



**An-Najah National University
Faculty of Graduate Studies**

**THE EFFECT OF USING MAPPING AS A GAME IN
TEACHING ENGLISH LANGUAGE ON UNIVERSITY
STUDENTS' SELF-EFFICACY AND MOTIVATION**

**By
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**This Dissertation is Submitted in Partial Fulfillment of the Requirements for the
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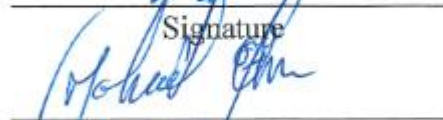
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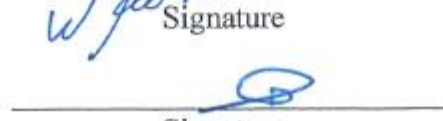
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Dedication

I dedicate this dissertation to my best friends, my dad and my mom.

I dedicate this dissertation to all people who believe in humanity and justice.

Acknowledgment

I would like to thank Dr. Fayez Mahamid and Prof. Mohamed Shaheen for their support, feedback, encouragement, recommendations and help. The completion of this work would not have been possible without their guidance and supervision.

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Declaration

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

THE EFFECT OF USING MAPPING AS A GAME IN TEACHING ENGLISH LANGUAGE ON UNIVERSITY STUDENTS' SELF-EFFICACY AND MOTIVATION

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

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02/02/2023

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Abstract

In fact, this study interrogated the effect of using educational mapping as a game in teaching English language on university students' motivation and self-efficacy. A quasi-experimental design (training program), along with a quantitative approach, was used. The study was implemented at Al-Quds Open University in Palestine .The participants comprised 36 master's degree students who were divided into two equal groups: controlled (n=18) and experimental (n=18). The researcher taught the experimental group by using mapping as game while the researcher taught the controlled group by using common and traditional methods of teaching English language.

The study questions were: 1) Are there statistically significant differences in students' means responses of English language motivation due to the study variables (group and gender)? 2) Are there statistically significant differences in students' means responses of English language self-efficacy due to the study variables (group and gender)? 3) What is the anticipated optimal future model of using this method based on its current structure and literature review? 4) How can we possibly capitalize on creating a new model of educational mapping based on new trends in technology? The data were gathered by two scales, and the results were supported by the students' evaluation papers; furthermore, the data were analyzed by using SPSS, ANCOVA and MANCOVA.

The results of the study showed that using mapping as game in teaching English language positively influenced university students' self-efficacy and motivation. In addition, the results of the study indicated that there was no significant difference in motivation and self-efficacy according to the variable of gender. The results of the third and fourth questions suggested an anticipated optimal future model for using the method to be in line with the current teaching trends; that is, the model is based on using interactive technology.

Thus, the study recommended using educational mapping to foster students' motivation and self-efficacy, and using the anticipated model as a reference to use educational mapping according to new trends of technology.

Keywords: Educational mapping; self-efficacy; motivation.

Chapter One

Introduction

In fact, one type of graphic organizers is mapping; using mapping is very beneficial because it assists students to be encouraged and motivated while learning; that is, it helps learners to apply and use words correctly. Mapping increases the level of confidence they have towards their abilities (Miao, 2007). Using mapping helps learners to organize the content of knowledge they are learning properly. That is, using mapping could help learners in writing research since it could help them to organize the previous studies properly (Kotcherlakota et al., 2013). In addition, the structure of mapping aids learners to develop their learning skills; hence, using mapping increased students' level of confidence in their abilities (Hanewald, 2012).

Using mapping has several advantages. First, it can be used as note-making guide that develops teachers' abilities and skills. Second, it can be shown as effective visual learning tools that illustrate the relationships of concepts and words. Third, the structure of mapping motivates students to participate and take feedback. Fourth and last, it enriches the process of recalling words and understanding (Boyson, 2009). Moreover, Buzan (2010) stated that mapping assists learners to be distinguished and creative, and it helps them a lot while summarizing texts, lectures and conversations. Thus, using mapping is vital for summarizing, organizing thoughts, explaining information, reading and writing since it connects different topics through a meaningful visualization; using mapping in teaching develops students' abilities in recalling and memorization. Besides, it also develops learners' involvement and engagement in learning; in addition, it also positively increases their confidence (Spencer et al., 2013).

However, one of the prominent obstacles that encounters lecturers and teachers is dealing with diverse group of learners. That is, learners have various backgrounds; hence, their abilities, skills, motivation and confidence vary. Azriel et al. (2005) indicated that the language of playing is common among all people regardless of their knowledge, age and social backgrounds. Ahmed & Wias (2012) interrogated the factors that lead to low academic achievement. The study found that the lack of attention and motivation is a basic factor; the study advised lecturers and teachers to use educational games that can

increase their motivation. Therefore, their learning can be fostered, and their achievement can improve.

Furthermore, Corno & Snow (1986) confirmed that the effective method to teach diverse group of learners is using games that can satisfy their needs by applying various aids and styles. Moreover, Shanahan et al. (2006) concluded that using educational games offers effective guidelines for lecturers and educators that can target students' weaknesses. Hence, using games can improve students' academic level and performance; games are types of activities dominated by rules, directed by a purpose, and strengthened with an element of enjoyment and fun (Hadfield, 2002). Several studies showed the positive effect of using games in teaching. For example, Harb (2007) found that the main aim of using games in teaching is creating enjoyment; using games can increase the social, cognitive and affective aspects of the students' character. In addition, games are considered as useful aids of expression. That is, students can express their ideas, emotions, feeling and thoughts through games.

Actually, Kramer (2000) stated that using games has many benefits. First of all, they develop many skills and abilities such as planning, thinking, training the parts of the mind, processing different kinds of information, concentrating, making decision, and grasping the impact of systems. Furthermore, they develop the emotional and social aspects by improving learners' ability and skills in various fields such as using fantasy, accepting loss, creativity, accepting the laws, discovering oneself and others, learning and working with others. Goehle (2013) stated that using games could foster students' engagement, interaction and enthusiasm. That is, using games in teaching helped students to trust their abilities and skills; hence, using games increased learners' enthusiasm and motivation to learn.

One of the most important concepts in psychology is motivation; that is ,it can affect one's desires, works, study and progress; if the employer has the ability to motivate his/her employees, their production will increase. Besides, if the teacher has the ability to motivate his/her students, their performance will be developed. Moreover, if one's motivation is high, s/he will work better. In addition, if one's motivation is low, s/he will lack the desire and the apt energy to work successfully. Actually, the origin of the word motivation is the Latin word "movere"; the word itself means to move (Baron et al., 2002).

Most of Arab learners face many problems in learning English language. These problems are represented by: lack of English language self-efficacy, inability to present the ideas ,transferring the stylistic features from their first language , writing long sentences, keeping repeating the same ideas around the topic, replicating phrases without targeting the main idea and having low motivation towards learning the language (Almehmadi, 2013). Besides, most of EFL learners experience fear and high level of anxiety while speaking, writing and summarizing, and they have low motivation towards learning English language (Aydin, 2008). Of course, the lack of an effective and motivating way that takes into account learners' levels and individual differences in teaching English language motivated the researcher to develop a new method in teaching English language. That is, the teaching method aims to convert the graphic organizer into a puzzle. To the best of the researcher's knowledge, several studies illustrated the impact of using graphic organizers in teaching, memorizing information and words, summarizing and understanding. However, none of the previous studies could convert the map into a puzzle and studied its effect on students' motivation and self-efficacy.

In fact, facing many obstacles and barriers in teaching English language can encourage researchers and educators to search for new effective solutions. Thus, to overcome some problems which most of Arab learners encounter while learning English language, this study aimed to interrogate the impact of using the new method in teaching English language on university students ' motivation and self- efficacy. The population of the study was Al-Quds Open University master's degree students; the researcher selected experimental and controlled groups, and their reactions towards the experiment were evaluated by using English language motivation and self-efficacy scales.

The researcher developed a method for teaching English language lessons in 2016 which was based on using mapping as a game (Kobari, 2018). In the current study, the objective is work on this method to teach English language to a group of university students.

1.1 Statement of the Problem

In fact, most of Arab learners face many problems in learning English language. That is, the problems are represented by: lack of English language self-efficacy, inability to present the ideas, transferring the stylistic features from their mother tongue, writing long sentences, keeping repeating the same ideas around the topic, replicating phrases without

targeting the main idea and having low motivation towards learning the language (Almehmadi, 2013). Besides, most of EFL learners experience fear and high level of anxiety while speaking, writing and summarizing, and they have low motivation towards learning English language (Aydin, 2008).

Moreover, according to the researcher's experience in teaching English language, English language teachers never stop complaining about the lack of motivation, interaction and confidence that their students have towards learning English language. Besides, there are many methods in teaching English language; however, according to the researcher's experience as English language teacher, many of these methods do not take in consideration students' level and differences; thus, the lack of interactive and successful methods that can encourage all student to participate while learning English language encouraged the researcher to develop a new teaching method; the method was named by his previous education supervisors and experts "using mapping as a game". According to the researcher's teaching experience in the Palestinian teaching context, most of the teaching English language methods are based on lecturing or taking information from excellent students. Besides, there is lack of English language teaching methods that can activate all students to interact in the lecture or class regardless of their academic level. Hence, this study aims to offer a new English language teaching method that may encourage all students to participate and test its effectiveness on students' motivation and self-efficacy.

Learning English language is very important and crucial for all students since it is a global language; hence, the students are supposed to be motivated and encouraged to learn English language easily without fears or obstacles. Therefore, this study will try to investigate whether or not the new method can solve the problems of motivation and self-efficacy that most of Arab learners have towards learning English language.

1.2 Study Questions

The current study aims to answer the following questions:

1. Are there statistically significant differences in students' means responses of English language motivation due to the study variables (group and gender)?

2. Are there statistically significant differences in students' means responses of English language self-efficacy due to the study variables (group and gender)?
3. What is the anticipated optimal future model of using this method based on its current structure and literature review?
4. How can we possibly capitalize on creating a new model of educational mapping based on new trends in technology?

1.3 Study Hypotheses

The current study is based on the following hypotheses:

1. There are no statistically significant differences at the level of $\alpha \leq 0.05$ in students' means responses of English language motivation due to group (treatment).
2. There are no statistically significant differences at the level of $\alpha \leq 0.05$ in students' means responses of English language motivation due to gender.
3. There are no statistically significant differences at the level of $\alpha \leq 0.05$ in students' means responses of English language self-efficacy due to group (treatment).
4. There are no statistically significant differences at the level of $\alpha \leq 0.05$ in students' means responses of English language self-efficacy due to gender.

1.4 Purpose of the Study

The current study has three aims. First, investigating the impact of using the new method in teaching English language on university students' motivation according to group and gender. Second, investigating the effect of using the new method in teaching English language on university students' self-efficacy according to group and gender. Third, offering an anticipated optimal future model of using educational mapping method based on its current structure and literature review.

1.5 Significance of the Study

The importance of this study appears by its focus on exploring the effect of using a new method in teaching English language on university students' self-efficacy and motivation. That is, many studies interrogated the effect of graphic organizers or games in teaching

English language on students' motivation. Of course, those studies explored the effectiveness of using popular methods and strategies on students' motivation.

In fact, this study will offer an attempt to investigate the impact of using the method in teaching English language on university students' self-efficacy and motivation. Furthermore, the researcher thinks that conducting this study is essential for several reasons. First, it may offer a new English language teaching method that is based on taking information and ideas from students instead of lecturing them. Second, it may offer a new teaching method that may increase students' motivation towards learning English language. Third, it may offer a new teaching method that may foster students' self-efficacy towards learning English language. Fourth, it may offer a new teaching method that can encourage all students to participate in the lecture regardless of their academic level. Fifth, it may offer a new teaching method that may enrich English language learning atmosphere, and it may make the process of learning enjoying and interactive. Sixth, it may provide guidelines to the instructional designers to use this method in English language curriculum. Seventh and last, it may provide recommendations and suggestions to the policy makers and the Palestinian ministry of education that may improve the status quo of teaching English language.

1.6 Definitions of Terms

1.6.1 Scaffolding

Scaffolding helps learners to finish the given tasks independently when they are higher than their educational level. Then, the teacher minimizes the given scaffolding and support gradually when the students' abilities and skills improve (Chang et al., 2002). Bruner (1993) explicated that scaffolding can be shown as the process of making the entry of learning environment accessible, easy and manageable. Then, minimizing the amount of help provided to learners gradually will enable the learner to do the task successfully.

Procedurally, the process of giving students extra letters to fill the educational map according to the mapping slides which was used to conduct this study.

1.6.2 Graphic Organizers

Hibbard and Wanger (2003) found that a graphic organizer is a visual illustration that demonstrates a relationship directed by an organized chain. The diagram associated with

many shapes connected with different lines. That is, the shape shows an event connected with a new shape that demonstrates a new event.

1.6.3 Using Mapping as a Game

The idea of turning educational maps into a game is called using mapping as a game (Kobari, 2018). The educational map was classified as a game since it is related to rule governed games. If the student does not follow the rules to guess the word according to the given letter, his/her answer will be wrong. Furthermore, it is based on "guess the word game".

Procedurally, the process of taking words or letters from students to fill the educational map according to the mapping slides which was used to conduct this study.

1.6.4 Self-efficacy

Self- efficacy is a feeling of confidence that successfully lets one complete and organize a specific behavior. It affects the desire and enthusiasm, which one has towards a specific work or task. The high level of self-efficacy increases one's motivation to accomplish a task while the low level of self-efficacy depresses one to move away from finishing a particular mission (Bandura, 1986).

Procedurally, self -efficacy is defined as the degree of students' means responses towards the self-efficacy scale which was used to conduct this study.

1.6.5 Motivation

Motivation is portrayed as a vision that encourages a person to accomplish a specific mission since human behavior is affected by the required aim (Demirci, 2007).

Procedurally, motivation is defined as the degree of students' means responses towards the motivation scale which was used to conduct this study.

Chapter Two

Theoretical Framework and Literature Review

The current chapter demonstrates several theories and strategies that cover the background of using the developed method in teaching English language on university students' self-efficacy and motivation. That is, it demonstrates social learning theory and Bandura's thoughts. Then, it discusses assimilation theory and Ausubel's thoughts; it illustrates the main principles of assimilation theory. In addition, the chapter elaborates the meaningful learning theory; it also differentiates between rote learning and meaningful learning, and it offers the types of meaningful learning. Moreover, it also illustrates constructivism theory and constructivist view of learning. Besides, it presents useful insights about scaffolding strategy, kinds of scaffolding and benefits of scaffolding.

In addition, the current chapter demonstrates various research on games, the impact of using games on students' motivation and the effect of using games on students' achievement. It also talks about self-efficacy and factors that affect self-efficacy. Besides, it talks about motivation and the differences between extrinsic and intrinsic motivation. It also elaborates the factors that affect one's motivation. Moreover, it offers many studies about using mapping as graphic organizers. Furthermore, it demonstrates several studies on the effect of using mapping on teaching, confidence and motivation.

2.1 Social Learning Theory

Albert Bandura, the founder of cognitive theory, was born on December 4, 1925 in Canada. Bandura received his early education from two teachers (Stokes, 1986). Albert Bandura majored in biological sciences at first; then, he suddenly became interested in psychology (Pajares, 2004). Bandura graduated from the university of British Columbia in 1949. Then, in 1952, he got his Ph.D. in Clinical Psychology from the University of Iowa. Bandura became a prominent researcher in the field of psychology, and he was nominated as an outstanding lifetime contribution to psychology.

SLT is considered as an important pillar of sustainable genuine resource management and the encouraging of desirable and required behavioral change (Muro & Jeffrey, 2008). The theory is founded on the principle that people learn when they interact with others in

a specific social context. When people observe others' behavior, people try to make similar behavior. After noticing others' behavior, people imitate and assimilate that behavior, particularly if the observed behavior is rewarded or reinforced. Bandura stated that imitation requires redoing the observed and noticed motor activities (Bandura, 1977).

SLT is the most influential and affective theory in the fields of development and learning. The theory is seen as a bridge between cognitive learning theories and behaviorists learning theories since it encompasses motivation, memory and attention (Muro & Jeffrey, 2008). Bandura stated that direct reinforcement is not appropriate for all kinds of learning. Bandura also added in his theory that the social element is crucial, and it is achieved when people learn new behaviors and information when they observe and watch other people.

Social learning theorists claim that performance does not always reflect learning (Bandura, 1965). A behavior change may or may not reflect learning (Bandura, 2006b). Bandura stated that cognition plays a pivotal role in the learning process, and approximately, over the last 30 years, the theory of social learning has been affected by the cognitive theory and its interpretations. Newman also stressed these points (Newman B.M & P.R, 2007).

Models are people who are being noticed and observed, and modeling is the process of learning by observing models (Newman B.M & P.R, 2007). Bandura found that behaviors such as modeling and imitation are achieved when the person finds positive and desired outcomes (Bandura, 1986). Many studies stated that learning can be achieved through modeling; that is, students can learn when they observe their teachers, parents or colleagues (Bandura, 2006a). Bandura also found that negative or positive behaviors can be imitated; that is, when children see aggressive and violent behavior, they imitate it.

SLT has three main concepts. First, people learn when they observe things and others' behavior through observational learning. Second, mental status is an essential factor for learning; it is called intrinsic reinforcement. Third, a change in behavior does not necessarily happen as an indicator of learning.

Bandura conducted his prominent experiment known as the Bobo doll experiment to study behavior's patterns. He stated that children imitate and learn behaviors that they

have observed and noticed in other people. Bandura stated that observational learning has three major models:

1. Live model: it contains an actual individual acting out or showing a behavior.
2. Verbal instruction model: it contains explanations and descriptions of a specific behavior.
3. Symbolic model: it involves fictional or real characters showing behaviors in films, books, online media and television program.

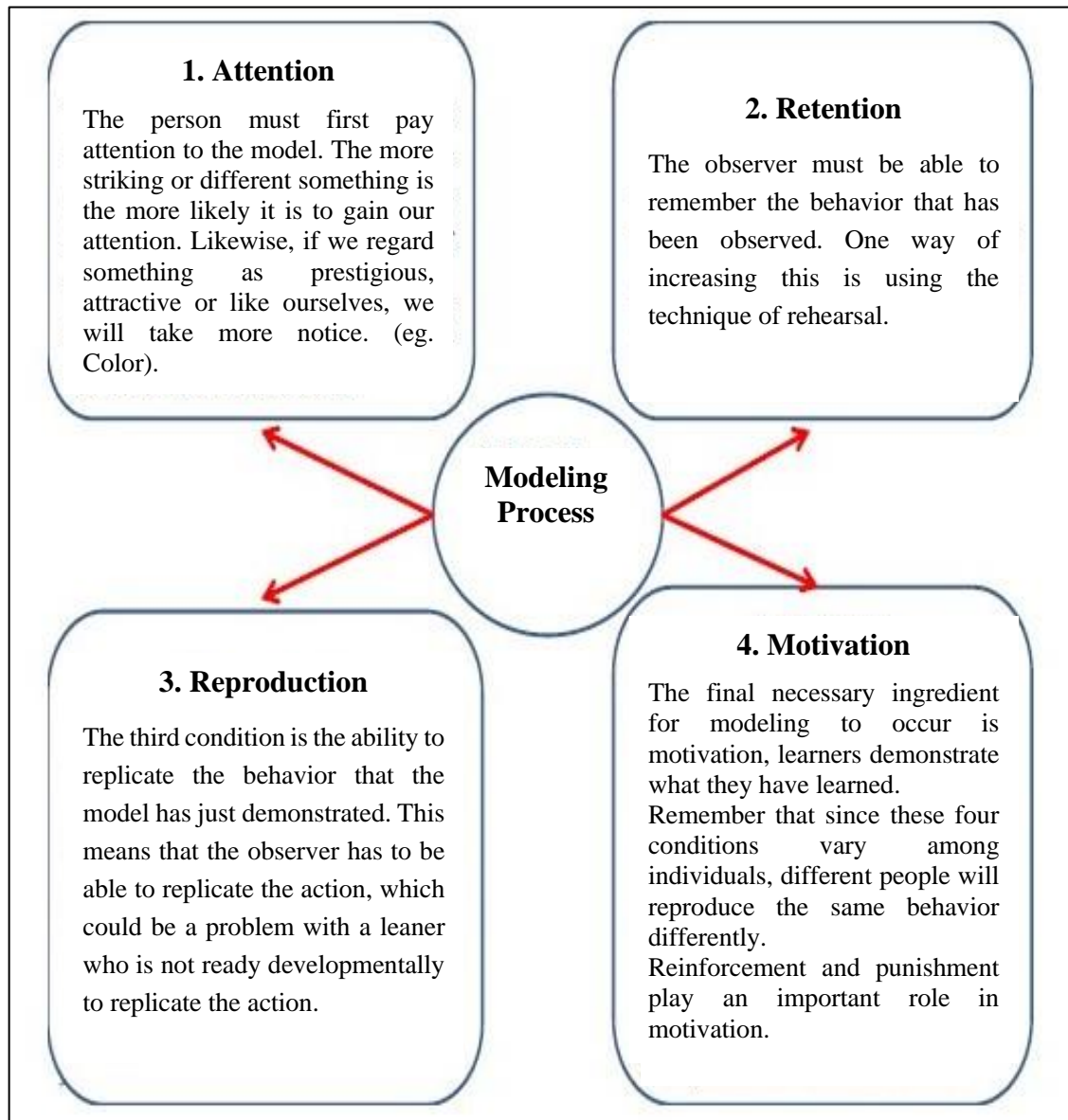
One of the most important pillars in the field of learning is internal reward such as satisfaction, pride and sense of accomplishment. Muro and Jeffrey (2008) stressed on the importance of internal thoughts and cognition. Besides, Bandura(1986) supported the ideas that external reinforcement is not only cause that affects behavior and learning. Nabavi (2012) found that the perspectives of punishment and reinforcement, from the SLT view, can be classified as the following:

- a- Reinforcement and punishment have indirect influences on learning, and they are not the main factors of learning.
- b- Reinforcement and punishment influence the extent that a person shows towards doing a specific behavior.
- c- Attention has a pivotal role in learning.
- d- Attention is affected by the expectation of reinforcement.

Bandura (1986) found that modeling process consists of four main conditions, which are shown in the following figure.

Figure (1)

Conditions needed in the modeling process



(Nebavi, 2012).

2.2 Social Cognitive Learning Theory (SCLT)

SCLT stresses on the main concepts of cognitive theory. It concentrates on how adults and children perform cognitively in their social experiences and how this cognition can affect development and behavior.

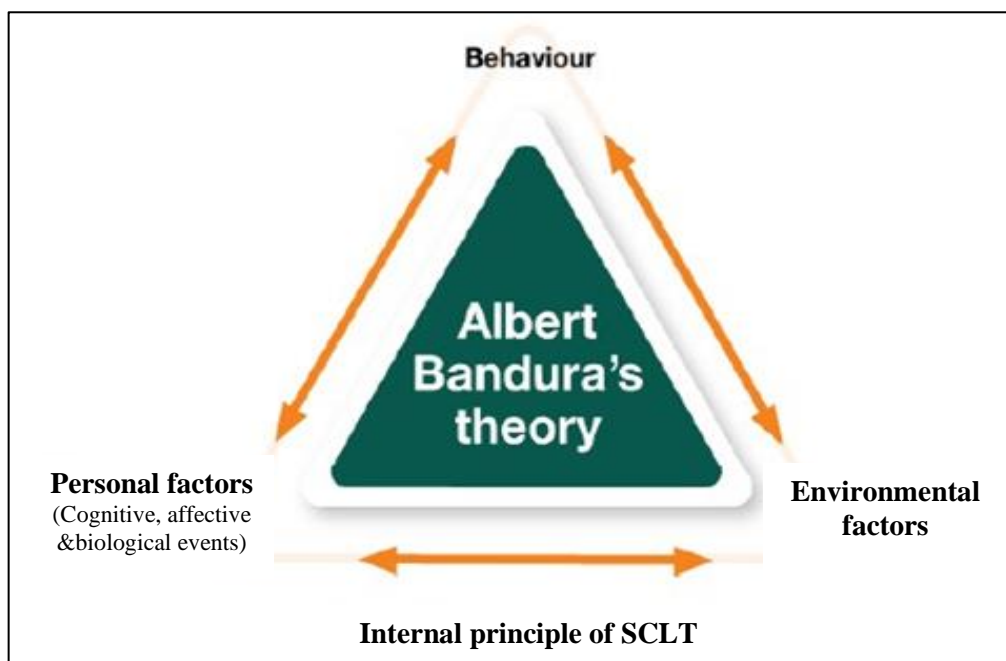
Bandura (2006a) stated that individual and learners learn both cognitive and behaviors by observing and noticing the behavior of others; Bandura also stated that these acquisitions can be acquired without being obviously reinforced (Green & Peil, 2009). McCormick

and Martinko (2004) provided the following assumptions of Bandura's SCLT. First, individuals can learn by noticing and observing others. Second, learning is an intrinsic process that may not or may cause a behavior change. Third and last, learning can take place without an obvious change in behavior. Green and Peil (2009) stated that punishment and reinforcement have indirect rather than direct influences on behavior and learning. Nabavi (2012) found that researchers demonstrated the features that can affect behavior in SCLT. First of all, predication of future response. In addition, expectations of future responses and consequences influence how one cognitively processes new knowledge. Moreover, expectations influence decision about how to make a particular behavior.

Bandura (1997) stated that individuals are partial products and outcomes of their environment. Bandura also indicated that choosing environments affects what one becomes. One's choices are affected by his/her thoughts as well as his/her abilities. Bandura formed a three-interacting principle that demonstrates an interactive and reciprocal relationship among three interactive elements. These elements are behavior, personal factors and the environment as shown in Figure 2. Many researchers supported Bandura's perspective (Betz, 2007; Green & Peil, 2009).

Figure (2)

Internal Principles of SCLT



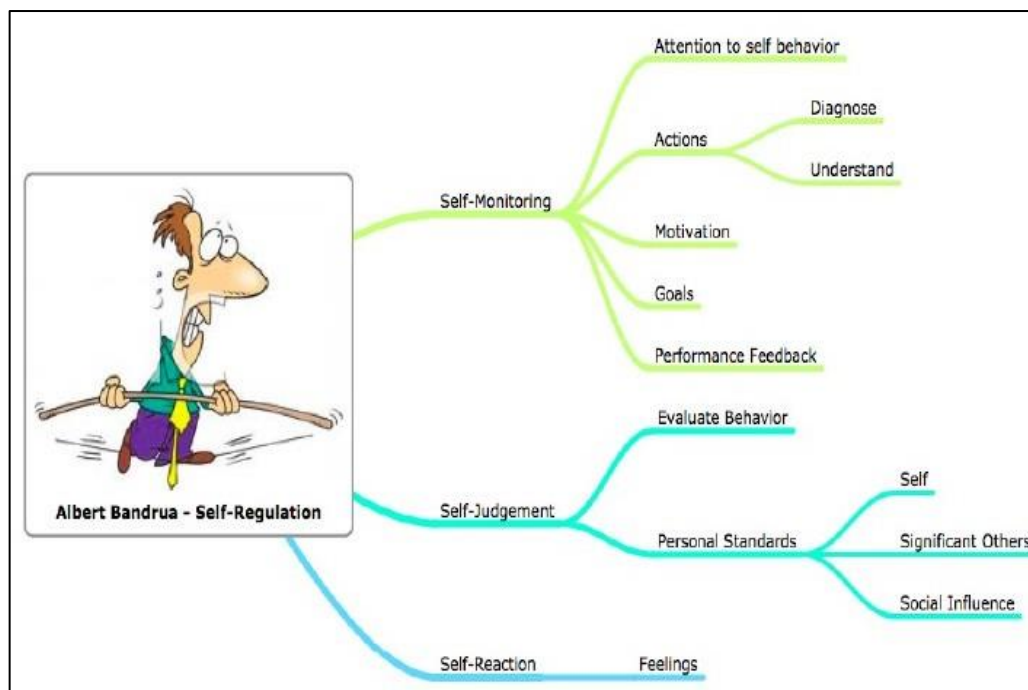
(Nabavi, 2012).

In Bandura theory, self-efficacy is shown as a main influencer that affects one's expected results of behavior (Bandura, 2006b). Betz (2007); McCormick and Martinko (2004) supported Bandura's thoughts, and they stated that self-efficacy could influence cognition and behavior in several ways such as goal setting, effort and persistence, activity choice, and learning and achievement. Mark and Campbell(2011) found that people with high self-efficacy tend to challenge difficult tasks , and they perceive them as something that can be mastered; however, people with low self-efficacy tend to avoid and neglect difficult tasks, and they focus on fear and negative expectations.

William (2010) stated that SCLT self-regulations is achieved when individuals can differentiate between what appropriate behaviors are and what inappropriate behaviors are, and then s/he chooses actions appropriately. Bandura (1978) found that self-regulation is a vital technique that is normally achieved by teaching individuals how one can reward him/ herself after accomplishing tasks. The following figure demonstrates the stages of self-regulation.

Figure (3)

The stages of self-regulation



(Nabavi, 2012).

2.3 Assimilation Theory

David Ausubel published his assimilation theory of cognitive learning in 1963; Ausubel established a modern paradigm at a time while American Skinner's behavioral psychology was dominated. Hence, the reception and publication of Ausubel's theory was limited. Novak's research team discovered that Ausubel's theory was what exactly needed to improve research in science education and other fields (Novak, 1997). Ausubel's theory is based on how humans learn, use and acquire new concepts and form relationships among concepts. Ausubel (1963 & 1968); Ausubel et al. (1978) and Novak (1993) indicated that human learning new propositions and concepts process is described by seven main principles.

Firstly, learners learn new propositions and concepts. Concepts are perceived patterns or regularities in objects or events, or in records of objects or events, formed by a label, which is normally a word. Propositions are two or more concepts associated with words to create a meaningful meaning. Propositions are the basic units of meaning that require to be acquired. Secondly, meaningful learning can be achieved by two ways. First, reception learning where the learner is directed to observe and notice the critical attributes of new propositions and concepts. Second, discovery learning where the learner is supposed to learn and identify critical attributes. The discovery learning is attributed to the characteristics of early childhood learning. However, after the children learn to speak, reception learning becomes the main form of learning for acquisitions of new propositions and concepts.

Thirdly, the two main basic ideas in Ausubel's theory are the distinctions between meaningful learning and rote learning. In meaningful learning, the learner exerts a deliberate effort to connect new concepts and propositions with previous similar concepts and propositions in his/ her cognitive structure. Fourthly, meaningful learning needs the following requirements. First, the content needed to learn is supposed to be potentially meaningful, with an obvious concept and propositional structure. Second, the learner is supposed to have some relevant concepts and propositions that enable the learner to subsume the new concepts and propositions. Third, the learner is supposed to connect new propositions and concepts with previous existing concepts and propositions. Meaningful learning is affected by affective and motor experiences, and these experiences constitute subtle features of the propositions and concepts learned.

Fifthly, Ausubel's principle of subsumption is achieved when the learner connects new concepts and propositions with the previous concept and proposition in his /her cognitive structure. Hence, the new cognitive entity is shaped by forming a combination between the original idea and new idea; this combination adds more differentiations of the original subsumer. Ausubel finds that successive assimilation of propositions and concepts leads to deep understanding of the exact differences of the subsumer and its connected entities. Besides, the process of constant differentiation of a concept can lead to obliterate subsumption. Thus, some subordinate propositions and concepts are removed, particularly when the subsumption is less associated with the general idea.

Sixthly, the presence of superordinate learning is essential. Although the process of meaningful learning takes place through subsumption, a new concept can be illustrated which connects the ideas in two or more proposition and concepts; hence, reaching to a new superordinate concept. For instance, a student who learns that cats, dogs and cows are animals that feed their babies via the female mammary glands and have fur are called mammals. Labelling them mammals is an example of superordinate learning. This kind of learning takes place less frequently than subsumption; however, the effectiveness of superordinate concepts leads to meaningful learning. Excellent curriculum planning is supposed to take into consideration major superordinate ideas.

Seventhly, the presence of integrative reconciliation is essential. While the process of meaningful learning takes place, the meanings of propositions and concepts undergo further refinement, inclusiveness, modification and delineation of relevant details, and their differentiation form related ideas. Actually, integrative reconciliation is the most pivotal principle in Ausubel's assimilation theory since it connects all the principles of meaningful learning together. For instance, some oblitative subsumption of more elaborated propositions and concepts may increase the appearance and fostering key superordinate thoughts in the learner's thinking. Of course, acquiring of subordinate thoughts and ideas is important in forming strong expertise (Ausubel, 1963 & 1968; Ausubel et al., 1978 and Novak, 1993).

2.4 Meaningful Learning Theory

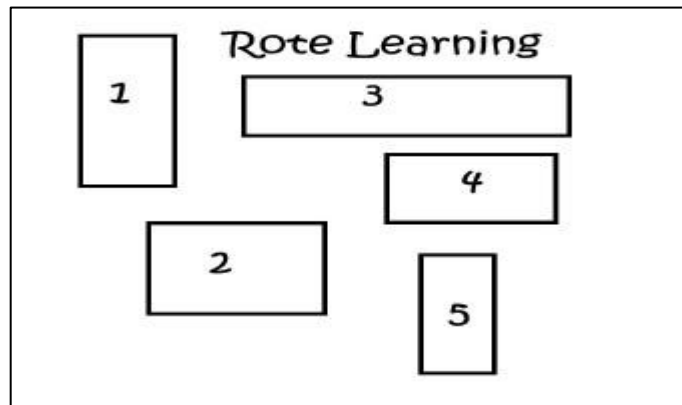
The meaningful learning theory is associated with David Ausubel. The theory indicates that learners learn through a meaningful process of connecting new concepts and events to existing ones. Hence, meaning is not considered an implicit reaction, but it is an expressed conscious experience that happens when meaningful symbols, signs, propositions and concepts relate to an individual cognitive structure. Ausubel indicated that meaningful learning is an important kind of learning for classroom instruction. Thus, meaningful learning entails adding new knowledge that is connected to what learners have, and it can be easily applied and retained (Ausubel, 1963).

Ausubel' theory concentrates on the presence of learners' prior knowledge in order to achieve meaningful learning. Besides, teachers should take into consideration learners' prior knowledge to benefit from while teaching. Ausubel also indicated that using advanced organizers helps learners to find relationships and connections between concepts and thoughts. The advanced organizer is a visual assistant learning tool that helps learners to grasp and understand information. The advanced organizers can be represented by graphs or verbal phrases. Ausubel's theory assists learners to accommodate and assimilate information. Learners are supposed to be active, and teachers have to enrich learning by reconstructing sentences, offering extra examples, completing missing words and underlining main ideas (Ausubel, 1968). Actually, Ausubel's theory has three main requirements. First, relevant prior knowledge; that is, learners build mental pictures of language that assist them to grasp new information. Second, meaningful material; that is, learners build significant concepts and propositions, that is related to the knowledge to be understood. Third, the students are supposed to learn meaningfully; learners are supposed to deliberately and consciously connect the new knowledge they are receiving to the knowledge they have known (Ausubel, 1963).

Another contribution of Ausubel to learning is making differentiation between meaningful and rote learning. According to Ausubel's points view towards meaningful learning, the new information is classified and analyzed. However, rote learning takes place when the student memorized new information in a precise manner. For instance, memorizing phone numbers is supposed to be exact not approximate as Figure 4 shows (Cajamarca & Jeanneth, 2010).

Figure (4)

Representation of Rote Learning

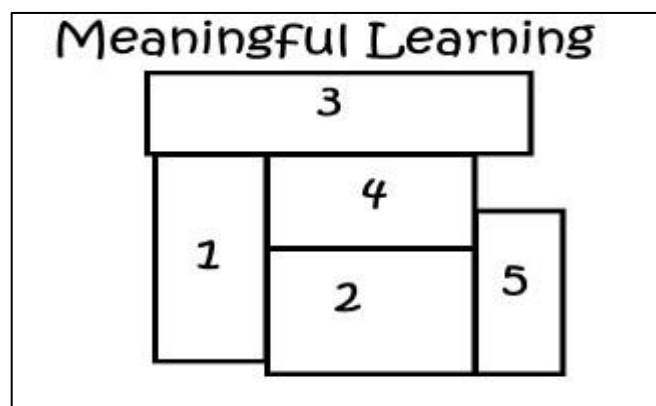


(Cajamarca and Jeanneth, 2010).

Actually, meaningful learning is better than rote learning for the following reasons. First, the knowledge received through meaningful learning is retained more time than the knowledge received through rote learning. Second, meaningful learning eases the process of acquiring new knowledge that is relevant to previous knowledge since the cognitive structure is obvious, and it eases the retention of new information. Third, the information learned meaningfully can be used easily in other contexts. Data in meaningful learning are more organized and connected as Figure 5 demonstrates (Cajamarca & Jeanneth, 2010).

Figure (5)

Representation of Meaningful Learning



(Cajamarca & Jeanneth, 2010).

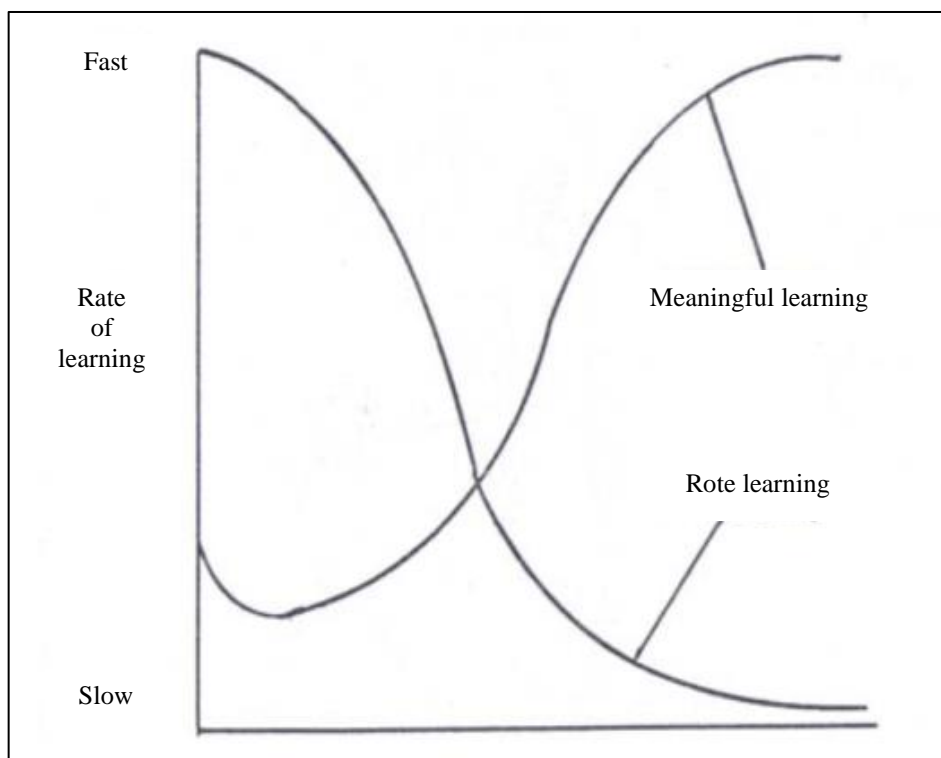
Some learners state that most information gained by rote learning is lost with almost 5 to 10 weeks. Hence, teachers discover that their students have lost some information since it interferes with the new learning. However, teachers stated that when meaningful

learning takes place, information are stored in a logical and organized way. Learners' brains easily store data since they are connected with other information. In meaningful learning, when one fact is memorized, other facts can be recalled at the moment that learners need to relate. The level of meaningful learning quality is also affected by the conceptual richness of the new learned material.

Figure 6 below demonstrates that the beginning of rote learning is fast, but it decreases gradually as time passes until it becomes a slow process. Rote learning is characterized by verbatim learning of concepts and ideas; hence, data are stored randomly in the cognitive structure. On the other hand, meaningful learning starts slowly. Then, its process becomes interactive and increases as time passes since information is grasped, and it is organized in a meaningful way (Cajamarca & Jeanneth, 2010).

Figure (6)

Rate of Learning between Meaningful and Rote Learning



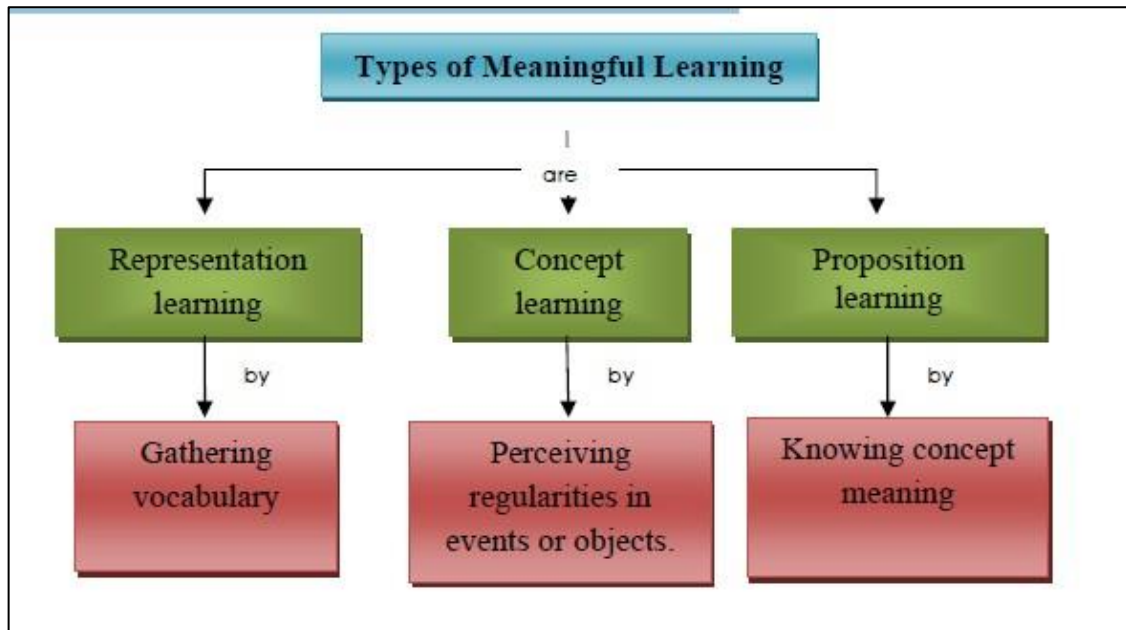
(Cajamarca & Jeanneth, 2010).

