

Speaking

- 1- Articulate sounds in connected speech .
- 2- Engage in role play about authentic situations .
- 3- Recite song and rhymes individually and chorally .

Reading

- 1- Answer factual , inferential, questions .
- 2- Scan text for specific information (i.e word reference)
- 3- Skim text for the main idea .
- 4- Read and order events.

Writing

- 1- Construct sentences using connectors .
- 2- Arrange scrambled words into sentences .
- 3- Arrange scrambled sentences into a coherent paragraph.
- 4- Use capital letters and punctuation correctly .
- 5- Answer Wh questions .

Structure & language

- 1- Describe past actions using past simple/ present perfect.
- 2- Describe recent actions using (since / for) .
- 3- Seek information using (Yes / No) questions .

Vocabulary

- 1- Complete sentences by choosing words .
- 2- Classify words under certain topics .
- 3- Complete sentences by supplying the missing words .

APPENDIX (A.2)
The content Analysis

Unit	Aims	Structures	Vocabularies	Reading Skill	Listening Skill	Speaking Skill	Writing Skill
Unit One	<ul style="list-style-type: none"> -Practice a dialogue -Talk about past actions - Listen to information & decide T/F -Write sentences about the past - Use 'and- or -but' 	<ul style="list-style-type: none"> -Present Perfect Statement - Yes/ No Questions -Past Simple - and - or - but 	<ul style="list-style-type: none"> Missed- accident- hospital- awful- back- camel- hurt – shark - dolphins 	<ul style="list-style-type: none"> -Read and answer - Read and complete - Practice dialogue 	<ul style="list-style-type: none"> -Listen and repeat -Listen and decide T/ F -Listen and repeat 	<ul style="list-style-type: none"> -Read and act out -Ask and answer 	<ul style="list-style-type: none"> -Write sentences using an information table - Match two columns to write meaningful sentences -Complete and write -Order and write
Unit Two	<ul style="list-style-type: none"> -Talk about recent events using Present Perfect -Listen for gist -Practice punctuation rules - Pronounce 'r' as in third/ mother 	<ul style="list-style-type: none"> - Present Perfect with Since/ for 	<ul style="list-style-type: none"> Worried-seems- since-for-headache- quiz-pilot How many 	<ul style="list-style-type: none"> --Read and answer -Read and match to form a meaningful sentence 	<ul style="list-style-type: none"> - Listen and answer -Listen and complete 	<ul style="list-style-type: none"> -Act out ' Dialogue" 	<ul style="list-style-type: none"> -Write correctly "Punctuation , comma, full stop, apostrophe, question mark, capital letter" - Order and copy
Unit Three	<ul style="list-style-type: none"> - Talk about friends - Answer a quiz - Use ordinal numbers - Listen to information and develop a poem -Use a dictionary 	<ul style="list-style-type: none"> - Ordinal Numbers - Alphabetic order 	<ul style="list-style-type: none"> The names of Months & Days- contact- lend- move- date- discuss- understand- 	<ul style="list-style-type: none"> -Read and answer a questionnaire 	<ul style="list-style-type: none"> - Listen and answer stressed words - Listen and dot the stressed words 	<ul style="list-style-type: none"> -Talk about friends - Match questions with answers - Articulate stressed words 	<ul style="list-style-type: none"> - Write the words in alphabetical order - Supply the missing words - Decode and copy
Unit Four	<ul style="list-style-type: none"> -Read a story -Listen for gist -Retell a story -Practice punctuation - Practice dictation 	<ul style="list-style-type: none"> - Present Perfect with just & yet 	<ul style="list-style-type: none"> Oxen- strong- separated- weak- attack- fight- lie- finally – moral- cleaned- naughty 	<ul style="list-style-type: none"> -Read and answer - Read and order 	<ul style="list-style-type: none"> - Listen and number 	<ul style="list-style-type: none"> -Play a game - Look and say 	<ul style="list-style-type: none"> - Order and write - Supply the missing word - Think and write

APPENDIX (A.3) Structured table of Test Specification

Bloom Level Skill weight	Knowledge	Comprehension	Application	T hinking Skills	Total
Listening 12.5%		$\frac{60 \times 50 \times 12.5}{100 \times 100} = 3.75$ Q.s (3 Q.s) $(60 \times 3) \div 60 = 3$ Pts	$\frac{60 \times 50 \times 12.5}{100 \times 100} = 3.75$ Q.s (4 Q.s) $(60 \times 4) \div 60 = 4$ Pts		7 Q.s <u>7</u> Pts
Speaking 12.5%		$\frac{60 \times 50 \times 12.5}{100 \times 100} = 3.75$ Q.s (4 Q.s) $(60 \times 4) \div 60 = 4$ Pts	$\frac{60 \times 50 \times 12.5}{100 \times 100} = 3.75$ Q.s (4 Q.s) $(60 \times 4) \div 60 = 4$ Pts		8 Q.s <u>8</u> Pts
Reading 25%	$\frac{60 \times 20 \times 25}{100 \times 100} = 3$ Q.s (2Qs) $(60 \times 2) \div 60 = 2$ Pts	$\frac{60 \times 50 \times 25}{100 \times 100} = 7.5$ Qs (8 Q.s) $(60 \times 8) \div 60 = 8$ Pts		$\frac{60 \times 30 \times 25}{100 \times 100} = 4.5$ Qs (5 Q.s) $(60 \times 5) \div 60 = 5$ Pts	15 Q.s <u>15</u> Pts
Writing 25%	$\frac{60 \times 30 \times 25}{100 \times 100} = 4.5$ Qs (4 Q.s) $(60 \times 5) \div 60 = 5$ Pts		$\frac{60 \times 50 \times 25}{100 \times 100} = 7.5$ Qs (4Q.s) $(60 \times 8) \div 60 = 8$ Pts	$\frac{60 \times 20 \times 25}{100 \times 100} = 3$ Qs (2Q.s) $(60 \times 2) \div 60 = 2$ Pts	10 Q.s <u>15</u> Pts
Language 25%	$\frac{60 \times 30 \times 25}{100 \times 100} = 4.5$ Qs (4 Q.s) $(60 \times 4) \div 60 = 4$ Pts	$\frac{60 \times 20 \times 25}{100 \times 100} = 3$ Qs (4 Q.s) $(60 \times 4) \div 60 = 4$ Pts	$\frac{60 \times 20 \times 25}{100 \times 100} = 3$ Qs (3 Q.s) $(60 \times 3) \div 60 = 3$ Pts	$\frac{60 \times 30 \times 25}{100 \times 100} = 4.5$ Qs (4 Q.s) $(60 \times 4) \div 60 = 4$ Pts	15 Q.s <u>15</u> Pts
Total 100%	10 Q.s <u>11</u> Pts	19 Q.s <u>19</u> Pts	15 Q.s <u>19</u> Pts	11Q.s <u>11</u> Pts	55 Q.s <u>60</u> Pts

