An-Najah National University

Faculty of Graduate Studies

EFL TEACHERS' ATTITUDES TOWARDS THE ROLE OF DIGITAL GAMES IN ENHANCING STUDENTS' SOFT SKILLS IN SALFEET PUBLIC SCHOOLS

By
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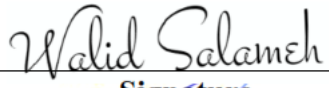
Dr. Walid Salama	
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Dedication

To the kind hands that cleared my path of the thorns of failure.

To those who gave me love and support when I was weak.

To those who drew lines of faith and love around my future.

To you, my loved family.

To my first and most steadfast supporter, who instilled in me the conviction that success requires patience and perseverance. To the one who has always said and continues to say, "Continue in your ways as long as I live, and I will support you until my last breath,"… My father.

I dedicate my happiness at graduating to the noble woman who guided me along the journey and walked the paths of wisdom with her plethora of prayer hymns… My mother.

To my life partner and supporter, who was the first person to wait for this occasion to celebrate my accomplishments and to be proud of me, thank you so much, my husband.

To friends of situations rather than years, long-term partners, Al-Rateb Center for Excellence and Creativity colleagues.

To Palestine, I devote this work and effort to the nation whose independence we still await.

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Finally, I would like to thank every single body who assists me in this study and this stage of my life.

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

EFL TEACHERS' ATTITUDES TOWARDS THE ROLE OF DIGITAL GAMES IN ENHANCING STUDENTS' SOFT SKILLS IN SALFEET PUBLIC SCHOOLS

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name **Aliaa Atef Abdallah Shqair**

Signature: 

Date: **24/12/2023**

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EFL TEACHERS' ATTITUDES TOWARDS THE ROLE OF DIGITAL GAMES IN ENHANCING STUDENTS' SOFT SKILLS IN SALFEET PUBLIC SCHOOLS

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Abstract

The rapid changes and the development in the world of work, field of education, the environment that we live, and the call of the surrounding environment for essential skills that are considered a main factor to have the tasks done with full of efficiency and creativity encourage me to discuss teachers' attitudes toward one of most important skills that are highly required and recommended in the field of work, especially in the field of education since being involved in the teaching environment does not only depend on having a certificate in the field of study. Therefore, this study aimed to explore EFL teachers' attitudes toward the role of using digital games in enhancing students' soft skills. Digital games are games played on the computer, game system, television, or mobile device. They can be made specifically for educational purposes in which case they are often referred to as serious games or they can be commercial games such as Halo Call of Duty or Hearthstone. The study sample included (112) male and female English teachers in Salfeet public schools. The quantitative data collected have been analyzed using the SPSS V.23; whereas the qualitative collected data has been analyzed using Thematic Analysis technique. According to the survey, Salfeet's public school EFL teachers had moderate views regarding adopting digital games, indicating a middle-level attitude. Additionally, EFL teachers at Salfeet Public Schools confirm that digital games play a significant role in helping pupils enhance their soft skills. The researcher recommended EFL teachers to integrate digital games in the teaching process.

Keywords: EFL, digital games, soft skills, Salfeet Public Schools.

Chapter One
Introduction and Theoretical Background

1.1 Introduction

Traditionally, we used to define teaching as the way of transferring information or skills from the teacher to the students. Learning, on the other hand, entails the process of gaining knowledge, skills, values, and other vital components for living. However, in many traditional classes, education is known as teacher-centered where teachers play a critical role in pouring knowledge and information onto the brains of passive students. Such a situation makes some educators believe they are infinitely knowledgeable and that their job is to impart information to pupils who are nothing more than empty shells. In such classes, the role of students is limited, when they passively receive what is being delivered by the teacher who insists on making them sit quietly and listen carefully.

As a result, the educational atmosphere becomes demotivating and to some extent boring. To minimize the negative effects of this situation, teachers and researchers strive to find a better environment that can reduce the teacher-talking time (TTT) as much as possible while increasing student-talking time (STT). In such an atmosphere, students are expected to be more active and have the readiness to satisfy their learning needs and move steadily to be the center of the learning process as Sion says "effective learning is a dialogue, not a monologue".

Understanding and attempting to apply this important quotation is expected to enhance students' soft skills, which include students' confidence, cooperation, adaptability, communication, conflict resolution, dependability, integrity, problem-solving, teamwork, work ethic, and motivation. In order for children to learn successfully and help them to become a better human being, soft skills are increasingly important, as stated by (Ouchen, Tifroute, & El Hariri, 2022). When the concept of soft skills is examined, it becomes obvious that there are still a lot of problems with its definitions, historical roots, and categorization. This includes the various academic fields that evaluate how well soft skills are translated. There is no consensus among academics regarding a particular name for these skills. These include 21st-century skills as well as soft skills, communication skills, living skills, basic skills, and socio-emotional skills. Other synonyms for the term include broad and fundamental talents. This is particularly true given that approaches to soft skills

are explored by academics from various backgrounds and fields and are accessible to a variety of sciences.

Three decades ago, McCaslin & Brophy (1992) recommended teachers focus on new styles and strategies because they provide numerous benefits for developing students' awareness and managing their behavior both inside and outside of the classroom. As well as, improving students' soft skills since they are the most important skills that help teachers reach a successful point with their students.

Recently, we can note that some teachers are aware of these methods, and they start attracting students' attention by using interesting activities such as improvisation, role-playing, puzzles, map-reading, dancing, games, mime, and so forth. Teachers also believe that using interactive methods is considered more efficient in teaching which helps in engaging students in the class. Such a tendency might agree with Kuang, the Chinese Confucian philosopher who stated "Tell me and I forget, teach me and I may remember, involve me and I learn." This type of teacher confirmed that something being told is fleeting, something being taught is more memorable but learning something and putting it into practice is unforgettable (Ju & Mei, 2018).

Moreover, some teachers recognize that we need to redefine the terms around us to fit the time we live in, especially under the spread of technological development. Teachers should take into consideration students' needs, abilities, and interests to enhance their learning. Many teachers use games and even though they can design them. While others still lack the knowledge and experience to design effective educational games (Abdel-Basset, Manogaran, Mohamed, & Rushdy, 2019).

Hence, the researcher thinks that it is important to consider the need to use and benefit from modern technologies and employ them in the field of education. Digital games are defined by Al-Harbi (2009) as computer programs that use multimedia to teach while having fun in order to pique students' attention, spark their curiosity, and make them feel good. In order to accomplish particular educational aims, they are carried out in compliance with a set of precise processes, in line with the laws and regulations of the game, and with the teacher's supervision and assistance throughout play.

Badawi (2008) describes educational digital games as a set of programmed activities that boost learner engagement by providing a high level of interactivity. They are also distinguished by fun, suspense, and imagination stimulation within an educational framework that seeks to foster a culture of intellectual challenge.

According to Mahmoud, El Magrabi, & Mohamed (2013), to achieve the goals associated with e-learning and digital games, it is necessary to prepare for them by providing the necessary infrastructure in terms of internet networks, computers, software, and other requirements for e-learning. Additionally, it is crucial to raise people's awareness of the importance of e-learning at various levels of the educational system for the teacher, the learner, the community, as well as the university in order to create more effective learning environments.

According to Hindawi & Hamada (2009), digital games can change the role of the learner by extending the circle of interaction to include the teacher, peers, and different knowledge sources. They can also change the classroom environment to better accommodate the current technological era, resulting in an electronic generation that can keep up with the era's advancements.

Abdel-Ati and Abu Khatwa (2009) also add that the idea of using digital games has become the dream of teachers who are interested in educational development as a means to overcome the limitations faced by traditional education at Prince Sattam University. These limitations may include overcrowded classrooms, individual differences among learners, and a decrease in the number of qualified and motivated teachers. Along with advancements in communication and educational technologies, coupled with the emergence of the Internet, there have been developments in academia and education.

In addition to what has been invented in the world of communication and learning technologies, educators at Columbia University are expected to work steadily to advance schools and possess the skills of developing education in all forms (Petrides & Zahra, 2022). They should also involve and support teachers in the use of modern systems, such as the use of electronic games to transform experiences and personal skills into educational methods used to serve the institution, individual, and society.

Correspondingly, the researcher thinks that the obstacles facing school administrations and education departments are generally represented by the rate of technological change and development. These changes inspire us as a reader, a teacher, or an applicant for educational jobs to think about crucial questions. Have you ever thought about the required skills for the job that you are applying for? Are you suitable for that job? What skills distinguish you from other applicants? Is there a need to redefine the skills that the employees must have to be suitable for the job itself and the twenty- first century education? And the most important question: Do you have the skills required to use digital games in today's fast-paced technology environments? These are critical questions, and instructors in particular must consider them carefully in order to ensure that we can move away from traditional teaching methods and attempt new ones, such as digital games.

It is noteworthy to highlight that a number of digital games have been utilized previously and have proven to be beneficial for students in a variety of subject areas. This has made educational researchers aware of the significance of play in the learning process. If we wish to discuss these games, we might begin by addressing the most well-known game, Zoombinis.

Zoombinis is an award-winning learning game developed in the 1990s for children aged 8 and up. It includes 12 logic problems that are intended to help students develop key mathematical ideas for computer programming and data analysis. Players can choose whether to play in practice or travel mode, and they can customize Zoombinis' physical attributes. One of the teachers who played this game in his class stated that the game, which includes twelve math-based logic problems with four levels of difficulty, can assist address and reinforce computational thinking abilities. He also stated that this game teaches pupils how to break down a complex topic or system into smaller, more understandable portions.

Toca Boca is another significant digital game. A popular video game series called Toca Life enables users to invent narratives around the game's characters. The player can move the character around the screen using their finger to make them sit, eat, and perform other actions. Depending on the subject of the game, the character in the series can visit multiple locales. Children can express themselves, find secrets, and write their own stories with the aid of this game. Every creation we develop aims to capture the power of play and to

celebrate the variety and oddball things we love in our daily lives, according to one of the instructors who used it in their class. We approach design from a child's point of view, testing with them first and taking notes on what they observe. Every day, our gamers inspire us, and occasionally they even sketch us pictures (Behnamnia, Kamsin, Ismail, & Hayati, 2020).

Additionally, we have a fascinating game named Cooking Mama. In this game, players must complete numerous preparation tasks to produce novel and fascinating cuisine. Since each duty has a time limit, the player must be proficient and quick to complete their prep work in order to get three stars on their dishes. A new recipe to attempt will be unlocked by logging in every day. It aids children in honing and strengthening their focus. individuals begin and then continue to give projects their full attention and effort. Because every preparatory phase has a time limit, students must finish a variety of tasks under time constraints, which also helps them learn time management skills. Their star rating will decrease or they might not be able to finish the recipe at all if they are unable to do it in the allotted time.

Consequently, it is crucial to utilize the potential of digital games in the classroom as a way of enabling employees to participate and add their unique accomplishments to those of others to create a cohesive system. As a result, this study aims to shed light on the EFL teachers' attitudes towards the role of using digital games in enhancing students' soft skills in Salfeet public schools.

1.2 Theoretical Background

Educational games are games explicitly designed for educational purposes, or which have incidental or secondary eptyducational value. All types of games may be used in an educational environment; however, educational games are games that are designed to help people learn about certain subjects, expand concepts, reinforce development, and understand a historical event or culture. With recent technological advancements, teachers tend to use digital games.