Cajamarca and Jeanneth (2010) stated that meaningful learning has the following types as Figure 7 shows. First, representation learning is activated when students learn vocabulary that demonstrate real objects which carry meaning for them. Second, concept learning takes place when learners learn objects, situation and events that have mutual

attributes designated through some symbols or signs. Third and last, proposition learning happens when learners learn the concept meaning, hence, they can discover or build structures that have two or more concepts that confirm or deny something.

Figure (7)

Types of Meaningful Learning



(Cajamarca and Jeanneth, 2010).

2.5 Constructivism

Constructivism combines many theories in a form. Constructivists see the process of learning as building and constructing the needed meaning by enabling learners to shape their deep understanding and knowledge from the events they encounter (Merriam & Caffarella, 1999). Besides, others indicated that the term is taken from Bruner's illustration of discovery learning and Piaget's constructivist views 1967. Besides, Mvududu and Thiel- Burgess (2012) stated that constructivism theory elaborates how thinking and learning take place. Furthermore, it demonstrates ways that help students grasp what they receive, and how the content should be delivered effectively. The theory directs teachers to assist learners to apply their knowledge practically.

Kanselaar (2002) stated that constructivism is associated with two main perspectives. The first one is the cognitive perspective that is founded on Piaget's work that features two main theories.

- a- Ages and stages theory that illustrates that kids are not able to grasp and understand at a different age.
- b- Development theory which demonstrates how children develop their cognitive abilities.

The second one is socio-cultural theory that is based on Vygotsky's work. Tam(2000) stated that the learning environment of constructivism has several characteristics. First, knowledge is shared between the teacher and students. Second, teachers are counselors, facilitators and guides. Third, the process of learning takes place when students are divided into heterogeneous groups. Fourth, the authority is distributed between the teacher and students.

2.6 Scaffolding

The process of scaffolding strategy is shown as providing guidance or assistance for improving one's capabilities by using visual aids, cooperative learning, easy and supportive language, visuals and teacher's assistance (Ovando et al., 2003). Scaffolding can guide the process of learning, and it fosters one's attention and focus towards a particular mission by minimizing educational pressure and distractions (Hmelo-Silver, 2006). The process of scaffolding fosters learners' attention, minimizing problems and hardships that students may face, and it makes the process of learning accessible and simple. Thus, using it correctly achieves desirable outcomes (Quintana et al., 2004).

Actually, the scaffolding word is taken from construction field that is viewed as a platform, which workers use while construction works. That is, it assists one to stand on while doing something, particularly when there is something outreach or higher than the normal height (Meriam Webster Dict, 2014). Scaffolding helps learners to finish the given tasks independently when they are higher than their educational level. Then, the teacher minimizes the given scaffolding and support gradually when the students' abilities and skills improve (Chang et al., 2002). The process of scaffolding aims to guide students in their ZPD and help them finish the specific task in various settings (Hammondm Gibbons, 2005).

Educators use educational scaffolding in educational settings in order to assist learners work independently. Scaffolding aims to assist learners to enrich their learning and help

them to reach the expected level such as construction workers (Huggins & Edwards, 2011). Instructional scaffolding has three educational scales. In this respect, the three educational scales can be identified: giving help to support particular activities, concentrating on certain tasks and class activities, and the assistance is given during the process of learning (Gibbons, 2003). Gibbons stated that scaffolding has several benefits. First, providing supportive pedagogical environment that enables teachers to be more helpful and supportive. Second, offering open and flexible learning environment that encourages learners to negotiate, ask question, participate. Thus, scaffolding environment enables the teacher to work as a facilitator and consultant. Third and last, the scaffolding environment fosters learner-centered learning where learners work independently to accomplish the given tasks (Gibbons, 2003).

Gibbons (2002) stated that scaffolding has various levels. These levels are initial, deliberate and well planned that can be decreased or increased depending on the feedback taken from the learners through teachers' observations. Besides, scaffolding provides assistance and help to link between students' current understanding and knowledge , and their expected understanding and knowledge (Gillies & Boyle, 2005). By the same token , offering scaffolds is shown as providing helping activities, which have several benefits. First, scaffolds motivate learners' enthusiasm and interest on a particular task. Second, they ease the difficulty of the task. Third, scaffolds provide guidelines and directions to learners in order to accomplish the given goals effectively and successfully. Fourth, they minimize the hardships that learners might encounter while learning. Fifth and last, they offer expectations and guidelines of activities to work on (Bransford et al., 2000).

In addition, Mckenzie (2000) stated that scaffolding has several benefits. First, it provides effective help and minimizes student's confusion and perplexity. Second, it demonstrates the pedagogical objectives. Hence, learners will be aware of what they are doing and what they are expected to do. Third, it increases leaners' attention and concentration. It assists students to give more attention to the given tasks. Fourth, it offers real expectations and links evaluation with effective guidance. Fifth, scaffolding directs students to beneficial facilitations; thus, students cannot be confused or perplexed. Last, it decreases learners' confusion and uncertainty; therefore, it promotes active learning easily. It is possible to construct scaffolding in the following ways. First, using plain and clear language. That is, the teacher should use simple and clear language by explaining complex sentences,

reducing metaphors and idioms, and using plain phrases. Second, adding visuals; the teachers use graphs, photos, charts, maps and shapes that can enrich the process of learning and facilitate grasping knowledge. Last, asking for filling the spaces; the lecturer offers several of choices to learners; hence, these options help them to complete, match or fill in particular information (Diaz-Rico & Weed, 2002).

Sanguanpuak (2005) stated that scaffolding has the following levels. The first one is macro level, which is reached by simplifying the big tasks and missions. The second one is micro level that is activated by providing assistance, hints, feedback and instances to assist students to learn. Besides, Glartk and Graves (2005) stated that scaffolding is divided into several kinds in reading comprehension setting. Firstly, moment-to-moment or constant scaffolding that direct the instructor to provide apt and sufficient support for every learner's reaction and asking questions; thus, it creates motivating and interactive learning atmosphere. Second, educational framework that enriches content learning. That is, this kind of scaffolding strengthens the learning and educational practices in the academic environment. Third, educational practices for teaching reading comprehension; that is, this kind aims to provide learners with various pedagogical activities that help students to be active and autonomous (Clark & Graves, 2005).

Hill and Hannifin (2011) stated that scaffolding has the following classifications. First, ideological scaffolding such as outlining instances and maps; these tools can support the process of learning effectively. Second, metacognitive scaffolding that can help learners to assess what they understand and what they are supposed to do next. Third, procedural scaffolding such as visual illustrations, charts and navigation maps to help students in reaching useful resources and reducing cognitive pressure and load during the process of learning. Last, strategic scaffolding that contains recommendations and suggestions that help learners while learning.

Larkin (2002) stated that powerful and effective scaffolding has many guidelines. First, providing learners the opportunities to play their roles with no or little help to evaluate what they have and what they do not have. Second, helping learners to reach their goals by reducing the challenges and obstacles they might encounter. Third, helping students to match other students in their educational status. That is, some learners require more efforts and time to reach others' level. Fourth, deciding the suitable time to stop. That is,

the law is "less is more" is the appropriate law when students demonstrate they can accomplish any task alone. Fifth and last, helping learners to be autonomous and rely on themselves. Furthermore, Puntambekar and Kolodner (2003) stated that scaffolding is featured by the following characteristics. Firstly, inter subjectivity that directs the teacher and the lecturer to explicate the activities for the learners to promote learners' autonomy. Secondly, constant diagnose where lecturers are supposed to be knowledgeable about what their students could do, can do and are supposed to do. Third, the presence of interaction and active dialogue which motivate the teacher be aware how to activate dialogue that discovers students' weakness and level; hence, the feedback received form the dialogue can improve the students' skills and abilities. Fourth and last, fading; the lecturer can fade the assistance given to the student. That is, fading is a good method that gradually helps students to be independent and successful students.

Silver (2011) stated that educational scaffolding can be achieved by the following procedures. Firstly, evaluating the learner's current knowledge and experience. Secondly, linking content with what learners understand and realize. Thirdly, dividing larger activities and tasks into small pieces and parts. Finally, using visual and verbal aids that assist students. Walqui (2006) stated that scaffolding has many kinds. First, modeling that directs teachers to use gestures, body language, demonstrations, to the material and verbal explanation. Second, bridging where students activate their previous information and knowledge; this technique helps learners to build a deep and personal connection between the students and subjects. Third, using contextualizing properly. Fourth, using schema formation that is shown as a cluster of ideas, which are associated and linked together. Fifth, using demonstration and representation of the content that assists learners to acquire the new language. Last but not least, developing metacognition that is based on students' awareness. Hence, it fosters the process of controlling, managing and monitoring thinking.

The scaffolds are shown as aids that have several advantages. Firstly, they activate the student's attention and concentration on the pedagogical setting. Secondly, they make the task simple and clear. Thirdly, they provide direction and guidance that help students to highly concentrate to finish the desired aim. Fourthly, they demonstrate the gap that features the differences between the students' current level and their expected level. Fifthly, they reduce obstacles and problems. Finally, they elaborate the expectation of the

activity to be achieved (National Research Council, 2004). In fact, using scaffolding leads to great effects in learning English language. For example, Safdi and Rabbah (2012) stated that scaffolding is a beneficial aid since it develops English reading comprehension achievement and improves critical thinking skills. In addition, using scaffolding positively affects students' achievement and improvement (Poeeachamadi, 2009).

The approach of Scaffolding Reading Experience is essential since it is considered as a beneficial reading guidance that helps students to realize the topic they learn, the ideas they read and the gist of the content. Besides, it directs them to improve their reading skills and abilities. In addition, SRE consists of the following stages: the process of planning is supposed to take into account the main aims of the reading passage, and the working stage that features reading activities that used before, while and after the process of reading. Archer (2008) stated that reading scaffolding can be achieved by a number of stages. First, pre-reading stage that contains activating students' previous information and knowledge, assisting students while pronouncing new words, and giving the meaning of main and new words. Second, the reading stage that contains concentration on reading steps and procedures that provide real reading practice, form appropriate questions, provide apt aids of the reading and activate visual illustrations that promote understanding, and clarify the reading text easily. Third, post-reading stage that targets stimulating students' discussion, enabling vocabulary training, enabling learners to respond to the given tasks successfully and letting them provide effective and meaningful summaries.

2.7 Games

Hadfield (2002) stated that a game is a type of activity dominated by rules, directed by a goal, and enriched with an element of enjoyment and fun. In addition, Dessri (2002) found that games are forms of play directed by goals and designed to send a message through fun and excitement. Thus, they simplify the process of enjoyment and meaningful learning. In addition, games increase problem-solving skills and foster learners' involvement and interaction. Thus, using games increases students' motivation while learning (Harb, 2007).

Yu (2005) found that games are supposed to be goal defined, rule-governed, interesting, exciting, competitive, engaging and have a closure. Additionally, Yu concluded that

games provide learners with various chances to satisfy their needs while they learn. Harb (2007) found that the main aim of using games in teaching is creating enjoyment. Using games can increase the social, cognitive and affective aspects of the students' character. In addition, games are considered as useful aid of expression. That is, students can express their ideas, emotions, feeling and thoughts through games.

Kramer (2000) stated that using games has many benefits. First of all, they develop many skills and abilities such as planning, thinking, training the parts of the mind, processing effective information, concentrating, making decision, and grasping the impact of systems. Furthermore, they develop the emotional and social areas by improving learners' ability and skills in various fields such as using fantasy, accepting lose, creativity, accepting the laws, discovering yourself and others, learning and working with others.

2.8 Self-efficacy

Self-efficacy is also named as perceived ability that demonstrates the level of confidence individuals have in their skills and abilities for achieving a particular task (Bandura, 1997). When they have the ability to effectively perform the task, the task will be achieved. However, when they perceive that the task is difficult, it will be ignored and avoided (Bandura, 1997). Bandura (1997) stated that self-efficacy beliefs influence performance since they affect motivation and behavior. Harrison and McGuire (2008) found that self-efficacy is one's realization of his/ her potentials and abilities to accomplish a specific task. Hence, self-efficacy has a pivotal role in determining how people feel, think, and behave while doing certain things.

Bandura (1997) indicated that self-efficacy can be developed into different ways. First, mastery experience; it helps the person to easily and successfully reach the desired behaviors. It is considered as the strongest and most important influence on self-efficacy thoughts and believes. Second, verbal and social persuasion. It can be achieved by letting the person that s/he has the ability to do something. Of course, effective encouragement can increase the level of confidence and enthusiasm towards doing things. Third, developing emotional and physical states. That is, being sure that people are relaxed and well rested before doing a new behavior. It contains efforts to minimize depression and stress. This can be achieved by delivering positive emotions and encouragement that make "fear" re-named as " excitement". Fourth and last, social modeling. This can be

achieved by letting the person see that others can do the desired thing or behavior. This contains elaborated demonstrations of the minor steps and procedures to achieve a complicated objective. Research demonstrates that people who have high level of self-efficacy have more trust and confidence in their skills and abilities to do a particular job or overcome a hard challenge (Caulkins et al., 2006; Hechavarria et al., 2011).

Self-efficacy is one of the most important characteristics that helps learners to maximize their effort, endurance and persistence. Wigfield and Eccles (2000) stated that the learner's self-efficacy beliefs affect his /her ability to succeed. They also found that student's self-efficacy and personal expectations are associated with the actual performance. Self-beliefs feature individuals' self-efficacy and self-concept. Self-concept is a main view of how someone sees him/herself (Sander & Sanders, 2006). Self-efficacy is one's belief in his/her capabilities to master a particular skill or achieve a specific aim. The student's positive self-concept is portrayed as seeing him/herself as smart while the student's self-efficacy is portrayed as the idea of believing that s/he can get a high mark in a particular subject or course (Reed et al., 2015). Self-efficacy is affected by learner's previous achievement, feedback from school members and parents, previous experiences and psychological state (Corkett et al., 2011). Bandura (1997) indicated that an individual's self-efficacy plays a pivotal role in influencing his /her results. Bandura's research demonstrated how individuals follow goals that they think they are able to achieve, and they neglect goals they think they cannot achieve. These thoughts and attitudes can shape and direct their future (McGarty et al., 2002).

Huang (2015) indicated that one's belief in his or her abilities deeply affect his/her performance and achievement. Lister and Ansalone (2006) indicated that non-intellectual traits such as self-efficacy influence academic success more than social ones. Hence, self-efficacy determines one's efforts, motivation and success. However, Corkett and others (2011) stated that the amount of time spent on a task is not considered reliable sources of efficacy assessment for students since learners sometimes do not spend a lot of time on a specific task since it is easy and simple, and they might spend a lot of time on a specific task since it takes time, and they persevere to finish it.

Morales (2014) stated that self-efficacy is the most important characteristics of a learners' disposition. Huang (2015) indicated that having trust in abilities is an important

characteristic for learner success. Learners with high level of self-efficacy demonstrate more endurance and persistence. Besides, they spend more time while learning and they have higher learning attainment. Bandura (2006) stated that self-efficacy affects cognition, decisions and motivation. Learners' positive self-efficacy beliefs provide more freedom and chances for the future. Hence, it increases the opportunities to achieve goals. That is, learners who have high level of self-efficacy work hard and set complex goals; thus, it leads to better outcomes of their lives. Self-efficacy is affected by knowledge, academic performance and stress management. High level of self-efficacy is achieved from active participation. Besides, self-efficacy affects students' motivation positively. Self-efficacy can be used to expect learners' behavior in several academic fields (Zimmerman, 2000).

Besides, Bandura (2006) indicated that self-efficacy affects cognition, decision and motivation. That is, having high level of self-efficacy helps one to set high aims and ambitions, leading to great opportunities and success. Bandura (2000) indicated that online resources as internet and libraries provide students many opportunities to self-regulate their learning effectively (Bandura, 2006). Learners with high efficacy are more encouraged to be independent learners by using online resources and multimedia (Bandura, 2000).

Crockett et al. (2011) stated that academic success skills are important for success. Self-efficacy is affected by how learners see their performance. Bashant (2016) indicated that hope affects student's academic performance. Hope is connected with increased satisfaction and self-efficacy. If learners are successful in their tasks, their self-efficacy will increase, and they become more encouraged to achieve goals. When aims are not achieved, negative emotions increase, hope level declines, and self-efficacy thoughts will be negative. Self-worth is minimized when dreams are not achieved, which will consequently affect self-efficacy. When learners have low level of self-efficacy, they will not be motivated to set goals, and they will be reluctant to accept high expectations. However, when learners have high efficacy, they challenge situations and set high goals since they trust their abilities to achieve them easily.

There are many factors that affect self-efficacy. One of these factors is gender. For instance, Warrington and others (2000) indicated that gender-related self-efficacy

thoughts affect students' achievement. Some girls indicated that they had to exert more efforts to perform than boys in science. Others studies also found that self-efficacy is affected by gender. For example, Bandura and others (2001) stated that male students showed high levels of self-efficacy for several types of jobs. However, females did not evaluate themselves as competent and efficacious in male's jobs. Besides, Warrington and others (2000) stated that males were overconfident while preparing for exams. They did not exert efforts for revising exams as females did. The study also indicated that boys require assistance in assessing their goals and abilities. Jacobs et al. (2002) supported the previous statement since they found trust in ability decreases for both girls and boys over time. However, boys' self- beliefs decreased faster than girls. The social effect of gender on jobs or subject areas can affect students' self-efficacy. Bandura (2000) stated that social factors have main effects on behaviors. People can affect others' aims since peer efficacy is taken into consideration during self-assessment of efficacy.

Bloomer and Hodkinson (2000) found that student's class largely affects their self-efficacy. That is, students from low-income environments and homes suffer from a decrease in self-efficacy thoughts as their age increases. Although these students were ambitious and they had great plans, their ambitions were lowered because of academic hardships affected by financial burdens. Bloomer and Hodkinson also indicated that new experiences can negatively or positively affect self-beliefs thoughts. Unluckily, low-income students suffer from negative experience from their early childhood; hence, they encounter negative dramatic changes.

Wigfield and Eccles (2000) stated that students begin building strong self-efficacy thoughts and beliefs from the first grade. The study also showed that students' ability thoughts decreased throughout later stages at a school. Reed et al. (2015) stated that self-efficacy declined for the majority of students between grade six and grade nine. The largest drop in self-efficacy was noticed for the students who were labelled "lowest ability group". Researchers found many factors that affect self-efficacy during this age such as harder material, reduced rote learning and extensive studying at high school. Besides, they indicated that there are many contextual factors that affect self-efficacy such as learning environment and student grouping.

Rayan and Patrick (2001) conducted a study to assess self-efficacy for middle schools-aged students. The researchers found that students' self-efficacy changed as they move from a grade to another. That is, classroom environment largely influences self-efficacy. The researchers also recommended educators to take into account students' development demands to increase their self-efficacy. In addition, working in groups has large influence on students' self-efficacy. Bandura (2000) stated that a concept labeled collective agency deeply affects self-efficacy. Agency is known as a person's capabilities to control his/her life event by taking the right decision. Most people have good levels of agency, but they are not fully self-reliant. When one cannot achieve something by himself/herself, one should resort to collective agency by working with others. People are affected either positively or negatively when they work with others. The trend of working in groups enormously affects self-efficacy. Besides, it is not healthy to randomly mix students with low self-efficacy with groups since they will increase poor and negative beliefs.

Bandura et al. (2001) indicated that students' behavior is affected by others. That is, peer and parents' success can increase children's enthusiasm to set goals and achieve them. Learners also evaluate themselves by noticing and observing their parents, and receiving rewarding or punishing stimulus. Children can set high and complex goals when they are encouraged by desirable gifts and rewards that meet their needs. Bandura and others stated that children, who are encouraged continuously by rewards and reinforcement methods, are more enthusiastic to achieve their goals. Parents' self-efficacy affects parents' attitudes towards their children's self-beliefs and self-efficacy.

Repeated failures can lead to low self-efficacy. Low level of confidence leads to low level of self-efficacy; hence, the students' fear will hinder them from asking questions, participating and cooperating with others. Therefore, it will impede the process of learning (Claxton, 2007). Usher and Pajares (2008) indicated that the temporary failure does not destroy self-efficacy since individual's skills developed gradually. However, failing after exerting great efforts can damage self-efficacy since it affects one's beliefs and abilities. Besides, finding that colleagues with similar skills and abilities fail to perform a specific task, they will be discouraged, and their self-efficacy will be lowered. When students encounter hardships and difficulties, while they have ability deficiencies, their motivation will decline and their anxiety will increase (Rayan & Patrick, 2001).

Bandura (1997) indicated that individuals who do not have full trust in their abilities try to escape from challenging situations. Other students challenge difficult tasks and they can finish them successfully. When students overcome challenging tasks, their self-efficacy will increase. On the other hand, if students do not pass these situations and tasks, their negative beliefs will arise, and their self-efficacy will decrease. Hence, it may lead to have permanent thoughts of failing when the students valued his/her success in those situations. Low-self efficacy is a real problem for students in several ways. If learners have low level of self-efficacy, they will give up easily, and they cannot face difficulties (Bandura, 2006). Bandura stated that individuals cannot achieve success in everything they are doing; thus, individuals should select aspects that enable them to succeed. If students get demotivated, their self-efficacy will decrease, and it will lead to depression and stress.

Bandura (1997) indicated that stress could negatively affect students' self-efficacy. Sander and Sanders (2006) found that learners' low-efficacy thoughts are influenced by grades, peers and teachers' feedback and classroom environment. However, Bashnat (2016) indicated that failure and negative feelings can enhance positive behavior and attitudes if individuals do not lose hope. When individuals perceive failure as a chance to learn, they will concentrate on strengths, learn from their mistakes and challenge difficult situations. Bashant (2016) indicated that teachers can influence learners' thoughts and beliefs to succeed and enrich the culture of hope. Teachers can improve students' self-efficacy, when they understand their beliefs and abilities (Alexander et al., 2001). Corkett and others (2011) recommended teachers to evaluate the self-efficacy of every learner by using valid tools such as surveys and questionnaires. These tools enable them to identify areas of need since these areas affect self-efficacy and academic achievement.

Schulze and Schulze (2003) recommended that teachers' feedback is very important since it affects their self-efficacy and leads to success. Teacher's modeling is very important to increase mastery and self-efficacy, but peer's efficacy will be more convincing and effective. The researchers recommended teachers to help learners set challenging and achievable goals. Besides, adapting new educational and learning environments can increase students' self-efficacy (Reed et al., 2015). Ryan and Patrick (2001) demand for independence and allow them to work in collaborative learning groups. Besides, they

recommended teachers to foster mutual respect culture among students since it develops self-efficacy; hence, it positively affects students' achievement.

Low-income learners feel depressed when they cannot change their circumstances leading to the feeling of being oppressed (Elias et al., 2014). The researchers indicated that low-income students face difficulties to be optimistic or have high self-efficacy due to the hardships they have encountered. Bandura (2006) suggested that people can shape their future and overcome all the obstacles through human assistance. Children can achieve great success when they believe in their abilities, and they find themselves powerful to control their future. Bandura (2006) found that people can overcome hardships when they evaluate and assess their abilities; hence, they will be able to achieve success easily. It is also vital for teachers and educators to assess students' self-efficacy and beliefs before commencing the process of learning. Destin and Oyserman (2009) stated that learners from low-income families feel demotivated to study, write or read since they do not have hope in their future.

Bandura (2000) found that people can perform as active participants in their societies instead of being passive recipients. Schulze and Schulze (2003) stated that it is helpful to assess self-efficacy thoughts and beliefs at the beginning of the scholastic year to take the appropriate educational decision. In addition, other researchers stressed on the importance of assessing the thoughts of low-income learners to predict their failure and assist them to succeed.

2.9 Motivation

One of the most important concepts in psychology is motivation. It can affect one's desires, works, study and progress. If the employer has the ability to motivate his employees, their production will increase. If the teacher has the ability to motivate his/her students, their performance will be developed. Moreover, if one's motivation is high, s/he will work better. If one's motivation is low, s/he will lack the desire and the apt energy to work successfully. The term motivation is derived from the Latin word "movere", which means to move" (Baron et al., 2002).

Moreover, Lai (2011) defined motivation as "the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal". The definition

indicates that motivation has three main pillars such as direction, intensity and persistence of an individual. That is, intensity is related to the energy or drive behind an individual action or effort. Direction refers to the status that demonstrated how efforts are correctly divided into the direction that will enrich doing a certain task. Persistence deals with how long an individual can keep efforts to accomplish certain tasks. Jang (2008) found that work motivation is the persistence and direction of action towards the satisfaction and fulfillments of specific expectations and needs.

Deckers (2010) stated that motivation is derived from events' sequence that satisfies motives or attains incentives. The definition shows that motivation stems from external and internal sources. The internal sources described as psychological and biological while the external sources described as goals and incentives. Furthermore, Harmer (2007) stated the motivation can be affected by the following sources.

a- The Society

For instance, learning English language in an English- speaking society differs from learning English language in another society. The society itself affects learners' attitudes while learning and it can increase or decrease one's motivation. That is, learners who live in a society, which encourages learning English language will be highly motivated to learn and acquire the language.

b- Other Significant factors

The attitudes of learner are highly affected by the influence of people who mostly communicate with. For instance, the attitude of parents and peers play a pivotal role in enhancing or decreasing students' motivation. That is, supporting families and peers affect students' motivation positively while depressing families and peers affect students' motivation negatively.

c- The Teacher

The teacher plays a significant role in students' motivation. Excellent and well-informed teachers, who are aware of teaching methods and strategies, can easily and effectively motivate their students. On the other hand, unqualified teachers, who are not aware of teaching methods and strategies, cannot easily motivate their students.

d- The Method

The teaching method plays a central role in motivating students to pay attention to the given class. If the students feel satisfied and enthusiastic while learning, the process of learning will be interactive and successful. However, if the students get depressed or bored, the process of learning will be boring and depressing (Harmer, 2007).

Harmer (2001) indicated that that the following factors affect students' intrinsic motivation.

a- Self-efficacy and Competence Perceptions

Pintrich and Schunk (2002) found that self-efficacy is the level of confidence which one has towards mastering a specific situation and reaching positive results. That is, self-efficacy has a powerful effect on one's behavior. For instance, a student who has low-self-efficacy will not have strong desire to study for an exam since s/he does not believe in his/her abilities. Besides, they avoid challenging tasks and activities since the level of confidence they have is not suitable for them to face challenging tasks or situations. On the other hand, students with high self-efficacy trust themselves and their abilities. They find themselves capable to do hard tasks and challenge the problems they may encounter.

b- Control Beliefs and Attributions

Pintrich and Schunk (2002) stated that students who find themselves responsible for their learning perform better than other students. In addition, the students who feel that they control to the process of learning have better learning outcomes. For instance, students who study English language will learn easily and achieve great results when they feel they are responsible for their learning.

c- High Level of Interest

When the students have high level of situational and personal interest, their cognitive engagement, interaction, concentration and motivation will increase; hence, their learning and achievement will develop (Pintrich & Schunk, 2002). Students' interest demonstrates the intrinsic enthusiasm and pleasure that students have towards doing an activity. The interest itself can lead to great success .That is, when students are interested in a specific subject, they will learn easily and make great progress in a short period of time. On the

other hand, when students are not interested in learning a specific subject, they will get either depressed or bored easily; and they lack the apt enthusiasm to learn effectively.

d- Higher Levels of Value

Task value is represented by learners' perspectives and opinions about the benefit, and how enjoying they perceive the given activities and tasks (Harmer, 2001). Obviously, students' attitudes of the task or activity value are anticipated on their interpretation of activities or tasks. The learners must grasp how vital it is to accomplish the task effectively and correctly. In this respect, learners' understanding of value can be supported by their parents and teachers. The high value of upcoming result fosters and increases the sense of commitment and responsibility towards the given task. Hence, the level of interest will increase.

e- Goals Orientation

Setting obvious goals is a main pillar that affects learning process positively. Besides, motivating learners to set goals can increase their motivation easily. Harmer (2001) indicates that there are several aims that student can achieve in the classroom. For instance, the students who have clear goals in learning English language will be aware of the process of learning; thus, their motivation will be higher than students who are not goal-directed.

f- Curiosity

The presence of curiosity in the learning atmosphere can create enjoyable and active atmosphere. It eases the process of having engagement and interaction (Harmer, 2007).

Lai (2011) stated that the students' extrinsic motivation can be affected by the following factors:

a- Reward

Reward is depicted as a pleasant thing that can be given to the students. It can be a gift, object, outcome, scores or a stimulus that can reinforce students' behavior. Students can be highly motivated to learn when they receive rewards. For instance, when they receive good scores while learning, they will be encouraged and motivated to learn more.

b- Punishment

Punishment can be shown as adding unpleasant stimulus or removing pleasant stimulus, as a result of doing a specific behavior. For instance, when students receive bad scores while learning, their motivation will decrease.

c- Classroom Environment

The classroom environment can either encourage or discourage students to learn. When the classroom environment is structured in an organized way, it can arouse students' motivation. However, when the classroom environment is designed randomly, it will confuse the students instead of attracting their attention.

Harmer (2001) stated that teachers can influence students' motivation by targeting the following areas. First, focusing on learning goals whether long term or short-term goals. For instance, finishing the given daily tasks is an example of short-term goals while passing the whole course successfully is an example of long-term goals. When teachers support students to achieve the short-term goals, they will motivate them to achieve the long-term goals, leading to great motivation. Second, taking the learning environment into consideration through including the emotional atmosphere and classroom physical appearance. The teacher can use different useful tools that can create an inspiring and hopeful atmosphere. Third, providing an exciting classroom where teachers provide students with a number of exercises and subjects that keep their students engaged all the time.

Harmer (2001) indicated that giving positive feedback and offering autonomous learning increase learners' participation; hence, it will positively affect their motivation. Besides, Brown (2000) indicated that providing positive feedback can increase learners' self-determination and feeling of competence; thus, it fosters learners' intrinsic motivation. Furthermore, Richards and Lockhart (2007) stated that providing positive feedback does not only foster motivation, but also it builds a supportive and inspiring classroom climate that lets students learn effectively.

Motivation has a central role in one's success, development, performance and survival (Mason, 2001). For instance, motivated employees have the following characteristics. First, they are focused, active and committed to the organization's goals and mission.

Second, they are satisfied about what they are doing. Third, they do not escape from responsibilities. Fourth, they have higher levels of productivity and performance. Fifth, they work under pressure. Sixth, they are loyal to their work. Seventh and last, they can achieve customer retention and satisfaction (Manns, 2007; Mason, 2001).

Motivation is essential to organizations and individuals. Individuals can benefit from being encouraged and motivated since the status itself assists them in self-development that enables them to work hard. Besides, organizations benefit from motivation since it makes all the employees optimistic, energetic, empowered, creative and successful. Hence, motivation improves the success and effectiveness of an organization. Motivation has a main role in any school, university or any organization since it enhances the quality of outcomes and productivity. Students' motivation enables students to learn enthusiastically while teachers' motivation encourages them to teach effectively (Manns, 2007). Motivation directs people's behaviors and actions, and it increases one's performance towards achieving goals. Motivation leads to high productivity, good performance and efficiency. In addition, motivation plays a basic role in achieving educational aims through learning and teaching process (Navid, 2013).

Halepta (2005) stated that there are two kinds of motivation strategies:

a- Extrinsic Motivation Strategies

There are many simple and useful methods that can stimulate students' extrinsic motivation. First, providing rewards as stimulators for good performance. Second, highlighting the value of academic activities. Third and last, structuring suitable competition.

b- Intrinsic Motivation Strategies

The intrinsic motivation strategies should be designed to arouse students' inner enthusiasm and interest. These methods can be enhanced by the following strategies. First, providing chances for active response. Second, offering inclusion of divergent questions and higher level of aims. Third, providing suitable feedback. Fifth, adding stimulation elements and inclusion of fantasy. Sixth and last, providing chances for students to work with each other.

According to Richards and Lockhart (2007), teachers can activate motivation while learning English language by using different strategies. First, being inspiring model to stimulate learners to learn. Second, creating a challenging atmosphere that demonstrates high expectations. Third, expecting the students' reaction the enables the teacher to provide emotional and academic assistance. Fourth, arousing learners' intrinsic motivation to learn. Fifth, working with learners and assisting them to set goals. Sixth, choosing tasks that arouse curiosity and interest. Seventh, applying technology constantly and effectively.

2.10 The Impact of Using Educational Games on Students' Motivation

Several studies showed the effect of using games in teaching on students' achievement. Budasi and others (2020) studied the impact of using a PowerPoint game on students' achievement and motivation. The study found that using PowerPoint program affected students' motivation and achievement positively. It could increase their level of confidence and trust towards learning the language because it encouraged them to be active all the time.

Besides, using games helped students to increase their confidence and trust in their abilities. Kayan and Aydin (2020) indicated that using computer games in teaching English language grammar positively influenced students' motivation and achievement. The study also demonstrated that using games attracted students' attention to highly concentrate on the lessons. It also found that using games makes the learning environment enjoyable and interesting. Moreover, Virvou and others (2005) concluded that using computer games in teaching positively influenced students' motivation. It could take individual differences into account; besides, it helped them to participate and engage in the classroom activities. Using games could affect their competences as well as their performance. Furthermore, Goehle (2013) stated that using games could foster students' engagement, interaction and enthusiasm. That is, using games in teaching helped students to trust their abilities and skills, hence, using games increased learners' enthusiasm and motivation to study and learn.

2.11 Mapping as Graphic Organizers

Hibbard and Wanger (2003) found that a graphic organizer is a visual illustration that demonstrates a relationship directed by an organized chain. The diagram associated with many shapes connected with different lines. That is, the shape shows an event connected with a new shape that demonstrates a new event. However, Kim and others (2004) defined graphic organizers as visual aids that provide learners with meaningful and logical relationships by connecting their knowledge with upcoming information and knowledge.

Besides, Manoli and Papadopoulou (2012) indicated that graphic organizers are graphic illustrators that aid readers in organizing and arranging their thoughts and ideas. Hence, Douglas et al. (2011) found that graphic organizers demonstrate connections among various concepts to help learners comprehend and grasp what they read. On the other hand, graphic organizers are known as visual illustrations that built by using arrows, boxes, lines and shapes in a specific way to portray relationships between concepts and ideas. In addition, Merkley and Jerfferies (2000) found that using graphic organizers is achieved by the following five steps. First, the teacher converts the given data that associates concepts and ideas to visual illustrations. Second, it is the teacher's responsibility to provide learners with the opportunity to participate as much as possible. Third, the teacher finds connections among their prior, current and upcoming knowledge. Fourth, the lecturer is supposed to use references and indications. Last, the teacher should help learners in processing and coding the knowledge they learn.

Svantesson (2004) stated that maps have different types. First, Hyfork shape which is formed by placing the central idea in the center, then drawing main lines. The main lines are followed by minor lines that demonstrate sub ideas and details. Second, Thorn fish format. Last, clustering where the main ideas located in the center, and other branches added later. Every branch demonstrates a particular idea. In addition, Deshatty and Mokashi (2013) indicated that maps are visual shapes, which focus on the major topics and ideas that are associated with phrases and words to create relationships among them. Rebeca (2014) indicated that mapping is an effective teaching and learning strategy that needs forming diagrams for visual illustration of ideas and topics. The diagram focuses on the main idea drawn in the center, followed by sub ideas. Using mapping in reading helps readers to understand the content easily. Moreover, Goodnough and Woods (2002)

indicated that learners found mapping as interesting and enjoyable learning tool. They also found that using mapping could positively affect students' motivation.

2.12 The Impact of Mapping on Teaching and Learning

Miao (2007) indicated that using mapping is very beneficial because it assists students to be encouraged and motivated while learning. It helps learners to apply and use words and phrases correctly. Hence, it increases the level of confidence they have towards their abilities. Moreover, Kotcherlakota and others (2013) stated that using mapping helps learners to properly organize the content of knowledge they are learning. The study demonstrated that using mapping could help students in writing research since it could help them to organize the studies. In addition, Hanewald (2012) found that the structure of mapping aids learners to develop their learning skills. Using mapping increased the students' level of confidence in their abilities.

Boyson (2009) stated that using mapping has several advantages. First, it can be used as note-making guide that develops teachers' abilities and skills. Second, it can be shown as an effective visual learning tool that illustrates the relationships of concepts and words. Third, the structure of mapping motivates students to participate and take feedback. Fourth and last, it enriches the process of recalling words and understanding. Buzan (2010) stated that mapping assists learners to be outstanding and creative and help them a lot while summarizing texts, lectures and conversations. Thus, using mapping is vital for summarizing, organizing thoughts, explaining information, reading and writing since it connects different topics through a meaningful visualization.

Spencer and others (2013) stated that using mapping in teaching nursing developed students' abilities in recalling and memorization. It also increased learners' involvement and engagement in learning. It also positively affected their confidence. Moreover, Buzan (2010) indicated that using mapping in learning has several advantages. First, it increases learners' concentration since it provides visual aids. Second, it creates interactive learning atmosphere since it eases the process of effective communication. Third, it increases students' motivation and enthusiasm since it attracts their attention through its demonstrations. Fourth and last, it assists students to revise lessons easily because it creates meaningful connections among lessons.

Farrand and others (2002) indicated that mapping assists students to study and arouses their motivation to learn since the design of mapping provides effective elaborations. Mapping also can be considered as helpful studying tool because it organizes the data properly. Goodnough and Woods (2002) indicated that learners find mapping as an enjoyable and encouraging tool since it could motivate them to share ideas, participate, answer questions and express themselves in various academic contexts. Mona and Adbkhalick (2008) found that mapping helps students to structure and organize their understanding and motivates them to be productive. Mapping is an excellent graphic organizer tool that can enrich the process of learning by summarizing, note taking, assessing, brainstorming, critical thinking and problem solving.

Brinkmann (2003) found that mapping can foster learners' creativity and motivation. It helps learners to categorize information properly. Using mapping in teaching can largely arouse students' enthusiasm and attention since it illustrates the lesson in a simpler way. In addition, using mapping in teaching an accounting course made the process of learning enjoyable and interesting by providing visual aids and illustrations, and using pictures, links and colors. Al-Jarf (2011) indicated that mapping develop learning practices since it eases communication between learners and teachers. Furthermore, it improves recalling abilities, organizing and storing information, managing thoughts and developing students' competence. Hence, it increases learners' trust and confidence in their abilities. Fiktorious (2013) concluded that mapping is a powerful teaching strategy that encourages students to participate by increasing their motivation. Using mapping assists learners to introduce new ideas and connect different ideas together. Goldberg (2004) indicated that mapping is a beneficial teaching and learning aid that fosters learners' engagement and involvement.

Mapping aids teachers to deal with individual differences properly (Budd, 2004; king, 2015). Mapping can develop learners' deep understanding and creativity; therefore, it affects their confidence and self-efficacy positively (Zampetakis et al., 2007). Padang and Guring (2014) stated that using mapping develops learners' abilities to share ideas and thoughts. It enables learners to respond to different kind of questions since it gives them the trust and confidence they need. Jones et al. (2012) stated that using educational mapping in teaching positively influences students' enthusiasm. They also found that using mapping fosters and enriches the process of learners' engagement and involvement.

Yunus and Chien (2016) demonstrated that using mapping positively affects students' motivation and enthusiasm. Malekzadeh and Bayat (2015) indicated that using mapping helps learners to organize and arrange their thoughts easily. It assists learners to elaborate ideas and talk about the main topics of the lesson because it offers graphics and illustrations. It also positively affects students' attitudes and motivation. Furthermore, Pashie (2009) stated that using mapping directs and guides students while learning; hence, students will be aware of what they are doing. The study also revealed that students' confidence and trust in their abilities largely increased. Zhao (2003) found that mapping is a great and beneficial teaching aid that associates students' previous information with their current knowledge, creating meaningful and interesting learning atmosphere.

2.13 Conclusion

Reviewing previous related literature revealed the importance of using games in teaching, and its great effects on students' motivation. The previous studies also demonstrated the benefits of using mapping as graphic organizers. In addition, related literature elaborated the positive effects of using mapping on students' motivation and confidence. Furthermore, it was also found that using mapping enriched the process of teaching and learning.

Related literature showed that using mapping in learning has various advantages. First of all, it fosters recalling, visualizing and generating ideas. Furthermore, it develops long-term memory. In addition, it can be a useful tool by increasing students' motivation and confidence, fostering active learning, presenting new information, introducing new concepts and presenting new information. Using mapping increases learners' memorization, enhances cooperation and critical thinking, and fosters learners' understanding of reading passages.

Moreover, using mapping in teaching eases the process of interactive communication, motivates students to participate zealously and helps them to be independent learners. Besides, using mapping increases learners' trust and confidence in their abilities. Motivation affects self-efficacy, and self-efficacy affects one's enthusiasm and motivation.

Hence, this study will be the first study that investigates the effect of using the new method in teaching English language on university students' self-efficacy and motivation. Thus, the study aims to interrogate the effect of using the new method in teaching English language on university students' motivation according to group and gender. It also tries to interrogate the impact of using the new method in teaching English language on university students' self-efficacy according to group and gender. Furthermore, the study intends to offer useful recommendations and implications to encourage university lecturers, English language trainers and curriculum designers to recommend using this method in teaching English language.

Chapter Three

Methodology

The study focused on using a new method in teaching English language .That is, the puzzle is featured by offering the initial letter/s of the correct answer, directing the learner to guess and find the complete word or phrase. If the participant does not guess the correct answer, extra letter/s is/are offered as guidance and direction. The lecturer helps learners to find the correct answer without offering it directly.