1. The highlighted percentage refers to the estimated weight of each taxonomy in each skill according to its total weight in the content the analysis of the general objectives & the specialists' opinions.
2. The inner percentage within each cell is approximate.
3. Number of questions =

$$\frac{\text{Total number of questions} \times \text{The qualitative weight of a skill} \times \text{Percentage of blooms taxonomy of thinking}}{100 \times 100}$$

Structured table of Test Specification

Bloom Level Skill weight	Knowledge	Comprehension	Application	Thinking Skills	Total	Relative weight of objectives	Items of test
Listening 12.5%		1	2		3	15%	7
Speaking 12.5%		1	1		2	10%	8
Reading 25%	1	4		1	6	30%	15
Writing 25%	2		2	1	5	25%	11
Language 25%	1	1	1	1	4	20%	15
Total 100%	4	8	6	3	20	100%	55

APPENDIX(A.4)
Achievement Test

Grade : sixth grade




Name : -----

Class : -----

60
Time : 2 hours

Listening (7 Marks)

1- Listen and number :-

			<input type="checkbox"/>
()	()	()	<input type="checkbox"/>
			<input type="checkbox"/>

2-Listen and dot the stressed words :-

- a) I gave her the book .
- b) I gave her the book .
- c) I gave her the book .

3-Write a word that rhymes " buy " -----

Speaking (8Marks)

A) Complete the following dialogue :

arm - accident - leg - have - Did

Hassan : Good afternoon , Khalid

Khalid : Good afternoon, Hassan.

Hassan : Have you ever had an?

Khalid : Yes, I I fell down a tree .

Hassan : you hurt yourself ?

Khalid : Yes , I did . I hurt my and couldn't walk .

B) Match the following :-

- | | | | |
|------------------------------------|--------------------------|---------------------|--------------------------|
| 1 - Did you get up early ? | <input type="checkbox"/> | Two | <input type="checkbox"/> |
| 2- How many brothers do you have ? | <input type="checkbox"/> | Last Friday | <input type="checkbox"/> |
| 3- When did you arrive ? | <input type="checkbox"/> | I've been to Jordan | <input type="checkbox"/> |
| 4- Where have you been ? | <input type="checkbox"/> | yes, I did. | <input type="checkbox"/> |
-

Reading (15 Marks)

1) Read and answer : -

Ben has had an accident and now he is in hospital .Omar and Rania sent him a letter because they were worried about him . They wanted to see him soon in Palestine .

A) Answer the following questions:-

- 1- What happened to Ben ?
- 2- What did Omar and Rania send him ?

C) True or False :-

- a) Ben is in Palestine now . ()
- b) Omar and Rania are worried about Ben . ()
- c) Omar and Rania are English . ()

B) Complete :-

- 1- The doctor works at
- 2- The is something bad that happens .
- 3- The underlined pronoun " They " refers to

2-Puzzles :-

- a- A pain in your head
- b- Someone travels a lot and flies planes

3- Read and order the following story :-

- They became weak and tired .
 - Once upon a time , two oxen were good friends .
 - The lion ate them .
 - The lion wanted to eat them ,so he told them a lie .
 - The oxen argued each other and fought .
-

Writing (15 Marks)

1- Answer the following questions:-

- a) What is a friend for ?
.....
- b)What is the tenth month of the year ?
.....
- a) What did you do on holiday ?
.....

2-Punctuate the following sentences :-

- b) rania is Amys best friend .
.....
- c) how long has Ben been in hospital
.....

3- Put the following words in alphabetical order :-

- a- dive - date - day - do.
- b- three - thirty - thirsty - thirteen

4- Re-arrange the following sentences :-

- a) finished - just - has - Omar - his - homework .
.....
- b) yet - Ben - not - has - his - lunch - eaten .
.....

5- Think and write :-

Think of two words begin with "th"

.....

Word and structures (15 Marks)

1) Choose the correct answer :-

- 1- Sara (has - have - is) never ridden a camel
- 2- I like meat ,(so - and - but) I don't like fish .
- 3- Can you (write - eat -lend) me your pen. please?
- 4- The lion (attack - attacked - have attacked) the two oxen

2) Fill in the space using the following words :-

(awful - separate - contact - lies- weak)

- 1- People use telephone to each other .
- 2- Bad eggs have an smell .
- 3- He isn't strong ,he is
- 4- You mustn't tell

3) Correct the underlined mistakes :-

- 1- Samy has yet started his homework
- 2- We haven't seen him since three months
- 3- How much friends have you got?

4) Odd one out :-

- 1- cat ox lion quiz
- 2- teacher paint doctor player
- 3- Thursday January July November
- 4- ship train book bus

Listening guide

1- Listen and number

A- Osama has wrestled with a crocodile.

B-Khaled has swum with sharks.

C- Ahmad is writing a letter to his friend.