In theory, digital games appear to be something extremely beneficial to all schools and students since they can increase learning effectiveness, students’ interest, and motivation as well as reduce time and instructor load.

This study adopts Vygotsky's theory which supports the use of educational games in schools because these games play an important role in supporting educational goals. This theory originated from the work of Vygotsky's Sociocultural Theory, which highlighted the importance of communication and social interaction in learning (Vygotsky, 1978, p. 57). This theory has served the current study throughout the principles that has been applied into the methodology of the study, in which digital games based on interaction between students themselves and their teachers, therefore, the socio-cultural interaction and communication between students and teachers in learning process, is important due to the ideas and motivations created among students to develop their soft skills in order to adapt with those games.

The application of gamification in language learning encompasses pedagogical approaches, techniques, and strategies (Castillo-Cuesta, 2020). Online platforms are one of the possibilities that teachers can utilize in the EFL classroom to introduce gamification and help students improve their language abilities. It's true that educators can produce educational games on the internet that serve as helpful tools for language acquisition (Al-Obaydi, Pikhart, & Shakki, 2023). Teachers employ digital games as a modern form of game-based learning to get students involved in worthwhile and enjoyable activities. They are efficient, entertaining, dynamic, and motivating ways to learn and give feedback (Al-Obaydi, Pikhart, & Shakki, 2023).

Education Play is a cutting-edge online platform that enables the creation and sharing of various educational resources and activities, including interactive maps, dialogue analysis, cloze activities, and learning games (such as puzzles, matching games, crosswords, and quizzes) (Deng, Daverpanah, & Izadpanah, 2023). This platform facilitates the creation of activities that blend text, image, and audio by providing users with tutorials. It also has a significant library of educational materials created by other educators.

1.3 Problem Statement

The researcher works as a teacher at the Ministry of Education and is currently a teacher at the e-learning system at AL-Rateb Center for Excellence and Creativity. The researcher observed that most students face several problems in learning English. They lack motivation, vocabulary, self-confidence, thinking creatively, and using traditional means

of learning could be the basic obstacles behind these problems. In order to get over this problem, including digital games into the classroom could make students more eager and willing to study in a more modern method that also may be accessible to them and fits all of their interests and skill levels.. One urgent requirement is to explore EFL teachers' attitudes toward the role of using digital games in enhancing students' soft skills as well as these skills are considered essential in the 21st century.

1.4 Aims of the Study

The present study aims to achieve the following objectives:

1. To identify the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools.
2. To examine the differences in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to gender.
3. To examine the differences in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to qualification.
4. To examine the differences in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to years of experience.
5. To examine the differences in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to school level.

1.5 Questions of the Study

The primary objective of the current study is to learn EFL teachers' attitudes toward how digital games can help students in Salfeet public schools develop their soft skills. The researcher typically responds to the following questions in order to reach this main objective.

1. What are the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools?
2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to gender?

3. Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to qualification?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to years of experience?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to school level?

1.6 Hypotheses of the Study

The current study seeks to test the following hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers toward the role of using digital games in enhancing students' soft Skills due to gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to qualification.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to years of experience.
4- There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to school level.

1.7 Importance of the Study

The importance of this study emerges from the following points: First, it sheds some light on the effectiveness of using digital games on enhancing students' soft skills. Scholars have advocated using digital games in teaching language because they help in active learning and encourage students to use creativity and critical thinking. Through digital games, students are encouraged to communicate and learn in an environment far away from stress. This study encourages English teachers and curriculum designers to make

use of educational games to improve students' soft skills. In today's competitive world, a student must master a diverse set of skills and competencies. This is not an easy task because students must possess these skills over time. These skills will be useful not only in schools and colleges, but also in launching a prosperous professional career. Especially, soft skills became an important requirement for almost all jobs.

In addition, decision-makers may benefit from the results for making training courses for teachers to discuss their strengths and weaknesses in using digital games in the classroom. Besides, other researchers who might be interested in this field might benefit from the results to conduct future research studies that measure the impact of digital games on students' soft skills. All in all, the study is hoped to add some new insights into the body of literature review in the domain of digital games and soft skills.

1.8 Limits of the Study

This study is limited to the following:

1. **Locative limits**: Secondary Boys' and Girls' Schools at Salfeet district.
2. **Temporal limits**: This study was carried out in the scholastic year 2022-2023.
3. **Human limits:** The population of the study consisted of all male and female teachers at Salfeet district.
4. **Topical limits**: to enhance EFL teachers' attitudes towards the role of using digital games in enhancing students' soft skills in Salfeet public schools.

1.9 Definition of Terms

The researcher states the following theoretical operational definitions to make it easier to comprehend the terms and be aware of their meanings in relation to this particular search.

A Digital Game: it is a system in which the player is engaged with electronic devices such as televisions, computers, laptops smartphones, and tablets. These devices contain software applications or interactive programs that let one or more compete against each other (Salen & Zimmerman, 2004, p. 80).

The Operational Definition: is a type of electronic stimulation that can be used for educational or recreational reasons that includes aspects of competition and it cannot be characterized as an activity that is not participatory and does not have a purpose.

Role of Digital Games: the effects and consequences that occurred by using digital "computerized" games into the learning process. This role might be positive and might be negative.

Soft Skills: soft skills are a set of skills that are important for any job environment. They are connected with interpersonal skills that let a person be able to take actions and be responsible for these actions (Matteson, Anderson, & Boyden, 2016, p. 75).

The Operational Definition: these are abilities that are important for school students and help them to be distinguished from others. It contains interpersonal abilities, communication and listening skills, time management, and empathy. Students' proficiency in soft skills will help them become better human beings as well as recognized personnel.

Enhancing Soft Skills: is the process of developing the communication, social, and interactive skills for the students, who are learning English as Foreign Language. It also refers to students' self-confidence and responsibility developed through digital games.

Learning through play: It is a term used in education when the class is full of joyful. This strategy is a natural way of learning that enhance students' engagement and help them use their senses to solve a problem or take a decision (Rapeepisarn, Wong, Fung, & Depickere, 2006, p. 29).

The Operational Definition: It is a way of learning that uses games as main technique in the class. It helps students learn academically, socially, and developmentally as it improves students' achievement by teaching different types of activities and adopting various types of teaching styles such as role-play and songs. Practicing such a way of learning encourages students' willingness to share their own ideas, have more chances to develop creative thinking, develop their tendency to cooperation when communicating situations and relieve the pressure of learning the language as a second one.

Interpersonal (people) skills: They are the fundamental abilities necessary for interacting with and relating to other. They also may be called social skills. Every person who aspires to a certain career must improve his talents in accordance with this job's needs because each position has special information, experiences, and personal capabilities that must be available to a person in order for him to be able to complete the work. Work, monitoring, and training are all methods for developing and enhancing the personal skills.

The Operational Definition: They are special skills that each student ought to have. They include students' cooperation, adaptability, communication, conflict resolution, dependability, integrity, teamwork, work ethic, and motivation. Every student who wants to be unique must improve his talents in front of his classmates and teachers.

1.10 Literature review

According to Al-Qahtani, Al-Amiri, & Maadi Al-Omar (2001), a literature review consists of applied or field studies that are relevant to the study subject being researched. The current study focused at EFL teachers' attitudes towards the role of using digital games in enhancing students' soft skills in salfeet public schools. As a result, this chapter reviewed the literature on instructional electronic games, as well as other studies connected to the current study globally and in the Arab world.

Chamorro-Premuzic, Arteche, Bremner, Greven, & Furnham (2010) defined soft skills as a set of abilities that include self-management, communication, interpersonal, teamwork, the ability to work under pressure, imagination or creativity, critical thinking, and a willingness to learn, attention to detail, responsibility, planning and organizing, insight, maturity, professionalism, and emotional intelligence.

According to Matteson, Anderson, & Boyden (2016), soft skills are the capacity to communicate properly with others in order to gather, synthesize, and convey verbal and written information. They are also the capacity to complete tasks by planning, organizing, and managing organizational resources, which aid in the development of students' coordination and decision-making abilities.

Gawas (2022) substantiated those serious games in general and digital game-based learning approaches, in particular, can be used as educational tools that can improve students' soft skills, well-being, and self-esteem, as well as their ability to think critically,

make wise decisions, and solve problems. They can also help students maintain a healthy mental and psychological balance.

In another study that targeted 15 female students in the Department of Languages and Translation at Tabuk University, Alawfi (2022) found that digital games improved the accuracy and fluency of these students when using the English language. It was also found that these games not only helped to broaden vocabulary and improve pronunciation, but they also improved their communication skills. The study concluded that digital games can have a significant impact on English language learning.

Abu Mukh, Hashaikeh, & Abd-Rabo (2021) aimed to develop a valid and reliable measurement tool for measuring the contribution of digital learning games in the learning process. The study group consisted of 280 teachers working in elementary schools in Palestine in the 2020-2021 academic year. The results showed that the digital learning game is a valid and reliable measurement tool in future studies about digital learning games.

Edwards & Bird (2020) found that the digital play framework presents a series of indicators for how children learn to use technologies as cultural tools, first by exploring the functionality of technologies through epistemic activity, and second by generating new content through ludic activity.

Oskar, Chen, Wu, Lao, & Chan (2016) indicated in his study that both the high and low-ability students in the game-based learning group significantly increased. Moreover, Low-ability students in the GBL group also performed better in their confidence when they are asked to solve a mathematical question than other students in the traditional environment. As a result, the researcher discovered that using games, particularly digital games, will boost students' confidence.

Gopinath, Baskovich, Desai, Alkhasawneh, & Allan (2022) demonstrated that there is a significant positive association between adapting digital games to enhance student engagement and collaboration. He also illustrated that that helps to create a class full of collaborative learners when a teacher uses digital games to work with his students on completing a task or solving a problem.

Gopinatha (2022) demonstrated that there is a significant positive association between adapting digital games to enhance student engagement and collaboration. He also illustrated that that helps to create a class full of collaborative learners when a teacher uses digital games to work with his students on completing a task or solving a problem.

Bagus, Setiawan, Arisaputra, Harefa, & Chowanda (2021) confirmed that Game design can help parents teach moral principles and ethics to their kids, offering a fun alternative to play and learn at the same time. Additionally, this study shows how to incorporate game design into the process of teaching ethics and morality to both parents (and perhaps teachers) and kids.

Mulhayatiah, et al. (2019) noticed that the Students who are exposed to digital learning in a classroom setting stand out from those whose environments are described by traditional education. The difference is most pronounced in their problem-solving skills whereas Students who learn in a digital environment are better able to analyze, debate, and come to high-level thinking conclusions.

Shaikh, Liu, & Gazizova (2020) carried out a study that aimed at observing students who get their education through digital games versus those who receive it through traditional methods. Students in the group that implemented digital games and edutainment showed greater engagement and interest in learning. They also made a greater effort to internalize the material covered and also displayed noticeably higher academic achievement than the control group.