The current chapter demonstrates the methodology, which was used in this study. It provides data on how participants were chosen, how the tools were developed and how data were gathered and analyzed. This chapter illustrates population of the study, study instruments, validity and reliability of the scales, mapping slides, study design, study variables, study procedures and the role of the researcher in the study. The qualitative data were gathered by the participants' evaluation papers to support the results with sample quotations. The researcher asked the participants to express their opinions freely towards using the method while learning English language. However, the quantitative data were gathered by two scales.

3.1 Study Design

The researcher used a two-group quasi-experimental design (training program) to conduct this study. The performance of the two groups was measured before and after the intervention period. Table (1) demonstrates the design of the study.

Table (1)

Study design according to test and group variables

Group \ Test	Pre test	Treatment(using mapping as a game)	Post-test
Experimental	English language Self-efficacy and Motivation	Treatment Plan	English language Self-efficacy and Motivation
Controlled	English language Self -efficacy and motivation	Traditional Treatment	English language Self -efficacy and motivation

3.2 Population of the Study

The population of the study was master's degree students from Al-Quds Open University; the number of master's degree students at Al-Quds Open University is about 800 students in the year 2022/2023.

3.3 Sample of the Study

The sample of the study comprised 36 students who were divided into two groups: experimental (n=18) and control (n=18). Furthermore, the researcher chose this sample to work with since the researcher was given the opportunity to teach this sample a pre-intermediate English language course as a training program. The homogeneity of the sample was achieved according to its population. In addition, the external and internal validity was achieved to avoid extraneous factors. The participants were selected as a stratified random sampling to be in the experimental or controlled group according to their schedule, that is, the first group was given the lecture every Thursday at 2 p.m. while the other group was given the lecture every Sunday at 4 p.m. Then, the performance of the two groups was measured before and after the intervention. Table (2) demonstrates the sample of study distributed according to the study variables.

Table (2)

Sample of the study according to treatment and gender variable

Group	Gender		Frequency	Percentage
	Male	Female		
Experimental	7	11	18	50%
Control	6	12	18	50%
Total	13	23	36	100%

3.4 Study Tools

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

3.4.1 Motivation Scale: Appendix (A & B)

The instrument used in this study was a 5-point Likert Scale which was adapted from the original 7-point Likert Scale format of Gardner's Attitude/ Motivation Test Battery (AMI), 909 ranged from 'Strongly Agree' to 'Strongly Disagree'. (Gardner, 1960). Some of the questions used in the questionnaire were adopted from Prapphal's Attitudes Testing (Prapphal, 1981) to gather information on participants' motivation. There were 20

questions in the questionnaire. The questionnaire consists of two main parts: instrumental motivation (items 1-10) and integrative motivation (items 11- 20), related to various variables of English language learning.

3.4.1.1 Validity of the Scale

The following types of validity were taken into consideration:

3.4.1.1.1 Content Validity

A committee of education and English language teaching specialists and psychology supervisors reviewed the items of the scale for content validity and comprehensiveness. The researcher followed the feedback taken from the reviewers. Accordingly, the researcher changed the scale to a 4-likert scale and illustrated the language of some items as illustrated in appendix (A) and appendix (B). For instance, item 14 was: "studying English enables me to discuss interesting topics in English with the people from other national backgrounds", and it was simplified to: "Studying English enables me to discuss interesting topics in English with people from other nationalities".

3.4.1.1.2 Construct Validity and Internal Consistency

The researcher used Spearman correlation to test the correlations between the items and the total score as Table (3) illustrates; the sample was 23 participants. Furthermore, the main concepts of the scale were based on previous literature review and global theories.

Table (3)

Spearman correlation coefficient between total scores and all items of Motivation Scale

Instrumental Motivation		Integrative Motivation	
Item	Correlation	Item	Correlation
1	.572**	1	.547**
2	.715**	2	.407
3	.698**	3	.746**
4	.520**	4	.658**
5	.371	5	.585**
6	.449*	6	.668**
7	.743**	7	.614**
8	.640**	8	.612**
9	.614**	9	.449*
10	.621**	10	.707**

Table (3) illustrates that two items (2 and 5) were insignificant; thus, they were removed.

3.4.1.2 Reliability of the Scale

Cronbach's Alpha was used to assess the reliability of the scale as Table (4) demonstrates; the sample of the reliability was 23 students.

Table (4)

Results of Chronbach's Alpha for motivation scale and its dimensions.

Dimension	Values of Chronbach's alpha
Instrumental Motivation	.756
Integrative Motivation	.783
Total Score	.877

Table (4) illustrates that the reliability of instrumental motivation was 0.756 while the reliability of integrative motivation was 0.783; in addition, the reliability of the scale was 0.877. Thus, the scale was used to conduct this study.

3.4.1.3 Scale Scoring

The scale contains four points rating scale (strongly agree, agree, disagree, strongly disagree). The option of "strongly agree" takes four scores while the option of "agree" takes three scores. In addition, the option "disagree" takes two scores while the option of "strongly disagree" takes one score. Besides, the first four items of section A are negative; hence, they should be reversed.

3.4.2 Self-efficacy: Appendix (C & D)

The researcher adopted the Questionnaire of English Self-Efficacy (QESE) (Wang, 2004). The QESE has been rigorously tested for validity in English and other language versions, with satisfactory results across different languages and cultures, including Chinese, Germany, Korean, and Vietnamese (Truong & Wang, 2019; Wang, Kim, et al., 2013; Wang Schwab, et al., 2013).

3.4.2.1 Validity of the Scale

The following types of validity were taken into consideration:

3.4.2.1.1 Content Validity

A committee of education and English language teaching specialists and psychology supervisors reviewed the items of the scale for content validity and comprehensiveness. The researcher followed the feedback taken from the reviewers and simplified the language of some items, as demonstrated in appendix number (C) and appendix (D). For instance, item 2 was: "Can you finish your homework of English reading independently?" , and it was simplified to: " Finishing my English reading homework independently."

3.4.2.1.2 Internal Consistency and Construct Validity

The researcher used Spearman correlation to test the correlations between the items and the total score as Table (5) illustrates; the sample was 23 participants. Furthermore, the main concepts of the scale were based on previous literature review and global theories.

Table (5)

Spearman correlation coefficients between total score and all items of self-efficacy scale

Item	Correlation	Item	Correlation	Item	Correlation
a1	.914**	a12	.479*	a23	.927**
a2	.639**	a13	.723**	a24	.766**
a3	.793**	a14	.895**	a25	.689**
a4	.842**	a15	.851**	a26	.622**
a5	.741**	a16	.861**	a27	.805**
a6	.885**	a17	.918**	a28	.836**
a7	.919**	a18	.829**	a29	.926**
a8	.843**	a19	.926**	a30	.824**
a9	.857**	a20	.879**	a31	.695**
a10	.913**	a21	.882**	a32	.774**
a11	.889**	a22	.783**		

Table (5) illustrates that all items were significant; thus, the researcher used all of them.

3.4.2.2 Reliability of the Scale

Cronbach's Alpha was used to assess the reliability of the scale as Table (6) demonstrates; the sample of the reliability was 23 master's degree students.

Table (6)

Results of Chronbach's alpha for self-efficacy scale

Cronbach's Alpha	N of Items
.983	32

Table (6) illustrates that the reliability of the scale was 0.983. Thus, the scale was used.

3.4.2.3 Scale Scoring

The scale contains seven points rating scale (I cannot do it at all, I cannot do it, Maybe I cannot do it, maybe I can do it, I can basically do it, I can do it and I can do it well). The option "I cannot do it all" took one score, the option, "I cannot do it" took two scores, the option "Maybe I cannot do it" took three scores, the option "maybe I can do it" took four scores, the option " maybe I can do it" took five scores, the option "I can do it" took six scores and the option, "I can do it well" took seven scores.

3.5 Study Procedures

A permission to conduct this study was taken from the Faculty of Graduate Studies at Al-Quds Open University. After selecting the population of the study (Masters' degree students at Al-Quds Open University), the researcher tested the two scales on 23 students as a pilot study. When the number of participants reached 36, they were divided randomly into two groups according to the time of the lecture. Some students chose to take the lecture on Sunday at 4p.m while the other students chose to take the lecture on Thursday at 2p.m. Then, the researcher taught the experimental group the given course by using the new method in teaching English language; on the other hand, the researcher taught the control group by using common traditional methods. Teaching the two groups lasted nearly for two months during the summer course. The intervention period started on (1/7/2022) and finished on (1/9/2022). The performance of the two groups was measured before and after the intervention.

3.6 Statistical Analysis

ANCOVA, MANCOVA and SPSS program were used to analyze the statistical data. The current quasi- experimental study (training program) aimed to answer the following questions:

1. Are there statistically significant differences in students' means responses of English language motivation due to the study variables (group and gender)?
2. Are there statistically significant differences in students' means responses of English language self-efficacy due to the study variables (group and gender)?
3. What is the anticipated optimal future model of using this method based on its current structure and literature review?

To answer the first question, a motivation scale was used as pre- and post-tests between the control and experimental groups. The scale has two domains. Every domain has nine items. The scale contains four points rating scale (strongly agree, agree, disagree, strongly disagree). The option of "strongly agree" takes four score while the option of "agree" takes three scores. In addition, the option "disagree" takes two scores while the option of "strongly disagree" takes one score. Besides, the first four items of section A are negative; hence, they should be reversed. Pre and post- tests means of the control and experimental groups were analyzed by using SPSS program.

To answer the second question, a self -efficacy scale was used as pre- and post-tests between the control and experimental groups. The scale has 32 items. The scale contains seven-points rating scale (I cannot do it at all, I cannot do it, Maybe I cannot do it, maybe I can do it, I can basically do it, I can do it and I can do it well). The option "I cannot do it all" took one score, the option "I cannot do it" took two scores, the option "maybe I cannot do it" took three scores, the option "maybe I can do it" took four scores, the option "maybe I can do it" took five scores, the option "I can do it" took six scores and the option "I can do it well" took seven scores. Pre and post- tests means of the control and experimental groups were analyzed by using SPSS program.

To answer the third question, the researcher collected many studies that depict the picture of graphic organizers and mapping's structure. Then, the researcher compared between

the structure of graphic organizers and mapping, and the structure of the current method according to literature review.

Evaluation Papers

The researcher trained the participants of the experimental group on writing evaluation papers by giving them the basic rules of writing and how to support what they write; furthermore, the researcher collected 18 evaluation papers (check appendix F) to gather sample quotations that can enrich the results of the study. The students were asked: Does this method affect your motivation and confidence while learning English language? How?

English Language Lessons (Teaching Tasks)

The slides of the maps were formulated according to the texts used from pre-intermediate English language book, which is taught at different local universities in Palestine. In addition, the project of designing the book co-founded by the Erasmus program of the European Union; the mapping slides were designed on the lessons extracted from the book. Besides, the mapping slides are divided into four parts. The first part covers language, the second part covers writing, and the third part covers vocabulary, and the fourth part covers reading comprehension.

To simplify the process of conducting the research, the researcher converted the needed content into maps which were converted into a puzzle or a game with some questions added to these shapes. All the questions required to teach English language in order to achieve the purpose of this method written in the appendix (check appendix E). The appendix contains many maps, and every map consists of various sections; every section is numbered to respond to the question that carries its number. For instance, number one represents questions that carry number 1. However, number two represents questions that carry number 2. Number three represents questions that carry number three.

The researcher taught the experimental group by using the mapping slides; however, the researcher taught the control group the same lessons by using traditional methods.

The Role of the Researcher in the Study

The researcher played many roles in this study. First, the researcher worked as a designer of the mapping slides. That is, the researcher analyzed the textbook and converted its contents into mapping slides. Second, lecturer. That is, the researcher taught the same topics for the experimental and control groups in different ways. The researcher used mapping as a game method to teach the experimental group while the researcher used other traditional methods to teach the control group. Third, data collector. That is, the researcher collected the questionnaire and reflection papers. Fourth, data inserter. That is, the researcher coded the data received from the questionnaire, and then it was inserted on SPSS program.

3.7 Summary

This chapter demonstrated all the required steps followed to accomplish the current research. That is, the design of the research was shown and illustrated. In addition, the research tools, the two scales and the reflection papers, used to conduct this research were shown and elaborated. Furthermore, the content of the mapping slides was shown. Besides, the reliability and validity of the two scales were shown. The participants were 36 master's degree students. That is, eighteen participants were in the experimental group and eighteen participants were in the controlled group. Moreover, collecting, analyzing and coding the received data were elaborated and shown.

Chapter Four

Results

The current chapter aims to present the results of the four study questions:

4.1 Results related to the first question

1) Are there statistically significant differences in students' means responses of English language motivation due to the study variables (group and gender)?

To answer the first question, many statistical procedures were done. These procedures are represented by the following tables.

Table (7)

Means and standard deviations for study variables on pre and post-tests for motivation scale

Dimension	Group	No.	pre test		post test	
			M	S.D	M	S.D
Instrumental motivation	experimental	18	1.71	0.22	3.80	0.23
	controlled	18	2.07	0.18	2.14	0.73
	male	13	1.89	0.34	3.04	1.35
	female	23	1.93	0.20	2.93	1.64
	Total	36	1.89	0.26	2.97	1.53
Integrative motivation	experimental	18	1.72	0.31	3.90	0.08
	controlled	18	2.30	0.23	2.48	0.15
	male	13	1.89	0.41	3.26	0.89
	female	23	2.08	0.39	3.16	0.47
Total	36	2.01	0.40	3.10	0.78	

Table (7) elaborates the means of motivation scale for the experimental and controlled groups. That is, regarding instrumental motivation, the mean of the experimental group in the pre-test was 1.71 while the mean of the controlled group was 2.07. Moreover, regarding the post-test results, the mean of experimental group was 3.80 while the mean of controlled group was 2.14.

Furthermore, regarding the integrative motivation, the mean of the experimental group in the pre-test was 1.72 while the mean of the controlled group was 2.30. Moreover, regarding the post-test results, the mean of experimental group was 3.90 while the mean of controlled group was 2.48.

Table (8)*Analysis of covariance for total score of motivation scale according to group and gender*

Dependent Variable	Source	SS	DF	MS	F	Sig.
Motivation	pre test	0.258	1	0.258	3.038	.092
	Group	1.226	1	1.226	14.424	.001
	Gender	0.007	1	0.007	0.082	.777
	Group * Gender	0.028	1	0.028	0.325	.573
	Error	2.549	30	0.514		.085
	Total		366.605	34	3.03	

Table (8) demonstrates that there were no significant differences in the pre-test between the two groups (Sig=0.92). Moreover, regarding the post-test, there was a significant difference according to group (Sig=.001), and there were no significant differences according to gender (Sig= 0.777).

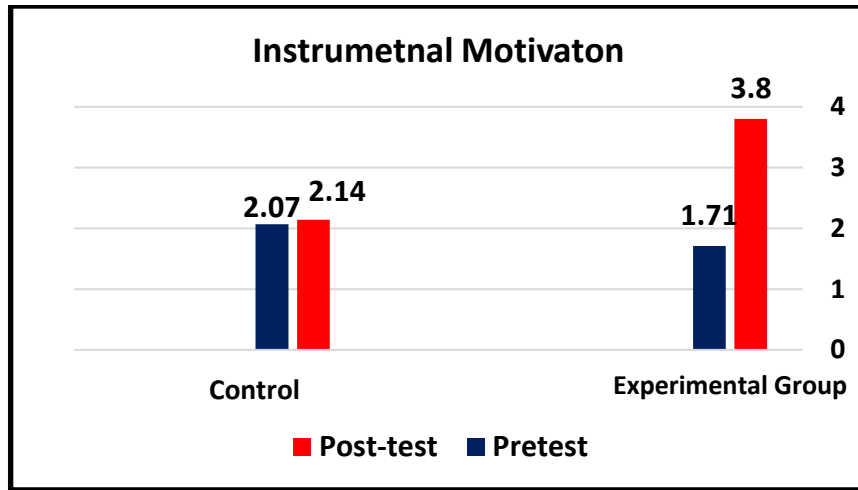
Table (9)*Multiple analysis of covariance for motivation dimensions according to group and gender*

Dependent variable	Source	SS	DF	MS	F	Sig
Instrumental motivation (post)	group	11.900	1	11.900	122.050	.000
Integrative motivation (post)		8.381	1	8.381	73.280	.000
Instrumental motivation (post)	gender	0.029	1	0.029	0.294	.592
Integrative motivation (post)		0.014	1	0.014	0.125	.726
Instrumental motivation (post)	group * gender	0.010	1	0.010	0.101	.753
Integrative motivation (post)		0.008	1	0.008	0.074	.787
Instrumental motivation (post)	Instrumental motivation (pre)	0.247	1	0.247	2.529	.122
Integrative motivation (post)	Integrative motivation (pre)	0.105	1	0.105	0.916	.346

Table (9) indicates that there were significant differences according to group, and there were no significant differences according to pre-test and gender. In addition, the following figures represent the differences in means between the controlled and experimental groups according to instrumental and integrative motivation.

Figure (8)

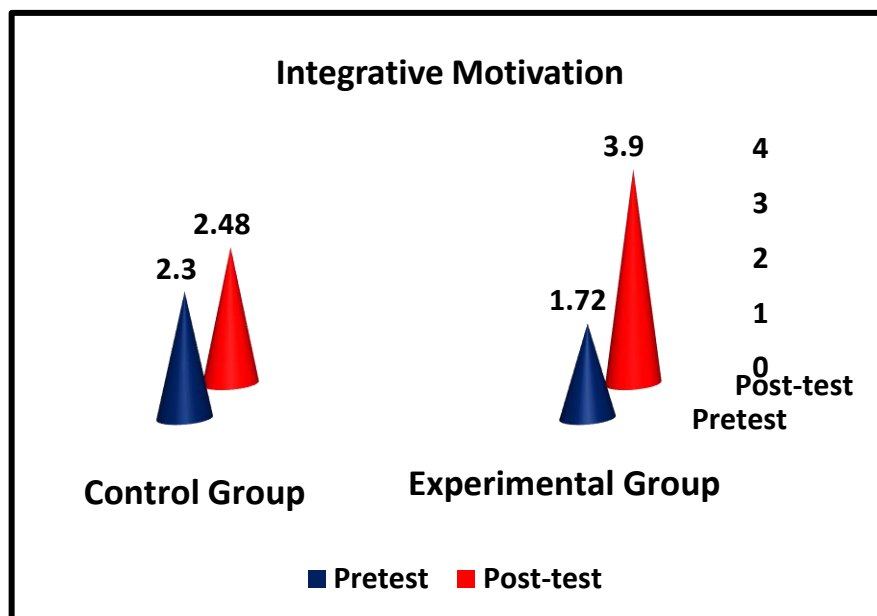
The differences in Means of Instrumental Motivation between the experimental and controlled groups in the pre and post-tests



This figure indicates that the mean of the experimental group in the pretest was 1.71 while the mean of the controlled group was 2.07. It shows that the mean of the experimental group was lower than the mean of the controlled group. However, the figure also elaborates that the mean of the experimental group in the post-test was 3.8 while the mean of the control group was 2.14. That is, using mapping as a game positively affected the instrumental motivation of the experimental group.

Figure (9)

The Differences in Means of Integrative Motivation between the Experimental and Controlled Groups in the Pre and Post-Tests



This figure indicates that the mean of the experimental group in the pre-test was 1.72 while the mean of the controlled group was 2.3. It shows that the mean of the experimental group was lower than the mean of the controlled group. However, the figure also elaborates that the mean of the experimental group in the post-test was 3.9 while the mean of the controlled group was 2.48. That is, using mapping as a game positively affected the integrative motivation of the experimental group.

The results of the first question of the study rejected the first research hypothesis, which was: There are no statistically significant differences in students' means responses of English language motivation due to group (treatment), and the results of the first question confirmed the second research hypothesis, which was: There are no statistically significant differences in students' means responses of English language motivation due to gender.

4.2 Results Related to the Second Question

2) Are there statistically significant differences in students' means responses of English language self-efficacy due to the study variables (group and gender)?

To answer the second question, many statistical procedures were done. These procedures are represented by the following tables.

Table (10)

Means and Standard Deviation for study variables on pre and post-tests for self-efficacy

Dimension	Group	No.	pre test		post test	
			M	S.D	M	S.D
Self-efficacy	Experimental	18	2.21	0.29	6.53	0.23
	Controlled	18	2.55	0.78	3.67	0.73
	Male	13	2.49	0.50	5.35	1.35
	female	23	2.30	0.67	4.89	1.64
	Total	36	2.38	0.60	5.12	1.53

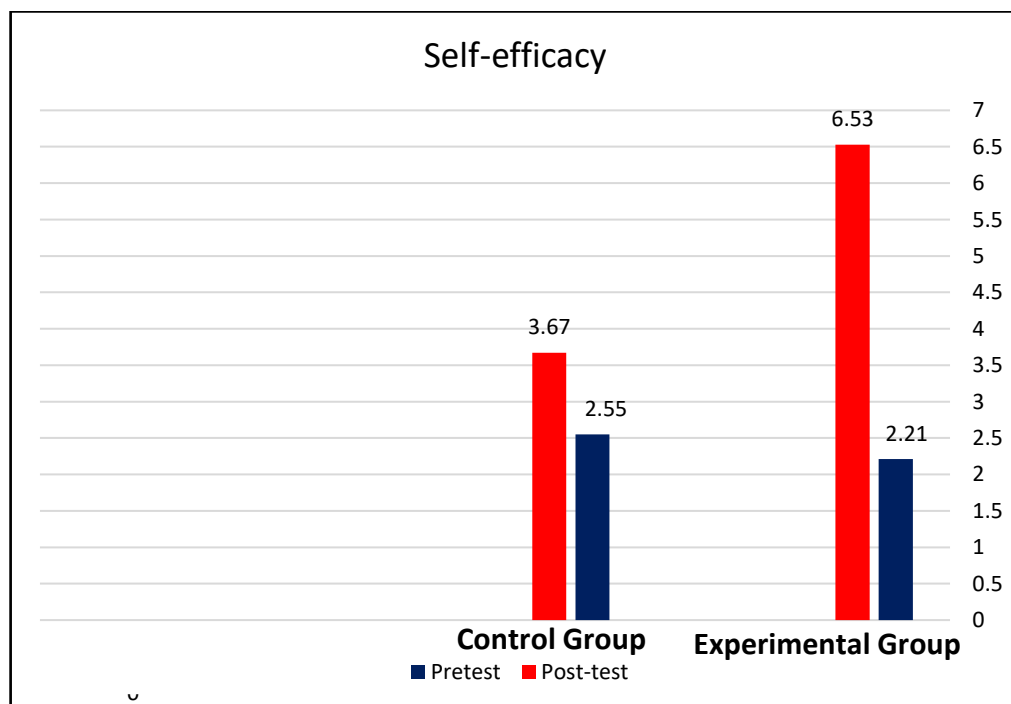
Table (10) elaborates the means of self-efficacy scale for the experimental and controlled groups. That is, regarding the pre-test, the mean of the experimental group was 2.21 while the mean of the controlled group was 2.55. Moreover, regarding the post-test results, the mean of the experimental group was 6.53 while the mean of the controlled group was 3.67.

Table (11) (see appendix I) demonstrates that there were no significant differences in the pre-test between the two groups (Sig=0.824). Moreover, regarding the post-test, there was a significant difference according to group (Sig=.001), and there were no significant differences according to gender (Sig= 0.986).

In addition, Figure 10 represents the clear differences in self-efficacy means in the pre and post-tests between the controlled and experimental groups. Obviously, the results of the second question rejected the third research hypothesis, which was: There are no statistically significant differences in students' means' responses of English language self-efficacy due to group (treatment), and the results of the second question confirmed the fourth research hypothesis, which was: There are no statistically significant differences in students' means responses of English language self-efficacy due to gender.

Figure (10)

The Differences in Means of Self-efficacy in the Pre and Post-tests between the Controlled and Experimental Groups



This figure indicates that the mean of the experimental group in the pre-test was 2.21 while the mean of controlled group was 2.55. However, the figure also elaborates that the mean of experimental group in the post-test was 6.53 while the mean of controlled group was 3.67. That is, using mapping as a game positively affected the self-efficacy of the experimental group.

Results Shown as Quotations Taken from Students' Evaluation Papers

The evaluation papers demonstrated different attitudes of the students, and these attitudes covered the following areas.

Preferring the Method and Recommending Using It

Many students felt satisfied while using this method in learning. For instance, a student (E.S) wrote:

"I think this method is a lot of fun to learn because all modern science emphasizes learning through playing and students' search for information, and the student does not forget it but rather stays in his memory. Methods of searching for information help students solve their problems in the future."

Another student (F.A.A) wrote:

"In my opinion, this method is successful, more interactive and show students' skills well. As a school principal, it added to me a lot of mastery and confidence in speaking English during my work. I hope other lecturers will use it in teaching since it is an interactive and competitive method. I prefer to continue learning English in the same way with the same teacher."

Another student (D.J) wrote:

" I think this method is better to continue to use in the next lectures because the use of this method is better than other methods and more beneficial and has positive results on performance." Another student (A.A) wrote: "I think this method is one of the best educational methods that can be followed in teaching students because of its great role in raising the level of students in the English language." Another student (M.A) wrote: " I think this method is amazing and it could be one of the best methods in education systems because this method is effective and efficient."

Another student (H.Y) wrote:

*"I think that this method is the best at all and is the most useful because it is an easy, fun and useful method.
I would like to ask the doctor to publish this method*

to spread the benefit. I extend my thanks and gratitude to the doctor Saddam Kobri"

Another student (F.M) wrote:

"At the end, I'm thankful for the teacher for using these super methods in applying his knowledge, and I recommend him to keep going in this method to give his student his best, because his method were the reason that me communicate well and improved my abilities and knowledge"

Another student (I.Z) wrote:

"Furthermore, this method was more beneficial than other teaching methods . Honestly, I am very grateful for Dr. Saddam Kobari to use this method in teaching English language, for making this important language easier to learn, for letting us practice this language successfully, and for making me and my colleagues love this language. I think this method is effective, new to learn through, and makes me fluent in English language, because it kept me to be continued to learning new things in English language and took me out of the box comparing to traditional methods."

Another student (S.I) wrote:

"In addition, using mapping method in learning English language is beneficial than other methods of teaching English language. So, we have to thank you out doctor for your great effort with us during the lecture, as well as helping us to learn the English language in a new and distinctive way, you have all our respect and appreciation"

Another student (T.S) wrote: *"I think this method encouraged to continue learning English after this course because it made me realize that learning English is not complex."* Another student (R.N) wrote: *" I think mapping method is the best to teach English language as a foreign language because it is so enjoyable and affective way to use in teaching and learning process. "*

Increasing Confidence

Several students stated that using the new method positively affected their confidence. For example, a student (E.S) wrote:

"Second, the method increased my confidence while answering questions."

Another student (F.A.A) wrote:

"I would like to add my opinions about this method, it increased my motivation to learn English language because I thought that learning it was difficult, but when I practiced this method of learning, I found it very easy to understand and apply, which encouraged me to participate and speak English confidently without fear of making mistakes."

Besides, another student (D.J) wrote: *"In addition, mapping motivated me to speak easily in class discussion more effectively and significantly without hesitation and fear."*

Moreover, a student (A.A) wrote: *" This method helped me enhance my personality, in addition, this method me proud of myself and what I present in this course, in addition, the lecturer's treatment in a simple and easy way encouraged students to express their opinions with confidence."* Another student (F.M) stated: *" By producing our opinion and thoughts in front of the other students, it improves self-confidence and personal skills to communicate, especially in English language."* Another student (H.Y) wrote: *"As the continuous practice of my listening and speaking skills encouraged my reading skills and expressing opinion in English, I became more confident in myself."*

Besides, another student (I.Z) wrote: *" It made me more confident while reading different texts."* Furthermore, another student (S.I) wrote: *" This method increased my confidence*

and trust while answering questions." Another student (S.M) stated: " When I started studying English in this course, I benefited a lot, I felt comfortable and confident." Another student (N.S) wrote: "In addition, this method made me proud of myself and what I present in this course. In addition, the lecturer's treatment in a simple and easy way encouraged students to express their opinions with confidence." Another student (T.S): "Fourth, that means, using it increased my confidence when I talk in English to other people."

Increasing Motivation

Several students stated that using mapping as a game positively affected their motivation. For example, a student (E.S) wrote:

"In addition, this method of learning is unconventional and it helped me more than the other methods which I learnt English language through. This method gave motivation as a teacher to use it with my school as an effective teaching method based on playing and discovering information instead of teaching it using traditional methods, as it increases students' motivation to learn, study and love the study material."

Another student (F.A.A) wrote: *"I think this method gives me more confidence than before I was running away from the answer, but now I found motivation from the doctor in this way of learning, in which there is a kind of puzzles and brainstorming".* Another student (A.A) wrote: *" With using this method" Map method as a game" it makes me encouraged to communicate in English, encouraged me to ask questions, made me more enthusiastic in lecture and learning English made it more enjoyable."*

Besides, another student (H.Y) wrote: *" First, maaping was very useful and increased my deep understanding for many things. This method made me more enthusiastic in lecture and encouraged me to ask questions because I feel so motivated and this method, I broke this barrier."* The same student added:

" This method affected my motivation and broke the barrier of

fear and lack of confidence through the doctor's support for us and allowing all students to participate all the time. I had high motivation and enthusiasm for the lecture because through the method, I had the opportunity to participate actively and speak effectively in the lecture."

Moreover, a student (F.M) wrote:

" As well as, the encouragement that our teacher gives us encourages us to participate more and more, which improves a lot of our personality's sides. Because each student learns from each other's mistakes, and give everyone a chance to participate."

Another student (S.A) wrote:

" I think this method enthusiastic and very important in our practical and scientific life. This method very helping me in understanding English language because if learning English made it enjoyable and the method increased my vocabulary and my motivation to learning English language."

In addition, a student (S.M) wrote: *" My motivation to learn English language has increased for us and thanks to him we have reached this stage."* Another student (M.A.B): *" First, this method increased my enthusiasm and motivation by making the content easy and simple."* Another student (J.M) stated: *"Using mapping method developed my communication skills, and it made English language more enjoying."* Besides, another student (T.S) wrote: *" using this method helped me out to start talking in English and get over being embarrassed."* Furthermore, a student (R.N) wrote: *"At the end, I want to say that this method is fabulous comparing it with other teaching methods since I became love the language, I feel motivated and confident" .*

Learning Words and Expressions

Many students stated that using mapping as game in teaching English assisted them to learn new words and expression. For instance, a student (E.S) wrote: *" Using mapping in*

learning English assisted me learn various terms and expressions. Another student (F.A.A) wrote: " I had to search for missing word and make a useful sentence, and all this increased the number words in my dictionary." An addition, a student (D.J) wrote: " Furthermore, using mapping in learning English assisted me learn many expressions and words." Another student (M.A) wrote: " using mapping as a game increased my vocabulary." Another student (H.R) wrote: " The method enriched my vocabulary, and it helped me learn different words and expressions." Another student (T.S) wrote: " Second, any new vocabulary is useful for me to improve my skills in making clear sentences in English". Another student wrote: " First, in general the method improved my English language. Second, by this way I learned new and important vocabularies. Third, this method increased my communication skills since I have huge vocabularies to use."

Summarizing the Lesson

Many students stated that using mapping as game in teaching English assisted them to summarize the lesson. For instance, a student (F.A.A) wrote: *" It helped me to take notes and write the summary after each lecture." Another student (H.Y) wrote: " Fourthly, the method assisted me to make lesson summaries easily, and it gave me feedback after every session." The same student also said: " We were giving one or two examples of each rule and at the end of each lesson we were making a summary of the lecture." Another student (H.S) wrote: " As well as taking the initiative to present the lesson to my colleagues and summarize the information". Another student (S.A) wrote: " The method assisted me to form meaningful summary". Another student (M.A.B) wrote: " The method assisted me to write summaries for the lecture and helped me not feeling nervous about learning English language." Besides, a student (R.N) wrote: " Using the method developed my four skills: reading, writing, speaking and listening."*

Creating an Interactive and Enjoyable Atmosphere

A number of students stated that using this method in teaching English formed an interactive and enjoyable learning environment. For instance, a student (E.S) wrote: *" I think this method is a lot of fun to learn because all modern science emphasizes learning through playing and student's search for information." In addition, another student (F.A.A) wrote: " This method was very interesting and stimulates the brain. This method of teaching is modern and has a kind of play and fun." Another student (H.Y) stated: "*

This method formed a good friendship between me and the doctor and colleagues". The same student also added:

"Because through the method, I had the opportunity to participate actively and speak effectively in the lecture, and my language and speaking skills were weak, but thanks to this method. It was beautiful and interesting game. I think this method is the best at all and is the most useful because it is an easy, fun and useful method."

Moreover, a student (M.A) wrote: *" Using this method attracted my attention and helped me to keep focused on the lecture. This method adds more fun and entertain to the lecture."* Another student (H.R) wrote: *" I think this method breaks the routine of the lecture, and encouraged me to be more enthusiastic in lecture, therefore, using this method in learning English made it more enjoyable."* Another student (H.S) wrote: *" I saw it as an unconventional and new way that adds fun to learning; it is a non-boring way that attracts the student."* The same student added: *" I repeat that it made me love the language more and made me eager to learn more and not to stop."*

In addition, another student (S.A) wrote: *" This method reduced my nervousness while learning English language."* The same student said: *" This method very helping in understanding English language because learning English made it more enjoyable by using this method."* Another student wrote: *" The method increased my enthusiasm in lecture, by making it more enjoyable."* Besides, another student (S.I) wrote: *" The method helped me to be more active enthusiastic in the lecture and the method made the English language more enjoying ."* Another student (J.M) wrote: *" This method made me more enthusiastic in lecture spirit, it made the English lecture more fun and enjoying."* Another student (R.N) wrote: *" I think mapping method is the best method to teach English language as a foreign language because it so enjoyable and effective way to use in teaching and learning process."*

4.3 Results Related to the Third Question

3) What is the anticipated optimal future model of using this method based on its current structure and literature review?

To answer this question, the researcher collected many studies that depict the picture of graphic organizers and mapping's structure. Then, the researcher compared between the structure of graphic organizers and mapping according to the results of literature review and the structure of the current study. The structure of mapping and graphic organizers varied according to literature review. For instance, Hibbard and Wanger (2003) found that a graphic organizer is a visual illustration that demonstrates a relationship directed by an organized chain; the diagram associated with many shapes, connected with different lines. That is, the shape shows an event connected with a new shape that demonstrates a new event. However, Kim and others (2004) defined graphic organizers as visual aids that provide learners with meaningful and logical relationships by connecting their knowledge with upcoming information and knowledge.

Besides, Manoli and Papadopoulou (2012) indicated that graphic organizers are graphic illustrators that aid readers in organizing and arranging their thoughts and ideas. Moreover, Douglas et al. (2011) found that graphic organizers demonstrate connections among various concepts to help learners comprehend and grasp what they read. In addition, Merkley and Jerfferies (2000) found that using graphic organizers achieved by the following five steps. First, the teacher converts the given data that associates concepts and ideas with visual illustrations. Second, the teacher gives learners the opportunity to be active and participate as they can. Third, the teacher finds connections among their prior, current and upcoming knowledge. Fourth, the lecturer is supposed to use references and indications. Last, the teacher should help learners in processing and coding the knowledge they learn.

Furthermore, Jiang and Grabe (2007) stated that using graphic organizers demonstrates connections and relations in a particular text; thus, they simplify understanding the text meaningfully; Moreover, Svantesson (2004) stated that maps have different types. First, Hyfork shape; this kind formed by placing the central idea in the center, then drawing main lines; the main lines followed by minor lines that demonstrate sub ideas and details. Second, Thorn fish format. Last, clustering; the main ideas located in the center, and other branches added later; every branch demonstrates a particular idea. Moreover, Deshatty and Mokashi (2013) indicated that maps are visual shapes, which focus on the major topics and ideas that are associated with phrases and words that create relationships among them. In addition, Rebeca (2014) indicated that mapping is an effective teaching

and learning strategy that needs forming diagrams for visual illustration of ideas and topics; the diagram focuses on the main idea drawn in the center, followed by sub ideas. Besides, it was shown that integrating visual aids with technology and promoting flipped learning can be beneficial and useful (Wu and Su, 2021; Zhao and Su, 2021).

On the other hand, the structure of the method used in the study, as shown in appendix (E), is built by different procedures as the figures demonstrate. First, using a main or central shape at the top or at the central part. Second, adding arrows that connect the main topic or the title of the lesson with the sub ideas and details. Third, putting a number on every single arrow that refers to a question. That is, the number written on the arrow refers to a question whose answer is taken from the reading text or students' previous knowledge. Fourth, the answer is given to the student; that is, the student is supposed to analyze the map and the given first letter/s of the answer. Fifth, the method is shown as a game, and it is based on scaffolding. That is, the game or the puzzle featured by offering the initial letter/s of the correct phrase or word, encouraging the learner to guess and find the correct answer; if the learner does not find the correct answer, extra letter/s is/are provided as scaffolding.

In fact, the results of the third question showed that there are many similarities between the structure of the current method and the previous studies since it is based on graphic organizers and mapping. However, it differs from them since it is based on scaffolding, and it was shown as a game. Besides, the results of some recent studies recommended integrating technology with visual aids and activating flipped learning to achieve effective outcomes. Thus, the researcher thinks that converting mapping into an interactive game by using smart phones and computer games may be a splendid idea. That is, the anticipated optimal future model of this method can be based on technology; it, actually, can be used to produce a series of educational games by consulting technology experts. Therefore, the content of English language lessons can be converted into a map, and the map can be converted into a game. Then, the technology experts can use specific programs to make the map technologically interactive. Of course, the technology experts can use specific online applications that can be added to smart phones, and they can use specific computer programs that can be added to computers. Actually, the maps can be arranged to levels classified from the easy topics to the difficult topics. Hence, when the student masters level one, s/he goes to level two; if the student does not complete the map

correctly, s/he will not pass level one. In addition, when the student passes the easy levels, the game transfers him/her to the difficult levels. That is, the game can be designed for all levels of English language learners.

4.4 Results Related to the Fourth Question

4) How can we possibly capitalize on creating a new model of educational mapping based on new trends in technology?

The suggested model of educational mapping based on new trends in technology

Everything in our life changes and improves rapidly to be in line with the current century needs; the changes come as reactions to satisfy human's needs and desires; of course, human's needs vary from time to time and from a place to another place. Actually, human's needs cover many areas and domains; one of these needs is education and learning. According to the fourth aim of the sustainable development goals, education right is very important; thus, policy makers should focus on ensuring inclusive and equitable equality education and promoting lifelong learning opportunities for all.

According to the literature review of the current study, several previous studies stated that most of Arab learners face many problems while learning English language; some of these problems represented by having low motivation and confidence towards learning English language. Besides, according to the literature review of the current study, many previous studies stressed on the importance of interactive, encouraging and motivating learning atmosphere. Moreover, according to the literature review of the current study, several studies stressed on the importance of integrating technology, using flipped learning, using social media sites and gamification. Hence, it is useful to suggest a new technological learning model that may motivate and give trust to English language learners.

The suggested model is based on creating technological educational mapping; that is, it is supposed to be built on the theories and literature review of the current study for the following reasons. First, many studies stressed on the importance of using graphic organizers and mapping in teaching and learning. Second, several studies indicated that using games in learning and teaching has glorious and splendid outcomes. Third, different studies stressed on the important role of constructivism theory in learning; furthermore, many previous studies found that using scaffolding strategy in teaching and learning has

many benefits. Fourth, several previous studies recommended lectures and teachers to integrate technology and use flipped learning strategy. Fifth and last, the results of the current study indicated that using mapping as a game in teaching English language positively affected university students' self-efficacy and motivation.

Consequently, the suggested model is supposed to develop educational mapping according to new technological trends. Therefore, what are the logical principles or assumptions of the suggested model? What are the aims of the suggested model? What are the justifications of implementing the suggested model? What are the foundations and backgrounds of the suggested model? What are the options and description of the suggested model? How can the suggested model be implemented? What are the suggestions that may contribute to facilitate the process of implementing the suggested model? What are the expected obstacles that may hinder the process of implementing the suggested model?

4.4.1 The logical principles or assumptions of building the suggested model

In fact, the idea of building of the suggested model was based on many logical reasons, international and local recommendations, visions, needs and plans that can create constant progress in the fields of learning, education and technology; that is, it came to satisfy the following needs:

- Achieving the fourth aim of sustainable development goals that focuses on education right; the fourth aim focuses on ensuring inclusive and equitable equality education and promoting lifelong learning opportunities for all.
- Satisfying the needs of Palestinian ministry of education and higher education that focus on learners' autonomy and students -centered learning.
- Helping the Palestinian universities to achieve their educational vision that is based on creating independent and life-long learners.
- Developing the educational mapping method to be in line with the international technological teaching and learning modern trends.
- Fostering university students' English language motivation based on the recommendations of the current study

- Fostering university students' English language self-efficacy based on the recommendations of the current study.
- Helping university students and young learners to use the educational mapping method outside the lecture in an interactive way based on the recommendations of the current study.

4.4.2 The aims of the suggested model

The suggested model intends to achieve the following aims:

- Improving students' motivation towards learning English language by using interactive technological educational mapping.
- Fostering students' confidence and self-efficacy towards learning English language by using interactive technological educational mapping.
- Increasing English language students' terminology and vocabulary by using interactive technological educational mapping.
- Being in line with the international technological teaching trends that can help students to be independent learners.
- Creating an enjoying and challenging English learning atmosphere that can encourage all students/ learners to be active.
- Offering procedures and suggestions that can demonstrate effective technological and motivating English language learning environment.