2-Listen and dot the stressed words

A- gave

B- book

C- her

3- Write a word that rhymes

Buy

APPENDIX (A.5)

Difficulty Coefficient of the test items

	Total No.	Correct answers for the high group	Correct answers for the low group	No. of Ss with wrong answers	Difficulty Coefficient
1.	30	10	5	15	50.00
2.	30	9	4	17	56.67
3.	30	8	4	18	60.00
4.	30	12	8	10	33.33
5.	30	14	7	9	30.00
6.	30	8	4	18	60.00
7.	30	10	2	18	60.00
8.	30	13	8	9	30.00
9.	30	12	6	12	40.00
10.	30	12	8	10	33.33
11.	30	14	8	8	26.67
12.	30	10	3	17	56.67
13.	30	14	6	10	33.33
14.	30	13	8	9	30.00
15.	30	12	7	11	36.67
16.	30	14	7	9	30.00
17.	30	12	7	11	36.67
18.	30	11	6	13	43.33
19.	30	8	4	18	60.00
20.	30	7	2	21	70.00
21.	30	10	2	18	60.00
22.	30	11	6	13	43.33
23.	30	8	4	18	60.00
24.	30	9	3	18	60.00
25.	30	8	3	19	63.33
26.	30	11	5	14	46.67
27.	30	10	3	17	56.67
28.	30	12	6	12	40.00
29.	30	11	6	13	43.33
30.	30	10	6	14	46.67
31.	30	9	4	17	56.67
32.	30	10	5	15	50.00
33.	30	9	5	16	53.33
34.	30	11	6	13	43.33
35.	30	10	6	14	46.67
36.	30	11	6	13	43.33

	Total No.	Correct answers for the high group	Correct answers for the low group	No. of Ss with wrong answers	Difficulty Coefficient
37.	30	8	2	20	66.67
38.	30	11	5	14	46.67
39.	30	9	4	17	56.67
40.	30	8	4	18	60.00
41.	30	9	3	18	60.00
42.	30	8	3	19	63.33
43.	30	10	5	15	50.00
44.	30	8	4	18	60.00
45.	30	12	8	10	33.33
46.	30	14	7	9	30.00
47.	30	8	4	18	60.00
48.	30	12	8	10	33.33
49.	30	13	8	9	30.00
50.	30	12	6	12	40.00
51.	30	12	7	11	36.67
52.	30	7	3	20	66.67
53.	30	13	8	9	30.00
54.	30	12	8	10	33.33
55.	30	14	8	8	26.67
Mean					46.788

APPENDIX (A.6)

Discrimination Coefficient of the test items

	Total No.	High group correct answers	Low group correct answers	Discrimination Coefficient
1.	30	10	3	0.47
2.	30	11	5	0.40
3.	30	10	6	0.27
4.	30	9	4	0.33
5.	30	8	4	0.27
6.	30	12	8	0.27
7.	30	8	4	0.27
8.	30	14	9	0.33
9.	30	13	8	0.33
10.	30	12	6	0.40
11.	30	13	8	0.33
12.	30	10	3	0.47
13.	30	13	8	0.33
14.	30	12	8	0.27
15.	30	14	6	0.53
16.	30	13	8	0.33
17.	30	12	7	0.33
18.	30	14	7	0.47
19.	30	12	7	0.33
20.	30	11	6	0.33
21.	30	8	4	0.27
22.	30	7	2	0.33
23.	30	10	2	0.53
24.	30	11	6	0.33
25.	30	9	3	0.40
26.	30	8	3	0.33
27.	30	11	5	0.40
28.	30	12	5	0.47
29.	30	7	2	0.33
30.	30	8	2	0.40
31.	30	10	3	0.47
32.	30	12	6	0.40
33.	30	9	4	0.33
34.	30	8	4	0.27
35.	30	7	3	0.27
36.	30	11	6	0.33
37.	30	10	6	0.27
38.	30	11	6	0.33

	Total No.	High group correct answers	Low group correct answers	Discrimination Coefficient
39.	30	8	2	0.40
40.	30	11	5	0.40
41.	30	11	6	0.33
42.	30	10	6	0.27
43.	30	11	6	0.33
44.	30	8	2	0.40
45.	30	11	5	0.40
46.	30	9	4	0.33
47.	30	8	4	0.27
48.	30	8	3	0.33
49.	30	11	5	0.40
50.	30	12	5	0.47
51.	30	7	2	0.33
52.	30	9	4	0.33
53.	30	10	5	0.33
54.	30	8	4	0.27
55.	30	12	8	0.27
Total Discrimination Coefficient				0.352

APPENDIX (A.7)

Correlation coefficient of the test items

Correlation coefficient of Listening items

The first scope		Listening
Items	Pearson correlation	Sig.
A1	0.577	0.001
A2	0.591	0.000
A3	0.833	0.000
A4	0.606	0.000
A5	0.757	0.000
A6	0.786	0.000
A7	0.440	0.013

Correlation coefficient of Speaking items

The second scope		Speaking
Items	Pearson correlation	Sig.
A8	0.790	0.000
A9	0.737	0.000
A10	0.670	0.000
A11	0.540	0.002
A12	0.524	0.002
A13	0.699	0.000
A14	0.669	0.000
A15	0.612	0.000

Correlation coefficient of Writing items

The fourth scope		Writing
Items	Pearson correlation	Sig.
A31	0.867	0.000
A32	0.878	0.000
A33	0.552	0.001
A34	0.849	0.000
A35	0.863	0.000
A36	0.587	0.001
A37	0.557	0.001
A38	0.646	0.000
A39	0.450	0.011
A40	0.648	0.000

Correlation coefficient of Reading items

The third scope		Reading
Items	Pearson correlation	Sig.
A16	0.466	0.008
A17	0.210	0.257
A18	0.305	0.095
A19	0.466	0.008
A20	0.261	0.156
A21	0.746	0.000
A22	0.694	0.000
A23	0.683	0.000
A24	0.664	0.000
A25	0.675	0.000
A26	0.414	0.021
A27	0.747	0.000
A28	0.477	0.007
A29	0.815	0.000
A30	0.589	0.000

Correlation coefficient of Vocabulary and Structures items

The fifth scope		Vocabulary and Structures
Items	Pearson correlation	Sig.
A41	0.687	0.000
A42	0.465	0.008
A43	0.272	0.139
A44	0.263	0.153
A45	0.470	0.008
A46	0.679	0.000
A47	0.696	0.000
A48	0.679	0.000
A49	0.606	0.000
A50	0.761	0.000
A51	0.644	0.000
A52	0.708	0.000
A53	0.407	0.023
A54	0.736	0.000
A55	0.645	0.000

APPENDIX (B)

GAMES INDEX

1- VOCABULARIES GAMES

1.1 Word Building Game

Objective : To recall words relevant to " Old Friends" topic .