Manesis (2020) determined that teachers in early childhood education and primary education can play a crucial role in supporting children's digital game-based learning due to the significance of teachers in this step (DGBL). The opinions of the teachers regarding the use of DGBL are important, and they frequently thwart their attempts to implement new technologies in the classroom. Teachers who adopt a positive attitude may find it simpler to integrate DGBL into their lesson plans.

Ismail (2019) determined that teachers are aware of the importance of digital games and they confirmed that digital games aids in the development of soft skill instruction and learning. He also added both lecturers and students should develop an acceptance of the advantages that digital games offer. The government must go above and beyond to ensure

that new or improved educational facilities are outfitted with more cutting-edge technology.

In the context of the importance of digital games in learning, Rozani, et al. (2019) maintained that digital games have the advantage of helping students to get rid of stress and anxiety and help with soft skill enhancement, and general mental well-being.

Hashim, Rafiq, & Yunus (2019) found that using digital games are effective in terms of grammar achievement. Students got better results when they learned grammar through the use of language games. Some of the factors involved in positive academic achievement included motivation and fun.

Shqair (2018) confirmed that using digital games create experiences in which learners are immersed in situations in which they think with tools and resources with the aim of complex problem-solving. Accordingly, when games become more complex, they begin to use intelligent tutors and scaffolding.

Additionally Alsuhaymi & Alzebidi (2018) emphasized this idea in his research by claiming that Saudi Arabian school teachers have a positive attitude toward implementing video games and are aware of the significance of doing so.

In contrast, Bigdeli & Kaufman (2017) mentioned a number of disadvantages for using digital games in the teaching and learning process. These were boredom potential, lack of widely accepted guidelines, learners' lack of desire to cooperate leading to game failure, and potential negative reaction of learners to the game design, and thereby requiring teacher and student training.

Bigdeli is backed up by Mousa (2017), who claims that some educational video games, particularly those that are digital or online, have a number of drawbacks, such as their intense competition and high manufacturing costs. Games have also been found to be frightening and intimidating to some students. Despite advancements in interactive technology and modern computer game capabilities, the essential nature of computer games has remained unchanged.

Champandard, et al. (2017) recommended specific criteria when designing a digital game. The first one is entertainment which involves providing them with various challenges and

testing different abilities with increasing levels of difficulty. Another one is simplicity, which involves simple rules and naturally expresses knowledge which implies that its straightforward the game goal. Also, it should be used by people of various abilities. In addition, flexibility can be explained as keeping the specifications as customizable as possible to ensure that the gaps can be filled with the right solutions. Also we have to pay attention to the clarity. it should be clear in the visual, conceptual, and word look. Also, its instruction must be clear. Also, Independency involves that the player must depend on him/herself. Finally, Self-assessment includes that the feedback should be directed toward the student.

McFarlane, et al. (2022) proved that using digital games leads to students having more motivation to complete schoolwork, and it appears to be particularly effective in helping kids improve their overall math knowledge and understanding.

(Rahma, TP, Rozina, & Shah, 2016) revealed that teachers described that using digital games help students to master grammar and provide a friendly and cooperative surrounding among the students in mastering the grammatical concepts. Furthermore, the teachers added that the relaxed atmosphere helps in mastering grammatical structures via games put less pressure on the students. When there is less pressure, this will indirectly help them grasp the grammatical concept.

Denham, Bassett, Zinsser, & Wyatt (2014) study, which showed that developing social skills should start early and continue throughout one's life, support the idea of enhancing students' soft skills. This is due to the fact that teaching children how to apply their knowledge of science, and procedures will increase their ability to cope with the changes brought on by the twenty-first century.

For the game development methodology, Marsh, et al. (2005) stated that the use of digital games development process consists of new game proposals, multiple ideas, concept selection, game development, game testing, and game launch. However, Phil Co stated that the digital games development process consists of preproduction, high concept, design document, prototype/demo, production, alpha testing, beta testing, final candidate and Gold Master.

Fadhilah, Andriyanti, & Putera (2023) affirmed the negative effects of utilizing digital games in the classroom, stating that because it takes longer to study through electronic interaction, using electronic educational means isolates students socially and keeps them from interacting with one another and influencing others.

In a study released in 2022, the Journal of Arts, Literature, Humanities, and Sociology also verified that using educational electronic games causes students to concentrate on the games themselves rather than paying attention to the scientific material being presented, which lowers comprehension and understanding. Furthermore, the lack of technologically capable classroom supplies prevents students from making optimal use of a variety of instructional and technological tools (Without, 2022).

Trinh, Nguyen, & Tran (2022) talked about the obstacles that teachers face during the use of digital games in their classes and he confirmed that in addition to the dearth of resources that prevent teachers from using digital games effectively, the use of digital games in the class restricts the teacher's ability to guide, which has a detrimental impact on students' conduct.

According to Papadakis (2018), integrating games into the classroom can be challenging, and students don't always use them as intended or perform as planned when they do. Digital game-based instruction is still relatively new in secondary education, despite several studies attesting to the educational and motivating benefits of these tools. Some teachers still view games negatively, and the concept of "games in the classroom" is discouraged in certain educational institutions. Furthermore, there is still a great deal of contradiction in the findings of research contrasting traditional media with serious gaming environments (SGEs). These findings prevent us from drawing the conclusion that motivation and learning are enhanced by educational games and simulations. According to some writers, these discrepancies result from the fact that a variety of circumstances might affect how well digital games-based learning works (Klimova & Kacetl, 2018).

Adoption in schools is hampered by a lack of positive attitudes regarding the instructional usefulness of games as well as the challenge of creating games that are engaging enough for students to stay engaged (Criollo-C, Luján-Mora, & Jaramillo-Alcázar, 2018). An examination of the digital gaming market reveals that popular titles have little to no educational value and purpose, but rather provide players with intricate experiences, exquisitely produced characters and environments, and ever-more-realistic animations.

However, the majority of edutainment has fallen short of expectations. While some learning game designers place a strong emphasis on assessment and data collecting, others see the game's entertaining mechanics and design as their main motivator (Shatri, 2020).

There are researchers that are dubious about the game's potential as a teaching aid. The rationale is that effective learning cannot be ensured by technology alone; rather, an appropriate instructional design founded on core learning principles is required. Teachers tend to believe that digital games are not a worthwhile tool and that they will be difficult to integrate into their current lesson plans. One of the most common challenges is that teachers find it challenging to determine immediately how a specific game relates to a particular subject area covered in the statutory curriculum, as well as the appropriateness and correctness of the game's content (Papadakis, 2018). For instance, according to (Criollo-C, Luján-Mora, & Jaramillo-Alcázar, 2018), one of the most common misconceptions among educators is that a game cannot be utilized responsibly for Digital Games Based Learning if it contains erroneous or missing content. Digital game use for learning in particular, as well as technology integration in general, can be significantly hampered by unfavorable teacher impressions.

Teacher perceptions are crucial in selecting, implementing, and evaluating educational games for students. Educators can create cognitive disequilibrium through instructional strategies and activities, allowing students to discover information that conflicts with the game and their knowledge (Shatri, 2020).

The integration of serious games into formal education faces challenges due to their ability to highlight the complexity and interconnectedness of issues. To overcome these, three frameworks can be used: identifying learning goals, identifying teaching enhancement, and game assessment. In pedagogy, learners should be active while playing to avoid cognitive overload (Klimova & Kacetl, 2018). The biggest obstacle is the mismatch between skills and knowledge developed in games and those recognized within the school system. The final obstacle is the mismatch between game content and curriculum content, and the lack of recognition for skill development (Criollo-C, Luján-Mora, & Jaramillo-Alcázar, 2018).

Successful games often consist of repeated elements, but their integration doesn't guarantee good outcomes, especially in educational settings. (Ozcinar, et al., 2021)

emphasize that not everyone will enjoy a lesson just because a teacher uses a game. Some students may not play games or even resent the use of their favorite out-of-school activity. Becker suggests that teachers should be prepared to explain the purpose and benefits of the game to students.

Some games can improve educational outcomes for various subjects, but this conclusion cannot be generalized to all games in all learning areas. Introducing games without a preconfigured teaching context can be more negative than positive, as not all games are appropriate or addressed to each student. Distancing students' attention and not being age-appropriate or time-appropriate can hinder the achievement of desired objectives. Additionally, games without a well-designed interface or inapplicable learning objectives may fail to extract required knowledge. Game design researchers worry that games that focus on facilitating learning may lose their playful and attractive nature, making them less appealing to students (Papadakis, 2018).

Ozcinar, et al. (2021) argue that digital games can enhance learning by increasing student pleasure, but they also warn that they can distract students from the learning content, undermining the learning process and achievement. Factors contributing to this negative view include poor graphics, lack of curriculum time, inadequate representation of learning objectives, and general mistrust of games as educational tools. To be effective in education, games must have a functional interface, proper use of graphics and multimedia, proper integration of learning activities, and well-designed characters.

1.11 Summary

Despite the fact that the questions given at the beginning of the chapter were formulated as yes or no questions, they do not require a Yes or No answer. In other words, the questions require a type of reconsideration of the skills that we have, and to continually asking ourselves, "Are you still teaching in a 19th century classroom?". In addition, the question provokes the necessity to have your skills redefined and suitable for the century needs. In fact, talking about century needs here I mean the market and education needs since finding an opportunity is not an easy process in light of employment, relationship issues and lack of opportunities. Besides that, the insensitive needs for education to activate the learning process and its inputs seeking for great outputs in light of the rapid changes of the global existence. There is an insensitive need for modern skills for using technology since the 21st century is well known with huge development of technology

that serves different fields and have positive effects by employing its outputs under the service of education, especially the skills which are associated with dealing with digital games as an important method in teaching in this world of technology.

The research was briefly summarized in this chapter. It actually gave an explanation of EFL teachers' attitudes toward how digital games help students in Salfeet public schools develop their soft skills, as well as a theoretical background that contains an appropriate review of the literature on the study topic. These studies emphasized the importance of digital games as a critical element in the development of students' soft skills and academic success. The researcher see that using educational games is a technique that helps a student reach a particular learning objective as well. Computer games are just one kind of educational game; the student plays and learns at the same time. It should be mentioned that the majority of games played by students could have If used wisely and effectively, it can be informative.

Moreover, this chapter includes operational definitions, a statement of the research problem, the advantages and significance of using digital games from a teachers' perspective. Lastly, the study's hypotheses.

Chapter Two
Methodology of the Study

2.1 Introduction

This chapter presents the study design, study population and sample, study instruments, and the legitimacy of the study instruments to guarantee the validity of these instruments. Additionally, it involves the study procedures.

2.2 Study design

The researcher used the descriptive analytical approach, which is regarded as one of the most important scientific study methodologies. It is usually used to describe and explain a phenomenon, as well as to portray it critically in order to obtain goals or determine the causes of its occurrence. In other words, the mixed-methods research approach was used to meet the study's aims. The quantitative and qualitative descriptive analytical methodologies were utilized because they were suitable and appropriate for reaching the study's goals and answering its questions. Both approaches have been used throughout creating a comprehensive perspective from teachers regarding the use of digital games into enhancing the students' soft skills. The researcher has utilized both methods by considering the quantitative method as main method toward gathering the data, and the qualitative method toward supporting the data collected quantitatively, to ensure the validity of teachers' answers in the questionnaire.