4.4.3 Justifications to implement the suggested model in the Palestinian context

In fact, there are many justifications that encourage building a suggested model of educational mapping; these justifications based on different reasons, and they are the following:

- Being in line with the modern international teaching and learning technological trends that focus on learners' interaction, participation and autonomy.
- The results of the current study indicated that using mapping as a game in teaching English language increased university students' motivation and self-efficacy.

- The results of the current study stated that educational mapping can be developed by converting the map into an interactive technological game.
- The results and recommendation of several studies insisted on the importance of activating flipped learning and using technology while learning.
- Finding interactive and attractive English language learning methods that can help Arab learners to be motivated and confident while learning.
- Offering new teaching or learning methods that can improve the status quo of teaching English language in the Palestinian context.
- Taking the advantage of using technology applications, platforms and tools to improve English language learning or teaching methods.

4.4.4 The backgrounds and foundations of building the suggested model

The suggested model is based on the following backgrounds and foundations; these foundations and backgrounds are the following:

1. **Theoretical background and foundation:** the method is based on different theories mentioned in the study; that is, the study based on constructivism, assimilation and meaningful learning theories. Besides, it is based on scaffolding strategy and the zone of proximal development concept.
2. **Literature review background and foundation:** the method is based on different previous studies that covered different educational areas such as games, graphic organizers and mapping. That is, many studies indicated that using educational games in teaching and learning helped students in different ways; besides, using graphic organizers and mapping increased students' motivation and confidence while learning.
3. **Technological background and foundation:** the suggested educational model is based on gamification trend and flipped learning strategy. In addition, it is based on using an online application that can be shown on Google Play Market. The application is based on offering an educational interactive English language learning game. Furthermore, using PowerPoint program to produce interactive slides. Moreover, using social media sites such as Facebook to activate flipped learning

strategy; that is, the lecturer can create a closed Facebook group that helps him/her to post the mapping slides and ask questions. Then, the learners or the participants answer the questions by writing comments. Hence, the teacher or the lecturer can react, correct and respond to their answers.

4.4.5 Description and options of the suggested model

The suggested model can be achieved by the following three options as Figure 11 in appendix (H) demonstrates:

4.4.5.1 Option one

Creating an online smart phone application (Educational Mapping 2023).

The online smart phone application can be created by working on the following steps:

1. Choosing a specific English language textbook.
2. Analyzing the content of the textbook by dividing it into different parts: language, reading comprehension, vocabulary and writing's tips.
3. Converting the content of these parts into educational maps.
4. Converting the educational maps into puzzles or games.
5. Converting the educational maps into electronic educational maps by using some programs such as PowerPoint.
6. Writing a question on every part of the map.
7. Preparing a sample answer for every slide and lesson.
8. Working with a technology expert to produce an interactive smart phone online application that can be created by using the educational mapping slides.
9. Activating the application on Google play market as Figure 12 in appendix (H) demonstrates.

After creating the online smart phone application on Google play market, the researcher will download and test it; the online smart phone application aims to introduce the mapping game. Actually, the educational maps can be arranged to levels classified from the easy topics to the difficult topics. Hence, when the student masters level one, s/he goes to level two; if the student does not complete the map correctly, s/he will not pass

level one. In addition, when the student passes the easy levels, the game transfers him/her to the difficult levels. That is, the game can be designed for all levels of English language learners. Besides, the application of the game gives the learner or the student the chance to start the game with the suitable option for him/her. That is, it allows the learner to select grammar option, vocabulary option, reading comprehension option or writing's tips option.

4.4.5.2 Option two

Using Facebook closed groups (social media sites).

In fact, option 2 can be achieved by the following steps.

1. Choosing a specific English language textbook.
2. Analyzing the content of the textbook by dividing it into different parts: language, reading comprehension, vocabulary and writing's tips.
3. Converting the content of these parts into educational maps.
4. Converting the educational maps into puzzles or games.
5. Converting the educational maps into electronic educational maps by using some programs such as PowerPoint.
6. Writing a question on every part of the map.
7. Preparing a sample answer for every slide and lesson.
8. Posting the slides as pictures on the closed Facebook group as Figures 12 and 13 demonstrate.
9. Asking the students to respond to the given questions by writing comments as picture 4 demonstrates.
10. Checking, responding and correcting their answers as Figures 13, 14 and 15 in appendix (H) demonstrates. Besides, activating discussion with other students by letting them respond to each other.

4.4.5.3 Option three

Creating a package of interactive PowerPoint slides.

Actually, option three offers an opportunity to learn using computers without the availability of internet connection; the file can be given to learners on CDs, USB memories or as a link of Google documents. The file is based on an interactive game that activates flipped learning strategy; it gives the learner instant feedback while s/he answers the questions.

In fact, option 3 can be achieved by the following steps:

1. Choosing a specific English language textbook.
2. Analyzing the content of the textbook by dividing it into different parts: language, reading comprehension, vocabulary and writing's tips.
3. Converting the content of these parts into educational maps.
4. Converting the educational maps into puzzles or games.
5. Converting the educational maps into electronic educational maps by using some programs such as PowerPoint.
6. Writing a question on every part of the map.
7. Inserting options for the expected answer of every question.
8. Adding a hyperlink for the correct answer to reward the learner verbally and visually. The answer may be: "Correct answer" as Figure 18 in appendix (H) demonstrates.
9. Adding a hyperlink for the wrong answer to direct the learner towards the correct answer. The answer may be: " Sorry! You have chosen a wrong answer" as Figure 19 in appendix (H) demonstrates.
10. Letting learners evaluate themselves by adding an evaluating game as Figure 17 in appendix (H) demonstrates.

4.4.6 Implementing the suggested model

Implementing the suggested model can be achieved by following the elaborated steps written in appendix (G).

4.4.7 Suggestions that can ease implementing the suggested model successfully

- Launching awareness campaigns that can shed light on the importance of learning English language.
- Launching awareness campaigns that can shed light on the importance of using interactive technology in teaching and learning.
- Improving teachers' and lecturers' technological knowledge and skills.
- Conducting workshops that can train lecturers and teachers to design educational maps.
- Launching awareness campaigns that can direct learners to use technology in an appropriate way while learning.
- Offering success stories that many encourage learners to learn English language by using technological educational mapping.

4.4.8 Expected obstacles that may hinder implementing the suggested model

- Lack of Wi-Fi networks.
- Lack of appropriate smart phones.
- Lack of Laptops.
- Lack of teachers' and lecturers' technological knowledge and skills.
- Social media distractors.
- Lack of financial and technological resources that can help lecturers to be technologically qualified.
- Traditional convictions that underestimate using interactive technology and games in teaching and learning.
- Change resistance that is based on accepting the current teaching status as it is; that is, many policy makers may not be interested in exerting extra efforts to develop learning and teaching environments.

4.5 Summary

The current chapter has presented the results of the four questions. The two scales were used as quantitative instruments of the study. Besides, the evaluation papers were used to offer quotations that enrich the results of the study. ANCOVA and MANCOVA were used to demonstrate the differences in means between the controlled and experimental groups. Actually, there were no significant differences between the means of the experimental and controlled groups in the pre-tests. However, there were significant differences in the means of the experimental and controlled groups in the post-tests in favor of the experimental group. Besides, the results of the post-tests showed that there were no significant differences attributed to gender between the controlled and experimental groups.

The significant difference in standard deviation and means between the two groups in the post-tests demonstrated the positive effect of using the new method in teaching English language on university students' self-efficacy and motivation. Furthermore, the evaluation papers taken from students were used to offer quotations. The findings of the evaluation papers confirmed the results of the study, and they demonstrated that the participants of the experimental group preferred the method and recommended using it. Indeed, the results of the pre- and post-tests of the two scales and students' evaluation papers indicated that using the new method in teaching English language positively influenced university students' self-efficacy and motivation.

The results of the third question showed that there are many similarities between the structure of the current method and previous studies since it is based on graphic organizers and mapping. However, it differs from them since it is based on scaffolding, and it was shown as a game. Besides, the results of some recent studies recommended integrating technology with visual aids and activating flipped learning to achieve effective learning outcomes. Thus, the researcher thinks that converting mapping into an interactive game by using smart phones and computer games may be a fabulous idea. That is, the anticipated optimal future model of this method can be based on using interactive technology; it, actually, can be used to produce a series of educational games by consulting technology experts.

Chapter Five

Discussion and Recommendations

In fact, the current study interrogated the effect of using educational mapping as a new method in teaching English language on university students' motivation and self-efficacy. Many previous studies stated that most of Arab learners face many problems in learning English lessons; these problems are represented by: low English language self-efficacy, difficulty in presenting the ideas, transferring the stylistic features from their L1, writing long sentences, keeping repeating the same ideas around the topic, replicating phrases without targeting the main idea and having low motivation towards learning the language (Almehmadi, 2013). In addition, EFL learners experience fear and high level of anxiety while speaking, writing and summarizing, and they have low motivation towards learning English language (Aydin, 2008).

According to the researcher's experience as English language trainer, the researcher notices that university students have low confidence and motivation towards learning English language. When the researcher asked many university students about the reasons of low motivation and confidence, and the challenges of learning English language, they gave many reasons. First, the way of teaching used does not give the students the freedom to participate in discussions. Second, the ways of teaching depend on memorizing specific words. Third, they have fear to commit mistakes. Fourth, the methods of teaching a specific content do not consider individual differences. Fifth, they think learning English language is a difficult task. However, the participants of the study stated that using mapping as a game in teaching English language positively influenced their motivation and their self-efficacy. In addition, they liked the method of teaching and recommended other lecturers to use it. Besides, the participants of the experimental group stated that the method helped them to summarize their lessons and encouraged them to participate by creating an interactive and enjoyable learning atmosphere.

5.1 Discussion of the Results Related to the First Question

The first question of the study aimed to investigate the effect of using the educational mapping in teaching English language on university students' motivation. To investigate the effect of using mapping on motivation, pre and post-tests were used to compare the means of the experimental and control groups. The results of the pretest demonstrated

that there were no statistically significant differences between the control and experimental groups in students' responses of motivation. However, the results of the post-test indicated that there were statistically significant differences between the experimental and controlled groups. The significant difference in motivation in the post-test demonstrated the positive and significant effect of using new method in teaching English on students' motivation. It also showed that the experimental group outperformed the control group according to their means responses; hence, using mapping as game in teaching English was more beneficial than using other common teaching methods.

The results of the current study confirmed the results of many studies. For instance, Grabe (2009) concluded that maps are effective teaching aids that can increase students' motivation and curiosity by activating them to pay attention and participate while learning. In addition, Goehle (2013) stated that using games could foster students' engagement, interaction and enthusiasm. That is, using games in teaching helped students to trust their abilities and skills, hence, using games increased learners' enthusiasm and motivation to learn. Moreover, Miao (2007) indicated that using mapping is very beneficial because it assists students to be encouraged and motivated while learning. It helps learners to apply and use words and phrases correctly.

The researcher thinks that there are many reasons for these results. First of all, using the new method in teaching English was introduced as a game and new method. Therefore, it attracted their attention and helped them to concentrate. Then, they felt they could understand the given topics since the structure of mapping could simplify the content by showing the minor and basic ideas. When the students felt they understood the given topics, it helped them not to feel nervous, reduced their fears of using the language and created an enjoyable learning atmosphere.

These interpretations came in line with several studies. Firstly, Kotcherlakota et al. (2013) stated that using mapping helps learners to properly organize the content of knowledge they are learning. Secondly, Hanewald (2012) found that the structure of mapping aids learners to develop their learning skills. Thirdly, Stephen and Hermus (2007) concluded that using mapping is a powerful teaching tool that makes the process of teaching interactive, enjoyable and interesting since it connects ideas together.

In addition, the researcher thinks that the simple structure of mapping helped students to learn, memorize and recall words easily. Thus, it enriched their vocabulary, and they felt they have words they can use. Therefore, their skills and abilities to form sentences and answers were increased. Hence, this encouraged them to participate and answer questions. When the students noticed that their abilities improved and they could play their roles as students effectively, their motivation was increased.

These interpretation and results of this study confirmed the results of several studies. First, Farrand et al. (2002) indicated that mapping assists students to study and arouse their motivation to learn since the design of mapping provides effective elaborations. Mapping also can be considered as helpful studying tool because it organizes the data properly. Second, Goodnough and Woods (2002) stated that learners find mapping as an enjoyable and encouraging tool since it could motivate them to share ideas, participate, answer questions and express themselves in various academic contexts. Third, Mona and Adbkhalick (2008) found that mapping helps students to structure and organize their understanding and motivates them to be productive. Forth, Brinkmann (2003) found that using maps can foster learners' creativity and motivation. It helps learners to categorize information properly. Using mapping in teaching can largely arouse students' enthusiasm and attention since it illustrates the lesson simply. In addition, using mapping in teaching accounting course made the process of learning enjoyable and interesting by providing visual aids and illustrations, and using pictures, links and colors. Fifth, Fiktorious (2013) found that mapping is a useful teaching strategy that encourages students to participate by increasing their motivation. Using mapping assists learners to introduce new ideas and connect different ideas together. Sixth, Goldberg (2004) concluded that mapping is beneficial teaching and learning method, which can foster students' engagement and involvement.

However, there was no statistically significant difference for the means of the controlled group. The researcher thinks that there are several interpretations and illustrations can be provided. First of all, the students did not find anything new when the traditional method was used in the lectures. That is, it did not attract their attention or concentration. They received it as a regular routine in teaching; therefore, it did not encourage them to concentrate while learning. Moreover, the traditional method did not simplify the content as using mapping as a game did. Hence, it could not help them to know the basic and

minor ideas of the content; thus, it has no effect on their understanding. When the general understanding is negatively affected, students can notice others' low interactions; hence, s/he will not be enthusiastic to participate.

When lectures lack enthusiasm, a boring learning atmosphere is created. This boring learning atmosphere does not encourage students to play their roles and participate effectively. Besides, the traditional method is not based on scaffolding, comparing it with using mapping as a game. That is, the traditional methods do not take into account the individual differences such as using mapping. Therefore, the results of using traditional methods in teaching let students get either depressed or bored. That is, if the level of the content or the task is higher than the learners' level, the learner will get depressed. On the other hand, if the level of the content is under the learners' status, the learner will feel bored. That is, the traditional methods cannot deal with individual differences appropriately, however, using the new method in teaching English language allows the teacher to scaffold and assist students according to their level, leading to positive results. On the other hand, traditional methods do not activate all students' interaction since it does not adapt the content according to students' level as using mapping as a game does. Therefore, the students will not be active and encouraged. When the students lack the suitable enthusiasm to participate, their motivation will decrease. Thus, the motivation of the control group was low.

Although the period of testing the method was short, the results between the control and experimental groups were different. For instance, according to Figure 8, the mean of the experimental group of instrumental motivation in the pretest was 1.71 while the mean of control group was 2.07. However, the figure also elaborates that the mean of experimental group in the post-test was 3.8 while the mean of control group was 2.14. That is, using mapping as a game positively affected the instrumental motivation of the experimental group. Besides, according to Figure 9, the mean of the experimental group of integrative motivation in the pretest was 1.72 while the mean of control group was 2.3. However, the figure also elaborates that the mean of experimental group in the post-test was 3.9 while the mean of control group was 2.48. That is, using mapping as a game positively affected the integrative motivation of the experimental group.

Actually, these results indicated that using mapping as a game positively affected the factors that influence motivation. According to the quotations taken from the reflection papers, the researcher thinks that using mapping as a game affected the following motivation factors. First, understanding the content of the lesson. Second, knowing the major and minor ideas. Third, not feeling nervous about learning English language. Fourth, encouraging students to be active in the lecture discussions and communicating in English since it was introduced as a game. Fifth, improving English language skills. Sixth, attracting students' attention and concentration. Seventh, activating their vocabulary, helping them to learn new vocabulary and expressions, and assisting them memorizing and recalling words. Last, creating enjoyable and interactive learning atmosphere.

Several students stated that using mapping as a game positively affected their motivation. For example, a student (E.S) wrote:

"In addition, this method of learning is unconventional and it helped me more than the other methods which I learnt English language through. This method gave motivation as a teacher to use it with my school as an effective teaching method based on playing and discovering information instead of teaching it using traditional methods, as it increases students' motivation to learn, study and love the study material."

These results also came in line with the following studies. First, Jones et al. (2012) stated that using mapping in teaching positively influences learners' motivation and enthusiasm. They also found that using mapping fosters and enriches the process of learners' engagement and involvement. Second, Barambe (2012) indicated that using mapping increases learners' attention and concentration. It motivates them to arrange their ideas and share their thoughts. Hence, using mapping positively affects students' motivation and enthusiasm. Third, Yunus and Chien (2016) demonstrated that using mapping

positively affects students' motivation and enthusiasm. Fourth, Malekzadeh and Bayat (2015) indicated that using mapping helps learners to organize and arrange their thoughts easily. It assists learners to elaborate ideas and talk about the main topics of the lesson since it offers graphic illustrations and elaborations. It also positively affects learners' attitudes and motivation.

However, according to the results of the first question, students' motivation was not affected by the variable of gender. That is, there were no statistically significant differences attributed to gender in the post-test. The researcher thinks that there are many reasons for the results of the current study according to gender. First, this method influenced and improved the motivation of males and females nearly in the same way; that is, both males and females liked the method, and it affected their motivation approximately in the same way. Second, the sample of this study was master's degree students, and when they were encouraged to be motivated to learn English language using this method in learning, they responded immediately and affected roughly in the same way.

Actually, graphic organizers and mapping are based on constructivism theory. Tam(2000) stated that the learning environment of constructivism has several characteristics. First, knowledge is shared between the teacher and students. Second, teachers are counselors, facilitators and guides. Third, the process of learning takes place when students are divided into heterogeneous groups. Fourth, the authority is distributed between the teacher and students. On the other hand, using mapping as a game is based on scaffolding. The use of scaffolding helped students to participate and interact in the lecture. McKenzie (2000) stated that scaffolding has several benefits. First, it provides effective directions and minimizes students' confusion and perplexity. Second, scaffolding demonstrates the pedagogical objectives. Hence, students will be aware of what they are doing and what they are expected to do. Third, it increases learners' attention and concentration. It assists students to give more attention to the given tasks. Fourth, it offers real expectations and links evaluation with effective feedback. Fifth, scaffolding directs students to beneficial sources; thus, students will not be confused or perplexed. Last, scaffolding decreases students' confusion and uncertainty; therefore, it promotes deep learning.

Using scaffolds has several advantages. First, they activate the students' attention and concentration to the pedagogical content. Second, the task will be simpler and easier. Third, scaffolds provide direction and illustrations that help students to easily finish the given tasks. Fourth, scaffolds demonstrate the contrast between the expected status and student's status. Fifth, scaffolds reduce obstacles, hardships and risks. Sixth, they elaborate the expectations that are supposed to be achieved (National Research Council, 2004). Using scaffolding has fabulous results in teaching English language. For example, Safdi and Rabbah (2012) stated that scaffolding is a beneficial since it develops English reading comprehension achievement and improves critical thinking skills. In addition, using scaffolding positively affects students' achievement and improvement (Poeachamadi, 2009).

Indeed, relying on scaffolding strategy and constructivism theory enriched and developed the process of teaching; that is, it simplified the content, increased students' understanding, aroused enthusiasm and helped students to play their roles, participate, communicate and build their knowledge. The scaffolding strategy helped the lecturer to deal with the individual differences appropriately and activate all students regardless of their previous academic level. It created an enjoyable, challenging and playing atmosphere that encouraged students to pay attention, concentrate, communicate and compete with each other.

5.2 Discussion of the Results Related to the Second Question

2) Are there statistically significant differences in students' means responses of English language self-efficacy due to the study variables (group and gender)?

The second question of the study interrogated the effect of using educational mapping method in teaching English language on university students' self-efficacy. To investigate the effect of using this method on university students' self-efficacy, pre and post-tests were used to compare the means of the control and experimental groups. The results of the pretest demonstrated that there was not a significant different between the control and experimental groups in self-efficacy. However, the results of the post-test indicated that there was a significant difference between the control and experimental groups. The significant difference in self-efficacy in the post-test demonstrated the positive and significant effect of using this method in teaching English on students' self-efficacy. It

also showed that the experimental group outperformed the control group in their achievement; hence, using the new method in teaching English was more beneficial than using other traditional and common teaching methods.

These results came in line with many studies. First, Miao (2007) indicated that using mapping is very beneficial because it assists students to be encouraged and motivated while learning. It helps learners to apply and use words and phrases correctly. Hence, it increases the level of confidence they have towards their abilities. Second, Hanewald (2012) found that the structure of mapping aids learners to develop their learning skills. Using mapping increased the students' level of confidence in their abilities. . Third, Spencer et al. (2013) stated that using mapping in teaching nursing developed students' abilities in recalling and memorization. It also increased learners' involvement and engagement in learning. It also positively affected their confidence.

First of all, using the new method in teaching English was introduced as a game and new method. Therefore, it attracted their attention and helped them to concentrate. Then, they felt they could understand the given topics since the structure of mapping could simplify the content by showing the basic and minor ideas. When the students felt they understood the given topics, it helped them not to feel nervous, reduced their fears of using the language and created an enjoying learning atmosphere. That is, the researcher thinks that when the method assisted the learners to know the minor and basic ideas, it assisted them to grasp the content of the lecture; thus, it broke the fear of learning a foreign language and created an interactive and enjoyable learning atmosphere. Hence, it increased their self-efficacy and confidence in their abilities since they noticed they could play their roles easily.

The results of the study also confirmed the results of the following studies. First, Al-Jarf (2011) indicated that mapping develops learning practices since it eases communication between learners and teachers. Besides, it improves recalling abilities, organizing and storing information, managing thoughts and developing students' competence. Hence, it increases learners' trust and confidence in their abilities. Mapping can develop learners' deep understanding and creativity; therefore, it affects their confidence and self-efficacy positively (Zampetakis et al., 2007).

The researcher thinks that the simple structure of mapping helped students to learn, memorize and recall words easily. Thus, it enriched their vocabulary, and they felt they have words they can use. Therefore, their skills and abilities to form sentences and answers were increased. When the students noticed that their abilities improved and they could play their roles as students effectively, their confidence was improved, and their self-efficacy was increased.

The results of the second question also confirmed the following studies. First, Padang and Guring (2014) stated that using mapping develops learners' abilities to share ideas and thoughts. It enables learners to respond to different kinds of questions since it gives them the trust and confidence they need. Second, Pashie (2009) stated that using mapping directs and guides students while learning; hence, students will be aware of what they are doing. The study also revealed that students' confidence and trust in their abilities largely increased.

According to the evaluation papers of the students, the researcher thinks the method improved students' skills and abilities in different ways. First, it assisted them to acquire different terms and expressions. Second, it guided them to find main and major ideas. Third, it helped them to recall and memorize words. Fourth, it gave the chance to participate and think. Fifth, it developed their skills to form complete sentences. Sixth, it helped them to take note and summarize the lesson. Seventh, it improved their English language skills. Besides, it activated them to communicate in English. Furthermore, it helped them to speak English language easily, and it activated their vocabulary. Moreover, it affected their feelings; that is, it helped them to feel encouraged, enthusiastic, motivated and not nervous. Hence, it positively affected their confidence and self-efficacy. When the student finds him/herself capable of doing a task, s/he will gain trust in his/ her abilities. Thus, this will develop the way that the student perceives his/her abilities and skills. When the learning atmosphere is characterized by positive feelings, the student will be attracted to show his/ her abilities and skills. Hence, the students' self-efficacy was improved.

For instance, a student (F.M) stated: "*By producing our opinion and thoughts in front of the other students, it improves self-confidence and personal skills to communicate, especially in English language.*" Another student (H.Y) wrote: "*As the continuous*

practice of my listening and speaking skills encouraged my reading skills and expressing opinion in English, I became more confident in myself."

However, according to the results of the second question, self-efficacy was not affected by the variable of gender. That is, according to the results of the post-tests, there was no statistically significant differences attributed to gender between the control and experimental groups. Hence, the results of the study contradict the results of the following studies. First, Warrington et al. (2000) indicated that gender-related self-efficacy thoughts affect students' achievement. Some girls indicated that they had to exert more efforts to perform than what boys did in science. Second, Bandura et al. (2001) stated that male students showed high levels of self-efficacy for several types of jobs. However, females did not evaluate themselves as competent and efficacious in male's jobs. Third, Warrington et al. (2000) stated that males' students were overconfident while preparing for exams. They did not exert efforts for revising exams as females did. The study also indicated that boys require assistance in assessing their goals and abilities. Fourth, Jacobs et al. (2002) found trust in ability decreases for both girls and boys over time. However, boys' self-beliefs decreased faster than girls did.

We can find that the results of the previous studies differ, that is, the first three studies showed that males' self-efficacy was higher than females' self-efficacy while the fourth study showed the opposite. The four studies contradict the results of this study since the results of the current study indicated that there was not a significant difference according to gender in the post-test. However, according to the results of the first question, students' motivation was not affected by the variable of gender. That is, there was not a significant difference in gender in the post-test. The researcher thinks that there are many reasons for the results of the current study according to gender. First, using mapping as a game in teaching English language influenced and improved the self-efficacy of males and females nearly in the same way; that is, both males and females liked the method, and it affected their self-efficacy approximately in the same way. Second, the sample of this study was master's degree students, and this method increased the confidence of males and females while learning the language; that is, they responded immediately and they were affected roughly in the same way.

In fact, self-efficacy theory is based on the social learning theory. The social learning theory is considered as important pillar of sustainable genuine resource management and the encouraging of desirable and required behavioral change (Muro & Jeffrey, 2008). The theory is founded on the principle that people learn when they interact with others in a specific social context. When people observe others' behavior, people try to make similar behavior. After noticing others' behavior, people imitate and assimilate that behavior, particularly if the observed behavior is rewarded or reinforced. That is, when the participants of the experimental group noticed that their colleagues can interact and answer questions correctly by using the new method in learning English, they were motivated to imitate them and participate in the class discussion. Besides, because the game provides the initial letter/s of the word, they were directed to answer correctly. When the students found that their colleague could participate and rewarded by their correct answers, they were encouraged to participate and play their role.

SLT is the most influential and affective theory in the fields of development and learning. The theory is seen as a bridge between cognitive learning theories and behaviorists learning theories since it encompasses motivation, memory and attention (Muro & Jeffrey, 2008). Bandura found that behaviors such as modeling and imitation are achieved when the person finds positive and desired outcomes .Many studies stated that learning can be achieved through modeling; that is, students can learn when they observe their teachers, parents or colleagues (Bandura, 2006a). Of course, when the students found that their colleagues' answers were rewarded and reinforced, they were motivated to speak and participate. When they found themselves, they could answer questions correctly, their trust in their abilities was improved, and it positively affected their self-efficacy. In Bandura theory, self-efficacy is shown as a main influencer that affects one's expected results of behavior (Bandura, 2004, 2006b).

The results of these studies came in line with the results of the current study. That is, using the new method in teaching English language influenced students' self-efficacy. It affected their emotional, cognitive, motivational and decisional process; that is, it positively influenced their abilities and skills; hence, it influenced their cognition and motivation. Therefore, it affected their motivation by creating an enjoyable and interactive atmosphere. Thus, it affected their decision and their academic status; that is,

they became more optimistic, they liked the method, and they advised other lecturers to use it.

Moreover, the results came in line with many studies. First, Betz (2007); McCormick & Martinko (2004) supported Bandura's thoughts, and they stated that self-efficacy could influence cognition and behavior in several ways such as goal setting, effort and persistence, activity choice, and learning and achievement. Second, Mark and Campbell (2011) found that people with high self-efficacy tend to challenge difficult tasks, and they perceive them as something that can be mastered; however, people with low self-efficacy tend to avoid and neglect difficult tasks.

The results of this study elaborated that using the new method affected their self-efficacy positively. When their self-efficacy was affected positively, their desire towards learning English language was affected positively. Besides, their efforts and persistence towards learning the language were increased. In addition, when using mapping as a game increased their self-efficacy, it decreased their fear towards learning English language, and assisted them to challenge the game to find the missing words. The improvement of their self-efficacy helped them to feel capable that they can challenge difficult tasks. According the results of this study, the researcher recommends and suggests that using the new method in teaching English language for university students for the following reasons. First, it increased students' self-efficacy. That is, it increased students' trust and confidence in their skills, abilities and believes. Second, it increased students' motivation since it helped students to understand the lessons, it encouraged them to participate effectively, it reduced their fear, and it helped them concentrate while learning. Fourth, it helped them to summarize their lessons easily since it helped them to find the major and minor ideas, and it helped them to simplify the content. Fifth, learning words and expressions. Sixth, creating an interactive and enjoying atmosphere by adding fun and excitement to the learning environment. That is, it helped students to participate and communicate with each other. Seventh, preferring the method and recommending using it; that is, when they found that the method could affect their feelings, confidence, motivation, skills and abilities, they liked the method and recommended other teachers to use it.

5.3 Discussion of the Results Related to the Third Question

In fact, the researcher answered the third question by collecting many studies that depict the picture of graphic organizers and mapping's structure. Then, the researcher compared between the structure of graphic organizers and mapping according to the results of the previous research and the structure of the current study.

Actually, comparing the structure of graphic organizers and the structure of the current method according to literature review reached the following conclusions. First, most of the studies demonstrated that graphic organizers are visual illustrations that can be built to offer relationships among different concepts. Second, most of the studies also indicated that the components of graphic organizers and mapping are nearly the same; that is, they are boxes, shapes and arrows. Third, most of the studies stated that using graphic organizers and mapping is useful in presenting information to students and lecturing them (Hibbard and Wanger, 2003; Manoli and Papadopoulou, 2012; Merkley and Jerfferies, 2000; Deshatty and Mokashi, 2013)

However, the structure of the method used in the study is built by different procedures. First, using a main or central shape at the top or at the central part. Second, adding arrows that connect the main topic or the title of the lesson with the sub ideas and details. Third, putting a number on every single arrow that refers to a question. That is, the number written on the arrow refers to a question whose answer is taken from the reading text or students' previous knowledge. Fourth, the answer is taken from the student; that is, the student is supposed to analyze the map and the given first letter/s of the answer. Fifth, the method is shown as a game, and it is based on scaffolding. That is, the game or the puzzle featured by offering the initial letter/s of the correct phrase or word, encouraging the learner to guess and find the correct answer; if the learner does not find the correct answer, extra letter/s is/are provided as scaffolding.

The results of the third question showed that there are many similarities between the structure of the current method and previous studies since it is based on graphic organizers and mapping. However, it differs from them since it is based on scaffolding, and it was shown as a game. Besides, the results of the previous research and the structure of the current teaching method did not take into consideration integrating interactive technology to convert mapping into an interactive game by using smart phones and computer games.

That is, the results of the third question showed that there are many similarities between the structure of the current method and the previous studies since it is based on graphic organizers and mapping. However, it differs from them since it is based on scaffolding, and it was shown as a game. Therefore, the content of English language lessons can be converted into a map, and the map can be converted into a game. Then, the technology experts can use specific programs to make the map technologically interactive. Of course, the technological experts can use specific online applications that can be added to smart phones, and they can use specific computer programs that can be added to computers. Actually, the maps can be arranged to different levels classified from the easy topics to the difficult topics. Hence, when the student masters level one, s/he goes to level two; if the student does not complete the map correctly, s/he will not pass level one. In addition, when the student passes the easy levels, the game transfers him/her to the difficult levels. That is, the game can be designed for all levels of English language learners.

The researcher thinks that the idea of the technological anticipated future model may be very encouraging and useful for English language young learners for the following reasons. First, the idea represents new learning trend that comes in line with the modern teaching and learning trends. Second, the idea may be encouraging to young learners since they use their smart phones wherever they go. Third, the anticipated system of this model will be encouraging since the game is based on different levels, and it is interactive. Moreover, it is based on gaming, and it gives instant feedback to the learner; thus, it may improve their thinking skills; besides, it may help them to be in line with the technological development.

To conclude, the researcher stresses on the advantages and vitality of using the new method in teaching university students' English language. The researcher hopes that English language lecturers will use this method in teaching since it will help them to reach students' minds and hearts. It will help them to deal with individual differences appropriately, and it will guide them to deal with their students successfully since it is based on scaffolding. According to results of this study, the researcher recommends using the new method in teaching university students' English language since it can affect their motivation and self-efficacy positively. Besides, the researcher also believes that using mapping as game in teaching English language can develop the status of teaching English language at the Palestinian universities.

5.4 Limitations of the Study

The main limitations of the study were:

5.4.1 Objective limitations

Using mapping as a game in teaching English Language.

5.4.2 Time and place limitations

- a- Time of the study: the study was conducted in the summer semester of the academic year 2021 -2022.
- b- Location of the study: the study took place at Al-Quds Open University in Ramallah.

5.4.3 Conceptual limitations

- a- Motivation: is portrayed as a vision that encourages a person to accomplish a specific mission since human behavior is affected by the required aim (Demirci, 2007).
- b- Self- efficacy: is a feeling of confidence that successfully lets one complete and organize a specific behavior (Bandura, 1986).

5.4.4 Procedural limitations

- a- Methodology: the researcher used the quasi-experimental design (training program).
- b- Sample: the researcher used stratified random sampling. The participants of the study were Master's degree students from Al-Quds Open University; that is, the sample was 36 students.
- c- Tools: the researcher used an English language motivation scale and an English language self-efficacy scale; besides, the researcher supported the two tools with students' evaluation papers.
- d- Validity and reliability: the researcher tested content and construct validity; besides, the researcher tested the reliability of the two scales by finding Cronbach's Alpha.
- e- Statistical programs: the researcher used SPSS, ANCOVA and MANCOVA to analyze the data.

5.5 Recommendations

The great usefulness of using the new method in teaching university students' English language was supported by the findings of this research. Hence, the researcher hopes this research will offer a modern and new English language teaching method to benefit the globe. Thus, the researcher offers several recommendations that can direct the process of conducting future research. The recommendations are listed below:

1. To foster university students' English language motivation, the researcher recommends lecturers and teachers to use this method in teaching English language.
2. To foster university students' English language self-efficacy, the researcher recommends lecturers and teachers to use this method in teaching English language.
3. To help English language learners use the method outside the lecture in an interactive way, the researcher recommends integrating technology by consulting technological experts who can create online smart phones applications and computer programs.
4. To capitalize on creating a new model of educational mapping based on new trends in technology, the researcher recommends referring to the suggested model in this study.

5.6 Future Suggestions

Furthermore, the researcher offers the following suggestions that can benefit the future research:

1. Conducting future research to interrogate the impact of using educational mapping in teaching English language on university students' writing skills.
2. Conducting future research to interrogate the impact of using educational mapping in teaching English language on university students' speaking skills.
3. Conducting future research to interrogate the impact of using educational mapping in teaching English language on university students' reading skills.
4. Conducting future research to interrogate the impact of using educational mapping in teaching other subjects.
5. Conducting future research to interrogate the impact of using educational mapping in teaching English language on university students' achievement.

6. Conducting future research to interrogate the impact of using educational mapping in teaching English language on university students' attitudes.

5.7 Conclusion

The current study interrogated the effect of using the new method in teaching English language on university students' self-efficacy and motivation; the theoretical framework of the current study was founded on social learning theory, meaningful learning theory, assimilation theory, constructivism theory and scaffolding strategy. Several studies were gathered, arranged and analyzed to discover relationships between the current study and them. In addition, the data were collected by motivation and self-efficacy scales, and the results were supported by the students' evaluation papers. Besides, the study followed the quasi-experimental design (training program).

The four study questions were answered; the pre- and post-tests of motivation scale were used to answer the first question of the study. That is, the pre- and post-tests were analyzed by using SPSS program, ANCOVA and MANCOVA . In fact, the results of the first question showed that using the new method in teaching English language positively influenced students' motivation, and there were no statistically significant differences attributed to gender. The researcher thinks that the results of using mapping as a game positively affected the factors that influence motivation. First, understanding the content of the lesson. Second, knowing the major and minor ideas. Third, not feeling nervous about learning English language. Fourth, encouraging students to play their roles easily in English discussions and communicating in English since it was introduced as a game. Fifth, improving English language skills. Sixth, attracting students' attention and concentration. Seventh, activating their vocabulary, helping them to learn new vocabulary and expressions, and assisting them by memorizing and recalling words. Last, creating enjoying and interactive learning atmosphere.

The second question was answered by the results taken from the pre and post-tests of self-efficacy scale; the findings of the scale were analyzed by using SPSS program and ANCOVA. The findings of the second question indicated that using mapping as a game in teaching English language positively influenced students' self-efficacy. The results revealed that there was a significant difference in means between the two groups according to the teaching method, and there were no statistically significant differences

attributed to gender. Hence, the researcher thinks that the method improved students' skills and abilities in different ways. First, it assisted them to acquire different terms and expressions. Second, it assisted them to find main and major ideas. Third, it helped them to recall and memorize words. Fourth, it gave the chance to participate and think. Fifth, it developed their skills to form complete sentences. Sixth, it helped them to take notes and summarize the lesson. Seventh, it improved their English language skills. Besides, it motivated them to communicate in English. Furthermore, it helped them to speak English language easily, and it activated their vocabulary. Moreover, it affected their emotions and feelings; that is, it helped them to feel encouraged, enthusiastic, motivated and not nervous. Hence, it positively affected their confidence and self-efficacy. When the student found him/herself capable of doing a task, s/he could gain trust in his/ her abilities. Thus, this could develop the way that the student perceives his/her abilities and skills. When the learning atmosphere was characterized by positive feelings, the students were attracted to show their abilities and skills. Thus, the students' self-efficacy was improved.

Furthermore, the third and fourth questions were answered by collecting many studies that depict the picture of graphic organizers and mapping's structure. Then, the researcher compared between the structure of graphic organizers and mapping, and the structure of the current method according to literature review; the results of the third question showed that there are many similarities between the structure of the current method and the previous studies since it is based on graphic organizers and mapping. However, it differs from them since it is based on scaffolding, and it is shown as a game. Besides, the results of some recent studies recommended integrating technology with visual aids and activating flipped learning to achieve effective learning outcomes. That is, the anticipated optimal future model of this method can be based on using interactive technology; it, actually, can be used to produce a series of educational games by consulting technology experts. Therefore, the content of English language lessons can be converted into a map, and the map can be converted into a game. Then, the technology experts can use specific programs to make the map technologically interactive, as elaborated in the results of question four. Of course, the technological experts can use specific online applications that can be added to smart phones, and they can use specific computer programs that can be added to computers. Indeed, the researcher provided some recommendations and suggestions that can help researchers to conduct new and helpful research.

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Appendices

Appendix (A)

Using Mapping as a Game in Teaching English Language on University Students' Self-Efficacy and Motivation (Motivation Scale (Primary Version))

استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات ودافعيتهم نحوها



Gender : Male / Female

Dear Student,

The attached questionnaire aims to know the effect of using mapping as a game in teaching English language on university students' motivation. The questionnaire takes 9-14 minutes to complete. The data collected will be used confidently and for research purposes only. Please neatly and carefully answer all questions by ticking the appropriate box with a check mark (✓) that completely describes your views / attitudes. Thank you very much for your cooperation.

Most Truly,

Saddam Kobari

The Researcher

عزيزي الطالب / عزيزتي الطالبة

فيما يلي استبانة تهدف لمعرفة أثر استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على دافعية طلبة الجامعات. يحتاج هذا الاستبيان من 9-14 دقيقة لملئه. المعلومات في هذه الاستبانة ستبقى سرية ولأغراض البحث فقط. الرجاء الإجابة بدقة وتمعن على جميع الأسئلة من خلال وضع إشارة (✓) في المربع الذي يصف بشكل كامل وجهة نظرك.

شكرا جزيلاً على تعاونك.

مع جزيل الشكر،

صدام كوبري

الباحث

Item	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
Instrumental Motivation					
1. I mainly focus on using English for class assignment and the exams.					
2. I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
3. I am interested in reading only English textbooks for my university study, but not other English texts e.g., newspapers, magazines.					
4. I am more interested in earning a university degree and a good job than learning English language itself.					
5. I am more interested in furthering my higher education than learning English language itself.					
6. Learning English is important for travelling abroad.					
7. Learning English is important for making me a knowledgeable and skillful person.					
8. Learning English is important for making me an educated person.					
9. Being proficient in English can lead to more success and achievements in life.					
10. Being proficient in English makes other people respect me.					
Integrative Motivation					
11. Studying English enables me to understand English books, movies, pop music etc.					
12. Studying English enables me to better understand and appreciate the ways of life of native English speakers.					
13. Studying English enables me to keep in touch with foreign acquaintances.					
14. Studying English enables me to discuss interesting topics in English with the people from other national backgrounds.					
15. Studying English enables me to transfer my knowledge to other people e.g., giving directions to tourists.					
16. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
17. Studying English enables me to behave like native English speakers: e.g., accent, using English expressions.					
18. Studying English enables me to appreciate English arts and literature.					
19. Studying English helps me to be an open minded, and sociable person like English speaking people.					
20. I am determined to study English as best as I can to achieve maximum proficiency.					

Appendix (B)

Using Mapping as a Game in Teaching English Language on University Students' Self-Efficacy and Motivation (Motivation Scale (Final Version))

استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات ودافعيتهم نحوها



Gender : Male / Female

Dear Student,

The attached questionnaire aims to know the effect of using mapping as a game in teaching English language on university students' motivation. The questionnaire takes 9-14 minutes to complete. The data collected will be used confidentially and for research purposes only. Please neatly and carefully answer all questions by ticking the appropriate box with a check mark (✓) that completely describes your views / attitudes. Thank you very much for your cooperation.

Most Truly,

Saddam Kobari

The Researcher

عزيزي الطالب/ عزيزتي الطالبة

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مع جزيل الشكر،

صدام كوبري

الباحث

In light of using educational mapping in learning English language, kindly respond to the items of the following motivation scale.