Group Size : Six students

Materials : Sheets of papers that have a group of letters .

Time : 10 minutes

Lesson Phase: Pre- requisite

Language focus : Vocabulary

In class

- 1- The teacher divides class into groups of six.
 - 2- The teacher distributes a sheet of letters to each.
 - 3- Each group writes as many words as they can.
 - 4- The teacher goes around and observes.
 - 5- Each group presents their findings to the class.
 - 6- At the end of the game ,each group gets equal points to the words they have written .
 - 7- The winner is the group with the most points .
- (Mclaughlin,S. 2004:p.19)

Unit 1 Lesson 1

Find as many words as you can. The more words you write , the more points you get.

a v f w r o i u e p n l d m s y h

Possible answers

friends	lovely	miss	wonderful	summer
holiday	see	happy	time	old

Unit 4 lesson 2

Find as many past participle verbs as you can . The more you write the more points you gain :

R s c f w I e a n o p l t h d

Possible answers

cleaned	finished	opened	painted	started	wash
---------	----------	--------	---------	---------	------

1.2 The Spy Code Game

Objective : To recall the past participle of some verbs .

Group size : Six students

Materials : Sheets of paper with the code .

Time : 10 minutes.

Lesson Phase : Pre-requisite.

Language Focus : Vocabulary and Structures.

In class

- 1- The teacher divides students into groups of six.
- 2- Each group is divided into three teams of two; each competes the others [5 minutes for pair work , 5 minutes for discussion]
- 3-The teams begin to break the code , the team which gives a right answer gets a mark.. On the other hand , if a team gives a wrong answer it loses a mark, the other teams in the group work as a jury.
- 4- The teacher mills around , helps with marks but doesn't give any answers .
- 5- At the end of the game , each group presents their findings .
- 6-The teacher displays a sheet of the answers
- 7- Students repeat the words chorally . (*McCallum,1980:p.85*)

Unit 1 Lesson 2

Try to break this code and find the words

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

- 1- 19 , 23 , 21 , 13 = -----
- 2- 5 , 1 , 20 , 5 , 14 = -----
- 3- 19 , 5 , 5 , 14 = -----
- 4- 8 , 1 , 4 = -----
- 5- 20 , 18 , 1 , 22 , 5 , 12 , 12 , 5 , 4 = -----
- 6- 2 , 5 , 5 , 14 = -----

The answers

1- swum 2- eaten 3- seen 4- had 5- traveled 6- bee

Unit 3 Lesson 4

Try to break this code and find the words

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

1- 8, 5, 1, 4, 1, 3, 8, 5 = -----

2- 13, 9, 19, 19 = -----

3- 4, 1, 20, 5 = -----

4- 1, 3, 3, 9, 4, 5, 14, 20 = -----

5- 8, 15, 19, 16, 9, 20, 1, 12 = -----

6- 1, 23, 6, 21, 12 = -----

The answer

1- headache	2- miss	3- date	4- accident	5- hospital	6- awful
-------------	---------	---------	-------------	-------------	----------

Unit 4 lesson 1

Try to break this code and find the words

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

1- 12, 9, 15, 14 = -----

2- 19, 20, 18, 15, 14, 7, 5, 18 = -----

3- 6, 18, 9, 5, 14, 4, 19, 8, 9, 16 = -----

4- 2, 12, 1, 3, 11 = -----

5- 2, 18, 15, 23, 14 = -----

6- 12, 15, 15, 11, 1, 6, 20, 5, 18 = -----

7- 3, 12, 5, 22, 5, 18 = -----

8- 18, 15, 1, 18, 5, 4 = -----

9- 20, 9, 18, 5, 4 = -----

The answers

1- lion	2- stronger	3- friend ship	4- black	5- brown
6- look after	7- clever	8- roared	9- tired	

1.3 The Scattered Letters Game

Objective : To recall some words relate to a friendly letter.

Group Size : Six Students

Materials : Sheets of papers in which letters are written randomly ,
with some clues for explanation .

Time : 10 minutes

Lesson Phase : Pre-requisite

Language Focus : Vocabulary

In Class

- 1- The teacher divides students into groups of six .
- 2- Each group competes against the others .
- 3- The groups work out the game and write the words .
- 4- The teacher moves around and observes.
- 5- The teacher displays the answers on the board.
- 6- The group with the most correct words is the winner
(McCallum,1980:p.87)

Unit 2 lesson 1

Work out the following puzzles and find the words:

- 1- Some one we write letters to .
- 2- Something bad happens to us .
- 3- Our homeland .
- 4- The seventh month of the year .
- 5- The opposite of good .
- 6- We say it when we make a mistake .

a d b

y o r s r

e i d f r n

U l J y

P e s a t e l i

c a i e d n
t c

The answers

1- friend 2- accident 3- Palestine 4- July 5- bad 6- sorry

Unit 4 lesson 4

Work out the following puzzles and find the words:

- 1 – The opposite of " white "
- 2 – The king of the animals
- 3- The past of "fight"
- 4– The opposite of "truth "
- 5- The end of something
- 6- The meaning of " begin "

l n o i

k l c a b

o g f h t u

f a l i n l y

a t t s r

e l i

The answers

1-black 2- lion 3-fought 4- lie 5- finally 6- start

1.4 The Hidden Words Game

Objectives : To recall some verbs .

To recall the months of the year.

Group size : Six students

Material : Sheets of paper on which drawn squares with different letters .