2.3 Variables of the study

- Independent variables: Enhancing students' soft skills.
- Dependent variables: Role of digital games
- Demographic variables: Gender, years of experience

2.4 Study population

The study population consists of all English language teachers in public schools in Salfeet Governorate (n = 160) EFL teachers in the scholastic year 2022/2023 (Department of Planning and Statistics, Salfeet District 2023).

2.5 Study sample

The study sample includes (112) male and female English teachers in the public schools of Salfeet Governorate. The (Robert Mason) equation was used to determine the size of the study sample of teachers. The researcher has selected the sample using the convenient sampling technique, throughout sending the questionnaire by online link "google form" to the principals of each public school, and the principal sent the link foe teachers to be answered.

According to the formula (Robert Mason), the number of respondents was (112) male and female teachers, i.e. (70%) of the study population. Therefore, the demographic distribution of the sample is shown in table 2.1:

Table (2.1)

Sample Distribution

Demographic variables	**Frequency**	**Percentage**
Gender		
Males	32	28.6 %
Females	80	71.4 %
Total	112	100 %
Qualification		
BA	70	62.5
MA	37	33.0
Others	5	4.5
Total	112	100 %
Years of Experience		
Less Than 5 Years	60	53.6
5-10 Years	30	26.8
More Than 10 Years	22	19.6
Total	112	100 %
School Level		
1st-4th Grade	27	24.1
5th-9th Grade	36	32.1
10th-12th Grade	49	43.8
Total	112	100 %

According to Table (2.1), (71.4%) of the study sample of teachers in Salfeet's public schools are females, (28.6%) are males, (62.5%) of the teachers have a bachelor's degree, and (33%) have an MA degree. In addition, (53.6%) of the teachers have less than (5) years of experience, (26.8 %) have 5-10 years of experience, and (19.6%) have more than (10) years of experience. Moreover, (43.8 %) of teachers are teaching from (10^{th} - 12^{th}) grade, and (32.1%) teach grades (5^{th} - 9^{th}), and the rest are teaching the primary level (1^{st} - 4^{th}) grades.

2.6 Instruments of the study

To accomplish the primary goal of the study and to provide answers to the research questions, the researcher used a mixed- method approach comprising quantitative and qualitative design. The first instrument was a questionnaire, which was sent electronically to the teachers' emails and accounts on social media. The qualitative instrument involved a focus group consisting of five open-ended questions which was administered through Zoom platform consisting of (12) male and female teachers.

2.6.1 First Instrument: Questionnaire

The study tool (questionnaire) was distributed on the teachers via an electronic link. It was split into three domains. Each domain comprises ten points that contribute to answering the study questions. The points on the first domain respond to the first variable, which is teachers' opinions on the usage of digital games in improving soft skills in school students. The points on the second domain revolve around the independent variable, which is the activation of digital games in schools. Finally, there is a final domain in the questionnaire, the points of which rotate around the dependent variable, which is the development of soft skills among schools' children.

The questionnaire contains a brief introduction, some personal information and the 30 items. For evaluating the amount of agreement, the researcher designed a (5)-point Likert scale as follows:

Strongly Agree: for those who agree with the item to range between (4-5).

Agree: for those who agree with the item to range between (3.5 - 3.99).

Neutral: for those who agree with the item to range between (3 - 3.49).

Disagree: for those who agree with the item to range between (2.50 - 2.99).

Strongly Disagree: for those who agree with the item to range between (1.0 - 2.49).

Validity of the questionnaire

The researcher verified the validity of the study tool by presenting it to a group of arbitrators who made some observations about it. Some paragraphs and questions were added, edited, or deleted by the arbitrators, in addition, changing some verbs in the questions to make them stronger, they corrected some grammatical errors, they also advised the researcher to write negative items about digital games in the survey, they said that researcher may use the items of the first domain without using the pronoun (I), they change some items to make the Questionnaire suitable as possible, moreover, they merged some points together due to their similarity. Following that, the study instrument was then developed in its final version after being adjusted in response to the arbitrators' remarks. Accordingly, the study tool was produced in its current form, about the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools from the EFL teachers' point of view. Statistically, the researcher uses the Pearson Correlation Coefficient test for verifying the validity of the instrument, and the values of the items came shown in table (2.2) in appendix (C).

It is clear from the previous table that all the values of the correlation of the items with the total score of the scale are statistically significant. This indicates the internal consistency of the items of the scale and that all items together measure the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools.

Reliability of the Questionnaire

Reliability of the instrument was calculated using the internal consistency method by calculating the Cronbach Alpha coefficient, as shown in Table 2.3:

Table (2.3)

Cronbach Alpha results for the reliability of the study instrument

Dimensions	No. of items	Cronbach's Alpha Value
EFL teachers' attitudes toward using digital games	10	0.92
Implementing digital games in Salfeet's public schools	10	0.72
The role of using digital games in developing students' soft skills	10	0.88
Total Value	**30**	**0.89**

Table (2.3) indicates that the questionnaire attributes with a very good reliability, as the overall value of the themes' items was (0.89).

2.6.2 Second Instrument: Zoom Focus Group

The zoom focus group instrument consisted of a set of questions that are relevant to the subject of the study. The zoom focus group consisted of (12) females and males' group of teachers, and they were chosen and grouped toward exchanging personal experiences, presenting ideas, and expressing thoughts and attitudes, in an attempt to answer the questions provided by the researcher, throughout facilitating the group conversation by the researcher.

Focus groups of teachers were created and instructed on how to use the electronic platform, which was outfitted with the goal of answering the focus group tool's questions. The study tool was implemented in the following steps:

1. Teachers were divided into focus groups and given instructions on how to conduct discussions through Zoom.
2. Focus interviews were conducted with a group of teachers who were not part of the sample that received the questionnaire.
3. The topic was covered in a ten-minute PowerPoint slide presentation.
4. Teachers provided responses to the questions that were raised during the brainstorming session regarding the usage of digital games in classrooms and their role in developing students' soft skills.

5. The teachers were split up into groups, and the groups were then split up into four rooms, each with three individuals.
6. Each group's members engaged in a discussion about the question that was posed to them individually.
7. After the allotted time for each group had passed, they were brought back together in the main group, where a structured conversation between the researcher and the teachers took place. During this time, many questions were posed to the teachers.

Finally, the researcher recorded the teacher conversations and collected notes, classifying them in accordance with the research questions. The data analyzed by using thematic analysis, in which the answers of the teachers firstly reviewed, then creating the coding matrix by which answer has been repeated. After creating the coding matrix, the researcher has extracted the themes from the codes created. Therefore, themes “results” is provided beside explanation of those themes, supported with some quotations from the teachers' answers.

Validity of the Focus Group Instrument

The researcher verified the validity of the focus groups tool by presenting it to a group of arbitrators who made observations about it. Those arbitrators provided the researcher with some comments such as: changing some verbs in the questions to make them stronger, they corrected some grammatical errors, they also advised the researcher to write negative questions about digital games in the form of questions, as well, they merged some points together due to their similarity. Accordingly, the study tool was produced in its current form and questions, about the attitudes of EFL teachers towards the role of using digital games in enhancing students’ soft skills in Salfeet Public Schools. The intersection of the focus group questions with the research questions and the purpose of the study was also verified. The data and results collected by the researcher from the participants were reviewed to ensure the validity of the data collected through the focus group tool.

The researcher has reviewed the data collected from teachers through focus group by the answer's consistency with the objectives of the study, and their engagement in the study as well.

2.7 Data Analysis Process

2.7.1 Statistical Analysis Methods for Questionnaire

The questionnaire items were rated on a (1 – 5) Likert scale (1 = Strongly Disagree to 5 = Strongly Agee), the highest score indicates a high level of EFL teachers' attitudes toward how digital games can help students in Salfeet public schools develop their soft skills. Descriptive statistics gauged the reality of EFL teachers attitudes toward how digital games can help students in Salfeet public schools develop their soft skills, among the sampled population using the following mean key (1 - 2.33 = Low, 2.34 -3.67 = Moderate, 3.68 – 5 = High).

Additionally, the following statistical techniques were utilized: Pearson Correlation, Test, One-way analysis of variance, Tukey test, Cronbach's Alpha using SPSS.

2.7.2 Analysis Method for Focus Group

Based on the focus group with the sample members, analysis was carried out based on the data obtained from the focus group sessions with the sample members. The analysis method used in this study was based on thematic analysis, so that the answers were reviewed and coded, and then the results were presented in the form of themes. After conducting the themes, the researcher has linked the results of the analysis with the theoretical framework of the study, whether the results of the study are consistent or not consistent with previous literatures.

The focus group data was analyzed using the thematic analysis method. It is a research method that analyzes qualitative data by forming correct and repeatable conclusions by extrapolating and analyzing texts and linking them to their context. This assists the researcher in obtaining new insights that enhances the researcher’s understanding of certain phenomena (Clarke et al., 2015).

The thematic analysis process aims to organize, divide and manage information and extract similar patterns and topics to infer and learn knowledge, which provides an integrated and comprehensive understanding of the researched phenomena, which requires reducing information and converting it into concepts and integrated knowledge. During the analysis, four phases will be passed: coding the data, identifying themes,

patterns and relationships, summarizing the data "quotes from the participants' answers", and discussing the results with the results of previous studies.

In this study, after collecting the required data from the teachers by using ZOOM focus group, the researcher will follow the steps of the thematic analysis, which is represented in first reviewing and finalizing the data, and reading it several times so that the researcher can obtain symbols for the answers, and this is done by writing the most words or sentences repeatedly as answers to the focus group questions among the study sample. Then, from those symbols (the most frequent words and sentences), the themes that answer the study questions are formulated by grouping symbol groups under main themes. These main themes may have sub-themes. After formulating the main and sub-themes, the participants' answers are presented, quoted from, and interpreted from the researcher's point of view in (chapter three).

2.8 Data Gathering Process

The Ministry of Education approved the distribution of the study tools to the sample. Following that, an electronic questionnaire was created and the link was distributed to a sample of Salfeet Governorate public school teachers.

2.9 Study procedures

The following procedures will be followed to achieve the objectives of the study.

- Before starting the study, the researcher met the research supervisor to lay out the guidelines and the procedures for carrying it out.
- The researcher obtained the approval to start the study from An-Najah National University /Deanship of the Faculty of Graduate Studies.
- The researcher determined the study sample and research population.
- The researcher obtained the permission from the Palestinian Ministry of Education to conduct interviews with English teachers and distribute the questionnaire.
- The researcher distributed an electronic link of the questionnaire to the sample members, and conducted separate interviews through Zoom focus groups with (12) male and female teachers.

- Utilizing the Statistical Package for Social Sciences (SPSS) to analyze the collected data.