Item	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
Instrumental Motivation				
1. I mainly focus on using English for classes, assignments and the exams.				
2. I simply quote the textbooks and do not really communicate when speaking or writing in class.				
3. I am interested in reading only English textbooks for my university study, but not other English texts e.g., newspapers, magazines.				
4. I am more interested in earning a university degree and finding a good job than learning English language for its' own sake.				
5. Learning English is important for travelling abroad.				
6. Learning English is important for making me a knowledgeable and skillful person.				
7. Learning English is important for making me an educated person.				
8. Being proficient in English can lead to more success and achievements in life.				
9. Being proficient in English makes other people respect me.				
Integrative Motivation				
1. Studying English enables me to understand English books, movies, pop music etc.				
2. Studying English enables me to keep in touch with foreign acquaintances.				
3. Studying English enables me to discuss interesting topics in English with people from other nationalities.				
4. Studying English enables me to help other people e.g., giving directions to tourists.				
5. Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.				
6. Studying English enables me to speak like English native speakers: e.g., accent, using English expressions.				
7. Studying English enables me to appreciate English arts and literature.				
8. Studying English helps me to be an open minded and sociable person like English speaking people.				
9. I am determined to study English as best as I can to achieve maximum proficiency.				

Appendix (C)

Using Mapping as a Game in Teaching English Language on University Students' Self-Efficacy and Motivation (Self-efficacy Scale (Primary Version))

استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات ودافعيتهم نحوها



Gender: Male / Female

Dear Student,

The attached questionnaire aims to know the effect of using mapping as a game in teaching English language on university students' self-efficacy. The questionnaire takes 9-14 minutes to complete. The data collected will be used confidently and for research purposes only. Please neatly and carefully answer all questions by ticking the appropriate box with a check mark (✓) that completely describes your views / attitudes. Thank you very much for your cooperation.

Most Truly,

Saddam Kobari

The Researcher

عزيزي الطالب/ عزيزتي الطالبة

فيما يلي استبانة تهدف لمعرفة أثر استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات. يحتاج هذا الاستبيان من 9-14 دقيقة لملئه. المعلومات في هذه الاستبانة ستبقى سرية ولأغراض البحث فقط. الرجاء الإجابة بدقة وتمعن على جميع الأسئلة من خلال وضع إشارة (✓) في المربع الذي يصف بشكل كامل وجهة نظرك.

شكرا جزيلا على تعاونك.

مع جزيل الشكر،

صدام كوبري

الباحث

Please use the following scales to answer these questions accordingly. Please choose the number accurately representing your capabilities

	1 I cannot do it at all	2 I cannot do it	3 Maybe I cannot do it	4 Maybe I can do it	5 I basically can do it	6 I can do it	7 I can do it well
1.Can you understand stories told in English ?							
2.Can you finish your homework of English reading independently?							
3.Can you understand American English TV programs?							
4.Can you introduce your university in English?							
5.If you have access to internet, can you write blogs on the internet?							
6.Can you give directions from your classroom to your home in English?							
7.Can you write English composition assigned by your teachers?							
8.Can you tell a story in English?							
9.Can you understand English media programs?							
10. Can you understand English TV programs?							
11.Can you leave a message to your classmate in English?							
12.When you read English articles, can you guess the meaning of unknown words?							
13.Can you make new sentences with the words just learned?							
14.Can you write email messages in English?							
15.If your teacher gives you a tap-recorded English dialogue about university life, can you understand it?							
16.Can you understand the English news on the internet?							
17.Can you ask questions to your teachers in English?							
18.Can you make sentences with English phrases?							
19.Can you introduce your English teacher in English?							
20.Can you discuss in English with your classmates some topics in which all of you interested?							
21.Can you read English short novels?							
22.Can you understand English movies without translation?							
23.Can you answer your teachers' questions in English?							

24.Can you understand English songs?							
25.Can you read English newspapers?							
26.Can you find the meaning of new words by using English –English dictionaries?							
27.Can you understand numbers spoken in English?							
28.Can you write diaries in English?							
29.Can you understand English articles?							
30.Can you introduce yourself in English?							
31. Can you write an article in English?							
32.Can you understand new lessons in your English book?							

Appendix (D)

Using Mapping as a Game in Teaching English Language on University Students' Self-Efficacy and Motivation (Self-efficacy Scale (Final Version))

أثر استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات ودافعتهم نحوها



Gender : Male / Female

Dear Student,

The attached questionnaire aims to know the effect of using mapping as a game in teaching English language on university students' self-efficacy. The questionnaire takes 9-14 minutes to complete. The data collected will be used confidently and for research purposes only. Please neatly and carefully answer all questions by ticking the appropriate box with a check mark (✓) that completely describes your views / attitudes. Thank you very much for your cooperation.

Most Truly,

Saddam Kobari

The Researcher

عزيزي الطالب / عزيزتي الطالبة

فيما يلي استبانة تهدف لمعرفة أثر استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات. يحتاج هذا الاستبيان من 9-14 دقيقة لملئه. المعلومات في هذه الاستبانة ستبقى سرية ولأغراض البحث فقط. الرجاء الإجابة بدقة وتمعن على جميع الأسئلة من خلال وضع إشارة (✓) في المربع الذي يصف بشكل كامل وجهة نظرك.

شكرا جزيلا على تعاونك.

مع جزيل الشكر،

صدام كوبري

الباحث

In light of using educational mapping in learning English language, kindly respond to the items of the following self-efficacy scale.

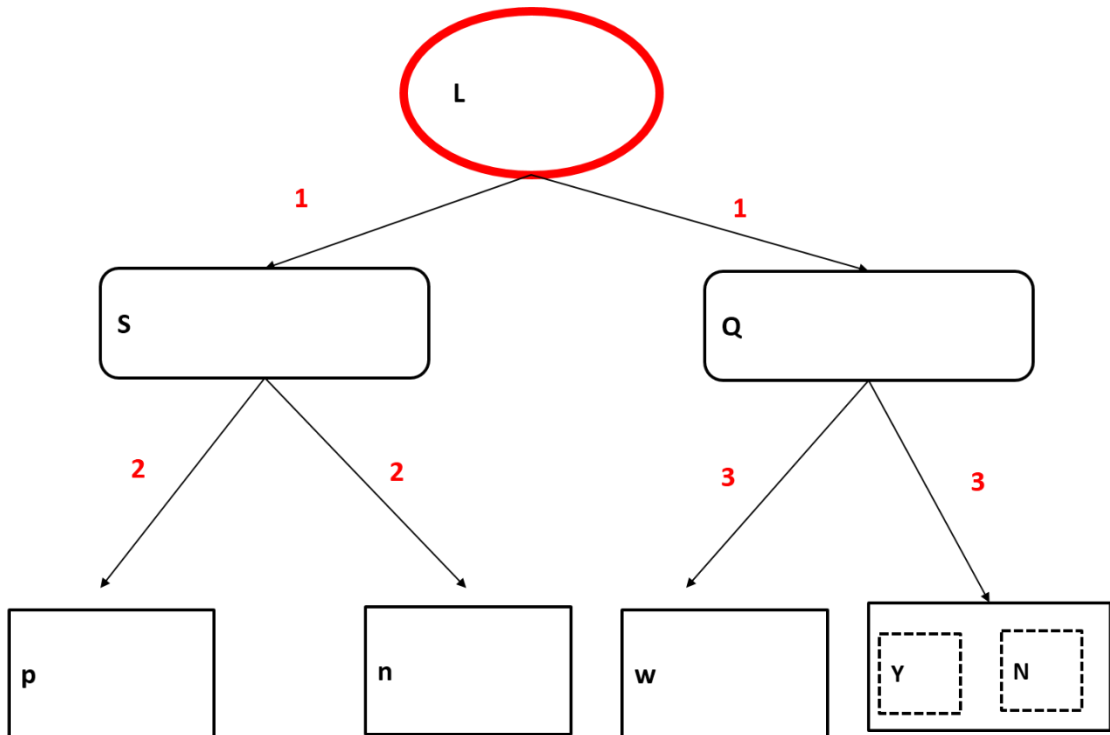
Please use the following scales to answer these questions accordingly. Please choose the number accurately representing your capabilities

	1 I cannot do it at all	2 I cannot do it	3 Maybe I cannot do it	4 Maybe I can do it	5 I basically can do it	6 I can do it	7 I can do it well
1. Understanding stories told in English.							
2. Finishing my English reading homework independently.							
3. Understanding American English TV programs.							
4. Introducing my university in English.							
5. Writing blogs when I have access to internet.							
6. Giving directions from my classroom to my home in English.							
7. Writing an English composition assigned by my teachers.							
8. Telling a story in English.							
9. Understanding English media programs.							
10. Understanding English TV programs.							
11. Leaving a message to my classmate in English.							
12. Guessing the meaning of unknown words when I read English articles							
13. Making new sentences with the words just learned							
14. Writing email messages in English							
15. If your teacher gives you a tape-recorded English dialogue about university life, can you understand it?							
16. Understanding the English news on the internet.							
17. Asking questions to my teachers in English.							
18. Making sentences with English phrases.							
19. Introducing my English teacher in English.							
20. Discussing with my classmates some interested topics in English.							
21. Reading English short novels.							
22. Understanding English movies without translation.							

23. Answering my teachers' questions in English.							
24. Understanding English songs.							
25. Reading English newspapers.							
26. Finding the meaning of new words by using English –English dictionaries.							
27. Understanding numbers spoken in English.							
28. Writing diaries in English.							
29. Understanding English articles.							
30. Introducing myself in English.							
31. Writing an article in English.							
32. Understanding new lessons in my English book.							

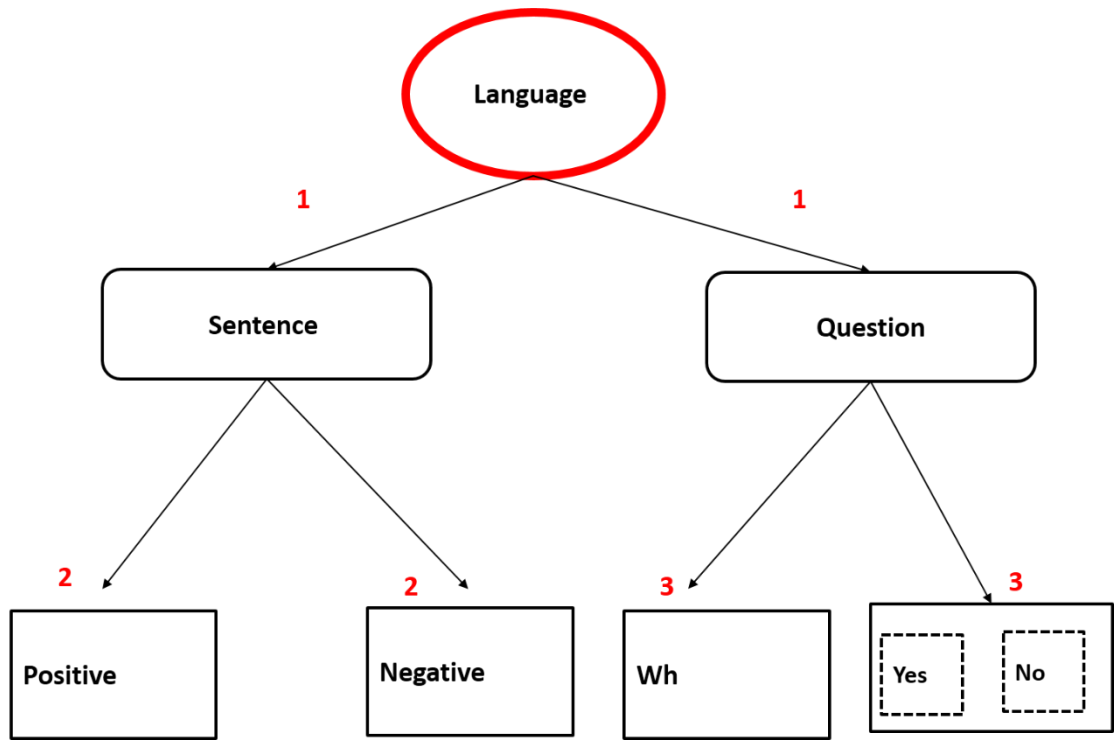
Appendix (E)

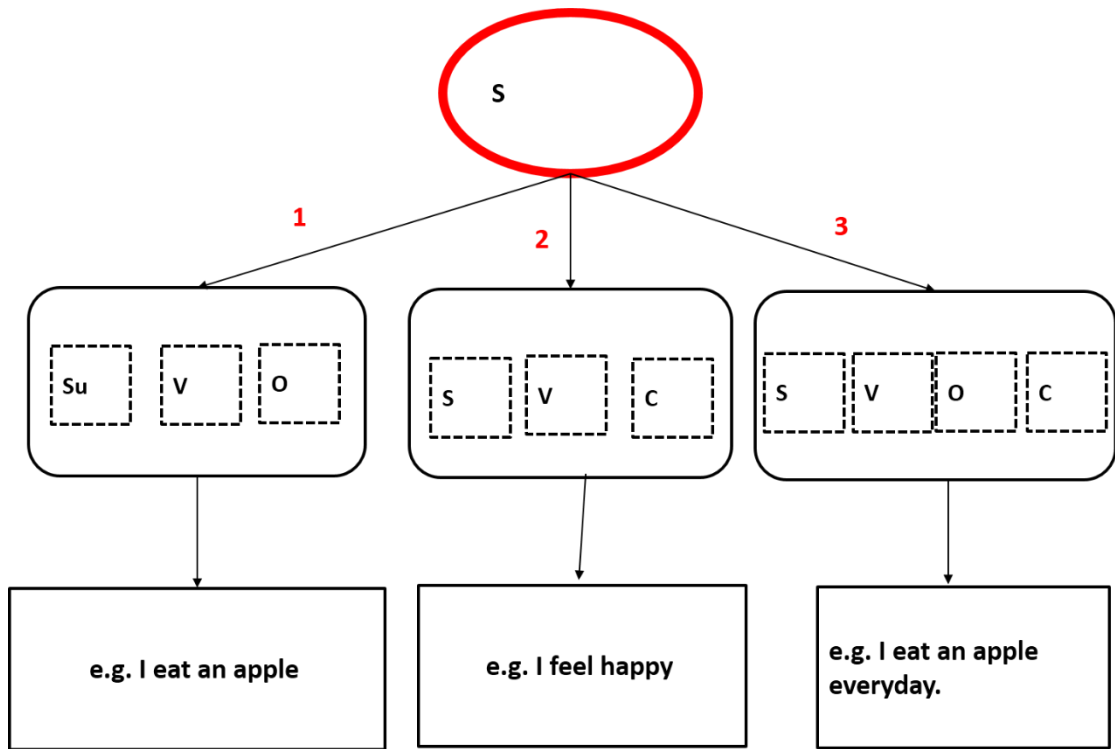
Educational Mapping Slides



The following slide talks about _____

- 1) What does language consist of?
- 2) What are the two forms of sentences?
- 3) What are the kinds of questions ?

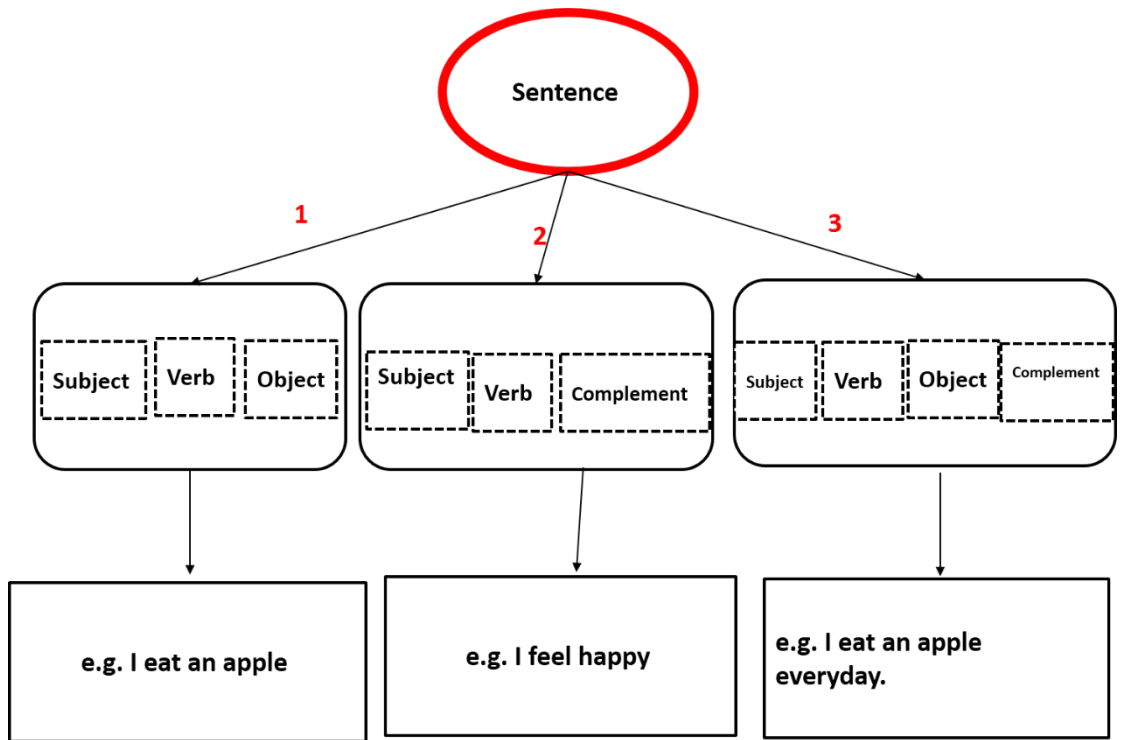


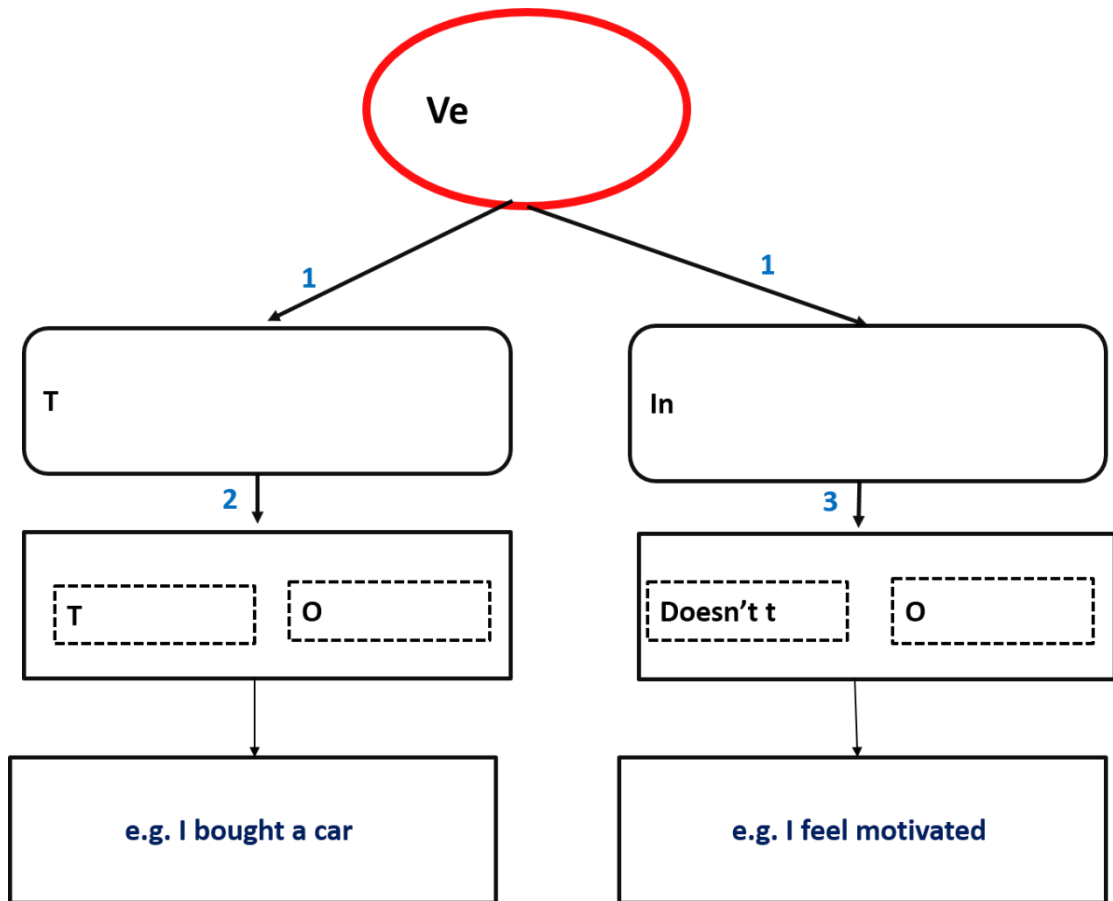


This lesson talks about _____

What are the forms of sentences?

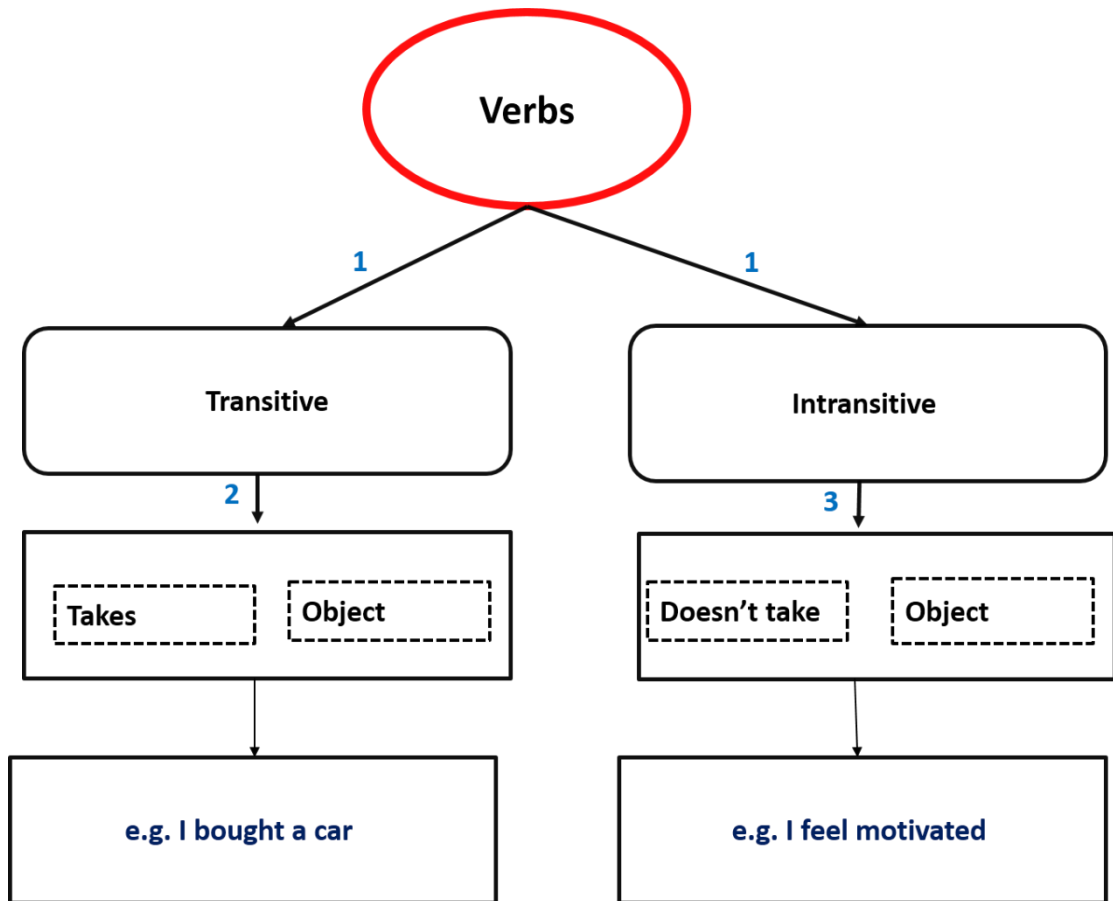
- 1)
- 2)
- 3)

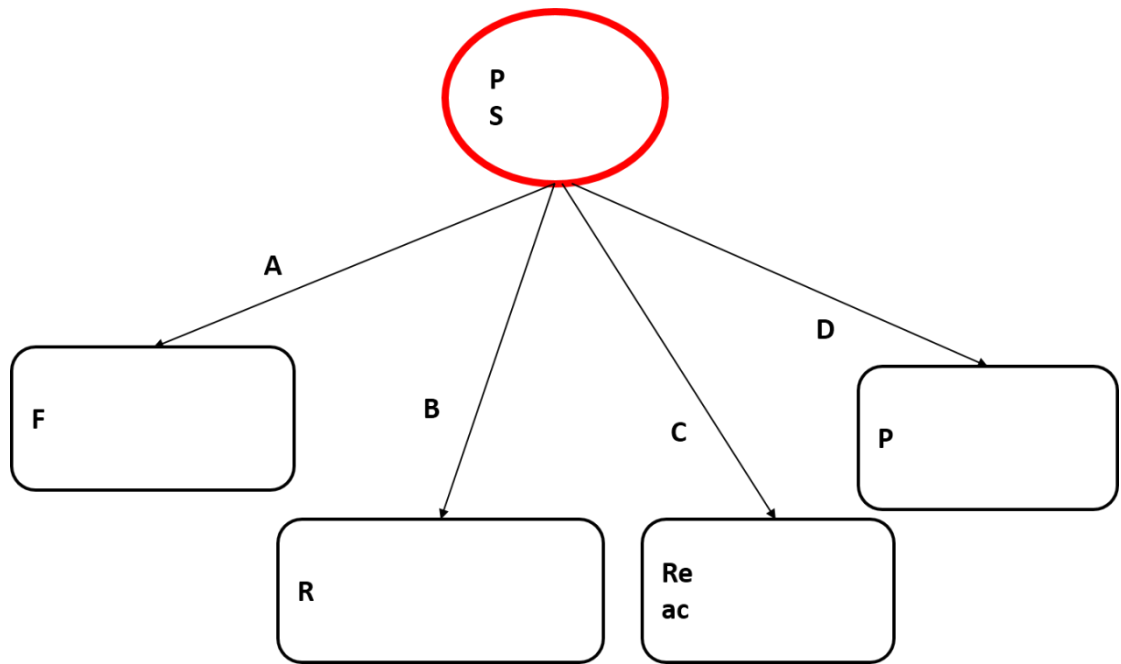




The current lesson talks about _____

- 1) What are the kind of verbs?
- 2) What differentiates transitive verbs?
- 3) What differentiates intransitive verbs?

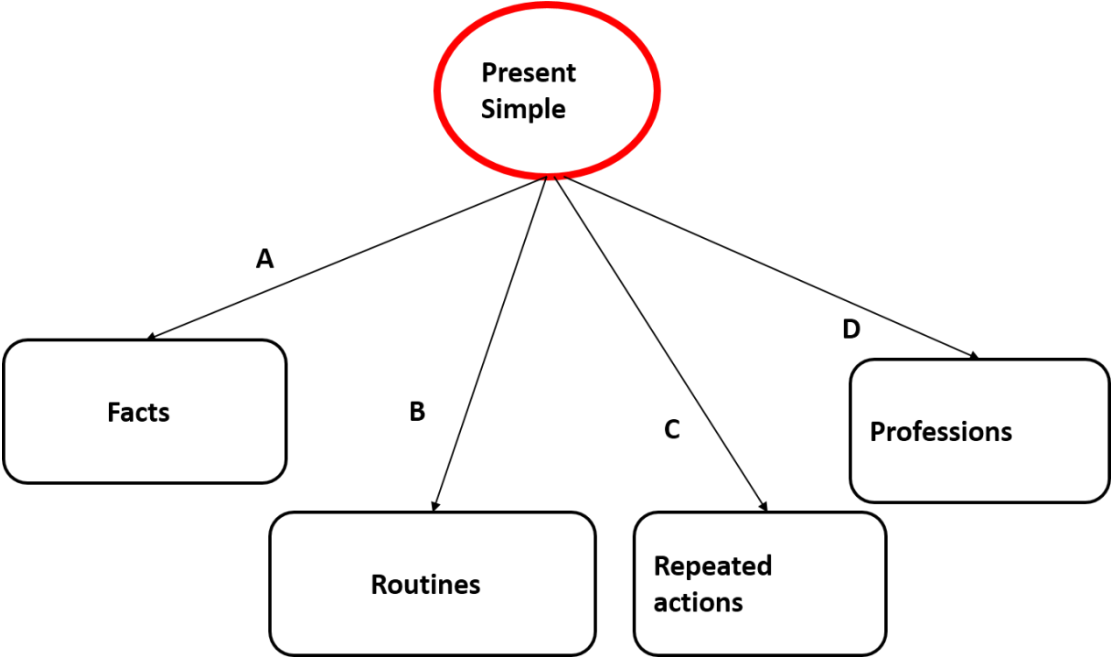


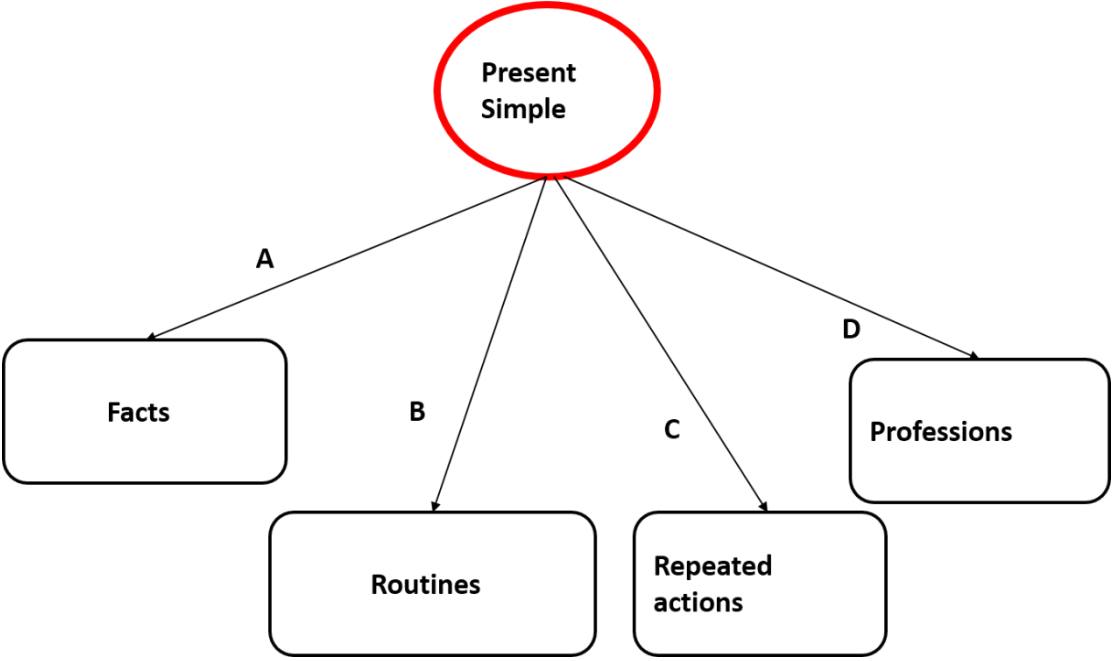


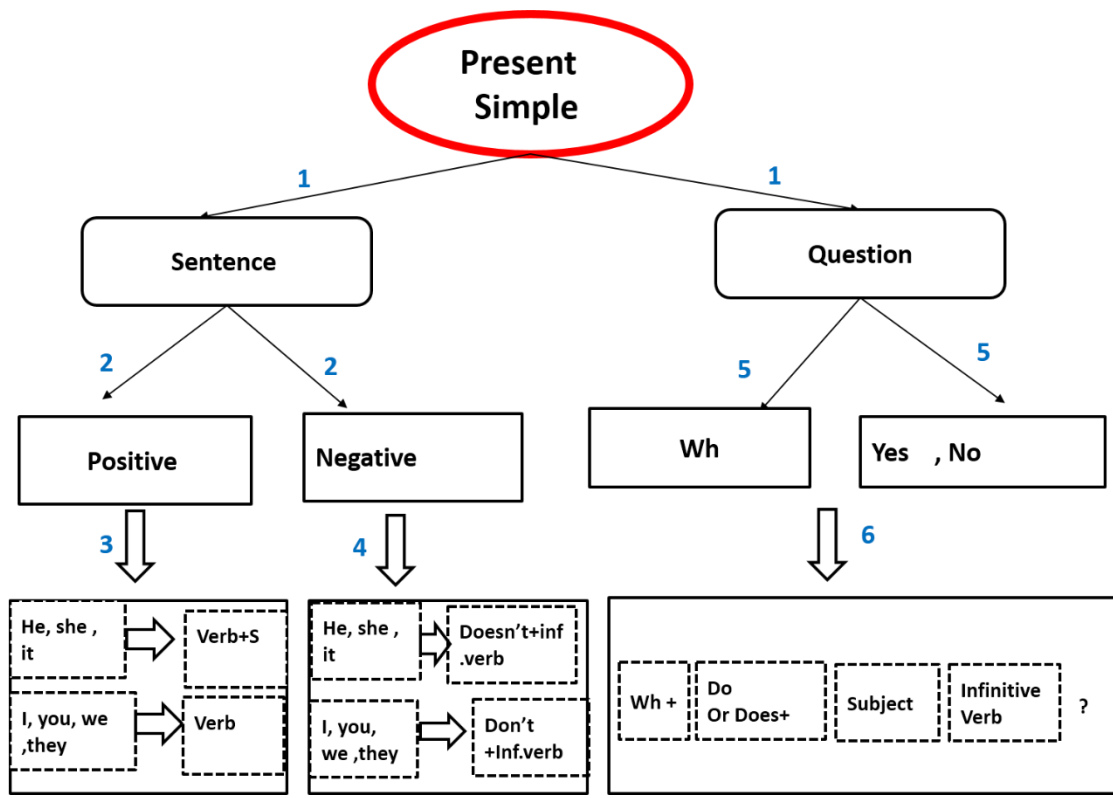
The following lesson talks about _____

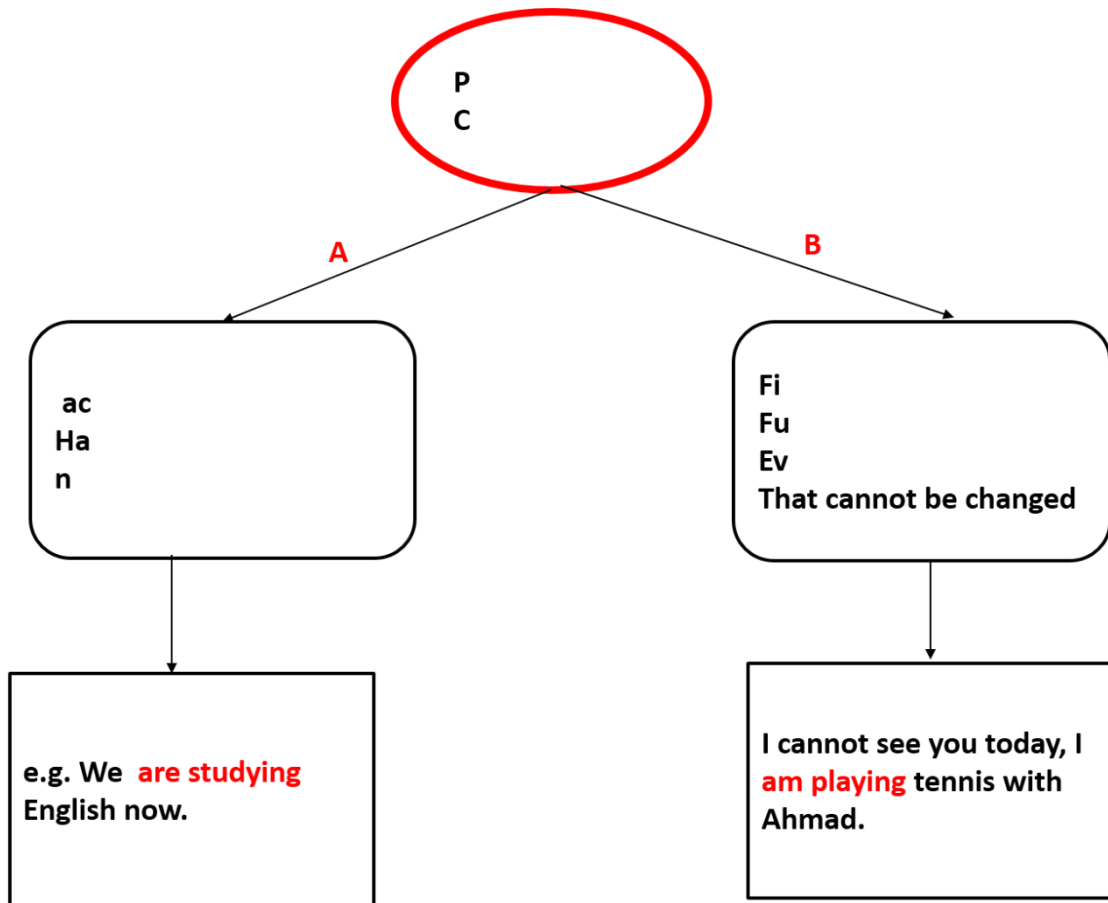
When do we use present simple tense?

- A)
- B)
- C)
- D)







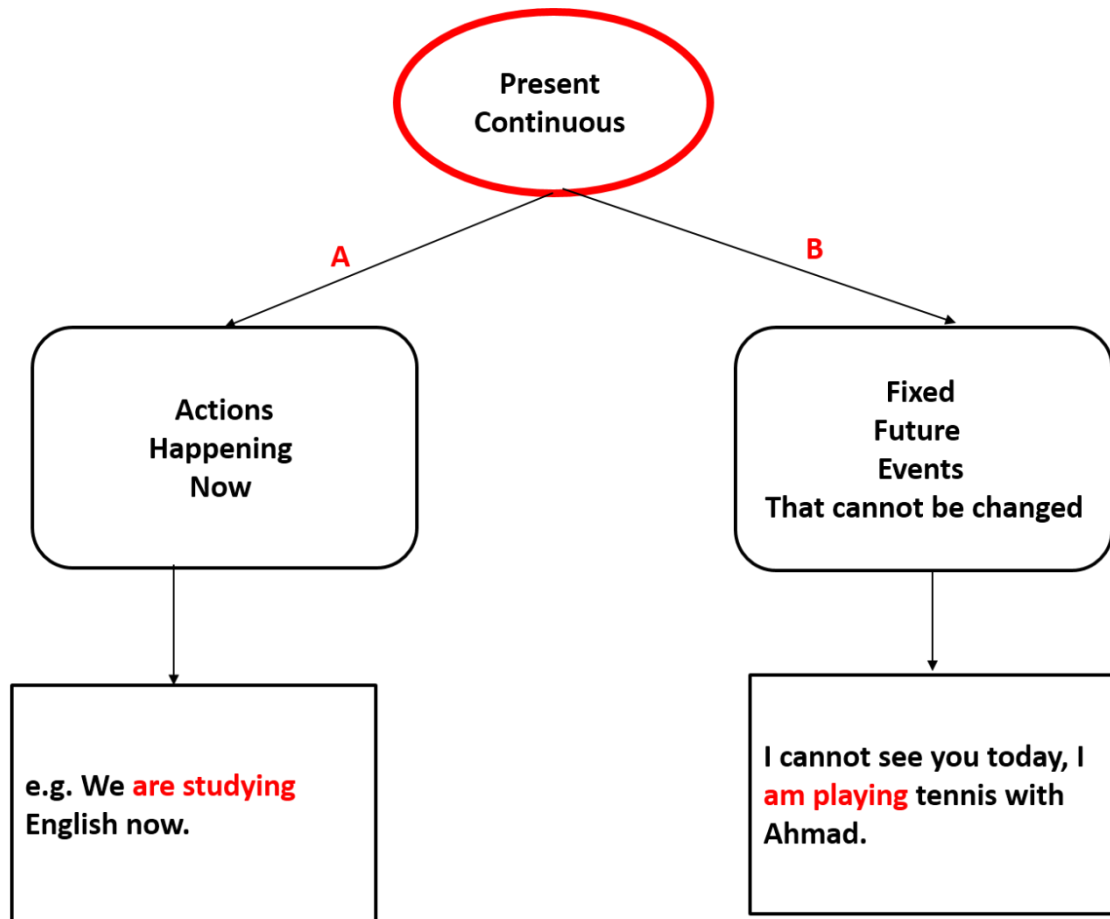


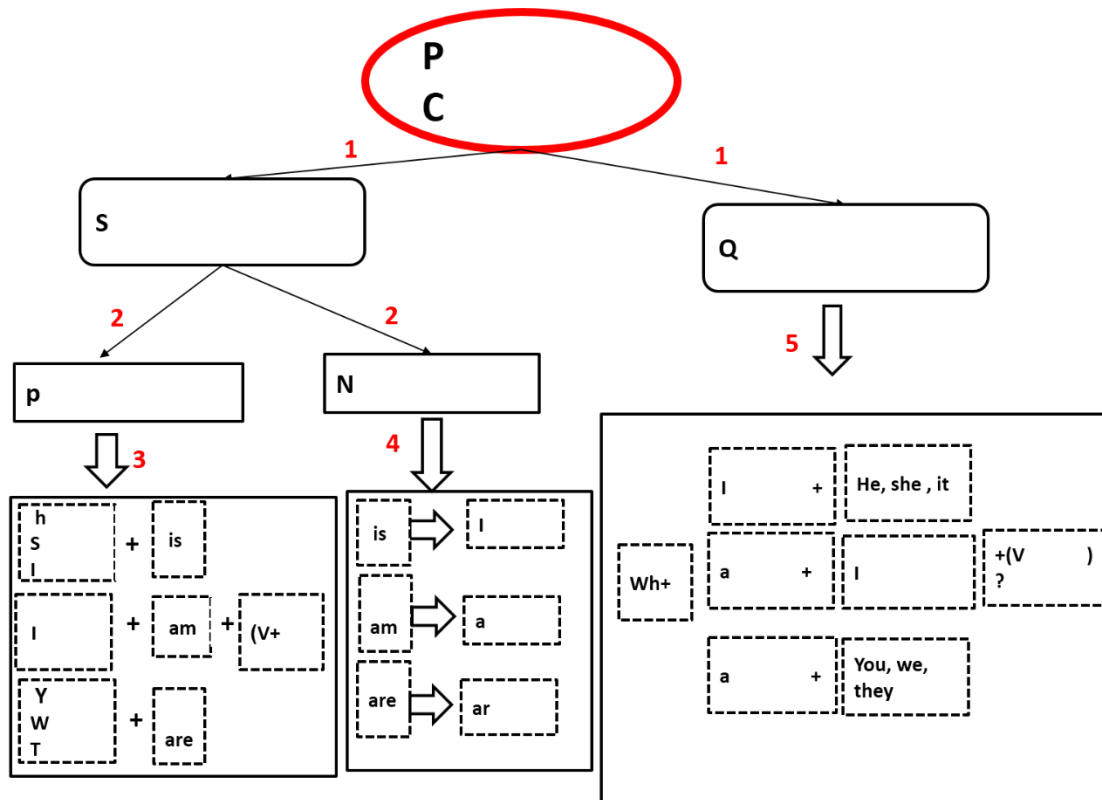
The lesson talks about _____

When do we use present continuous tense?