Time : 10 minutes

Lesson phase : Pre- requisite

Language focus : Vocabulary

In class

1- The teacher divides class into groups of six .

2- The teacher distributes the sheets , explains the game and gives the signal of beginning .

3- Each student works individually , then discusses his findings with his group .

4- The first group finds the verbs is the winner .

Some students call out their findings , the class repeats chorally .

(Kral,1994:p.44)

Unit 3 Lesson 1

Find the ten hidden verbs in the squares below , they may be vertical or horizontal .

f	d	s	a	c	v	c	n	m	k
i	s	h	d	f	e	m	a	i	l
n	v	a	w	a	n	t	g	p	o
d	r	v	o	w	s	t	h	c	o
z	q	e	a	s	e	e	m	w	k
t	d	q	r	a	t	i	m	a	s
w	r	i	t	e	a	p	n	i	a
o	e	y	i	u	l	i	b	t	r
p	w	i	t	r	k	l	v	d	t
t	t	e	l	e	p	h	o	n	e

The verbs

have
wait

see
telephone

look
write

want
find

talk
email

Unit 3 Lesson 2

Find, circle and write ten hidden months in the square below , they may be vertical or horizontal .

S	A	U	G	U	S	T	W	J	P
D	P	V	M	H	F	D	S	A	A
E	R	N	H	R	P	I	V	N	J
C	I	M	A	Y	K	M	N	U	U
E	L	A	O	P	I	M	Z	A	L
M	N	R	P	R	T	E	S	R	Y
B	O	C	T	O	B	E	R	Y	N
E	M	H	Q	T	U	I	P	E	M
R	N	O	V	E	M	B	E	R	F
L	T	W	E	J	U	N	E	Q	R

The answers

January	March	April	June	July
August	October	November	December	

2- STRUCTURES GAMES

2.1 Your words –My grammar Game

Objectives : To use present perfect tense.
To use ordinals with the months of the year.
Group size : Six students
Materials: Sheets of papers .
Time : 15 minutes
Lesson Phase : Controlled practice
Language Focus : Structures

In Class

- 1- The teacher divides the class into groups of six .
- 2- The teacher distributes handouts with an example to be imitated.
- 3- The students begin writing similar sentences , using the same tense " present perfect "
- 4- At the end of the game . The groups leaders present their sentences
A mark is given to each correct sentence .
- 5- The winner is the group with the most marks.
(*Mclaughlin,S. 2004:p.60*)

Unit 1 Lesson2

Write six sentences similar to the following one :

Samy has been to England .

- 1- -----
- 2- -----
- 3- -----
- 4- -----
- 5- -----
- 6- -----

Unit 3 Lesson 2

Write six sentences similar to the following one :

March is the third month of the year .

- 1- -----
- 2- -----
- 3- -----
- 4- -----
- 5- -----
- 6- -----

2.2 Double or Quits Game

Objective : To use present perfect with for /since

Group size : Four students

Materials : Sheet of paper - A bag of beads

Time : 20 minutes

Lesson Phase : Controlled practice - summative evaluation

Language Phase : Structure

In Class

1- The teacher divides the students into groups of four .

2- The teacher explains that the teams are going to compete in oral grammar quiz , the aim of each team is to collect as many beads as possible.

3- The teacher reads the first sentence from the quiz sheet below.

If the sentence is incorrect , he reads it convincingly so that the students can't say from his tone that there is an error .

4- The teacher picks a team and asks “ correct or incorrect” ? The team has 20 minutes to decide . If their answer is correct ,they receive two beads. If the students indicate that the sentence is incorrect and they can correct it , they receive five beads. Now the teacher offers them the choice of “ Double or Quits”.

If they choose double they risk losing the money already won ; if they answer correctly they receive two or five more beads , but if they answer incorrectly they lose everything.

In the case of choosing “ Quits “ the teacher moves on and offer the sentence to another team.

5- The winner is the team with the most beads.

(*Mclaughlin,S. 2004:p.55*)

Unit 2 lesson 2

1- How long have Samia been a teacher ? T

2- They have lived in Rafah since two years. F

3- Ali has bought a computer since January . T

4- I haven't seen you since 1990 . T

5- Rania has has a headache since this morning. F

6- How long have they been a broad ? T

7- My mother has been in hospital for a week. F

8- The boys has played football for one hour. F

9- Salem hasn't gone to school for Tuesday. F

10 – Omar has finished his homework since the evening. T

Unit 4 lesson 2

- | | |
|---|---|
| 1 – Have you finish your homework ? | F |
| 2 – They has just opened the door . | F |
| 3 – Ali has just cleaned his teeth . | T |
| 4 – Has Noha washed her face yet ? | T |
| 5 – Ali have just started writing . | F |
| 6- Have Mona cleaned the board . | F |
| 7- Moh`d has painted the door . | T |
| 8 – Samira have cooked the food yet . | F |
| 9 - What has happen ? | F |
| 10 - The teacher has just finished the lesson . | T |

3- READING GAMES

3.1 Read , Answer and Compete Game

Objective : To scan a text for specific information

Group Size : six students

Materials : Sheets of paper with reading texts.

Time : 20 minutes

Lesson Phase : Controlled practice " While reading "

Language Focus : Silent reading

In class

- 1- The teacher divides the class into groups of six.
 - 2- The teacher distributes the activity sheets .(A reading text with six questions to be answered).
 - 4- The first student reads the text and answers the first question , then he passes the sheet to the next student who answers the second and passes it to the thirdand so on .
 - 5- At the end of the time , the teacher displays the model answers .
 - 6- The winner is the group with the most correct answer.
 - 7- Each leader may read a question and it's answer aloud .
- (McCallum,1980:p.65)

1 Unit 1 Lesson

Read the following passage , then answer one question in turn :

Boys and girls like holidays. This holiday our friend Rania went to a summer camp and she had a wonderful time . She learnt to play volleyball with Omar . Ben couldn't enjoy his holiday because he had an accident and he is still in hospital. We hope he `ll get well soon .