2.10 Summary

It is obvious from the aforementioned presentation of the methodology used in this study that the researcher used the mixed methods toward exploring the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools. Since, the mixed methods was quantitative (Questionnaire) and qualitative (Focus Group), and both tools of data gathering have been measured from the validity and reliability aspects of each tool. The researcher used those two tools in order to obtain descriptive statistics and measuring the differences among participants toward the topic of the study, in addition to obtain in-depth and comprehensive data about the studied phenomena throughout the focus group. This means that the questionnaire is the main tool, and the focus group is the supportive tool toward obtaining the results of the study. the main themes that the study addressed are: Theme 1: Teachers' attitudes about integrating digital games into their lessons. Theme 2: The way that digital games help pupils develop their soft skills. Theme 3: Possibility of successful implementation of digital games in Salfeet's public schools. Theme 4: Challenges facing teachers when incorporating digital games into their lessons. Those themes have been addresses during the thematic analysis an statistical treatment of both focus group and questionnaire, in order to complement each other, by obtaining in-depth data about the phenomena of using digital games in EFL education. As the questionnaire aims to have description of the use of digital games through closed questions, the focus group utilized to get deeply into the phenomena toward being able to analyze the use of digital games in education thoroughly.

Chapter Three

Findings of the Study

3.1 Introduction

This chapter presents the main findings of the study, in which it presents the answers of the study questions, and the results of hypotheses examination that derived from the questionnaire. In addition, this chapter presents the results of the data gathered throughout the focus group instrument.

3.2 Answering the Questions of the Study (Questionnaire Results)

In this section, the researcher used the description statistics, and statistical tests toward examining the hypothesis derived from the questionnaire instrument of the study as follows:

Question (1): What are the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools?

In order to answer this question, the researcher used the descriptive statistics including means and standard deviations of each dimension's items as following:

First Dimension: EFL teachers' attitudes toward using digital games

In order to measure the EFL teachers' attitudes toward using digital games, the researcher used the descriptive statistics, in which the results from the perspectives of EFL teachers at Salfeet's Public School were indicated in Table (3.1):

Table (3.1)

Means and Standard Deviations of EFL teachers' attitudes toward using digital games from the perspectives of EFL teachers listed in a descending order

Items	N	Mean	Std. Deviation
I encourage my students to learn by using the digital games outside the classroom.	112	3.9018	0.9295
I prefer to use digital games in my classes.	112	3.9018	0.9100
I have the desire to apply digital games.	112	3.8929	0.8736
I am interested in attending professional development courses about digital games.	112	3.7500	1.0946
I suggest helping teachers to join school teams to work on digital games.	112	3.7232	1.0922
I use digital games to support students' understanding of the curriculum.	112	3.6607	.9730
I encourage my colleagues to use digital games in their classes.	112	3.6339	1.0397
I encourage my colleagues to develop and design digital games.	112	3.5000	1.0569
I share some digital games with other colleagues.	112	3.4643	1.0648
I keep learning to design digital games.	112	3.2857	1.1264
Total Degree	**112**	**3.6714**	**1.0161**

Table 3.1 indicates that the total degree of the EFL teachers' attitudes toward using digital games in Salfeet's public schools was moderate since the total mean is (3.6714). However, the highest score was given to item "I encourage my students to learn by using the digital games outside the classroom" within the highest mean score (3.9018), followed by the item "I prefer to use digital games in my classes" with a mean score (3.9018). On the other hand, the lowest degree is for the item "I keep learning to design digital games" with a mean score (3.2857).

Second Dimension: Implementing digital games in Salfeet's public schools

In order to measure the extent of Implementing digital games in Salfeet's public schools, the researcher used the descriptive statistics and the results from the perspectives of EFL teachers at Salfeet's Public School were indicated in Table (3.2).

Table (3.2)

Means and Standard Deviations of Implementing digital games in Salfeet's public schools from the perspectives of EFL teachers listed in a descending order

Items	N	Mean	Std. Deviation
Using digital games requires a qualified technical support team.	112	3.9196	0.8180
Using digital games requires a comprehensive electronic curriculum.	112	3.9107	0.9059
Using digital games requires expensive materials.	112	3.6607	0.9158
Using digital games requires more time than the usual class time.	112	3.6071	1.0599
The school administration prefers teachers with expertise in digital games.	112	3.5714	0.9652
The school administration approves the role of using digital games in enhancing students' soft skills.	112	3.5357	0.8587
Schools can design effective digital games to match different students' levels.	112	3.2500	1.1968
Schools can provide an effective internet network.	112	3.2232	1.1832
School administration provides training courses in digital game design.	112	3.1161	1.2136
Schools have sufficient computer sets that meet students' needs.	112	3.0089	1.1429
Total Degree	**112**	**3.4803**	**1.0260**

Table (3.2) shows that the level of implementing digital games in Salfeet's Public schools by EFL teachers is moderate, with a total degree of the dimension (3.48). as the most important item is "Using digital games requires a qualified technical support team" with the highest mean score (3.919), followed by the item "Using digital games requires a comprehensive electronic curriculum" with a mean score (3.9107), followed by "Using digital games requires expensive materials" with mean score (3.6607). The lowest means score of this dimension is related to the item "Schools have sufficient computer sets that meet students' needs" with the mean score (3.0089).

Third Dimension: The role of using digital games in developing students' soft skills

In order to measure the role of using digital games in developing students' soft skills in Salfeet's public schools, the researcher used the descriptive statistics, in which the results from the perspectives of EFL teachers at Salfeet's Public School were indicated in Table (3.3):

Table (3.3)

Means and Standard Deviations of the role of using digital games in developing students' soft skills from the perspectives of EFL teachers listed in a descending order

Items	N	Mean	Std. Deviation
Digital games improve students' creative thinking skills.	112	4.1786	0.6605
Digital games improve students' communication skills.	112	4.0982	0.6969
Digital games enhance students' positive feelings.	112	4.0625	0.7507
Digital games boost the feeling of flexibility among students.	112	4.0000	0.7593
Digital games build students' social awareness through group work.	112	3.9911	0.7768
Digital games have the potential to increase students' responsibility.	112	3.8571	0.8889
Digital games improve students' skills in scheduling, organizing, and project management.	112	3.8482	0.9320
Digital games build students' leadership skills.	112	3.7946	0.8069
Digital games enhance students' awareness of the feelings and needs of others.	112	3.7232	0.9699
Digital games boost students' respect for others.	112	3.5625	1.0291
Total Degree	**112**	**3.9116**	**0.8271**

Table (3.3) indicates that EFL teachers' at Salfeet Public schools affirm the role of using digital games in developing students' soft skills, represented in a high mean score at the total degree of this dimension (3.9116). Moreover, the main indicators of the role of using digital games in developing student's soft skills from the perspectives of EFL teachers include: "Digital games improve students' creative thinking skills" (Mean = 4.1786), "Digital games improve students' communication skills" (Mean = 4.0982), and "Digital games enhance students' positive feelings" (Mean = 4.0625). In addition to "Digital games boost the feeling of flexibility among students" (Mean = 4.000), and "Digital

games build students' social awareness through group work" (Mean = 3.9911). Meanwhile, the lowest indicator is "Digital games boost students' respect for others" (Mean = 3.5625).

Question (2): Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills to gender?

In order to answer this question, the researcher converted it to the following hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers toward the role of using digital games in enhancing students' soft Skills due to Gender.

The researcher used the T-Test to examine this hypothesis in order to find if there are differences among gender of participants regarding the attitudes of EFL teachers toward the role of using digital games in enhancing students' soft skills. And the results came out as following:

Table (3.4)

Results of T-test for the differences among participants due to gender

Variables	Gender	No.	F	t	df	Sig.
EFL teachers' attitudes toward using digital games	Male	32	6.755	-1.827	110	0.070
	Female	80				
Implementing digital games in Salfeet's public schools	Male	32	3.310	-0.140	110	0.889
	Female	80				
The role of using digital games in developing students' soft skills	Male	32	3.229	0.298	110	0.766
	Female	80				

The above table shows that there are no statistically significant differences among participants in the attitudes of EFL teachers toward the role of using digital games in enhancing the students' soft skills in Salfeets' public schools due to gender. The significance of the three dimensions are above (0.05), which means that the t-values have no statistical significance. Therefore, the null hypothesis is accepted.

Question (3): Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to qualification?

The researcher has answered this question by converting it to the following hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to Qualification.

In order to examine this hypothesis, One -Way ANVA test was used, and the results are displayed in the following table:

Table (3.5)

Results of One Way ANOVA test for the variance in the EFL teachers' attitudes toward the role of using digital games in enhancing students' soft skills due to qualifications

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
EFL teachers' attitudes toward using digital games	Between Groups	5.413	2	2.706	4.537	0.013
	Within Groups	65.016	109	0.596		
	Total	**70.429**	**111**			
Implementing digital games in Salfeet's public schools	Between Groups	0.527	2	0.264	0.862	0.425
	Within Groups	33.330	109	0.306		
	Total	**33.857**	**111**			
The role of using digital games in developing students' soft skills.	Between Groups	0.316	2	0.158	0.468	0.628
	Within Groups	36.839	109	0.338		
	Total	**37.155**	**111**			

Table (4.5) indicates that in the last two dimensions there are no differences in the EFL teachers' attitudes toward the role of using digital games in enhancing the students' soft skills in Salfeet's public schools due to qualification of teacher while there are differences in the EFL teachers' attitudes toward using digital games, in the dimension of "EFL teachers' attitudes toward using digital games".

In order to find the source of differences among categories of qualification, the researcher conducted the Tukey test as follows:

Table (3.6)

Results of Tukey Test for the sources of differences due to qualification

Dependent Variable	(I) Qualification	(J) Qualification	Mean Difference (I-J)	Sig.
EFL teachers' attitudes toward using digital games	BA	MA	0.04923	0.947
		Others	1.07571*	0.009
	MA	BA	-0.04923	0.947
		Others	1.02649*	0.017
	Others	BA	-1.07571*	0.009
		MA	-1.02649*	0.017
Implementing digital games in Salfeet's public schools	BA	MA	0.14637	0.397
		Others	0.09286	0.930
	MA	BA	-0.14637	0.397
		Others	-0.05351	0.978
	Others	BA	-0.09286	0.930
		MA	0.05351	0.978
The role of using digital games in developing students' soft skills.	BA	MA	-0.10934	0.625
		Others	0.03714	0.990
	MA	BA	0.10934	0.625
		Others	0.14649	0.857
	Others	BA	-0.03714	0.990
		MA	-0.14649	0.857

Table (3.6) reveals differences in the attitudes of EFL teachers toward using digital games, between the teachers who hold BA and those who hold other qualifications, in favor of BA. In addition, there are differences between MA and others in favor of teachers who hold MA degree, as the following table shows the differences in the mean scores of each qualification.

Table (3.7)

Means and Standard deviations of the answers of participants due to qualification variable

Variable	Qualification	N	Mean	Std. Deviation
EFL teachers' attitudes toward using digital games	BA	70	3.7357	0.79874
	MA	37	3.6865	0.68401
	Others	5	2.6600	1.01882
	Total	**112**	**3.6714**	**0.79655**
Implementing digital games in Salfeet's public schools	BA	70	3.5329	0.55265
	MA	37	3.3865	0.54526
	Others	5	3.4400	0.62290
	Total	**112**	**3.4804**	**0.55228**
The role of using digital games in developing students' soft skills	BA	70	3.8771	0.61719
	MA	37	3.9865	0.52976
	Others	5	3.8400	0.33615
	Total	**112**	**3.9116**	**0.57856**

Question (4): Are there statistically significant differences at ($\alpha < 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to years of experience?

To answer this question, it has been transformed into the following hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to Years of experience.