A)

B)

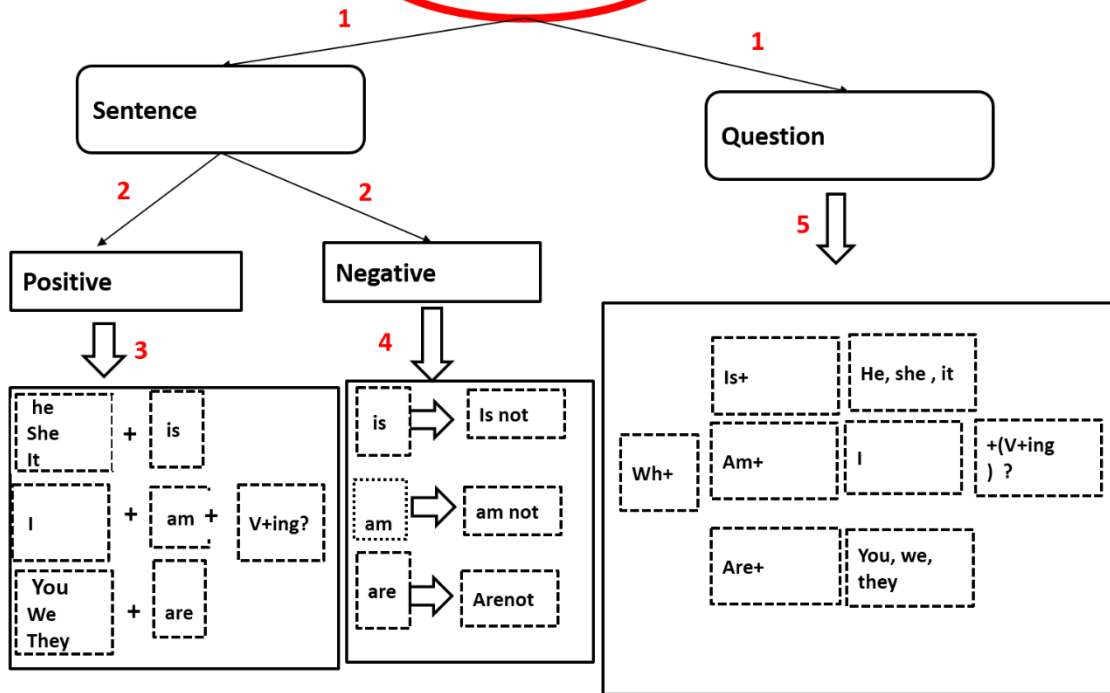


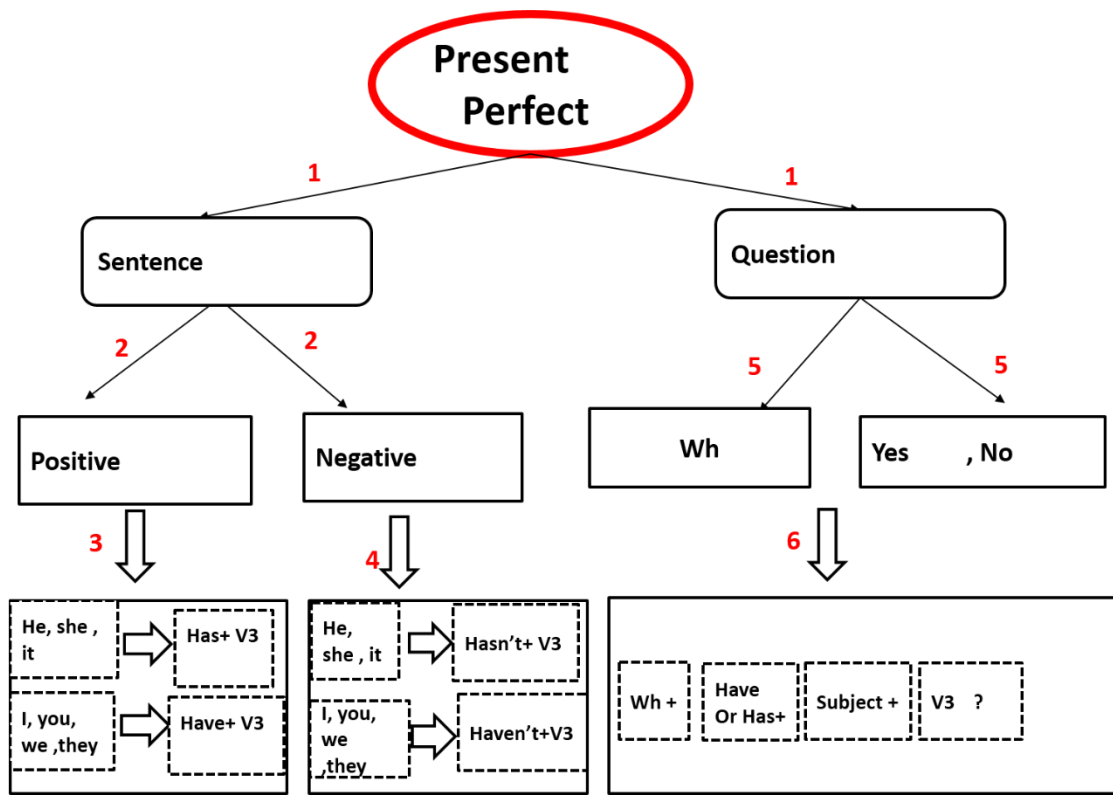


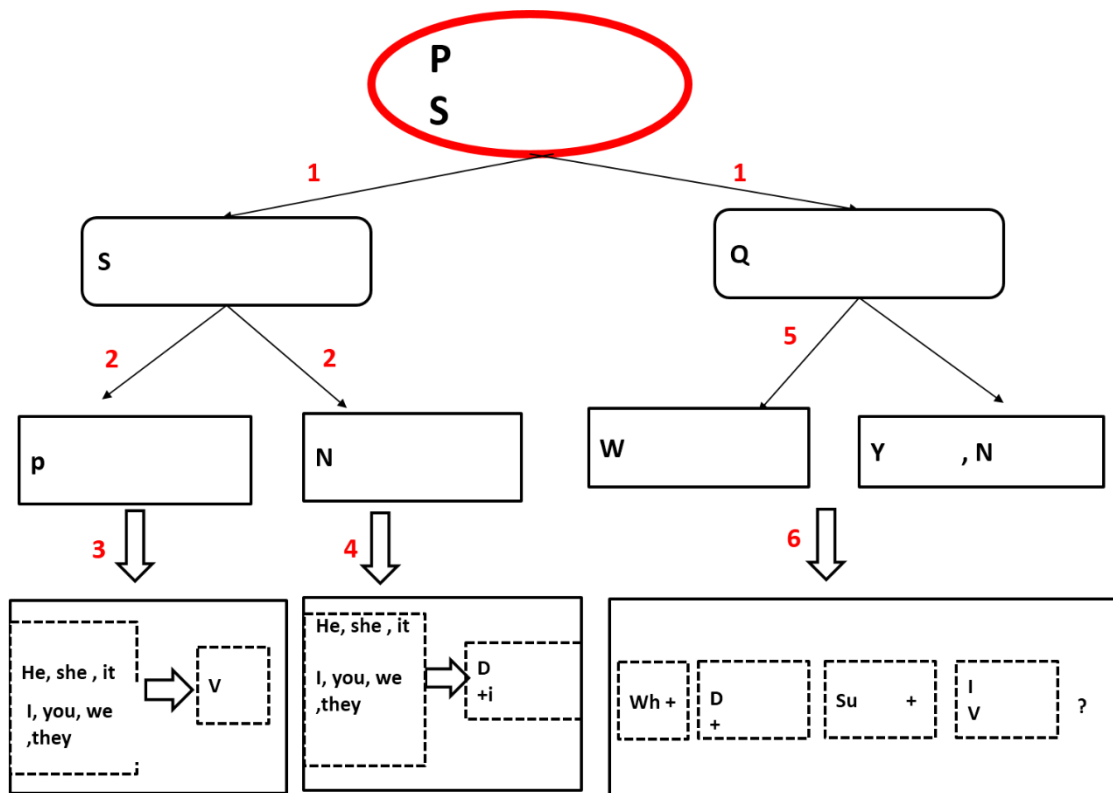
The lesson talks about _____

- 1) What are the two forms of speaking in English Language?
- 2) What are the two forms of sentences?
- 3) What is the rule of the positive form of present continuous?
- 4) What is the rule of the negative form of present continuous?
- 5)) What is the rule of present continuous questions?

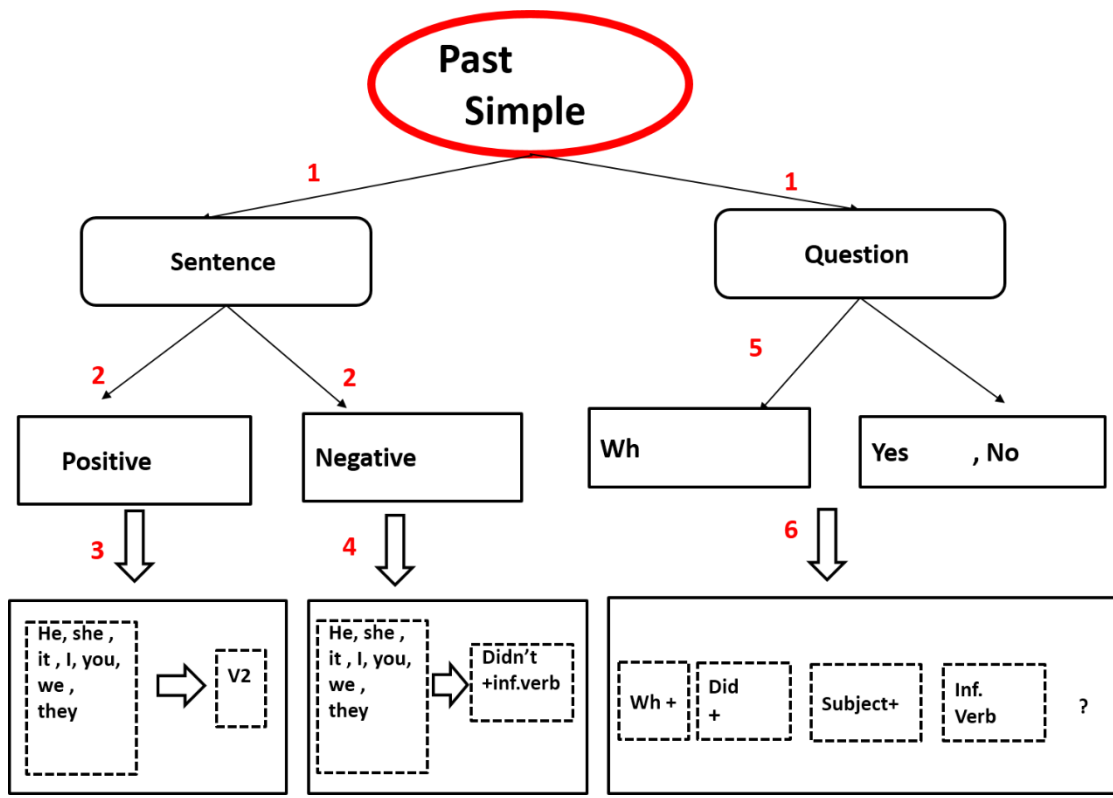
Present Continuous

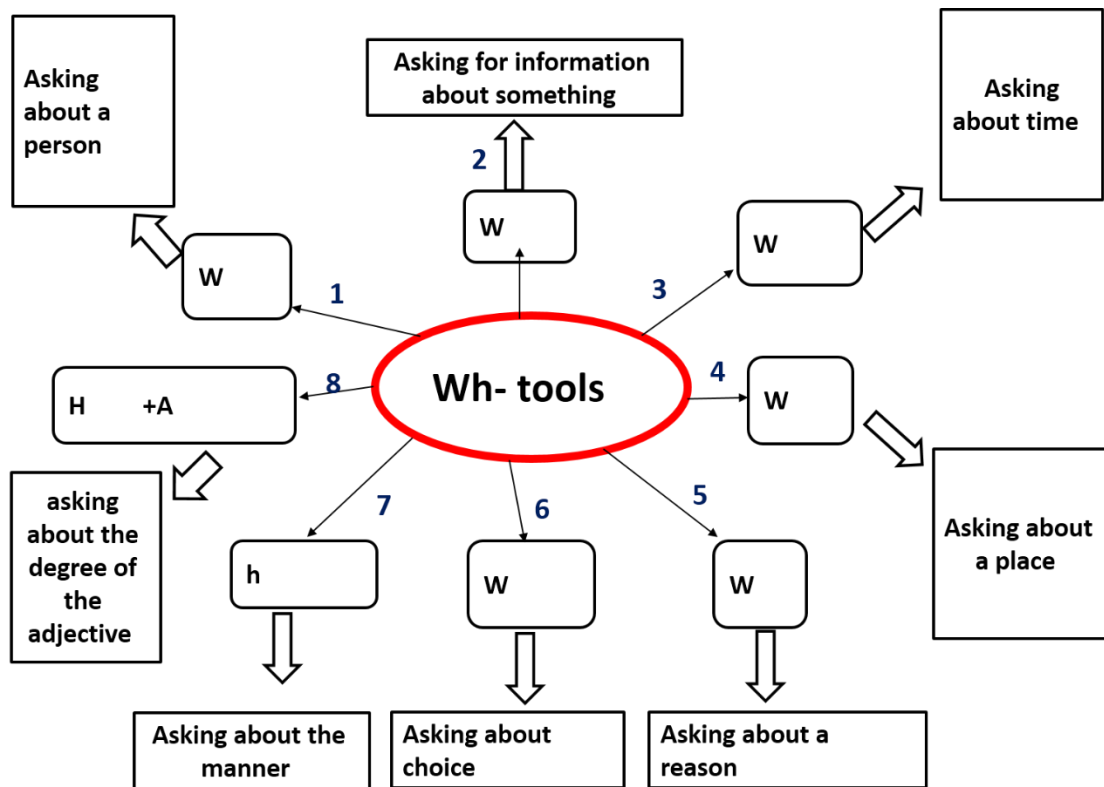






- The lesson talks about _____
- 1) What are the two forms of speaking ?
 - 2) What are the two forms of sentences?
 - 3) What is the rule of the positive form of the past simple ?
 - 4) What is the rule of the negative form of the past simple?
 - 5) What are the kinds of the questions?
 - 6) What is the rule of the past simple questions?





The lesson talks about _____

1- _____ a tool used to ask about a person.

2- _____ a tool used to ask about a information.

3- _____ a tool used to ask about time.

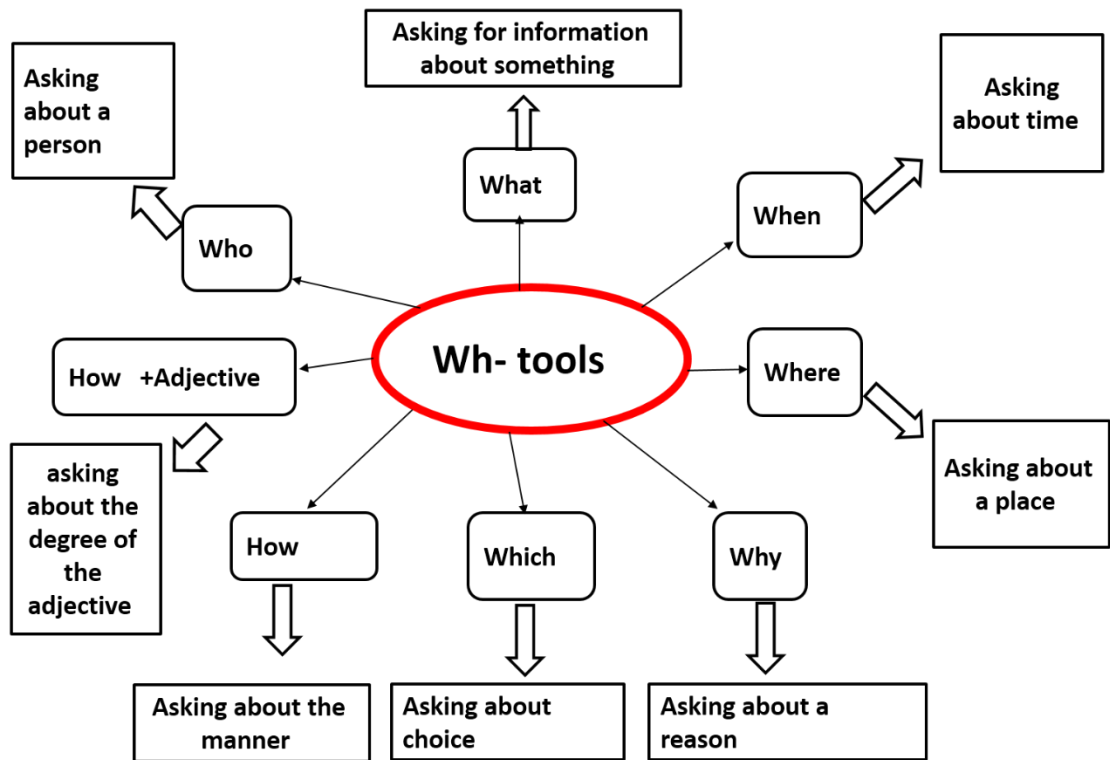
4- _____ a tool used to ask about place.

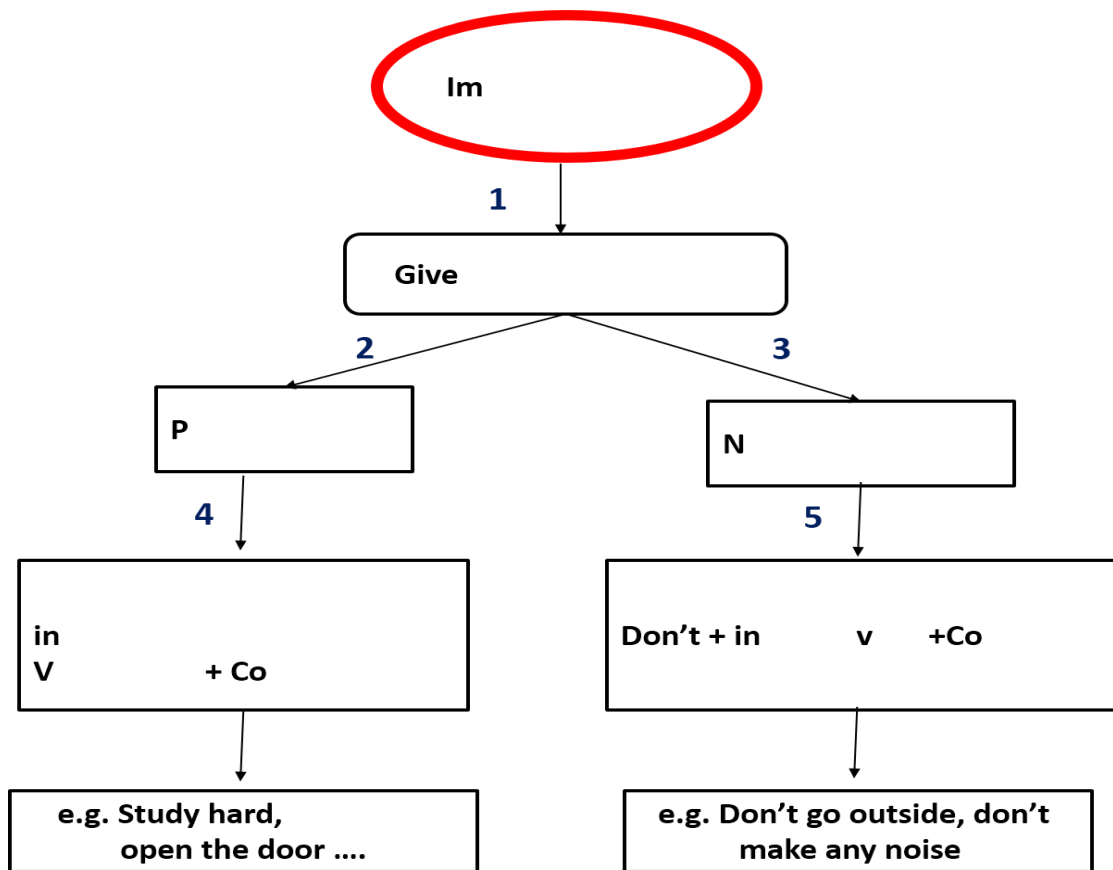
5- _____ a tool used to ask about a reason.

6- _____ a tool used to ask about choice.

7- _____ a tool used to ask about manner.

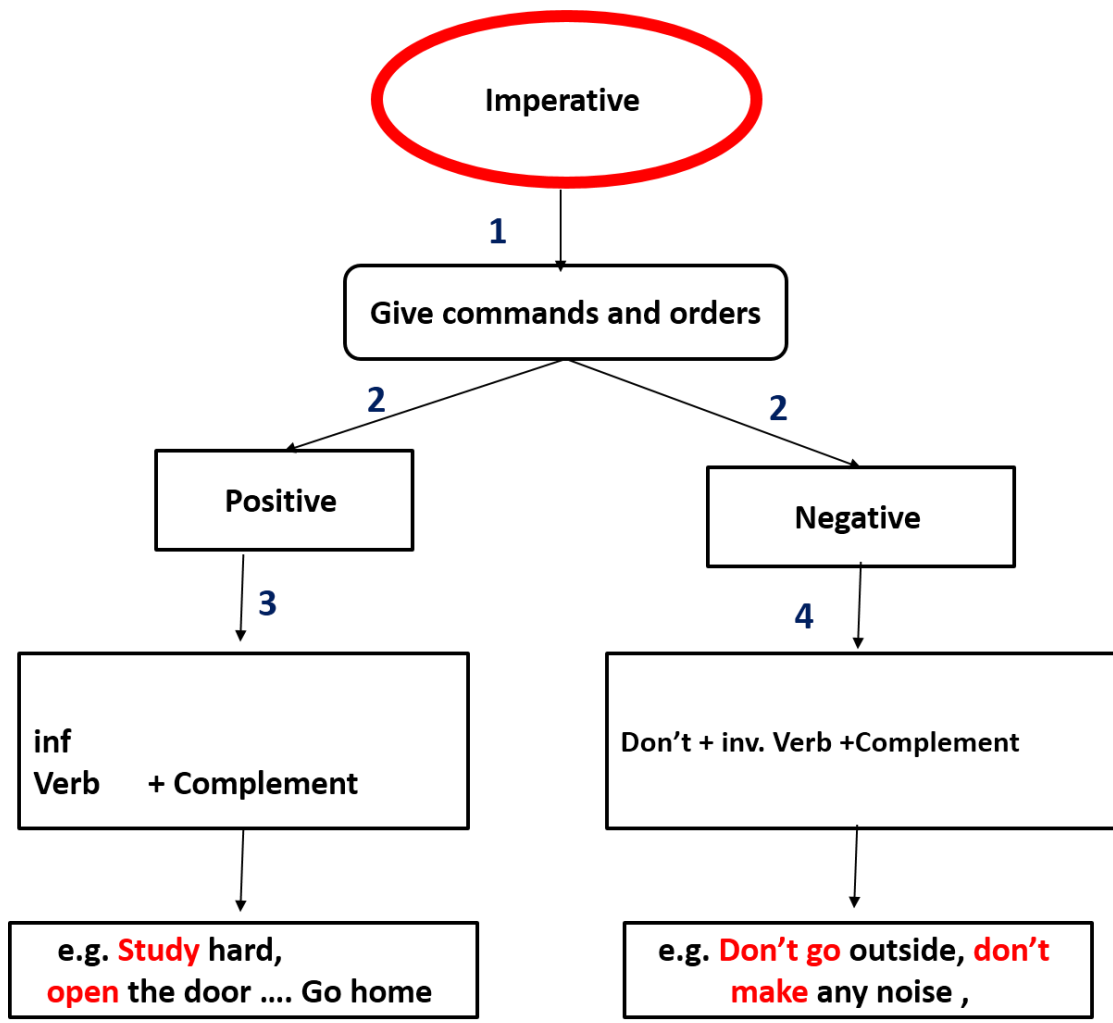
8- _____ a tool used to ask about the degree of the adjective.

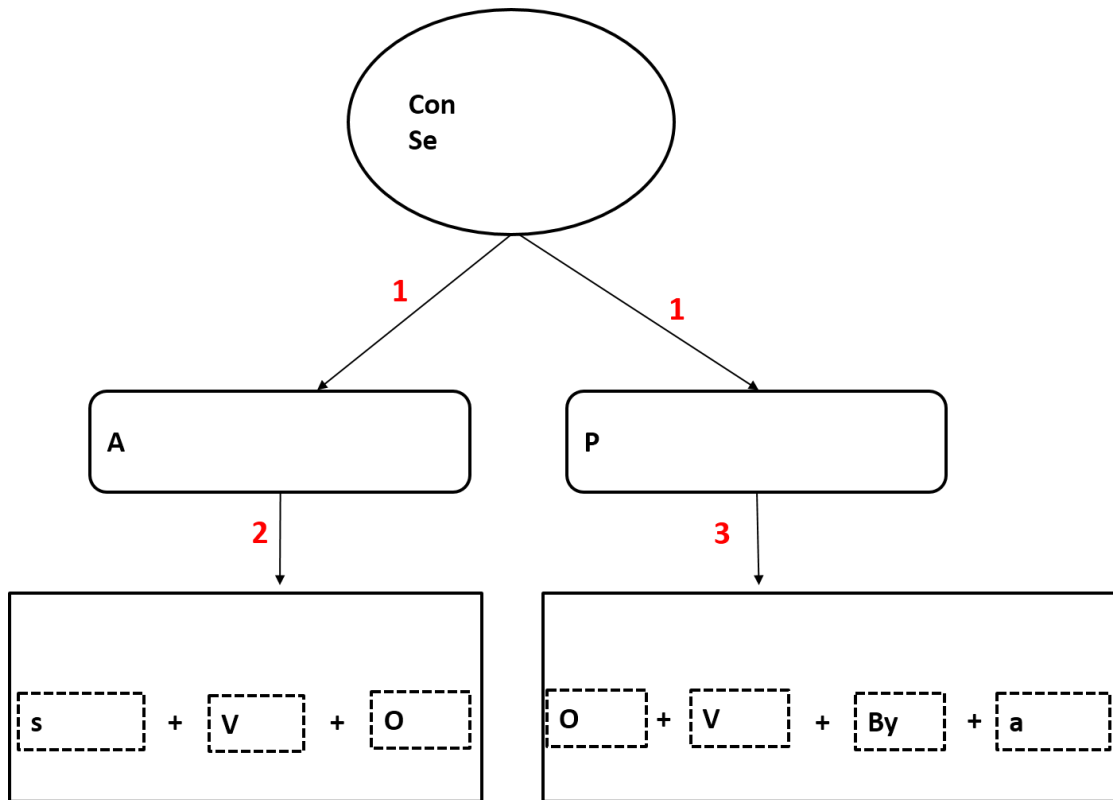




The current lesson talks about _____

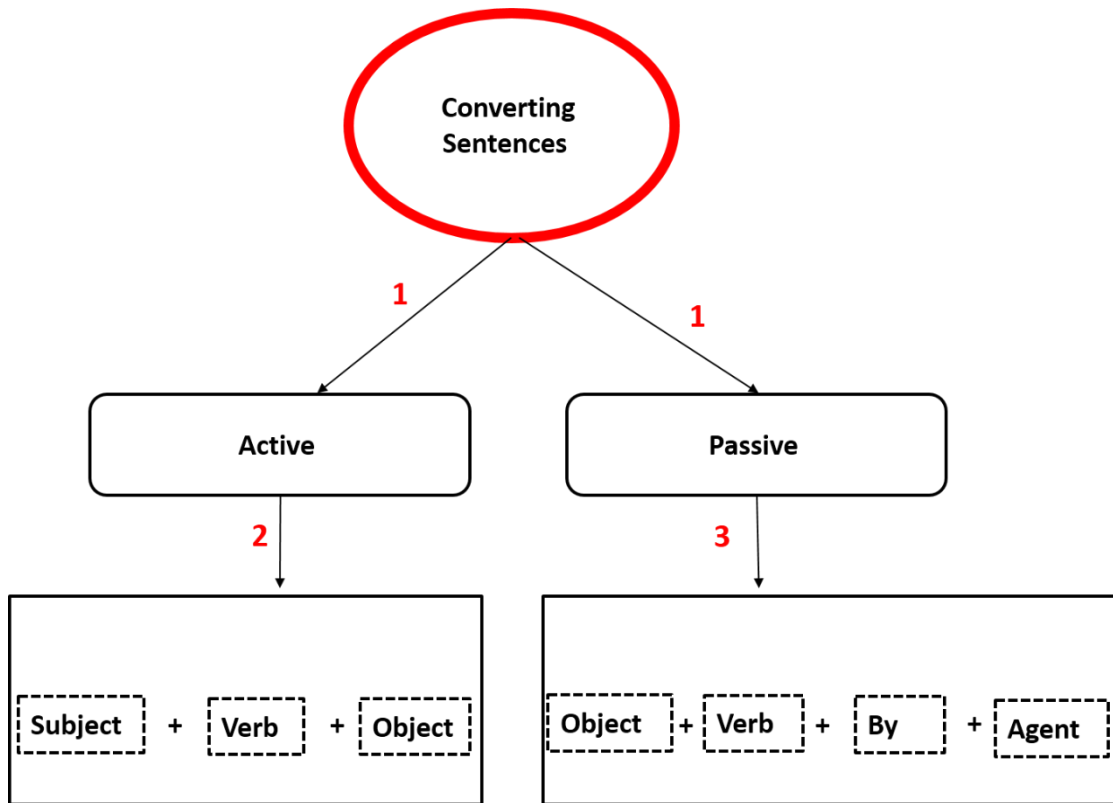
- 1) Why do we use imperative tense?
- 2) What are the two forms of imperative tense?
- 3) What is the rule of the positive form?
- 4) What is the rule of the negative form?

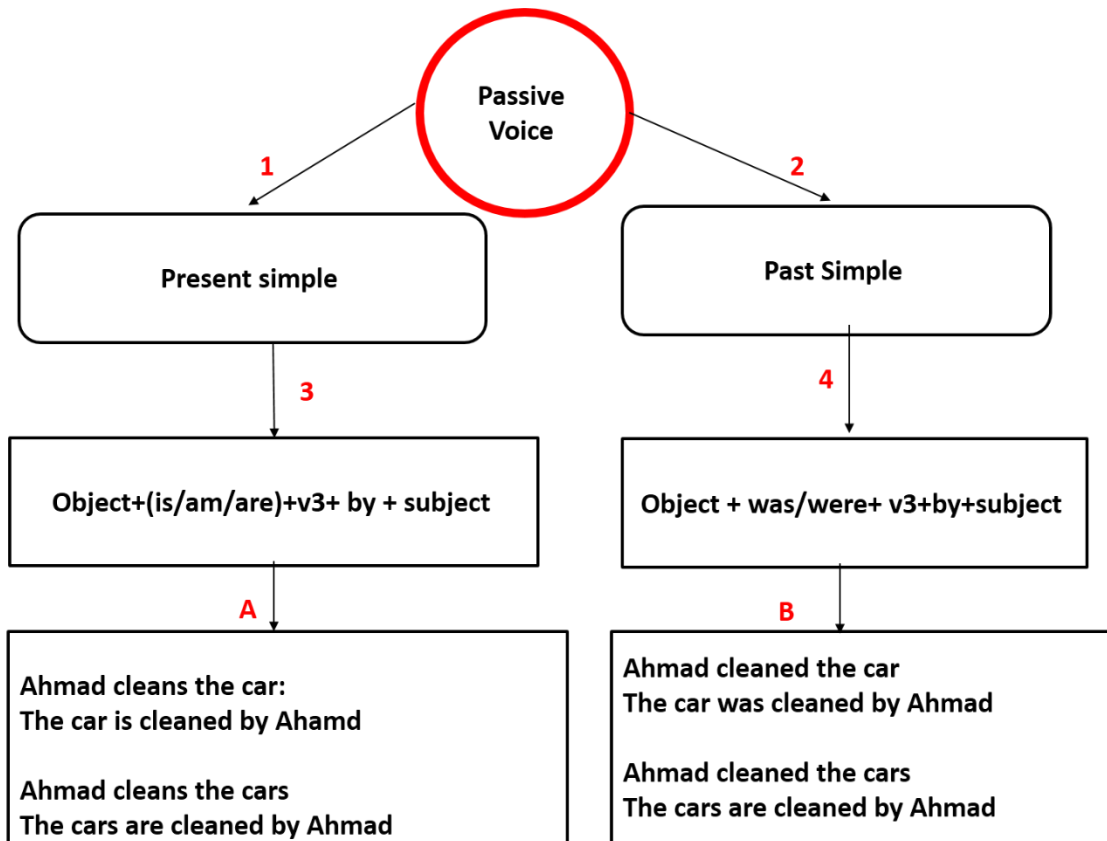


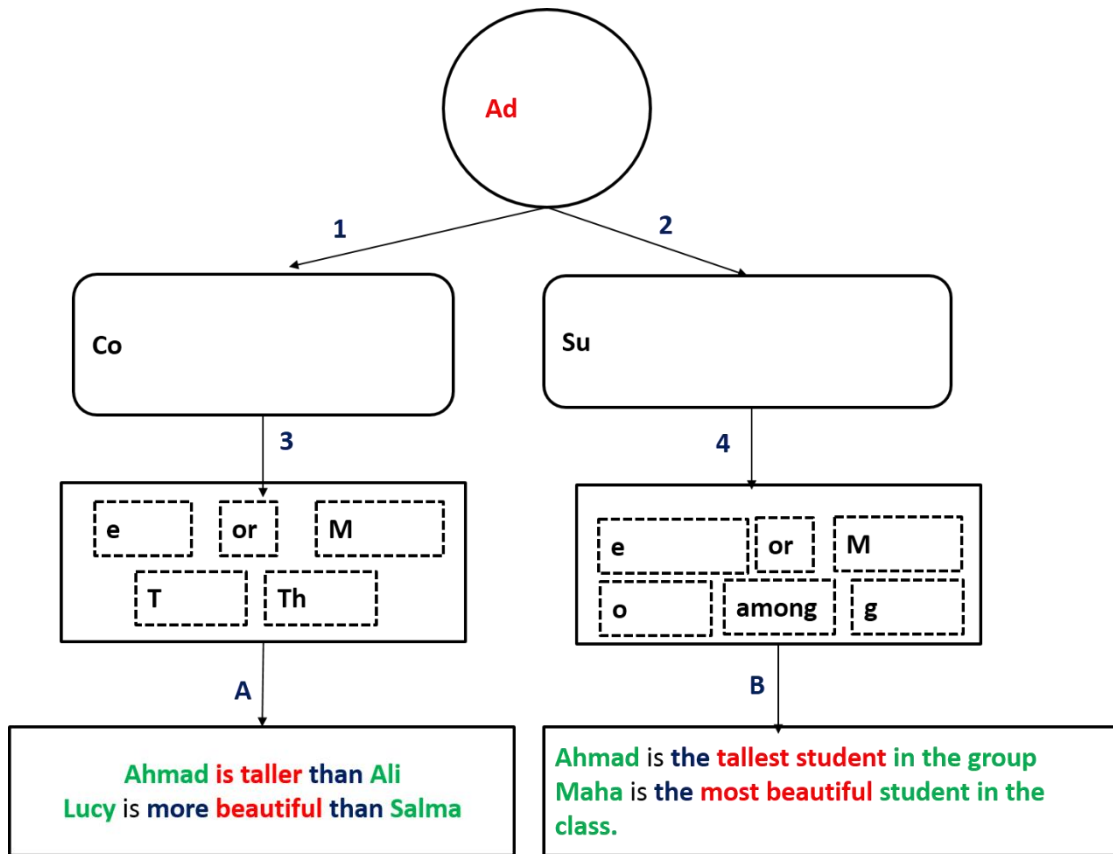


The lesson talks about _____

- 1)What are the forms of sentences?
- 2)What is the form of active voice?
- 3)What is the form of passive voice?







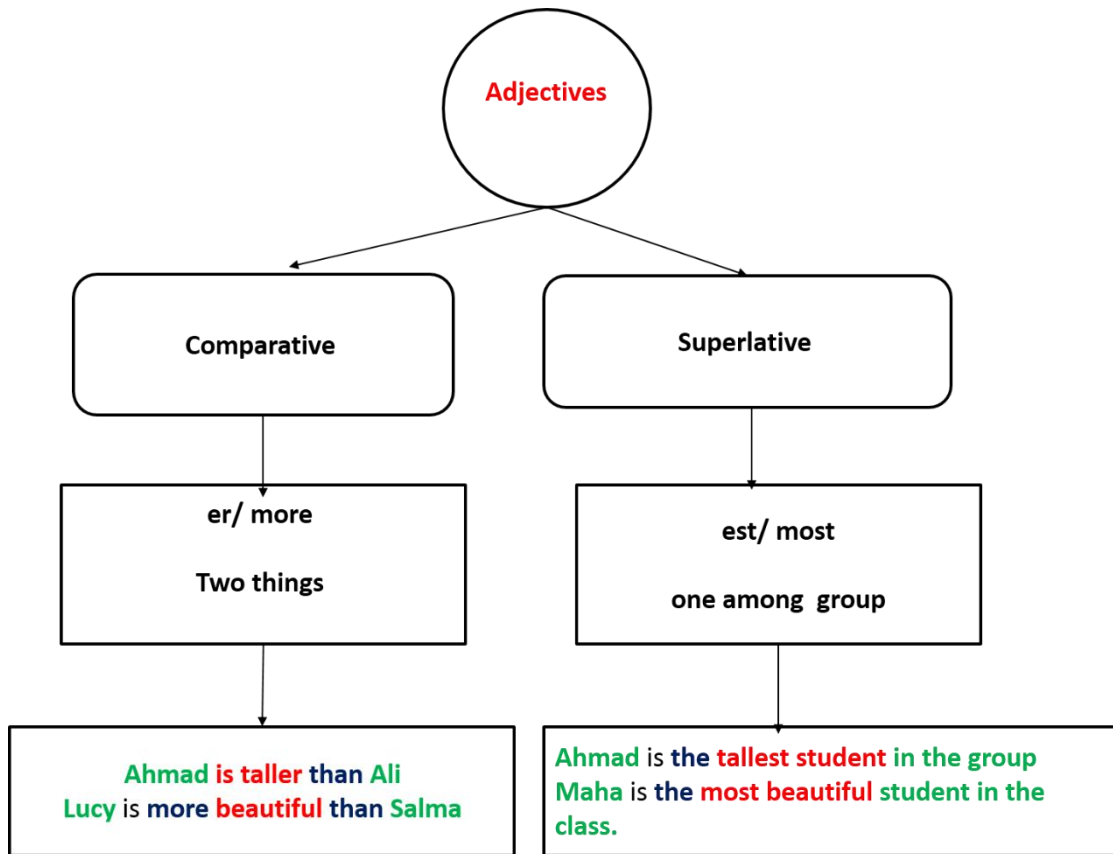
The lesson talks about _____

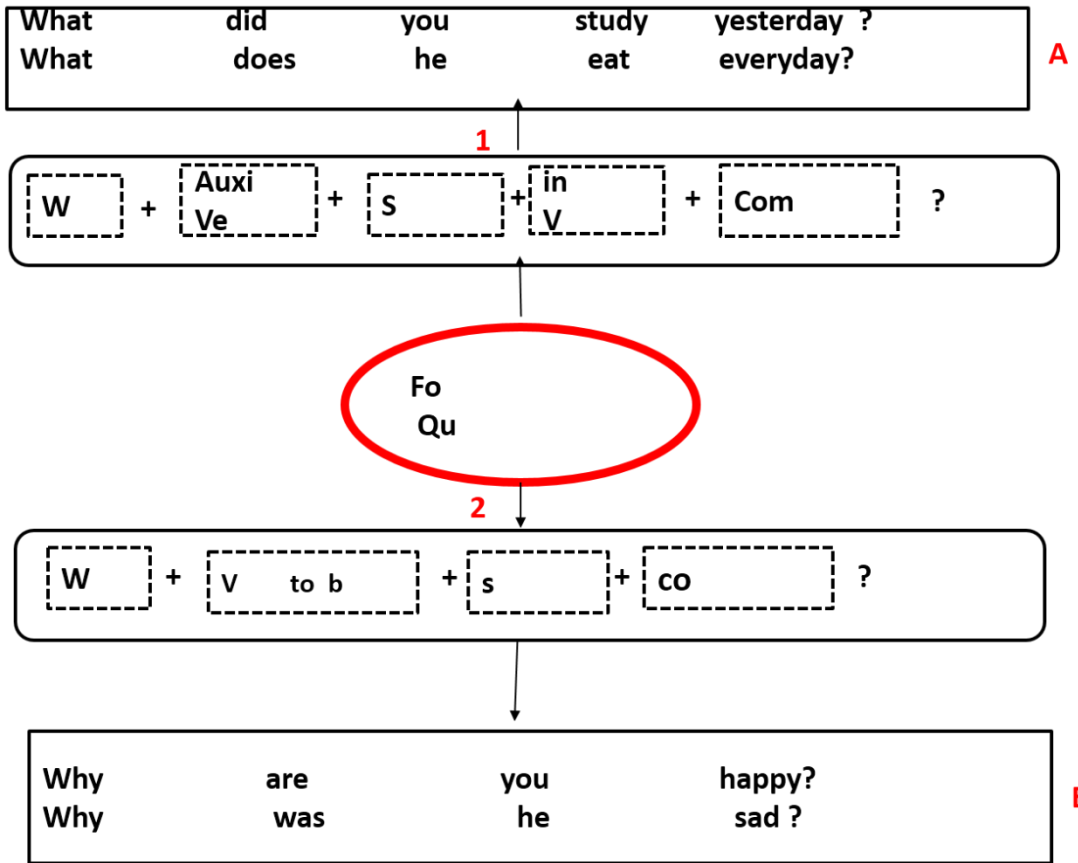
1-The box(A) talks about _____adjectives

2- The box(B) talks about _____adjectives

3-When do we use comparative adjectives?