The questions

- 1- What did Rania learn in the summer Camp ? -----
- 2- What happened to Ben ?-----
- 3- Rania enjoyed her holiday . (True / False)
- 4- From the passage find a word that means " interesting " -----
- 5- We feel (happy - worried - interested) about Ben . (Choose)
- 6- The underlined pronoun " he " refers to -----

The answers

- 1- She learnt to play volleyball.
- 2- He had an accident .
- 3- True
- 4- Wonderful
- 5- Worried
- 6- Ben

Unit 3 lesson 1

Read the following passage then answer one question in turn .

No one can live without friend . Friend is the person who you contact if you have a problem or want something . Sometimes we call our friends just for talking . I myself have a lot of friends , but my best friends are Moh`d and Nader.

I like them best and I see them almost everyday . We usually contact through telephone or internet . I think I'm lucky because **they** are wonderful friends .

The questions

- 1- What is a friend ?
.....
- 2- How does the writer contact his friends?
.....
- 3- The writer has two friends . { T / F }
- 4- The writer likes Moh`d and Nader because (Complete)
- 5- Extract the meaning of (***only***) ----- (***great***) -----
- 6- The underlined pronoun (***they***) refers to -----

The answers

- 1 - A friend is a person who we contact if we have a problem or want something .
- 2 - He Contacts his friend through telephone or internet .
- 3 - False
- 4 - They are wonderful friends
- 5- just - wonderful
- 6- Moh`d and Nader

3.2 Weed – Read Game

Objective : Extracting and weeding extra words from a reading text .

Group Size : Six Students .

Materials : Sheets of papers in which the text is written .

Time : 10 minutes

Lesson Phase : Controlled practice

Language Focus : Reading

In Class

- 1- The teacher divides the class into groups of six .
- 2- The teacher distributes the prepared sheets , one for each student .
- 3- The students work individually then in groups to weed- out any extra words that don't belong to the text .
- 4- The first group to finish is the winner .
- 5- The teacher elicits the extra words , asks a student to read the original text and another to read the text after weeding out the extra words .(*Mclaughlin,2004:p.42*)

Unit 2 lesson 1

*** Read the passage individually weed any extra words then exchange ideas within your group . There are *ten extra words* .**

I was very tired to write speak a letter . I did asked my brother to write it . The letter is to my his English friend from England . His name's is Jack . I miss him Jack a lot . I and Jack have enjoyed our time in with Palestine . Now , Jack is in hospital ill . When he gets well good . He will comes return soon to Palestine .

The extra words

1- speak	2- did	3- his	4- from England	5 – is
6- Jack	7 – with	8- ill	9good	10- comes

Unit4 lesson 1

Read the passage individually ,weed any extra words , then exchange ideas within your group . there are ten extra words :

In this world you are must be strong to live .Friendship helps makes us strong . Once upon a time , a lion hit attacked two oxen because they were bad close friends . The lion decided to fight separate them . He told said them a lie . They begin started to argue and fight until they became very strong weak . Finally the lion tiger killed and ate them .So never listen to hear a liar and never lose a friend .

The extra words

1-Are	2- helps	3- hit	4- bad	5-fight
6- said	7-begin	8- strong	9tiger	10- hear

4- WRITING GAMES

4.1 Sentence Relay Game

Objective : To write complete meaningful sentences using present perfect/past simple.

Group size : Six students

Material: Chalk – board

Time : 25 minutes

Lesson Phase: 25min

Language Focus : spelling – punctuation – cohesion.

In Class

- 1- The teacher divides the class into groups of six .
 - 2- The teacher demonstrates the game .
 - 3- At the teachers signal the first student in each group " two groups " at a time runs to the board and writes a word .
 - 4- Each runs back to his team , handing the chalk to the second player , who does like wise.
 - * The sentence shouldn't come to an end until all the six members of the group have written one word each .
 - 5- Misspelled or illegible words are rubbed out at once .
 - 6- The words may be added either in front or after what is already on
 - 7- The winner is the group whose sentence is correct and meaningful .
- (Lee, 1979:p.66)

Unit 1 lesson 4

Example :

- 1st student : boy
2nd student : The
3rd student : traveled
4th student : to
5th student : Hebron
6th student : has

The sentence : **The boy has traveled to Hebron .**

Unit 4 lesson 4

Example 1 :

1 st student	just
2 nd student	started
3 rd student	has
4 th student	Soha
5 th student	her
6 th student	homework

The sentence : **Soha has just started her homework .**

Example 2 :

1 st student	haven't
2 nd student	They
3 rd student	cleaned
4 th student	yet
5 th student	room
6 th student	the

The sentence: **They haven't cleaned the room yet.**

4.2 What's Wrong?

Objectives :To practice punctuation rules .

Group size : Four students

Material : A written passage with some punctuation mistakes .

Time : 10 minutes

Lesson Phase : Controlled practice

Language Focus : writing

In class

- 1- The teacher divides students into groups of four .
- 2- The teacher distributes the sheets of the written passage and demonstrate the game , indicates that the passage has twelve punctuation mistakes .
- 3- Students begin with the teacher's signal .
- 4- The group which finishes calls out first , second and so on .
- 5- Students stop at the end of " 10 min" .
- 6- Teacher checks the groups sheet .
- 7- The winner is the group with the most correct answers .
- 8- The teacher displays the passage with highlighted correction
(Mccllum,1980:p.102)

Unit2 Lesson 4

Read the letter, discover and correct the punctuation mistakes. There are twelve mistakes:

dear omar and rania

thank you for your letter I was very happy to get it . I am still in hospital but

I am going home tomorrow Ill have to stay there for two weeks .

then I will return to palestine with my father mother and sister

The correct letter

Dear Omar and Rania ,

Thank you for your letter. I was very happy to get it . I am still in hospital but I am going home tomorrow . I'll have to stay there for two weeks . Then I will return to **P**alestine with my father , mother and sister .