The researcher examined this hypothesis by using the One - Way ANOVA test in order to find if there are differences among the participants due to years of experience. Thus, the results came as in table (3.8).

Table (3.8)

Results of One- Way ANOVA test for the differences in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to years of experience

Variable		Sum of Squares	df	Mean Square	F	Sig.
EFL teachers' attitudes toward using digital games	Between Groups	3.518	2	1.759	2.866	0.061
	Within Groups	66.910	109	0.614		
	Total	**70.429**	**111**			
Implementing digital games in Salfeet's public schools	Between Groups	1.882	2	0.941	3.208	0.044
	Within Groups	31.975	109	0.293		
	Total	**33.857**	**111**			
The role of using digital games in developing students' soft skills	Between Groups	3.328	2	1.664	5.361	0.006
	Within Groups	33.827	109	0.310		
	Total	**37.155**	**111**			

Table (3.8) indicates that there are statistically significant differences among the participants in the last two dimensions of the EFL teachers' attitudes toward the role of using digital games in enhancing the students' soft skills in Salfeet's public schools due to the years of experience of teachers, which the significance of those dimensions (0.44 and 0.006) are less than 0.05.Besides, there are no differences in the dimension "EFL teachers' attitudes toward using digital games" that the significance value is (0.061). So, the null hypothesis is rejected and the researcher accepts the alternative hypothesis.

In order to find the source of differences among years of experience, the researcher conducted the Tukey test as shown in table (3.9) in appendix (C).

It is obvious from Table (3.9) that the differences among participants due to years of experience variable were between less than 5 years, 5-10 years and more than 10 years of experience in the dimension of "Implementing digital games in Salfeet's public schools", in favor of teachers who are experienced less than 5 years and 5-10 years. In addition, the differences in the third dimension "The role of using digital games in developing students' soft skills", show that there were differences between participants who has less than 5 years of experience and more than 10 years, in favor of teachers who are less than 5 years of experience. Moreover, there are differences between participants who have 5-10 years

of experience and participants who have more than (10) years, in favor of teachers who have (5 -10) years of experience. These results are presented in the table (3.10) in appendix (C).

Question (5): Are there statistically significant differences at $\alpha \leq 0.05$ in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to school level?

To answer this question, it has been transformed into the following hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to school level.

The researcher examined this hypothesis by using the One- Way ANOVA test in order to find if there are differences among the participants due to school level. Thus, the results of the One -Way ANOVA test are as shown in table (3.11) in appendix (C).

Table (3.11) indicates that there are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to school level. All significant values of all dimensions are more than (0.05), which means that there are no differences among participants due to school level. Therefore, the null hypothesis accepted, as table (3.12) in appendix (C) shows the means of responses.

3.3 Findings of the Focus Group instrument

In this section, the researcher presents the findings of the data gathered throughout the focus groups instrument as following:

Theme (1): Teachers' attitudes about integrating digital games into their lessons

The majority of the group members believe that using digital games is an important tool in the classroom because the digital games assist both teachers and students in raising the level of instruction. Because games are participatory, as opposed to books or movies, which are more passive in nature, they may motivate students to investigate new topics and techniques for learning, in which they may not have considered otherwise. One member of the group said that "I feel that integrating digital games in teaching is

important for both students and teachers, in addition to the outputs of the teaching process". There was an extremely opposite opinion from other group of teachers. Although, many teachers confirmed that digital games have unlimited advantages, there are challenges that limit their usage in teaching. For example, one of the teachers said that "there are challenges facing us as teachers of English language in using digital games in teaching, whereas we know their unlimited advantages". After conducting interviews with teachers, they mentioned many challenges that restrict teachers' use of digital games, such as; time restrictions, lack of skills needed, materials, and digital tools.

Moreover, there was an impartial stance by some of the teachers, since they did not emphasize the necessity of playing digital games in the classroom, they did say that doing so is not required due to the time, planning, effort, and coordination that they entail. However, it is still a standard classroom technique, which has been long recognized as a valuable and valid tool of mastering a language.

Theme (2): The way that digital games help pupils develop their soft skills

The members of the group concluded that digital games are common and familiar, which involve students in social contexts where they are required to think, talk, manipulate concrete materials, and share viewpoints in order to make the right decision. Moreover, the advantages of digital games may be seen in every element of schooling. It has evolved into an essential learning tool for children of all ages. The sooner we start incorporating them into our lesson planning, the sooner we can reap the advantages. Furthermore, they added using some techniques of games to test learners' ability to react quickly. Learners are free to say whatever they like because it prepares students for real-life situations, students' verbal communication, and critical thinking. Digital games will develop a variety of skills such as speaking which is the essence of teaching English.

Another group of teachers confirmed that the digital games build confidence, self-discipline, self-esteem, and autonomous learning. They also improve students' communication skills, developing students' motivation, and enhancing interaction and collaboration between them. They also confirmed that digital games affect students' personalities in four ways. Firstly, they can be very effective and rewarding if they are conducted well. Secondly, they give students the space that they need to express, think, analyze, and evaluate. Thirdly, they can be very enjoyable and fun. Finally, he added that

digital games support the idea of 'a student-centered method and lead to a communicative way of teaching and learning English. Therefore, students gain confidence and eventually create their own ways of expression.

Using digital games also increased their confidence apart from shyness. It makes the learning experience more fun, helps to create a new environment, and flips the focus from the teacher to the students. However, teachers are reluctant to use drama activities in classrooms for three various reasons. They don't know how to use the activities, they have limited resources, and there are some time constraints.

Moreover, another group of teachers confirmed that digital games have a great effect on the self-esteem of the students in shaping his or her character. Especially, for shy students: they can take a role. Furthermore, some students will find out that they are doing well more than they think. So they may participate in different activities in their academic life. Finally, one female teacher added that students will develop their speaking skills and overcome the difficulty of not knowing how to express themselves especially for female students.

Finally, they indicated that digital games develop students' abilities to learn the language and create new interests in learning the language. One student also added that drama increased students' interaction and group work. They added that these games develop students' language skills. Using digital games affects students' attitudes towards English; they unconsciously start using English and this is the core of the learning process. Therefore, they might even start being interested in the language.

Theme (3): Possibility of successful implementation of digital games in Salfeet's public schools

The majority of members emphasized the role of using digital games and they said that they have a positive impact on learners and introduce an interesting teaching English method. Therefore, digital games give students the opportunity to develop their communicative skills in authentic and dynamic situations as distinct ways of teaching in the traditional way. However, it is really difficult to implement them in Salfeet schools because using games requires expensive materials, and more time than the usual class time.

On the other hand, other teachers stated that our schools can easily adopt digital games because most schools have internet access and it reaches the majority of classes; thus, if our teachers work harder, we can utilize digital games as a primary instrument in teaching English in our courses.

Moreover, according to other teachers, they said that their principals are not adequately capable to take the decision of implementing digital games in schools. Most of them are unable to implement this decision due to their lack of knowledge about digital gaming in teaching. As one said "Our principals are not professional enough to employ digital games in the school, particularly older principals, who still prefer conventional methods of teaching".

Theme (4): Challenges facing teachers when incorporating digital games into their lessons

Some of the teachers stated that most teachers are not familiar with digital games techniques. They added that some teachers think that some educational contents in the curriculum cannot be easily applied to educational games.

Other group of teachers said that teachers do not have enough time to prepare lessons from the student book and come up with some digital games. Moreover, the size of the classroom is not spacious enough . The size should not be a large class. While other teachers added and confirmed that using digital games as a teaching technique is limitless. The main problem is not in the techniques but in convincing teachers to use educational digital games, so some teachers still hang on using traditional ones.

3.4 Summary of the Qualitative Results

Teachers during the focus group session insisted on the advantage of the digital games, and the contexts that digital games are contribute into the development of students. Although, the implementation of using digital games in the teaching process is not high, the teachers confirmed that digital games contribute into enhancing the soft skills of the students, due to its interactive nature, where students can interact with other students easily.

Chapter Four
Discussion of the findings and Recommendations

4.1 Introduction

This chapter presents a discussion of the main findings derived from the data analysis process. The discussion presents whether the results of this study are consistent with previous studies or not. As well, the chapter presents the overall conclusion of the study based on the results and discussion, in addition to a list of recommendations that might be benefit for schools, ministry of education, and teachers, toward enhancing the use of digital games in the education process.

4.2 Discussion of the Quantitative Findings

First question: What are the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills in Salfeet Public Schools?

The results of the first question showed that the EFL teachers' attitudes toward using digital games in Salfeet's public schools was moderate, which means that EFL teachers are aware of using digital games and they desire to apply the use of digital games. However, EFL teachers provided some experiences and preferences toward using digital games such as: "I encourage my students to learn by using the digital games outside the classroom", "I prefer to use digital games in my classes". While the lowest degree is for the item "I keep learning to design digital games". This means that EFL teachers has the desire to apply digital games into classes, but they do not have the needed skills and competencies into applying those games, in addition they may not able to apply digital games in classes due to the laws of the ministry of education that might determine the use of digital games. Moreover, it can be related to the lack of financial resources of the schools toward employing the digital games tools, therefore EFL teachers attempt and prefer to use digital games in the classroom, while they encourage students to use them outside classroom, due to teacher's inability to employ digital games in the classroom.

This result is consistent with the results of Manesis (2020) who determined that teachers in early childhood education and primary education can play a crucial role in supporting children's digital game-based learning due to the significance of teachers in this step. In addition, teachers posed their opinions regarding the use of digital gams indicating that

they are important, and they frequently thwart their attempts to implement new technologies in the classroom. In addition, it is obvious that teachers are aware of the advantages of using digital games into Salfeet's public schools which is consistent with Alsuhaymi & Alzebidi (2018) who emphasized that Saudi Arabian school teachers have a positive attitude toward implementing video games and are aware of the significance of doing so.

The results of the first question also confirmed that the level of implementing digital games in Salfeet's Public schools by EFL teachers is moderate. EFL teachers affirmed that "Using digital games requires a qualified technical support team", "Using digital games requires a comprehensive electronic curriculum", "Using digital games requires expensive materials", and "Schools have no sufficient computer sets that meet students' needs". This means that EFL teachers are consistent with their attitudes and opinions, as they have the preference to use digital games in classroom, whereas there are some obstacles like insufficient financial resources, equipment, and training of teachers, which restricted the use of digital games.

The results as well indicates that EFL teachers' at Salfeet Public schools affirm the role of using digital games in developing students' soft skills, represented in a high level. Moreover, the main indicators of the role of using digital games in developing student's soft skills from the perspectives of EFL teachers include: "Digital games improve students' creative thinking skills", "Digital games improve students' communication skills", "Digital games enhance students' positive feelings". In addition to "Digital games boost the feeling of flexibility among students". This means that EFL teachers in Salfeet Public schools are aware of the digital gams advantages and benefits for students. This is consistent with Rozani, et al. (2019) who found that digital games have the advantage of helping students to get rid of stress and anxiety and help with soft skills enhancement, and general mental well-being. This result is also consistent with Ismail (2019) who determined that teachers are aware of the importance of digital games and they confirmed that digital games aid in the development of soft skill instruction and learning. He also added both lecturers and students should develop an acceptance of the advantages that digital games offer. Moreover, this is consistent with Gopinath, Baskovich, Desai, Alkhasawneh, & Allan (2022) who demonstrated that there is a significant positive association between adapting digital games to enhance student engagement and

collaboration. This can be confirmed by creating a class full of collaborative learners when a teacher uses digital games to work with his/ her students on completing a task or solving a problem.