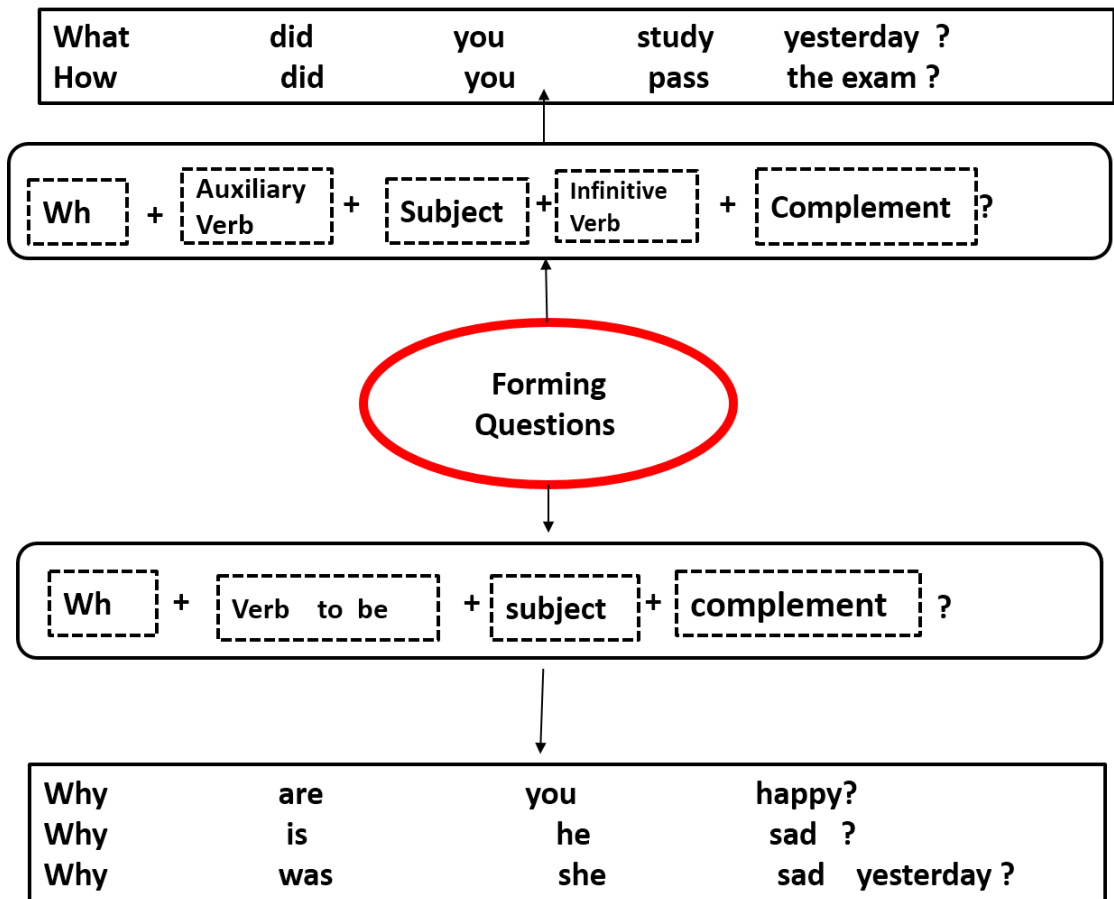
4- When do we use superlative adjectives?

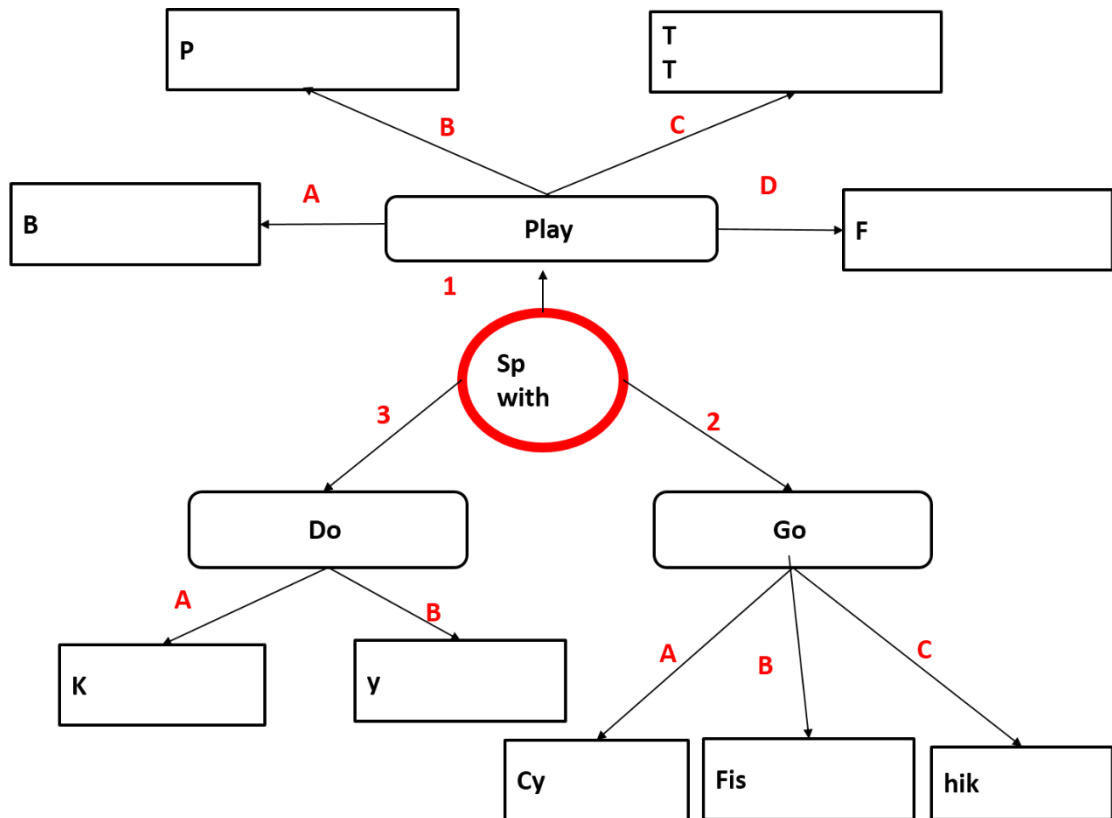




The lesson talks about _____

- 1) What is the rule of box(A)?
- 2) What is the rule of box(B)





The lesson talks about _____

1) Sports used with “play”

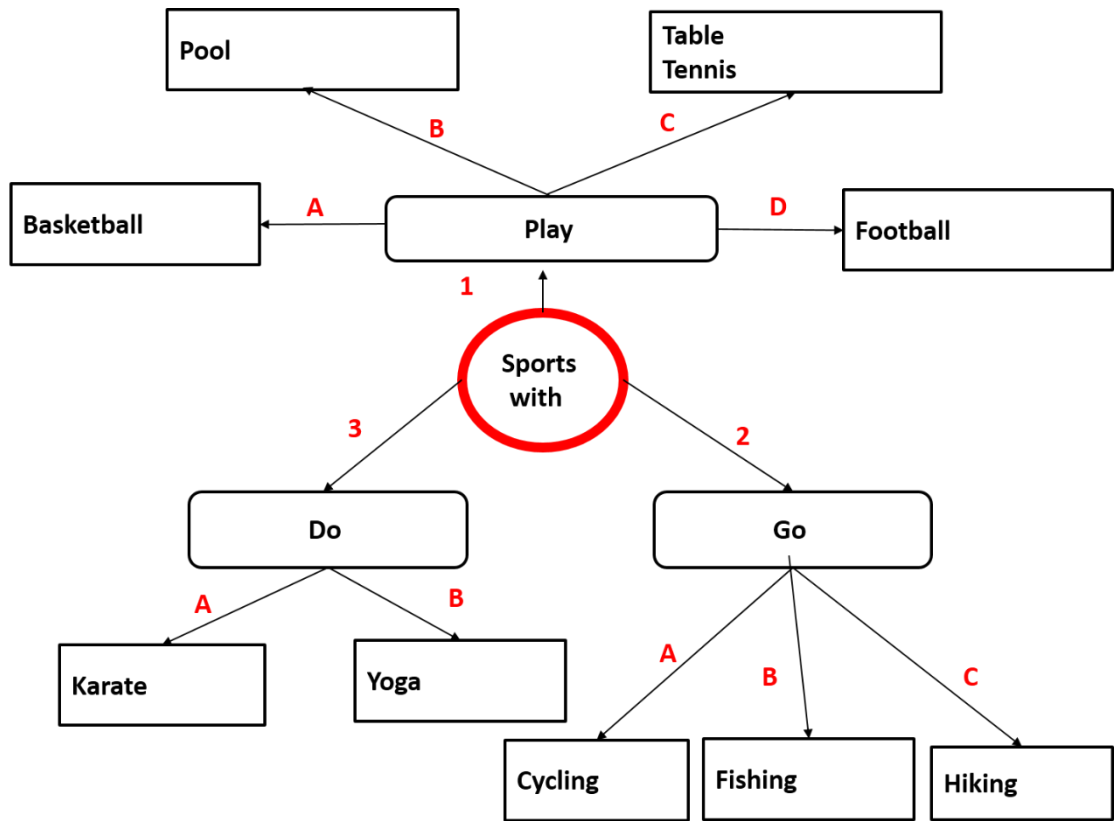
- a) b) c) d)

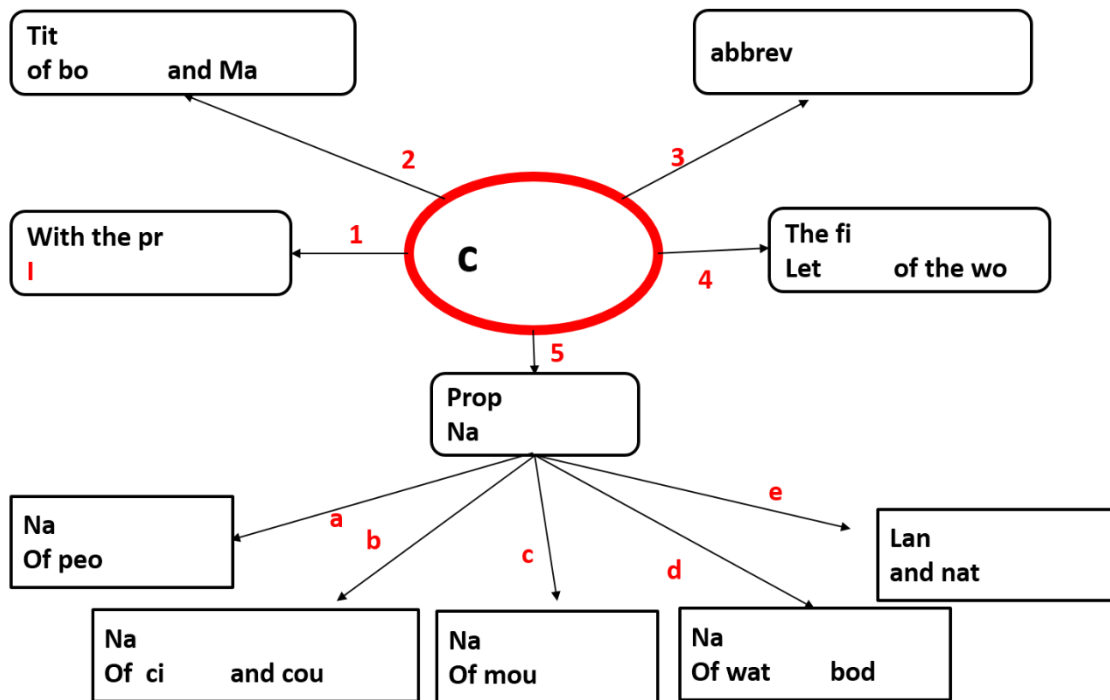
2) Sports used with “Go”

- a) b) c)

3) Sports used with “do”

- a) b)

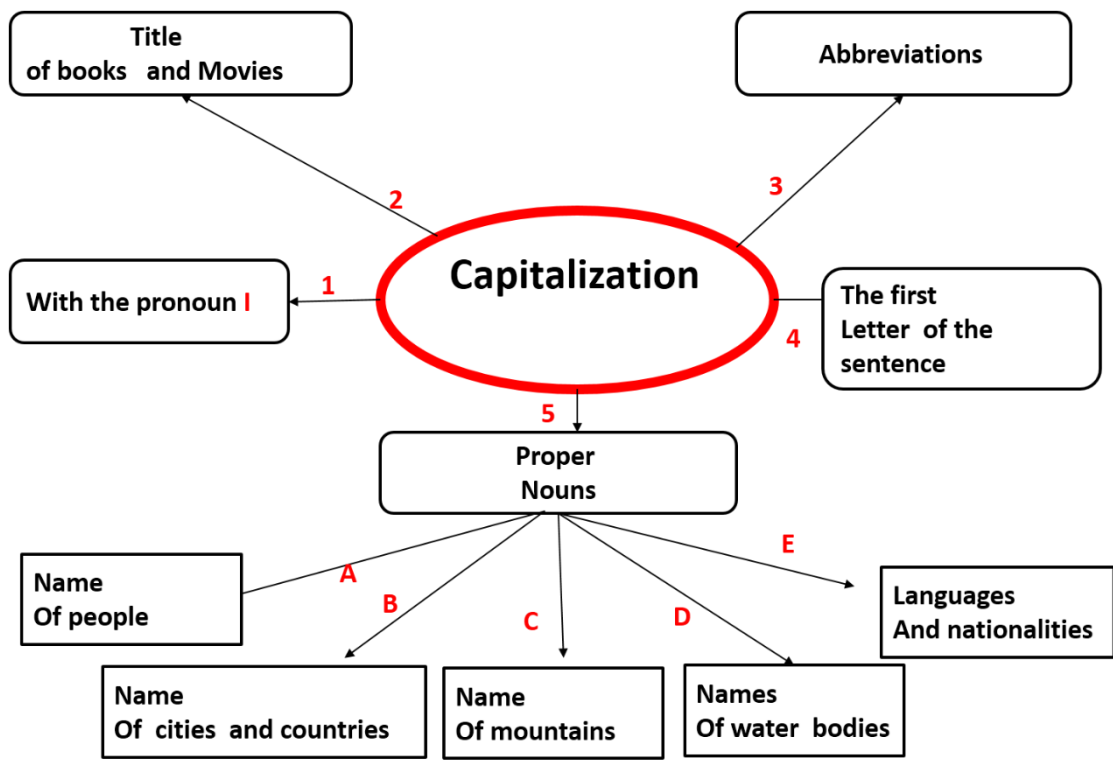


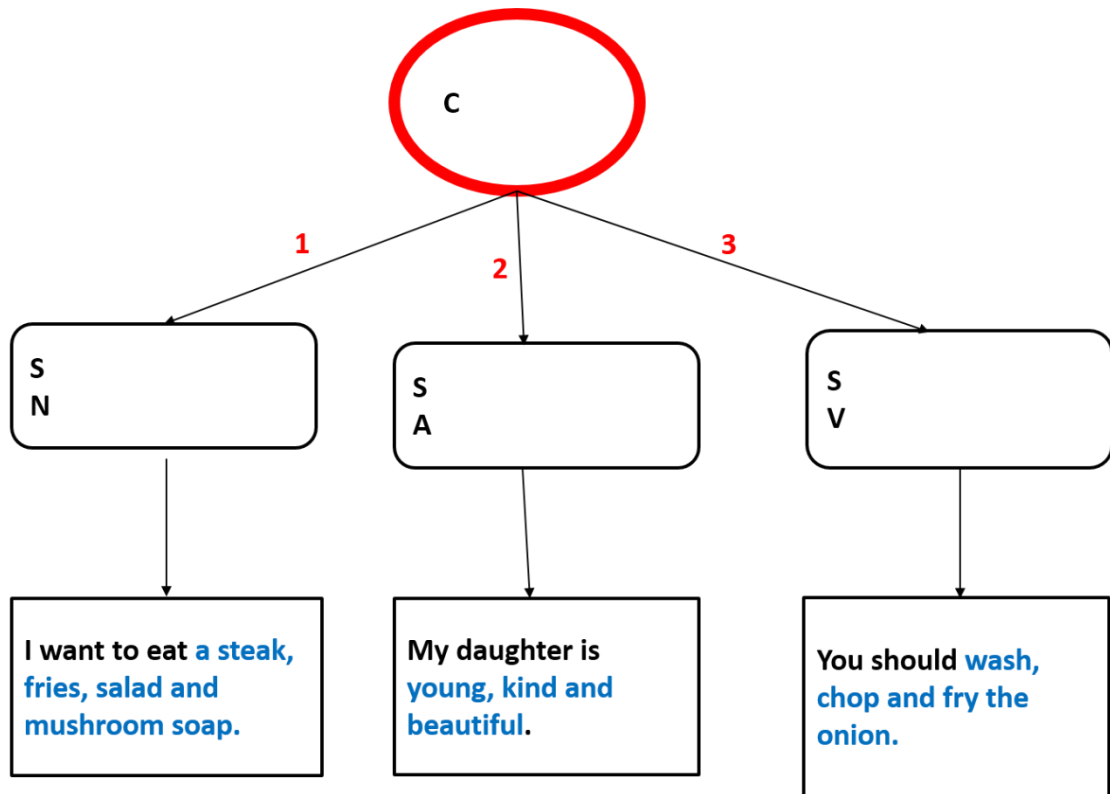


The passage talks about _____

When do we use capitalization ?

- 1)
- 2)
- 3)
- 4)
- 5) a) b) c) d) e)

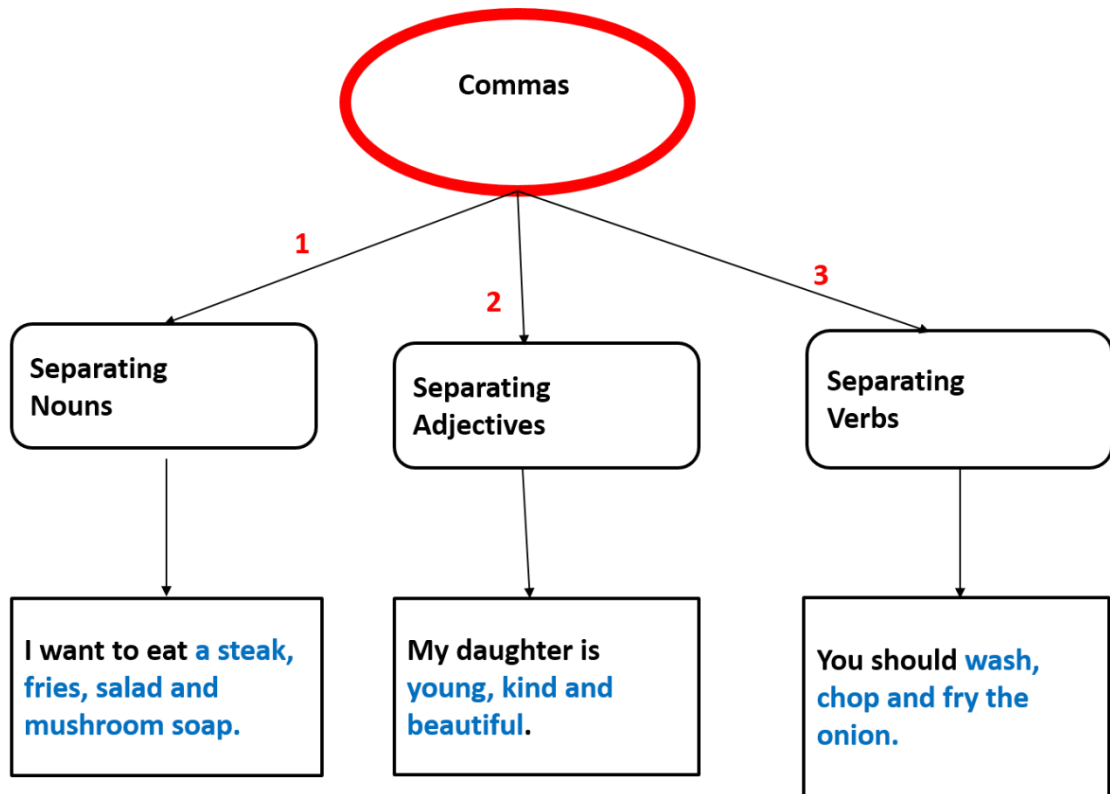


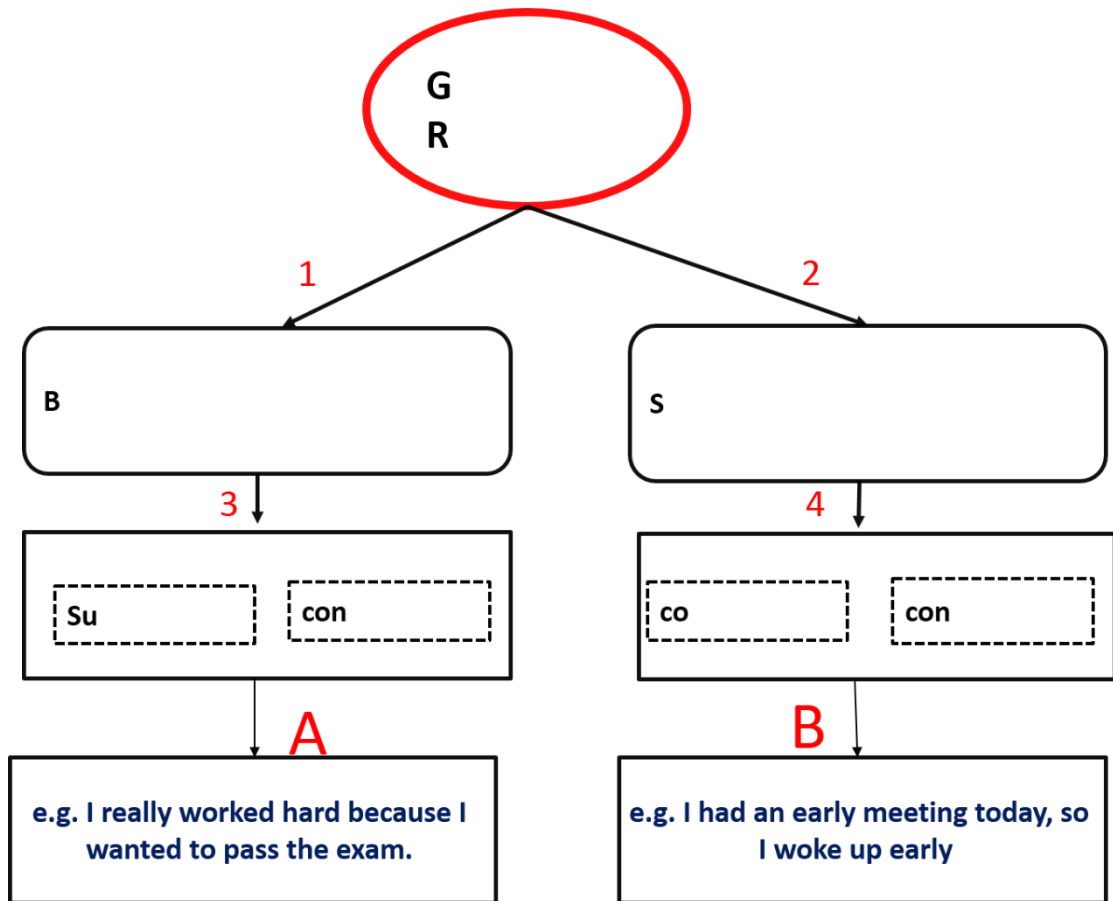


The lesson talks about _____

We use commas in the following cases:

- 1)
- 2)
- 3)





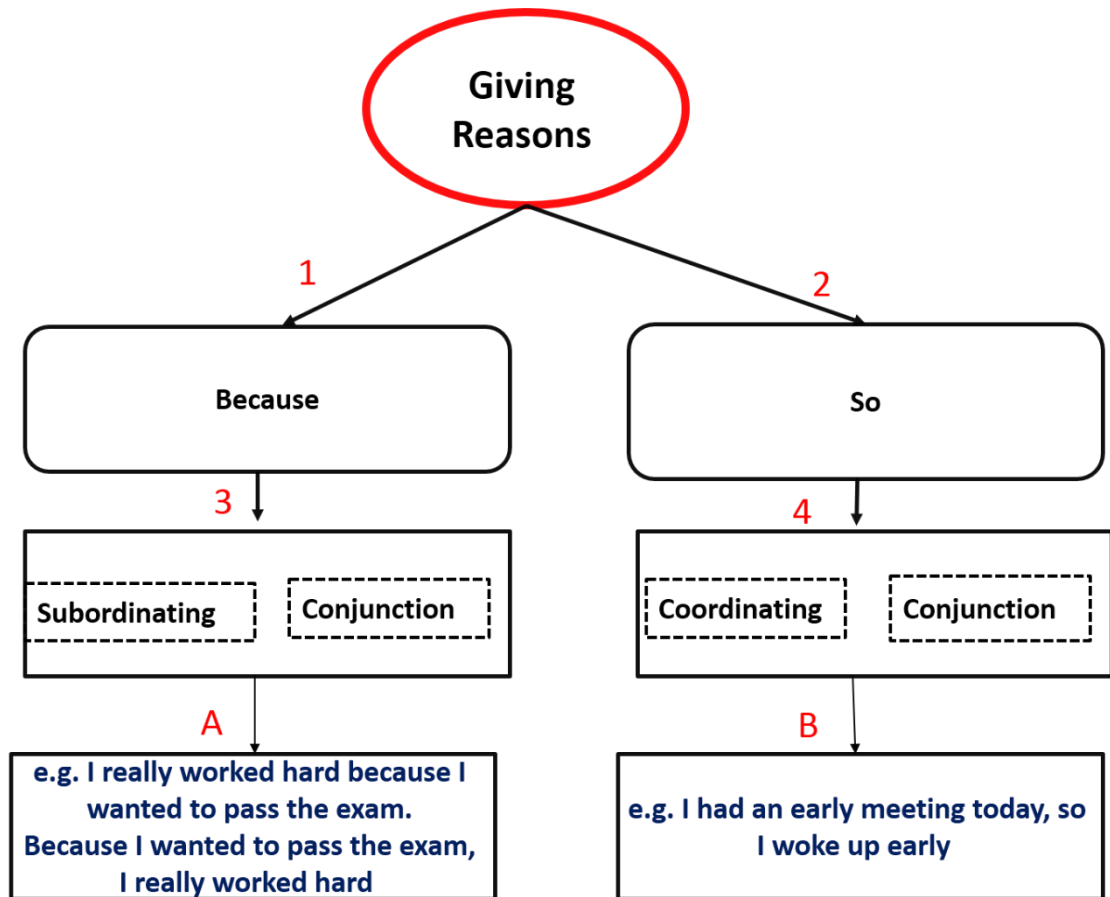
The lesson talks about _____

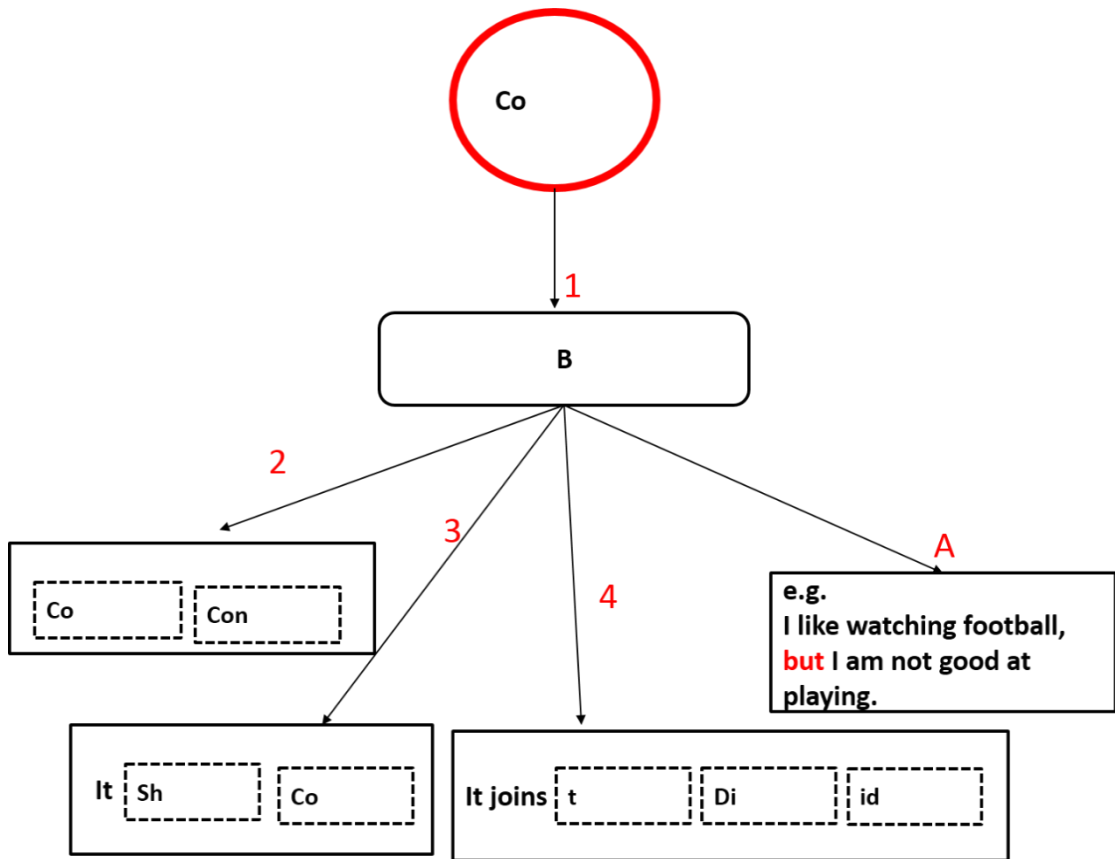
1)The box (A) uses a tool called _____

2)The box(B) uses a tools called _____

3) Because is a _____

4) So is as a _____





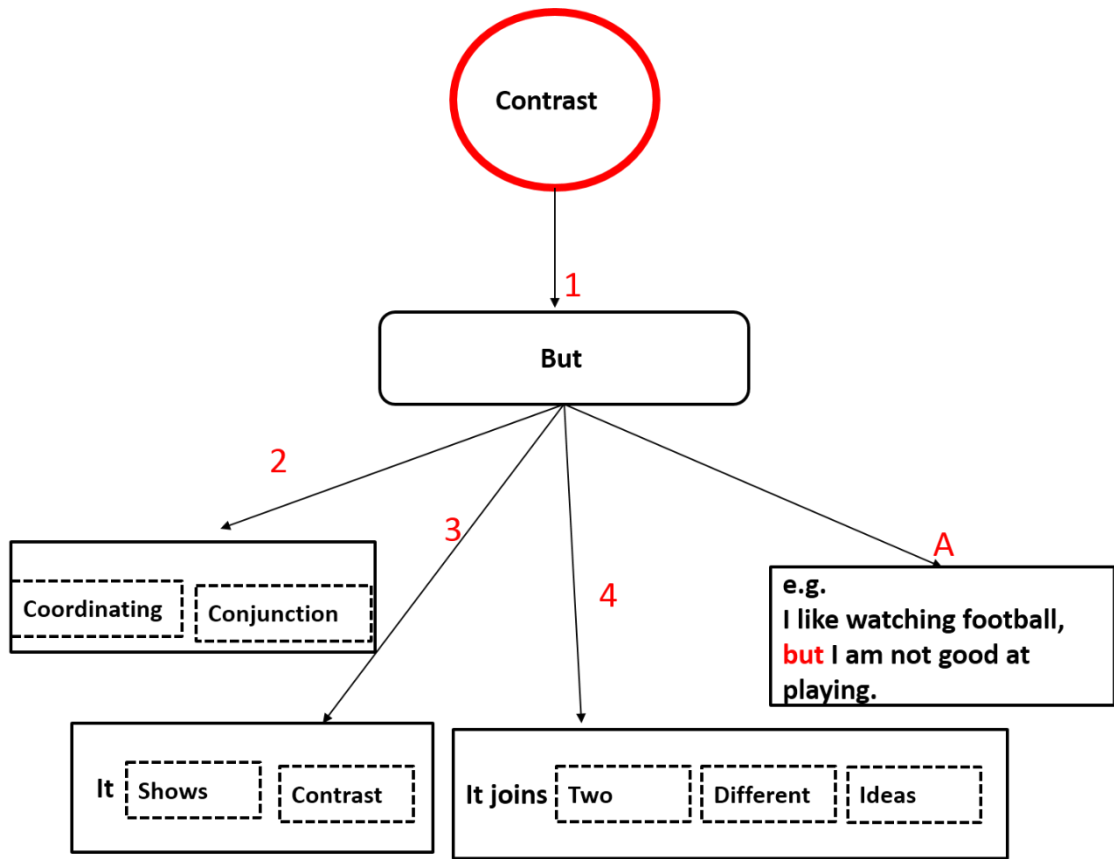
• The lesson talks about _____

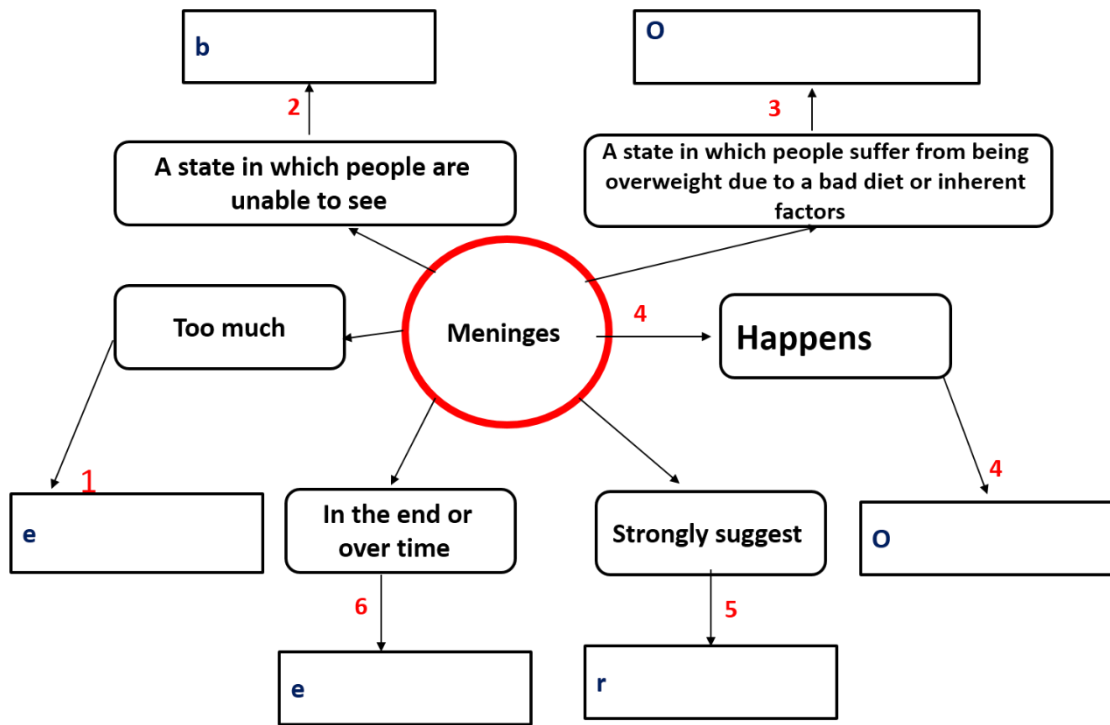
1) Box(A) talks about using _____

2- But” is a _____

3- Why do we use “but”?

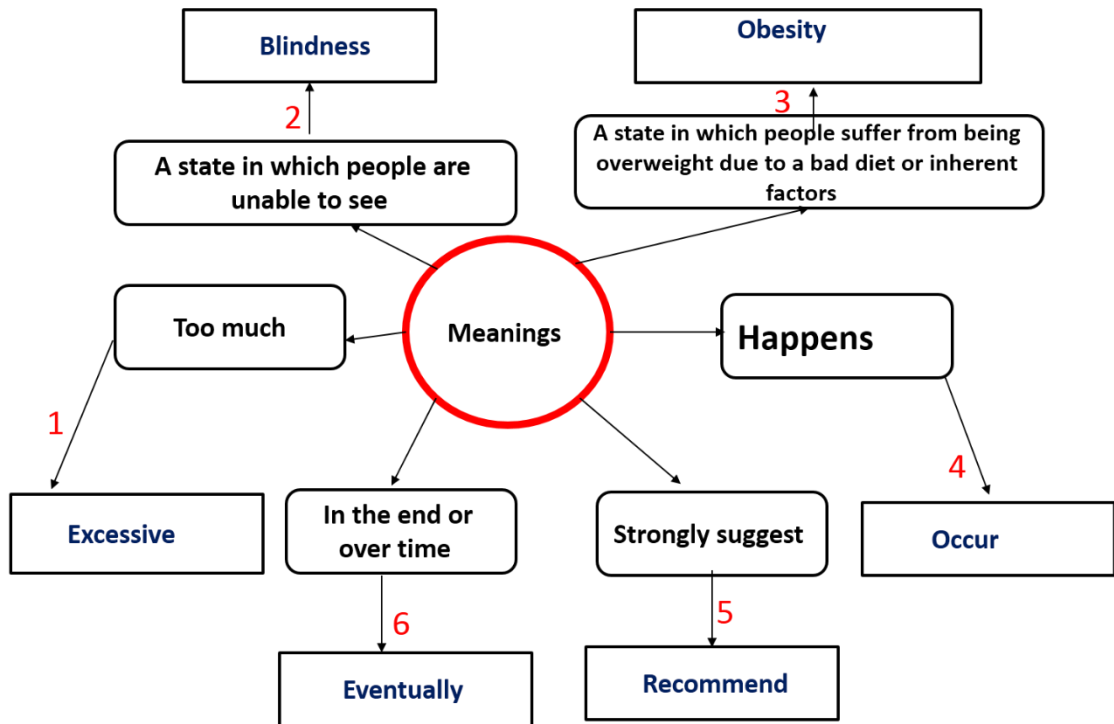
4- What does “but” join?