Unit 3 Lesson 4

In each sentence there is a mistake , find and correct it :

- 1- quiz is a game where someone asks questions .
- 2 – Accident is something bad that happens .
- 3- Hospital is a building where you can be looked after by doctors
- 4 – Bad eggs has an awful smell .
- 5 – Whats the date of your birthday ?
- 6 – Rania will miss Huda when goes she to Ramallah .

The answers

- | | |
|-------------------|--------------------------------|
| 1- Capitalization | Quiz |
| 2 – Spelling | Accident |
| 3 – Punctuation | Full Stop |
| 4 - Syntax | have instead of has |
| 5 – punctuation | a apostrophe |
| 6 – word order | she goes instead of goes she . |

5- LISTENING GAMES

5.1 The Same or Different Game

Objectives : To differentiate between two similar utterances through listening .

Group size : The whole class " individually"

Time :10 minutes

Lesson Phase : Controlled practice .

Language Focus : Listening

In class

- 1- The teacher demonstrates the game .
- 2- The teacher says two sentences and the students decide whether they are the same or different .
- 3- The teacher repeats the utterance twice .
- 4- Students raise hands up . The teacher chooses one to answer .

(Lee,1979:p.70)

Example :

Teacher : A- Rania had an accident
 B- Ramy had an accident .

Moh`d : They are the same

Teacher : Listen again
 A- Rania had an accident.
 B- Ramy had an accident .

Moh`d : They are the different .

The game continues in the same way .

Unit 1 Lesson 3

- 1) A- Amy hurt her head
 B- Amy hurt her head .
- 2) A- Rania crashed her bike into a tree .
 B- Rania crashed her car into a tree
- 3) A- I fell down some stairs .
 B- I fell down some stairs .
- 4) A - He's hurting his leg .
 B- He's hurt his leg .
- 5) A- I haven't had an accident
 B- I've had an accident.
- 6) A- I banged my head .
 B- I banged my hand .

The answers

- 1- The same
- 2- Different
- 3- The same
- 4- Different
- 5- Different
- 6- Different

Unit 3 Lesson 3

- 1- A – The friend is someone you talk with .
B- The friend is someone you talk with .
- 2- A- The friend is someone you think with .
B- The friend is someone you sink with .
- 3- A-The friend is someone you cry with .
B-The friend is someone you try with .
- 4- A-The friend is someone you sing with .
B- The friend is someone you sink with.
- 5- A- The friend is someone you eat with .
B- The friend is someone you eat with .
- 6- A-The friend is someone you dance with .
B- The friend is someone you bounce with .

The answers

- 1- The same
- 2- Different
- 3- Different
- 4- Different
- 5- The same
- 6- Different

5.2 Bingo Game

Objectives: To differentiate between different uttered words .

Group size: The whole class

Materials : Sheets with lists of words that have similar sounds

Time : 10 minutes

Lesson Phase: Controlled practice

Language Focus : Listening

In Class

1- The teacher distributes sheets with 16 words each . The words are arranged in squares in different order , so that the whole class doesn't win at the same time .

2- The teacher calls out one word at a time , the students has to recognize the correct pronunciation of the word and circle it .

3- The first student to complete one columns ,one row or a diagonal line ,calls out **BINGO!**

4- The teacher takes a look at the students card and doubles check that the circled words correctly match the words he dictated .

(Mclaughlin,S. 2004:p.67) (Lee, 1979:P.70)

Unit 2 Lesson 3

Been	since	bike	better
like	had	test	you
bean	few	quiz	bad
miss	letter	best	dance

Model lists

Column No : 1

Since

Few

Had

Letter

Column No : 2

Better

You

Bad

Dance

Row No :

been

since

bike

better

Row No : 2

bean

few

quiz

bad

Diagonal No : 1

miss

few

test

better

Diagonal No : 2

since

miss

best

had

Unit 4 lesson

black	back	Quite	quietly	angry
weak	seek	brown	down	hungry
Fought	Bought	walk	talk	look
strong	long	lay	lie	book
ox	fox	want	Won't	hunt

6- SPEAKING GAMES

6.1 Matching Game

Objective: To practice oral questions and answers using present perfect / past simple .

Group Size : Two teams of ten students

Material : Slides of papers .

Time : 15 minutes .

Lesson Phase : Controlled practice .

Language Focus : Speaking

In Class

- 1- The teacher chooses twenty students to form two teams .
- 2- Randomly, the teacher distributes the slides of paper . five questions and five answers for “Team A” , the other five questions and five answers for “Team B”. Each student has one slide.
- 3- When the teacher gives the signal of beginning .A student from team " A" asks a question . A student from team "B" has to give the correct answer with 30 seconds { alarm stop watch is used}
- 4- The rest of the class works as a jury . They decide if the answer is correct or not.
- 5- Each correct answer gets one mark , on the other hand each answer loses one mark . (Lee,1979:p.115)

Unit 1 Lesson 3

Team” A”

The questions

- 1- Have you ever had an accident ?
- 2- What have you eaten for breakfast?
- 3- Where has Ali been ?
- 4- Have you ever seen a lion ?
- 5- Where have you been ?

The answers

- 1-No, I have never had an accident.
- 2-Some eggs and cheese .
- 3- He's been to Egypt .
- 4- Yes , I have .
- 5- I've been to Ramallah .

Team “ B”

The questions

- 6- How many brothers have you got ?
- 7- Have you banged your arm ?
- 8- When did Rania arrive ?
- 9- Did they swim in the dead Sea?
- 10- How did you hurt yourself ?

The answers.

- 6- Three brothers.
- 7- No, I've banged my head.
- 8-At six o'clock.
- 9- No , they didn't.
- 10- I fell down the stairs.