On the contrary, this result is inconsistent with the study of Bigdeli & Kaufman (2017) who mentioned a number of disadvantages for using digital games in the teaching and learning process. These were boredom potential, lack of widely accepted guidelines, learners' lack of desire to cooperate leading to game failure, and potential negative reaction of learners to the game design, and thereby requiring teacher and student training. This contrast might be eligible and exist into Salfeet's public schools where teachers are not trained or qualified enough to design and implement the digital games under the shadow of number of obstacles that prevent implementing the digital games.

Second Question: Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills to gender?

The results showed that there are no statistically significant differences among participants in the attitudes of EFL teachers toward the role of using digital games in enhancing the students' soft skills in Salfeets' public schools due to gender. This might be illustrated as both genders have positive attitudes toward digital games, which both males and females are familiar with the importance and benefits of applying digital games in the classroom. Therefore, we can say that there are no differences between male and female teachers' attitudes toward the role of using digital games into enhancing the students' soft skills. This is not consistent with Mollaei & Riasati (2013) who found that there were statistical differences between the attitudes of males and females teachers toward the use of digital games in the teaching process.

Third Question: Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to qualification?

The results showed that in the last two dimensions (implementing digital games in Salfeet's public schools and the role of using digital games into enhancing the Students' soft skills) there are no differences in the EFL teachers' attitudes toward the role of using

digital games in enhancing the students' soft skills in Salfeet's public schools due to qualification of teachers. Besides, there are differences in the EFL teachers' attitudes toward using digital games between the teachers who hold BA and those who hold other qualifications, in favor of BA. In addition, there are differences between MA and others in favor of teachers who hold MA degree. Those differences can be related to the level of education and its quality gained by the teachers, in which other qualification means less than BA, in which it is logically confirmed that whenever teacher has higher level of education, he/she will be more knowledgeable of the developments in the education tools more than teachers who have less education. This is consistent with Petrides & Zahra (2022) who argued that teachers with high qualification are able to communicate and learn technologies, in which educators are expected to work steadily to advance schools and possess the skills of developing education in all forms.

Fourth Question: Are there statistically significant differences at ($a < 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to years of experience?

The results of this question indicated that there are statistically significant differences among the participants in the last two dimensions of the EFL teachers' attitudes toward the role of using digital games in enhancing the students' soft skills in Salfeet's public schools due to the years of experience. Moreover, no differences exist in the dimension "EFL teachers' attitudes toward using digital games". The differences among participants due to years of experience variable were between less than (5) years, (5 -10) years and more than 10 years of experience in the dimension of "Implementing digital games in Salfeet's public schools", were in favor of teachers who have experience less than (5) years and (5 – 10) years. In addition, the differences into the third dimension "The role of using digital games in developing students' soft skills", there were differences between participants who has less than (5) years of experience and more than (10) years, in favor of teachers who are less than 5 years of experience.

Based on that, the researcher can illustrate these results throughout the modernity of education that teachers who experienced less than (5) years have obtained. Since, the teachers who experienced less than (5) years may be young teachers, where they may already use the technology tools, and recognize the positive role of inserting digital games

into enhancing the students' soft skills, due to the frequent developments into the education tools.

This is consistent with the study of Abdel-Basset, Manogaran, Mohamed, & Rushdy, (2019), who found that many teachers use games and even though they can design them, others still lack the knowledge and experience to design effective educational games. In relation to the current study, this result is linked directly to the years of experience at Salfeet's Public Schools, as digital games considered new issue in the education. Thus, teachers who are experienced less than (5) years and between (5 -10) years are more abled to employ and implement the digital games, and they have the knowledge of the role into the classroom.

Fifth Question: Are there statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft skills due to school level?

The results related to this question revealed that there are no statistically significant differences at ($\alpha \leq 0.05$) in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due to school level. This means that all teachers who teach all grades from (1^{st}) grade to (12^{th}) grade affirmed that digital games are useful and have positive impact on students' achievements and academic development. In addition, this means that digital games are important and positive issue in education, regardless the stage of education at schools, especially in learning the English language skills. In this regard, Alawfi (2022) found that digital games improved the accuracy and fluency of these students when using the English language. It was also found that these games not only helped to broaden vocabulary and improve pronunciation, but they also improved their communication skills.

4.3 Discussion of the Qualitative Findings

The findings revealed that playing digital games is an important tool in the classroom because the digital games assist both teachers and students in raising the level of instruction from the perspectives of teachers. This result can be explained as games in general have rules and instruction to follow in order to play them correctly, thus digital games are the same, which can help into organizing the students mentality and being

compliance to teachers instructions. In addition, digital games are important for teachers because they lead teachers to prepare and read about the games before use them with students, toward introduce the games to students in a corrective manner. Moreover, having previous knowledge about the contribution of the game into the educational context, which relates to the skills and competencies of the teacher into using the digital games. This result is consistent with the study of Alawfi (2022) who found that digital games improve communication skills between teachers and students in a better discipline manner during the process of English language learning.

In another context, the way in which digital games can improve the soft skills of students, teachers revealed that digital games are common and familiar, which involve students in social contexts where they are required to think, talk, manipulate concrete materials, and share viewpoints in order to make the right decision. Moreover, the advantages of digital games may be seen in every element of schooling. This result is consistent with the study of Edwards & Bird (2020) who found that the digital play framework presents a series of indicators for how children learn to use technologies as cultural tools, first by exploring the functionality of technologies through epistemic activity, and second by generating new content through ludic activity. In addition, this result is consistent with the study of Oskar, Chen, Wu, Lao, & Chan (2016) who indicated that both the high and low-ability students in the game-based learning group significantly increased. Which means that digital games present interactive process among all students, regardless their academic level or differences. Therefore, digital games give students the opportunity to develop their communicative skills in authentic and dynamic situations as distinct ways of teaching in the traditional way. Which returns to increasing the students engagement and collaboration during the learning of English language.

Regarding the possibility of successful implementation of digital games in Salfeet's public schools, the study found that the role of using digital games and they said that they have a positive impact on learners and introduce an interesting teaching English method. However, it is really difficult to implement them in Salfeet schools because using games requires expensive materials, and more time than the usual class time. This can be related to the lack of ability among schools or ministry of education toward providing schools with needed materials for applying the digital games. In addition to the lack of knowledge about the techniques must use toward implementing the digital games by teachers at

Salfeet's public schools; in which those considered as challenges and obstacles that restrict the implementation of digital games in Salfeet's public schools. This result is consistent with the study of Bigdeli & Kaufman (2017) who mentioned a number of challenges in which the most important was digital games based learning requires teacher and student training about the way to implement the games.

4.4 Conclusion

The results of the current study support the evolution of employing digital games as brief warm-ups by demonstrating their efficacy as energizers and instructional instruments that can offer delight, pleasure, passionate involvement, structure, and motivation, among other advantages.

When games and learning activities are combined, instruction is aided and student achievement in foreign languages rises. Additionally, if English language practice is done through digital games, learner achievement may be higher than through traditional schooling. This is a strong invitation for teachers to use video games to supplement challenging lessons and keep the classroom engaging.

The overall findings of this study confirm that games are important, regardless of the type of the educational digital game played. If students are having fun, learning through games, and feeling happy and free, the teacher has succeeded in his or her objectives. Digital games help students improve their linguistic abilities while also enabling them to communicate socially and build strong bonds with one another.

On the basis of the facts presented above, it is apparent that games may and ought to be employed as a technique of instruction when teaching languages. The fact that students are now much more engaged in their education because to initiate changes in teaching is one reason why games could be a useful teaching tool. Games typically put the teacher in a supporting role, allowing the students to assume more responsibility while also giving them a chance to be more active. This claim is supported by the literatures such as Gawas, (2022) substantiated those serious games in general and digital game-based learning approaches, in particular, can be used as educational tools that can improve students' soft skills, well-being, and self-esteem, as well as their ability to think critically, make wise decisions, and solve problems. They can also help students maintain a healthy mental and

psychological balance. In addition, based on the study, as most of teachers agree on that integrating digital games in teaching is important for both students and teachers, in addition to the outputs of the teaching process.

Moreover, there are number of limitations toward applying the digital games in Salfeet Public schools, which are:

1. The teachers' acquired skills to use those games are mostly low, which needs to provide them with trainings toward develop their capability toward using and utilizing the digital games in classroom.
2. There are high level of access technology, but technology might not be available in the classroom, such as smart board, internet.
3. The time of the educational period or teaching responsibilities that teacher should conduct, which affects the implementation of digital games in the classroom. In other words, the teaching responsibilities and tasks do not allow teacher to implement the digital games, according to the curriculum must be finalized during the year, within limited time.

Therefore, the researcher call for actions to be taken by educational policy makers at the ministry of Education in Palestine, in order to provide teachers and schools with needed technology and digital games, accompanied with specialized training courses for teachers to be able to implement those games. As well, the schools management should take into consideration to mitigate the tasks and responsibilities that must be done by the EFL teachers.

4.5 Recommendations

Based on the results of the study, the researcher recommends the following:

1. EFL teachers are recommended to integrate digital games in the teaching process, in which this will help students to engage with the teaching process of English language.
2. Ministry of Education in Palestine should work on inserting the techniques and suitable tools of digital games into the teaching process, specially in teaching English Language.

3. The Ministry of Education in Palestine should provide EFL teachers at Salfeet's public schools with the convenient training courses about using digital games into the teaching process.
4. The requirement for ongoing study and development into how gaming components in on-the-go learning settings may enhance language-learning outcomes.
5. Researchers are recommended to conduct studies related to digital games and their roles into enhancing the soft skills of students learning English as foreign language in different districts at the West- Bank.
6. Researchers are recommended to conduct studies taking into consideration the investigation of the levels of learners' anxiety and providing meaningful use of English language in classroom, by using the digital games.
7. In order to understand learners' perspectives on various factors to consider while teaching a language and organizing their lessons to suit each student's needs, researchers should carry out studies or applied research.

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Appendices

Appendix (A)

Teachers' Questionnaire

Dear EFL teacher,

The researcher is working on a thesis that aims to investigate the role of using digital games in enhancing students' soft Skills from the EFL teachers' attitudes in Salfeet public schools. This questionnaire is one of the tools for achieving this objective. Please read the items carefully and respond to each item by placing (√) next to the answer that corresponds to your level of agreement or disagreement. Your answers will be confidential and only used for scientific purposes.

Part One: Personal Information

Please put (√) in the place that suits your case:

1. Gender: Male ( ) Female ( )

2. Qualification: BA ( ) MA ( ) Others ( )

3. Experience: Less than 5 years ( ) 5-10 years ( ) More than 10 years ( )

4. School level: primary school ( ) middle school ( ) secondary school ( )

Part Two: Read the items below carefully and respond to each one by placing (√) next to the answer that corresponds to your response.