6.2 Cross questions Game

Objectives : To practice dialogue using " wh questions "

Group Size : six students

Materials : Sheets of papers with prepared questions and answers

Time : 20 minutes

Lesson Phase : controlled practice

Language Focus : Listening and speaking

In class

- 1- The teacher divides the class into groups of six.
- 2- Two groups play at a time ,each facing the other .Each group has a leader who receives a sheet of paper ;one sheet has a group of questions , the other has a group of answers.
- 3- The leader of group " A " passes down the line whispering a question from the prepared sheet to each member of his group .
The leader of group " B " does the same with the answers sheet .
- 4- When all the members of both groups have been given their questions and answers , the first player of group " A " will direct his questions to his opposite number in group "B" and the latter will give his answers and so on down the line. (*Mclaughlin,S. 2004:p.45*)

Unit 2 Lesson 3

The questions (Group1)

- 1-How are you Ali ?
- 2- Where have you been ?
- 3- How long have you been in hospital ?
- 4- Why have you gone to hospital ?
- 5- How have you broken it ?
- 6- When will you go to school ?

The answers (Group1)

- 1- Fine , thanks.
- 2- I've been in hospital .
- 3- I've been there for three days .
- 4- Because I have broken my arm .
- 5- I crashed my bike into a tree .
- 6- Tomorrow .

The questions (Group2)

- 1- How are you Samia ?
- 2- Where have you been?
- 3- How long have you been there ?
- 4- When did you go there?
- 5- Why did you do there ?
- 6- How is she ?

The answers (Group2)

- 1- Fine , thanks.
- 2- I've been to Gaza .
- 3- I have been there for three days
- 4- I went there last Monday .
- 5- To visit my ill aunt .
- 6- She is still in hospital .

APPENDIX (C)

LETTER OF PERMISSION & APPROVAL



هاتف داخلي: 1150

عمادة الدراسات العليا

الرقم: ج س ع / 35

التاريخ: 2006/11/07

الأستاذة الفاضلة / محاسن محيسن حفظها الله،

رئيس برنامج التربية والتعليم بوكالة الغوث بغزة

السلام عليكم ورحمة الله وبركاته،

الموضوع / تسهيل مهمة طالب ماجستير

تهديكم عمادة الدراسات العليا بالجامعة الإسلامية أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالب/ علاء إبراهيم أحمد حرب برقم جامعي 2003/3456 المسجل في برنامج الماجستير بكلية التربية تخصص المناهج وطرق التدريس/اللغة الإنجليزية، وذلك بهدف تطبيق الاختبار الخاص بدراسته والحصول على المعلومات التي تساعده في إعدادها والمعونة بـ:

"The Efficiency Of Educational Games On The Sixth Graders' Achievement In English Language In Gaza Southern Governorates"

والله ولي التوفيق،،،

عميد الدراسات العليا

د. مازن إسماعيل هنية



صورة إلى:-

❖ الملف.

APPENDIX (D)
REFEREE COMMITTEE

APPENDIX (D)
REFEREE COMMITTEE

- Dr. Awad Soliman Keshta PH.D Methodology of English
- Dr Mohammed Hamdan PH.D Methodology of English
- Dr Ezo Afana PH.D Methodology of Maths
- Mohammed Atia M.A. Methodology of English
- Ismail Faqawi M.A. Methodology of English
- Enas Hamad M.A. Methodology of English
- Ismail Harb B. A. English
- Mohammed Moamer B. A. English
- Ahlam Harb B. A. English

CURRICULUM VITAE

C. V.

Alaa' IBRAHIM AHMED HARB

191/ 88 Canada Camp - Tal Essultan

Rafah- Gaza Strip

alaharbo@Yahoo.com

english.harb@Yahoo.com

Tel: 2148568 Mobil. 0599-514099

Personal Information:

Name: Alaa' IBRAHIM AHMED HARB

Gender: Male

Date of Birth: 29th, Sep. 1967

Marital Status: Married

City and Country of Birth: Palestine

Current Country of Citizenship: Palestine

Current Position: Educational Supervisor & Teacher trainer

Institutional Affiliation: Development Center Education Field - UNRWA
- Gaza

ID: 923261374

Education:

- ▶ General Certificate of Education (G.C.E.) 1986
- ▶ BA of English Language (Suez Canal University - Egypt 1986.1990)
- ▶ Special Diploma of Education (Islamic University - Gaza 2005)
- ▶ Nowadays I'm writing my M.A research on the" Efficiency of Using Educational Games on English Language Achievement"

Professional Experience :

- ▶ Supervisor of English Language (Rafah and Khanyounis August 2005 up till now).
- ▶ Assistant Head teacher(Khanyounis March2005- July 2005).
- ▶ Teacher of English Language (Gaza UNRWA Schools- Sep. 1999- Feb. 2005).

- ▶ Teacher of English Language (Egypt UNRWA Schools- 1994- 1998).
- ▶ Teacher of English Language (Egypt governmental Schools- 1990- 1994).
- ▶ A part time teacher in Islamic University - Gaza .(Feb.2006 - till now)

Courses & Workshops "Trainee"

- Managerial Development (UNRWA 2005)
- Human Rights (UNRWA 2005)
- Strategic Planning (UNRWA 2005)
- Planning in the frame of quality assurance (2005-2006)

Educational Courses & Workshops "Trainer"

- ▶ Preparing and distributing many researches and leaflet concerning the teaching / learning process .
- ▶ Familiarization with the Textbooks ("English for Palestine" series 6th & 7th Grade Rafah & Khanyounis 2005 - 2006) .
- ▶ Instructional days aim at developing Novice Teachers' competences in teaching English language skills - Speaking, listening, reading and writing (Rafah & Khanyounis 2005- 2006) (2006- 2007) .
- ▶ Preparing & running various workshops on several topics concerning Teaching & Learning Process.
- ▶ Task- Based Approach in teaching English (UNRWA Summer 2006) .
- ▶ Teaching grammar communicatively (UNRWA Summer 2006) .
- ▶ Class room management & physical punishment alternatives (Rafah & Khanyounis 2006)
- ▶ How to relieve 1st grade student's shock . (Target group Parents) .
- ▶ New Approaches in Teaching Supplementary Reading (Rafah Fall 2006).

Languages And computer skills

- ▶ Arabic (Native Language).
- ▶ English (Fluent)
- ▶ Word & excel (good)