EFL teachers' attitudes towards using digital games						
NO	**Item**	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
1.	Teachers tend to use digital games in their classes.					
2.	Teachers direct their students to use digital games.					
3.	Teachers use digital games to enhance their curriculum.					
4.	Teachers have the desire to design digital games.					
5.	Teachers attend training courses to improve their knowledge of digital games.					

6.	Teachers have control over digital game techniques.					
7.	Teachers have sophisticated knowledge to design digital games.					
8.	Teachers seek to contribute to digital game development.					
9.	Teachers encourage each other to use digital games in their classes.					
10.	Teachers join school teams to work on digital games.					
Implementing digital games into Salfeet public schools.						
1.	Using digital games requires expensive materials.					
2.	Using digital games requires a specialized technical support team.					
3.	Using digital games requires a comprehensive electronic curriculum for academic subjects.					
4.	Using digital games requires more time than usual class time.					
5.	The school administration is looking for teachers with expertise in digital games.					
6.	The school administration understands the role of using digital games.					
7.	The school administration conducts internal training courses by experienced.					
8.	Schools can design effective games for different levels.					
9.	Schools can provide computers in proportion to the number of students.					
10.	Schools can provide an effective internet network.					
The role of using digital games in helping Salfeet school students develop soft skills.						
1.	Digital games improve students' communication skills.					
2.	Digital games increase the level of responsibility.					
3.	Digital games boost the feeling of flexibility.					
4.	Digital games build students’ leadership skills.					
5.	Digital games improve students’ creative thinking skills.					
6.	Digital games enhance students' optimism and positive feelings.					
7.	Digital games improve students' skills in scheduling, organizing, and project management.					
8.	Digital games assist students' awareness of the feelings and needs of others.					
9.	Digital games develop students' abilities for decision-making.					
10.	Digital games build students’ social awareness through group work.					

Appendix (B)

Focus Group Questions

1. How do you feel about integrating digital games into your lessons?

2. How do digital games help pupils develop their soft skills?

3. Do you think we can successfully implement digital gaming in Salfeet's public schools? If not, how can we accomplish that?

4. What challenges do teachers have when incorporating digital games into their lessons?

Appendix (C)

Tables

Table (2.2)

The results of the Pearson correlation coefficient for the correlation matrix of the study tool's paragraphs with the total score of the tool

No.	Item	Correlation Coefficient	Sig.
	First Dimension: EFL teachers' attitudes toward using digital games		
1.	I prefer to use digital games in my classes.	0.638**	0.000
2.	I encourage my students to learn by using the digital games outside the classroom.	0.638**	0.000
3.	I use digital games to support students' understanding of the curriculum.	0.552**	0.000
4.	I have the desire to apply digital games.	0.633**	0.000
5.	I am interested in attending professional development courses about digital games.	0.536**	0.000
6.	I share some digital games with other colleagues.	0.457**	0.000
7.	I keep learning to design digital games.	0.564**	0.000
8.	I encourage my colleagues to develop and design digital games.	0.482**	0.000
9.	I encourage my colleagues to use digital games in their classes.	0.600**	0.000
10.	I suggest helping teachers to join school teams to work on digital games.	0.625**	0.000
	Second Dimension: Implementing digital games in Salfeet's public schools		
1.	Using digital games requires expensive materials.	-0.246**	0.009
2.	Using digital games requires a qualified technical support team.	-0.023	0.811
3.	Using digital games requires a comprehensive electronic curriculum.	-0.175	0.066
4.	Using digital games requires more time than the usual class time.	-0.246**	0.009
5.	The school administration prefers teachers with expertise in digital games.	0.208*	0.028
6.	The school administration approves the role of using digital games in enhancing students' soft skills.	0.310**	0.001
7.	School administration provides training courses in digital game design.	0.100	0.293
8.	Schools can design effective digital games to match different students' levels.	0.039	0.681
9.	Schools have sufficient computer sets that meet students' needs.	0.079	0.409
10.	Schools can provide an effective internet network.	0.096	0.315

Third Dimension: The role of using digital games in developing students' soft skills			
1.	Digital games improve students' communication skills.	0.271**	0.004
2.	Digital games have the potential to increase students' responsibility.	0.183	0.053
3.	Digital games boost the feeling of flexibility among students.	0.209*	0.027
4.	Digital games build students' leadership skills.	0.353**	0.000
5.	Digital games improve students' creative thinking skills.	0.179	0.59
6.	Digital games enhance students' positive feelings.	0.180	0.057
7.	Digital games improve students' skills in scheduling, organizing, and project management.	0.195*	0.040
8.	Digital games enhance students' awareness of the feelings and needs of others.	0.061	0.524
9.	Digital games boost students' respect for others.	0.011	0.905
10.	Digital games build students' social awareness through group work.	0.101	0.291

Table (3.9)

Results of Tukey Test for the sources of differences due to years of experience variable

Dependent Variable	(I) Years of Experience	(J) Years of Experience	Mean Difference (I-J)	Sig.
EFL teachers' attitudes toward using digital games	Less Than 5 Years	5-10 Years	0.21500	0.440
		More Than 10 Years	0.45470	0.056
	5-10 Years	Less Than 5 Years	-0.21500	0.440
		More Than 10 Years	0.23970	0.522
	More Than 10 Years	Less Than 5 Years	-0.45470	0.056
		5-10 Years	-0.23970	0.522
Implementing digital games in Salfeet's public schools	Less Than 5 Years	5-10 Years	0.00167	1.000
		More Than 10 Years	0.32682*	0.045
	5-10 Years	Less Than 5 Years	-0.00167	1.000
		More Than 10 Years	0.32515	0.087
	More Than 10 Years	Less Than 5 Years	-0.32682*	0.045
		5-10 Years	-0.32515	0.087
The role of using digital games in developing students' soft skills	Less Than 5 Years	5-10 Years	-0.16000	0.407
		More Than 10 Years	0.34576*	0.038
	5-10 Years	Less Than 5 Years	0.16000	0.407
		More Than 10 Years	0.50576*	0.005
	More Than 10 Years	Less Than 5 Years	-0.34576*	0.038
		5-10 Years	-0.50576*	0.005

Table (3.10)

Means and Standard Deviations of participants' responses due to years of experience

Dimensions		N	Mean	Std. Deviation
EFL teachers' attitudes toward using digital games	Less Than 5 Years	60	3.8183	0.55586
	5-10 Years	30	3.6033	0.89423
	More Than 10 Years	22	3.3636	1.10175
	Total	**112**	**3.6714**	**0.79655**
Implementing digital games in Salfeet's public schools	Less Than 5 Years	60	3.5450	0.51303
	5-10 Years	30	3.5433	0.50150
	More Than 10 Years	22	3.2182	0.66018
	Total	**112**	**3.4804**	**0.55228**
The role of using digital games in developing students' soft skills	Less Than 5 Years	60	3.9367	0.56207
	5-10 Years	30	4.0967	0.43981
	More Than 10 Years	22	3.5909	0.67535
	Total	**112**	**3.9116**	**0.57856**

Table (3.11)

Results of One -Way ANOVA test for the differences in the attitudes of EFL teachers towards the role of using digital games in enhancing students' soft Skills due school level

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
EFL teachers' attitudes toward using digital games	Between Groups	0.477	2	0.238	0.371	0.691
	Within Groups	69.952`` `	109	0.642		
	Total	**70.429**	**111**			
Implementing digital games in Salfeet's public schools	Between Groups	0.238	2	0.119	0.387	0.680
	Within Groups	33.618	109	.308		
	Total	**33.857**	**111**			
The role of using digital games in developing students' soft skills	Between Groups	0.115	2	0.057	0.169	0.845
	Within Groups	37.040	109	0.340		
	Total	**37.155**	**111**			

Table (3.12)

Means and Standard Deviations of participants' responses due to school level

		N	Mean	Std. Deviation
EFL teachers' attitudes toward using digital games	1st-4th Grade	27	3.7630	0.80103
	5th-9th Grade	36	3.5889	0.98002
	10th-12th Grade	49	3.6816	0.63988
	Total	**112**	**3.6714**	**0.79655**
Implementing digital games in Salfeet's public schools	1st-4th Grade	27	3.5407	0.62650
	5th-9th Grade	36	3.4194	0.56862
	10th-12th Grade	49	3.4918	0.50201
	Total	**112**	**3.4804**	**0.55228**
The role of using digital games in developing students' soft skills	1st-4th Grade	27	3.9444	0.69963
	5th-9th Grade	36	3.9361	0.49578
	10th-12th Grade	49	3.8755	0.57211
	Total	**112**	**3.9116**	**0.57856**

جـامعـــة النجاح الوطنية
كليـــة الدراســـات العليـــا

اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو دور الألعاب الرقمية في تعزيز المهارات الناعمة لدى الطلاب في مدارس سلفيت الحكومية

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قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

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الملخص

هدفت هذه الدراسة إلى استكشاف مواقف واتجاهات معلمي اللغة الإنجليزية كلغة أجنبية تجاه دور الألعاب الرقمية في تعزيز المهارات الناعمة لدى الطلاب. ولتحقيق هذا الهدف اتبعت الباحثة الطريقة المختلطة كتصميم للدراسة والذي استخدم فيه المنهج الوصفي التحليلي الكمي والنوعي. حيث قامت الباحثة بتصميم الاستبانة لجمع المعلومات الكمية وتصميم أسئلة المجموعة البؤرية كأداة لجمع البيانات النوعية. وقد تكون مجتمع الدراسة من جميع معلمي اللغة الإنجليزية في المدارس الحكومية في محافظة سلفيت (العدد = 160) معلماً ومعلمة للغة الإنجليزية كلغة أجنبية في العام الدراسي (2024/2023) حسب دائرة التخطيط في محافظة سلفيت (إحصائيات محافظة سلفيت 2023). حيث اشتملت عينة الدراسة (112) معلماً ومعلمة لغة إنجليزية. وقد تم تحليل البيانات الكمية التي تم جمعها باستخدام برنامج SPSS V.23، بينما تم تحليل البيانات النوعية التي تم جمعها باستخدام تقنية التحليل الموضوعي.

وتوصلت الدراسة إلى أن اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو استخدام الألعاب الرقمية في المدارس الحكومية في محافظة سلفيت كانت متوسطة. بالإضافة إلى ذلك، كشفت الدراسة أن مستوى تطبيق الألعاب الرقمية في المدارس الحكومية في محافظة سلفيت من قبل معلمي اللغة الإنجليزية كلغة أجنبية كان متوسطاً. كما يؤكد معلمو اللغة الإنجليزية كلغة أجنبية في مدارس سلفيت الرسمية على دور الألعاب الرقمية في تنمية المهارات الناعمة لدى الطلبة، ممثلة بمستوى عالٍ. كما توصلت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية بين المشاركين في اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية نحو دور الألعاب الرقمية

في تعزيز المهارات الناعمة لدى الطلاب في مدارس سلفيت الرسمية تعزى للجنس والمستوى المدرسي. ومع ذلك، هناك اختلافات بين معلمي اللغة الإنجليزية كلغة أجنبية تعزى إلى سنوات الخبرة والمؤهل بين الأبعاد.

الكلمات المفتاحية: الألعاب الرقمية، المهارات الناعمة، اللغة الإنجليزية كلغة أجنبية، مدارس سلفيت الحكومية.