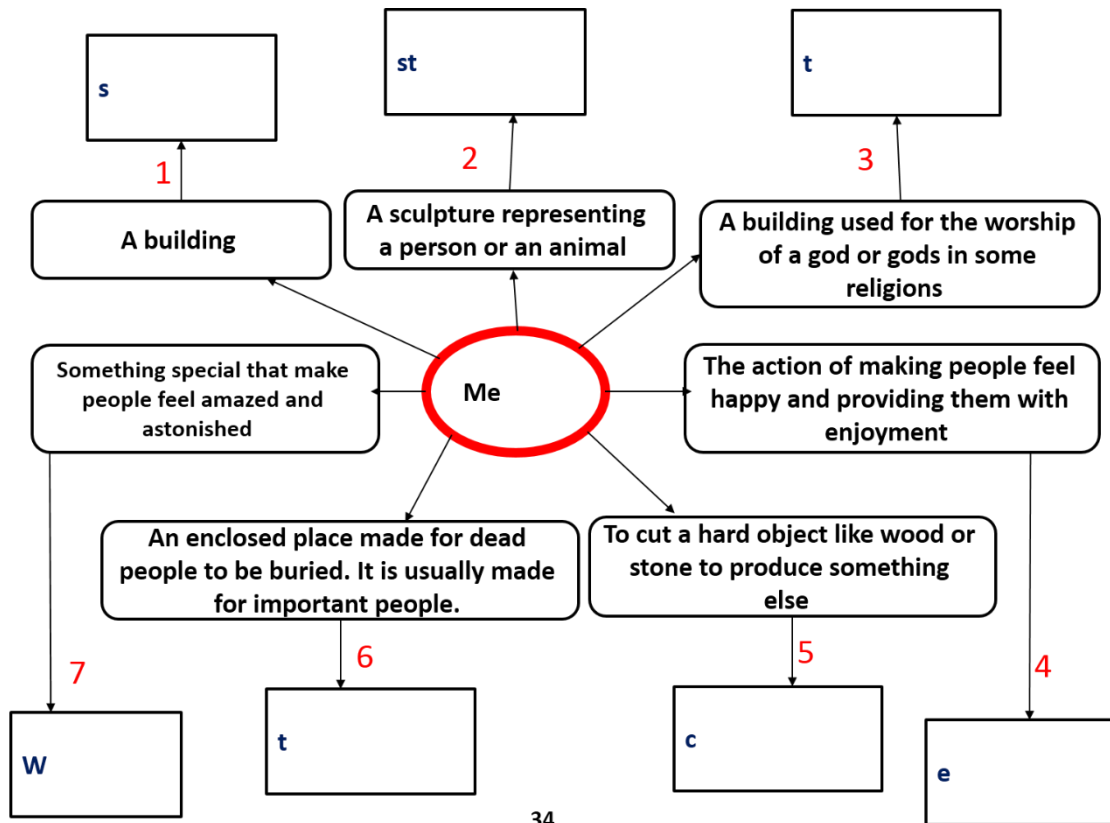




Guess the meaning of the following words:

- 1) Too much _____
- 2) A state in which people are unable to see _____
- 3) A state in which people suffer from being overweight due to a bad diet or inherent factors _____
- 4) Happens _____
- 5) Strongly suggest _____
- 6) In the end or over the time _____

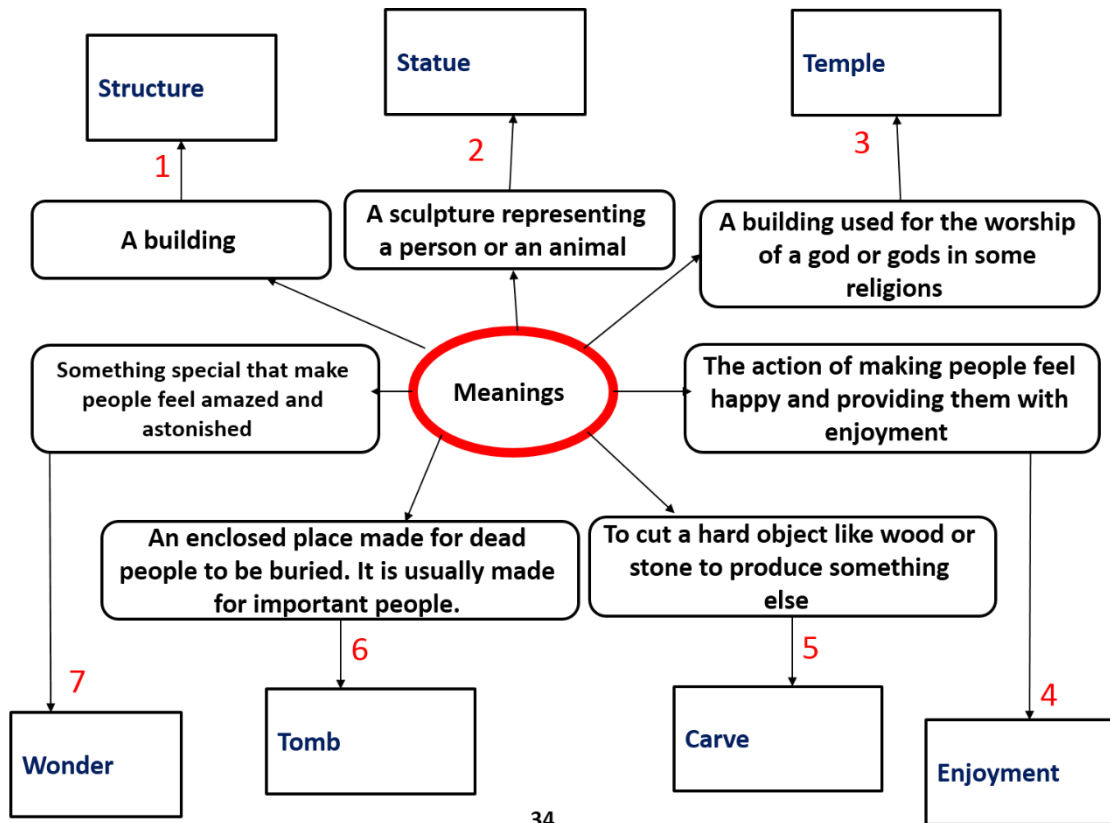


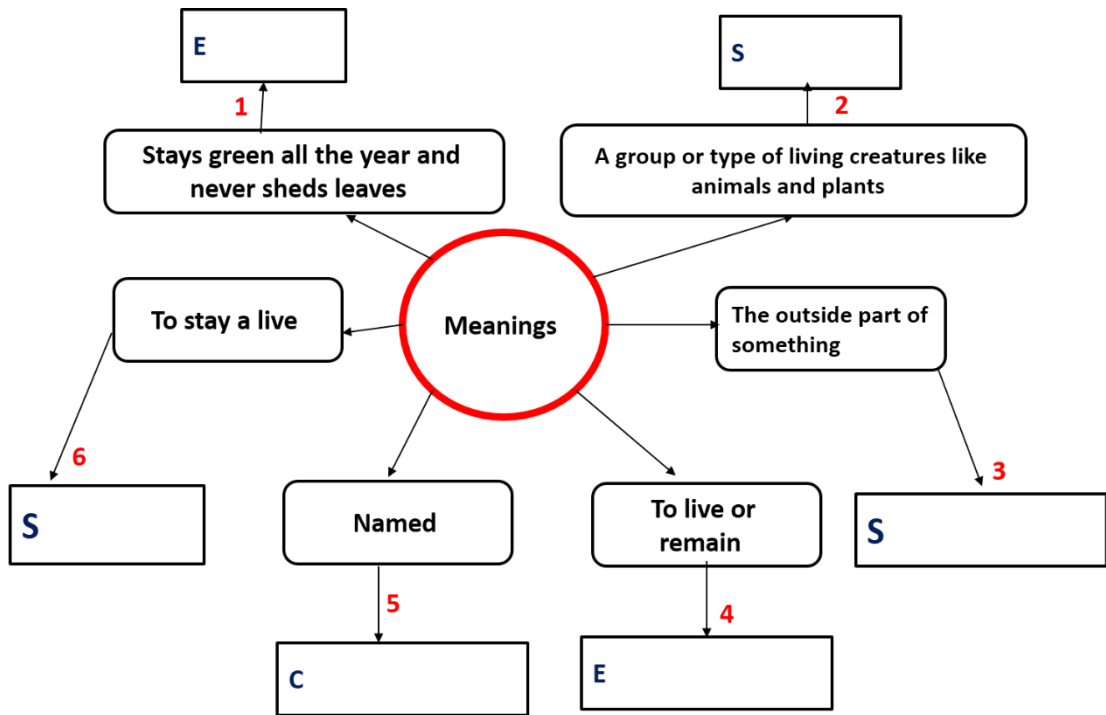


34

Guess the meaning of the following words.

- 1) **A building** _____
- 2) **A sculpture representing a person or an animal** _____
- 3) **A building used for the worship of a god or gods in some religions** _____
- 4) **The action of making people feel happy and providing them with enjoyment** _____
- 5) **To cut a hard object like wood or stone to produce something else** _____
- 6) **An enclosed place made for dead people to be buried. It is usually made for important people.** _____
- 7) **Something special that make people feel amazed and astonished**

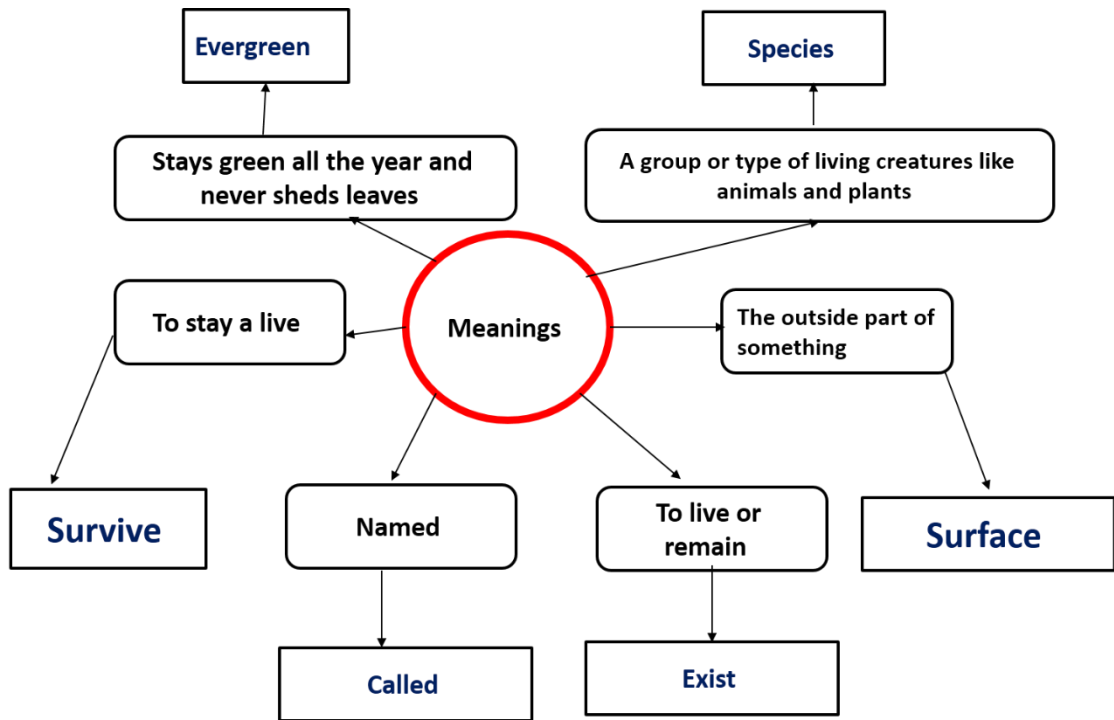


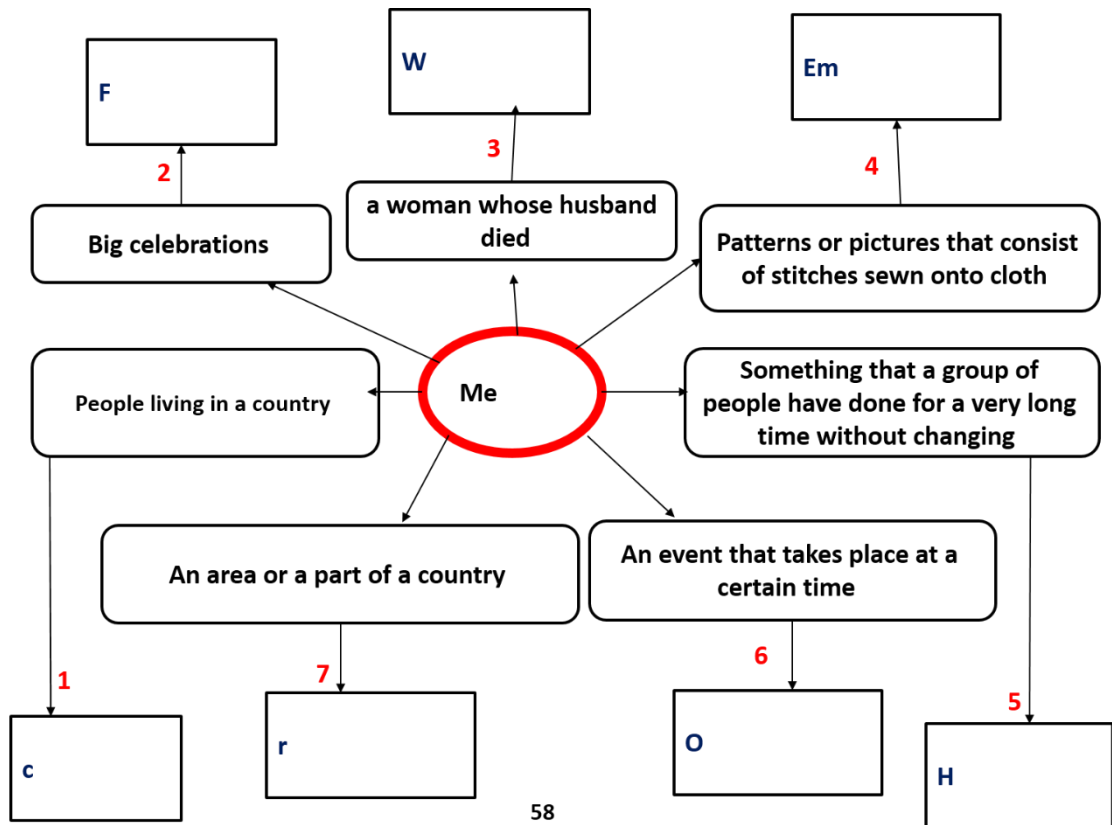


44

Guess the meaning of the following words.

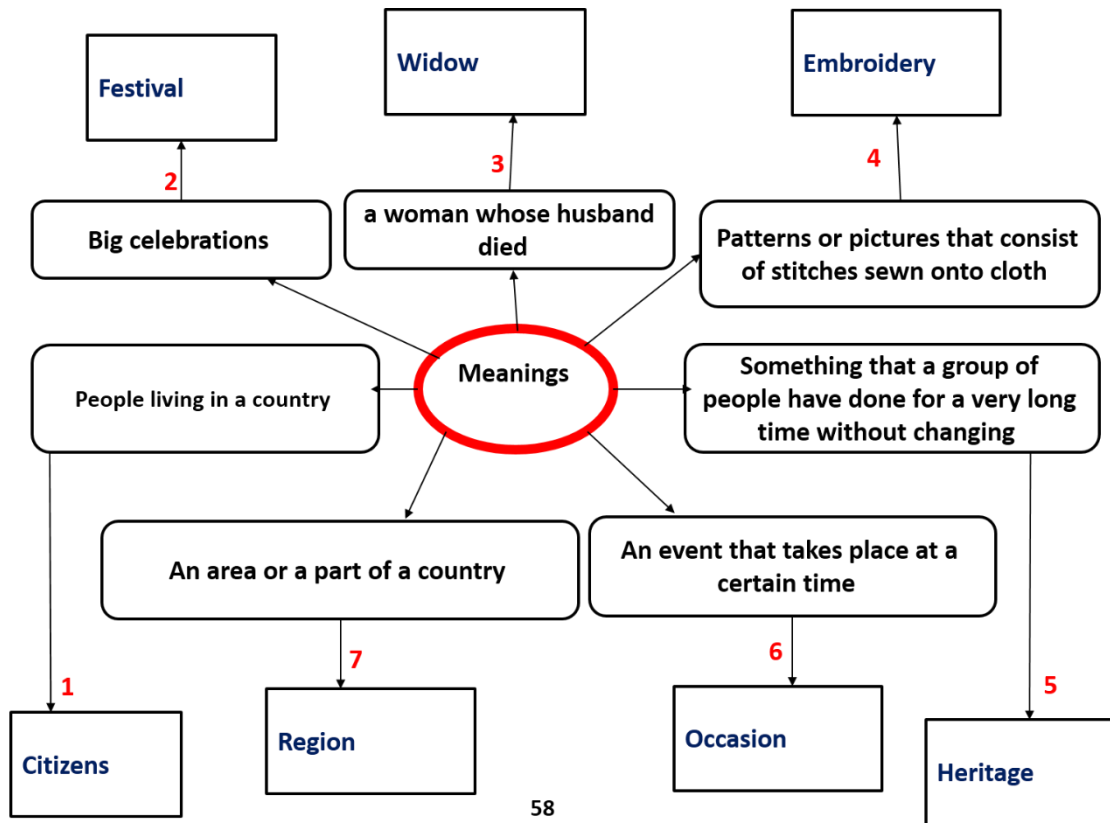
- 1-Stays green all the year and never sheds leaves_____
- 2- A group or type of living creatures like animals and plants_____
- 3-The outside part of something _____
- 4- To live or remain _____
- 5_Named _____ -
- 6_To stay alive _____

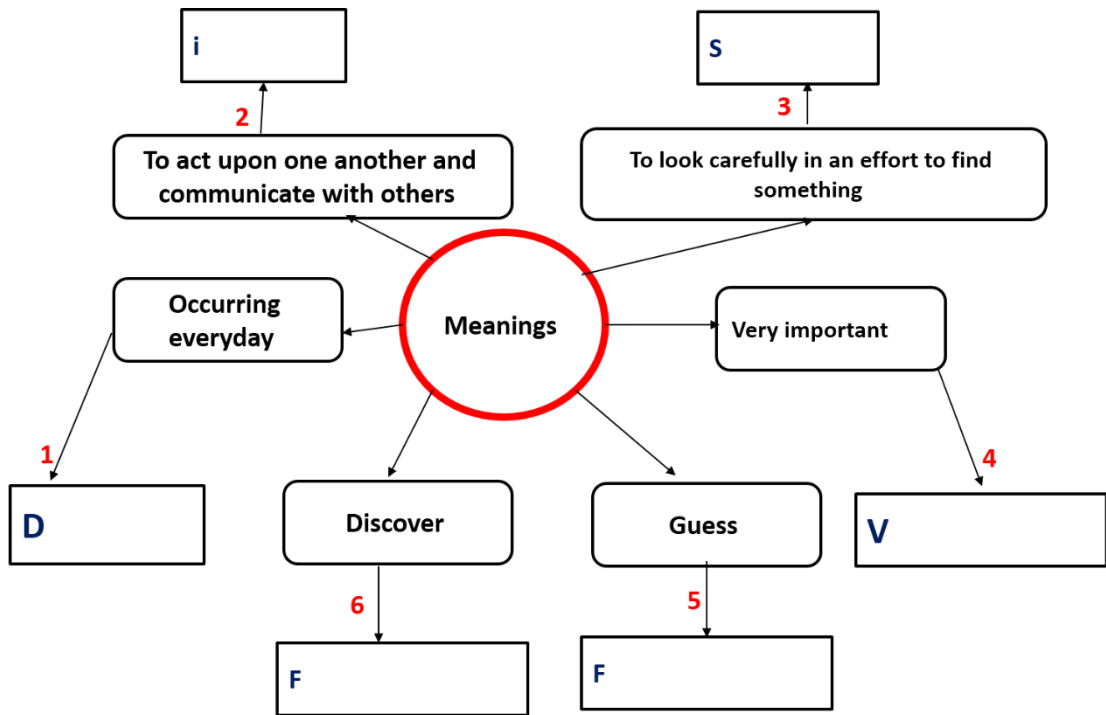




Guess the meaning of the following words

- 1-People living in a country _____
- 2-Big celebrations _____
- 3-a woman whose husband died _____
- 4-Patterns or pictures that consist of stitches sewn onto cloth _____
- 5-Something that a group of people have done for a very long time without changing _____
- 6-An event that takes place at a certain time _____
- 7-An area or part of the country _____

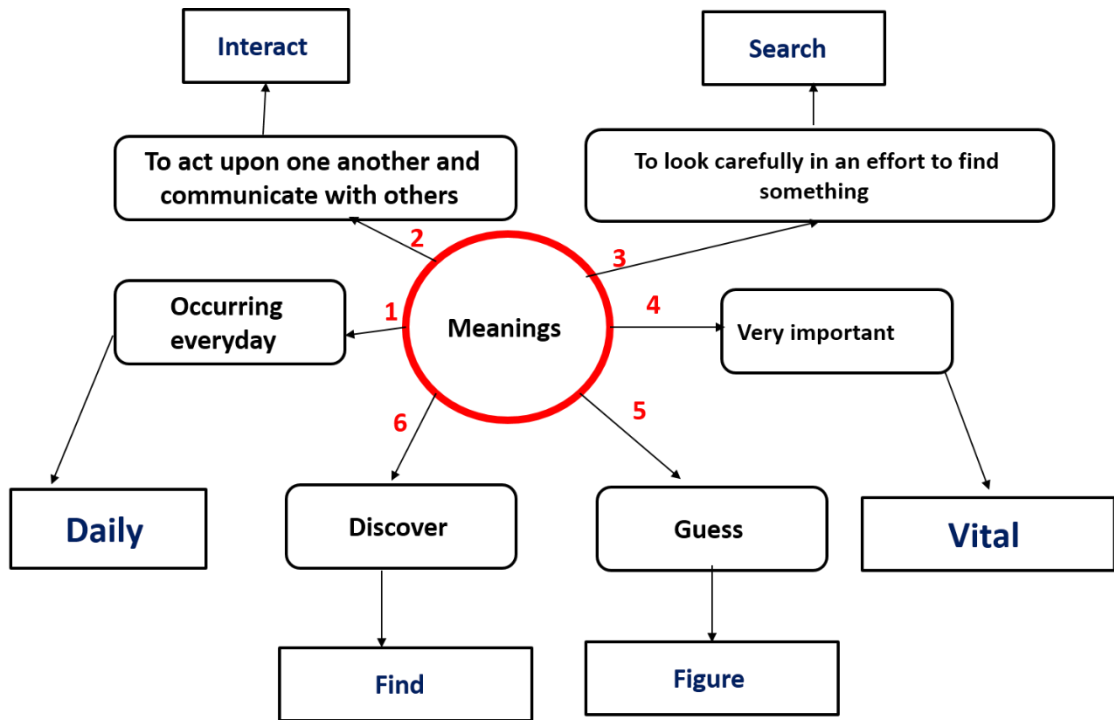




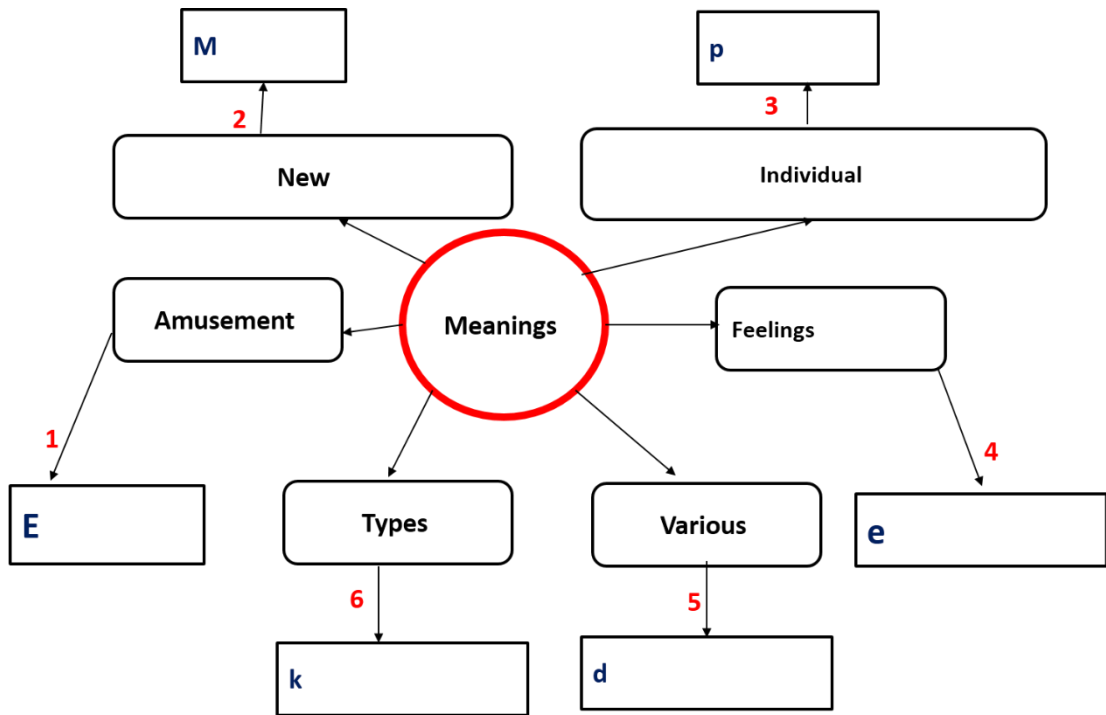
73

Guess the meaning of the following words:

- 1-occurring everyday _____
- 2-To act upon one another and communicate with others _____
- 3-To look carefully in an effort to find something _____
- 4- Very important _____
- 5_Guess _____
- 6_Discover _____



73



78

Guess the meaning of the following words.

1. Amusement _____

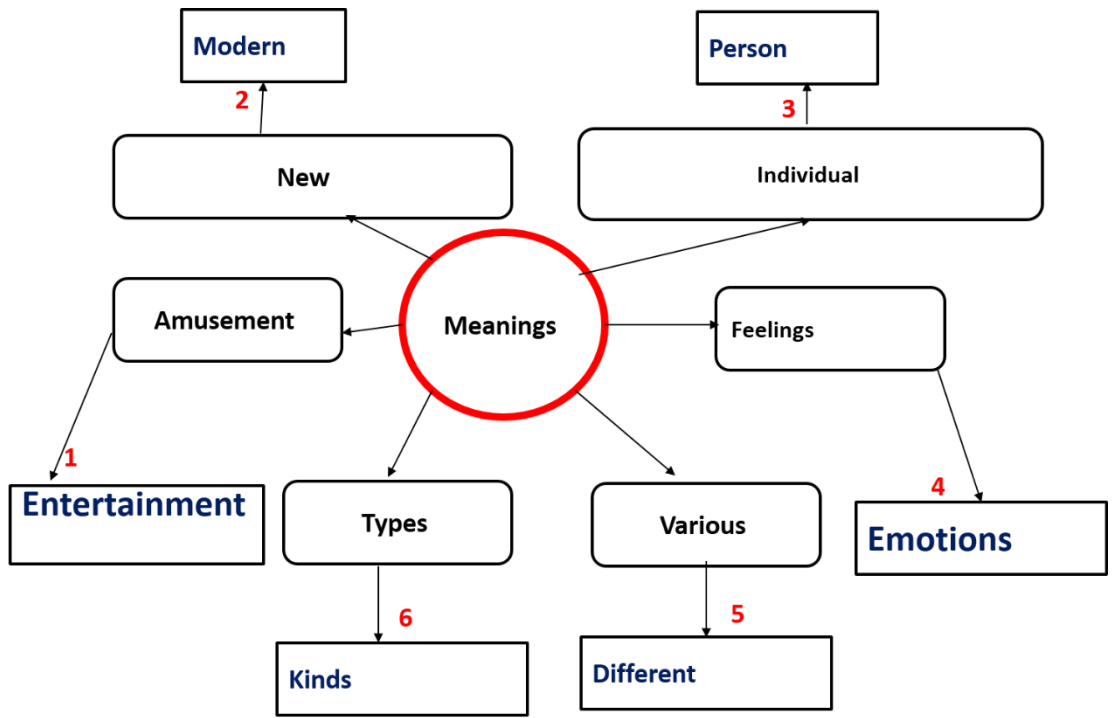
2. New _____

3. Individual _____

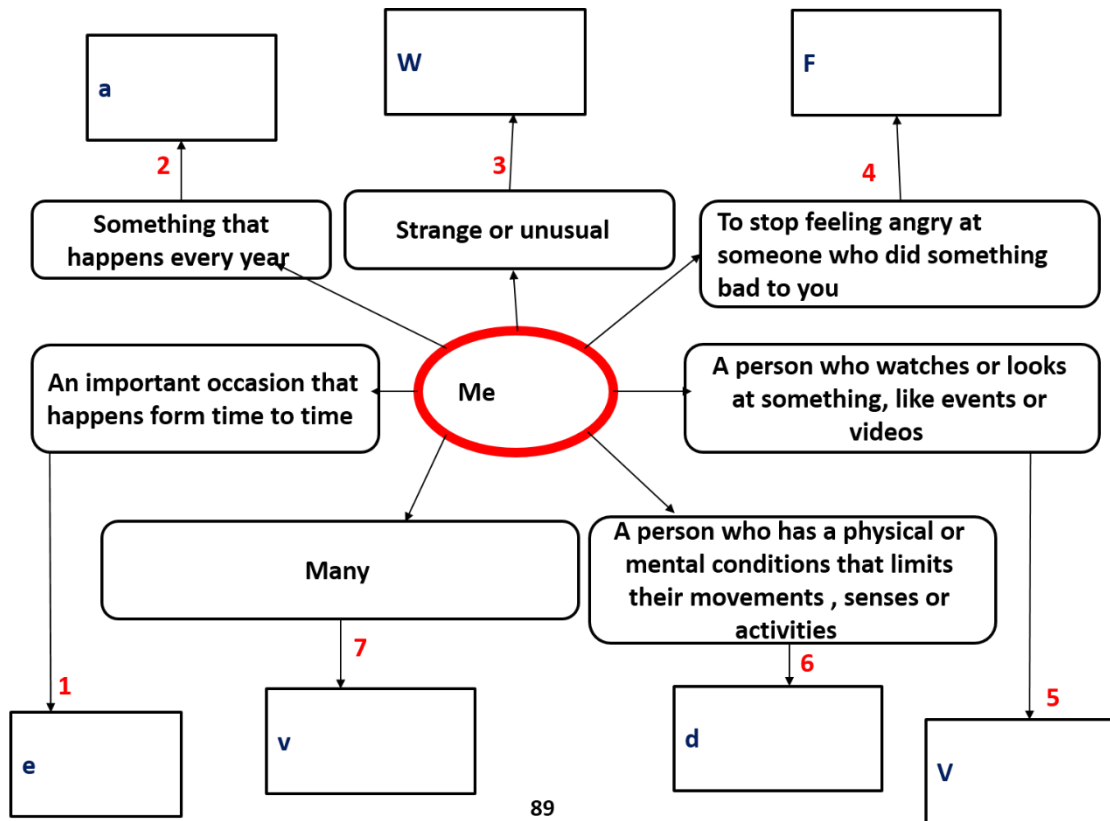
4. Feelings _____

5. Various _____

6. Types _____



78



89

Guess the meaning of the following words

1-An important occasion that happens from time to time _____

2_ Something that happens every year _____

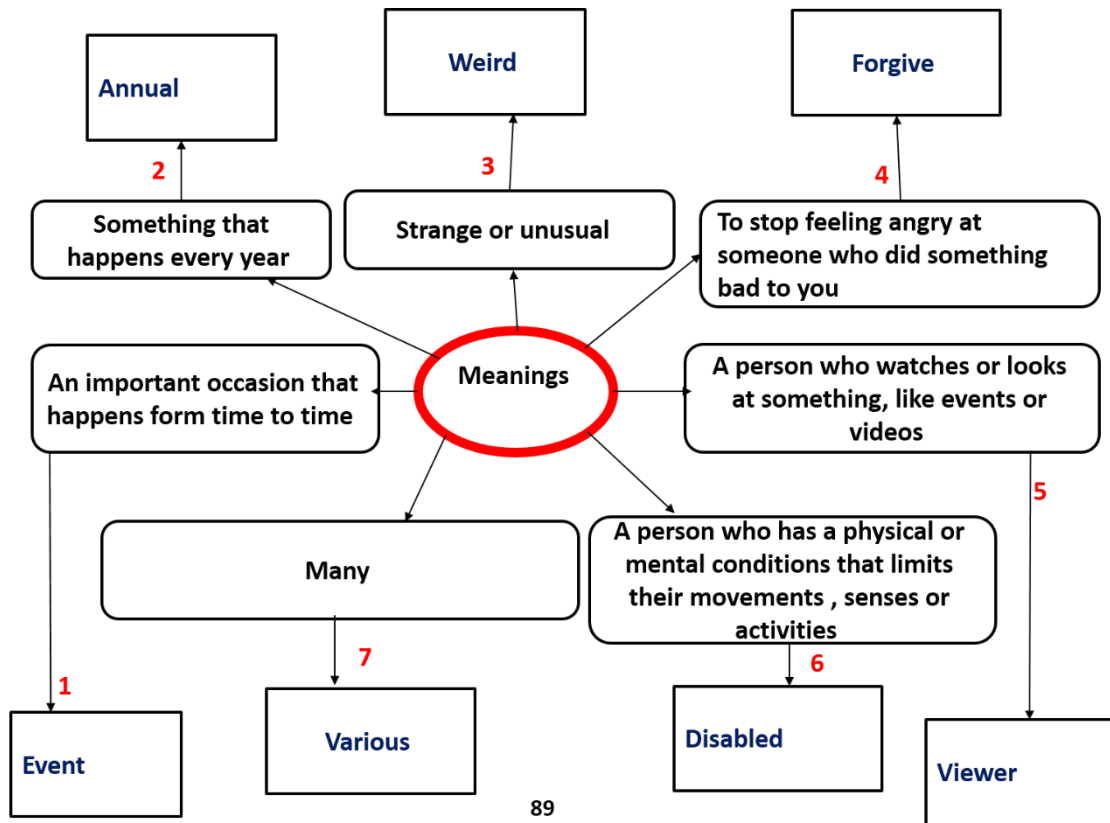
3_ Strange or unusual _____ -

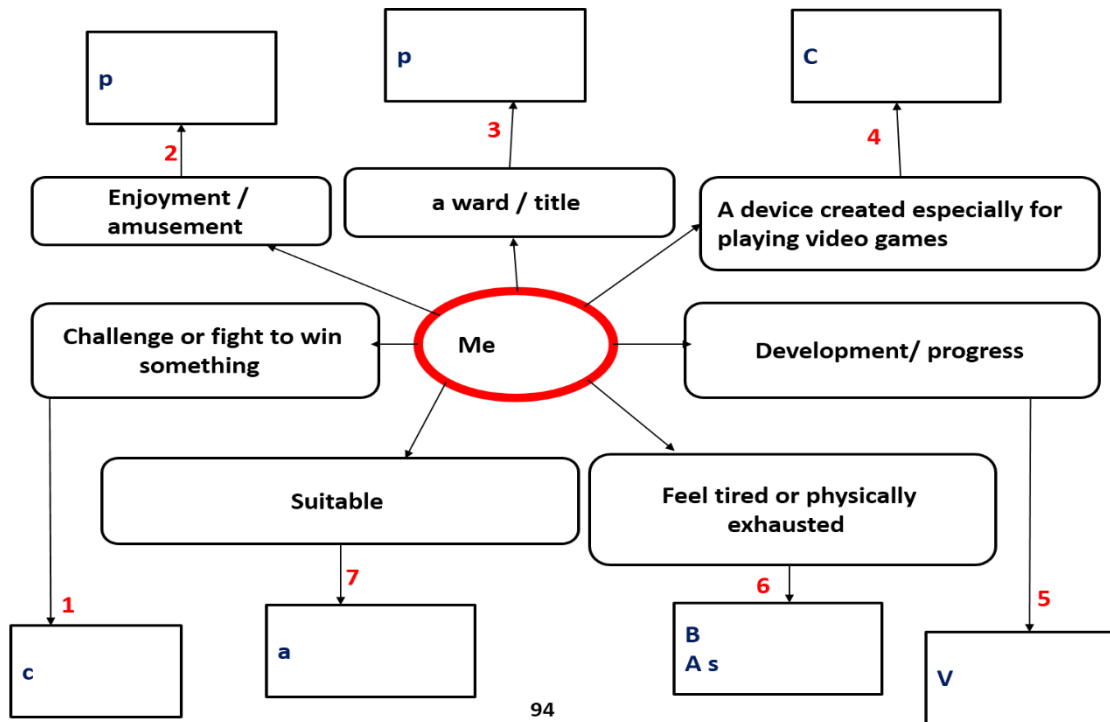
4_ To stop feeling angry at someone who did something bad to you _____

5_ A person who watches or looks at something, like events or videos _____

6-A person who has a physical or mental conditions that limits their movements , senses or activities _____

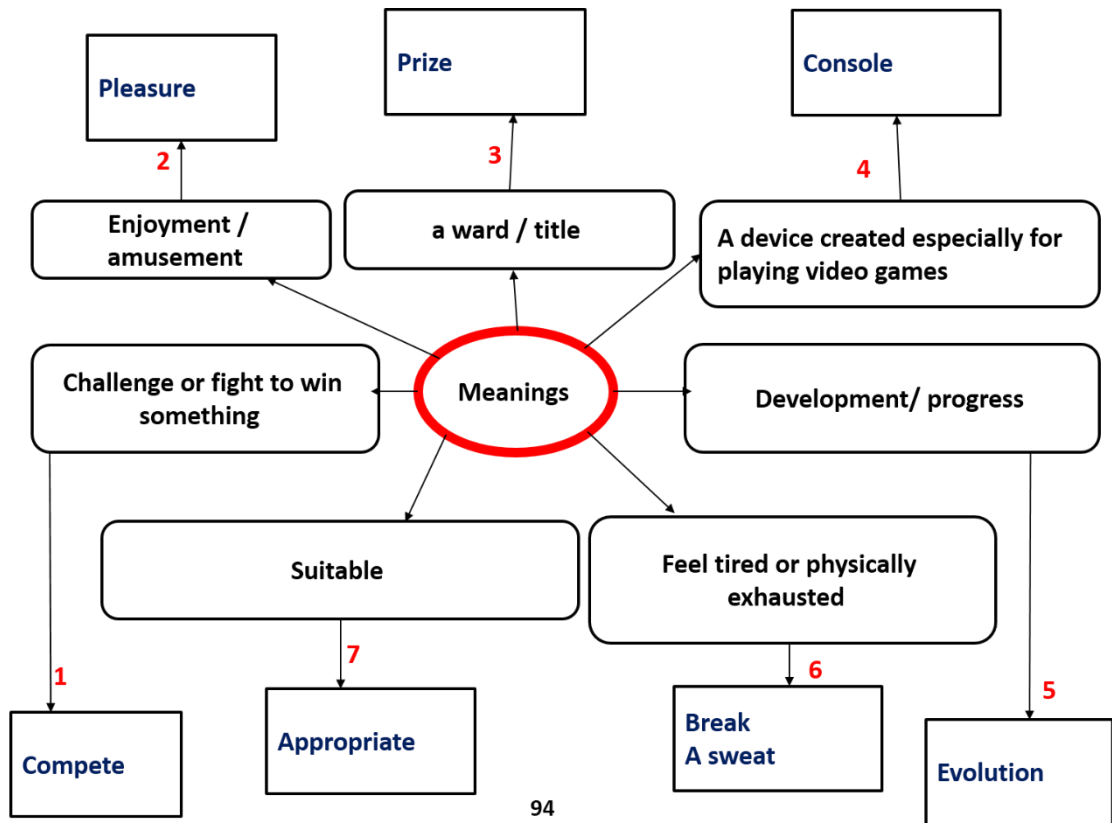
7_ Many _____





Guess the meaning of the following words.

- 1_Challenge or fight to win something_____
- 2_Enjoyment or amusement _____
- 3_a ward / title_____
- 4_A device created especially for playing video games_____
- 5_Development/ progress_____
- 6_Feel tired or physically exhausted _____
- 7- Suitable _____



Greetings from around the world

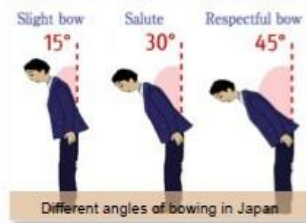
It is impossible to learn all of the languages in the world, but greeting people goes beyond talking and is much more than handshakes. Every culture has a special way of greeting people, and these are some of them:

1. Palestine

Palestinians usually greet each other with a handshake. But when it comes to close friends or relatives, they kiss each other's cheeks four times: two times on each cheek. In Jordan, this greeting is almost the same, but instead of two kisses on each cheek, Jordanians kiss once on the right cheek and three times on the left.

2. Japan

People greet each other with a bow in Japan. Bows differ in angles and duration depending on the person they are greeting and their social status.



3. Oman

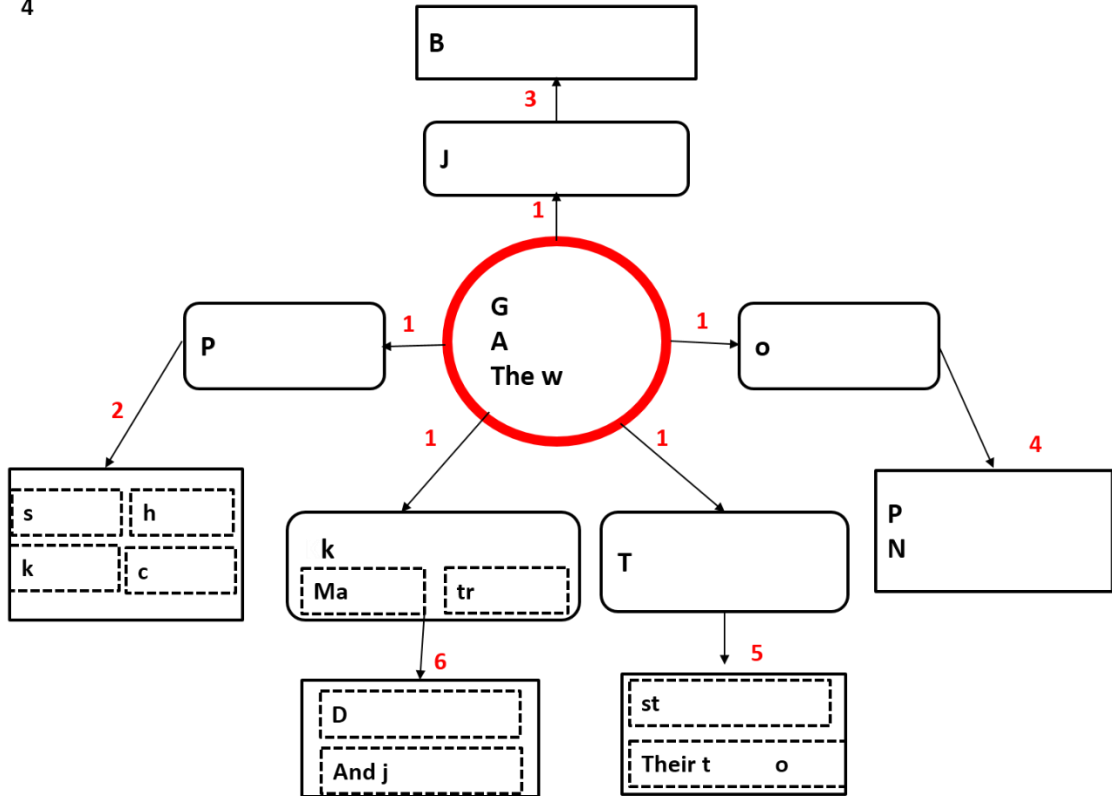
In Oman, men often greet each other by pressing their noses together. Men in other Gulf countries like Qatar do this type of greeting as well. However, this is not common among women.

4. Tibet

In Tibet, people stick their tongues out to greet each other. This is considered a polite greeting gesture showing that the person wants peace. The Tibetan people started doing this to prove that they were not like a cruel king from the 9th century who had a black tongue.

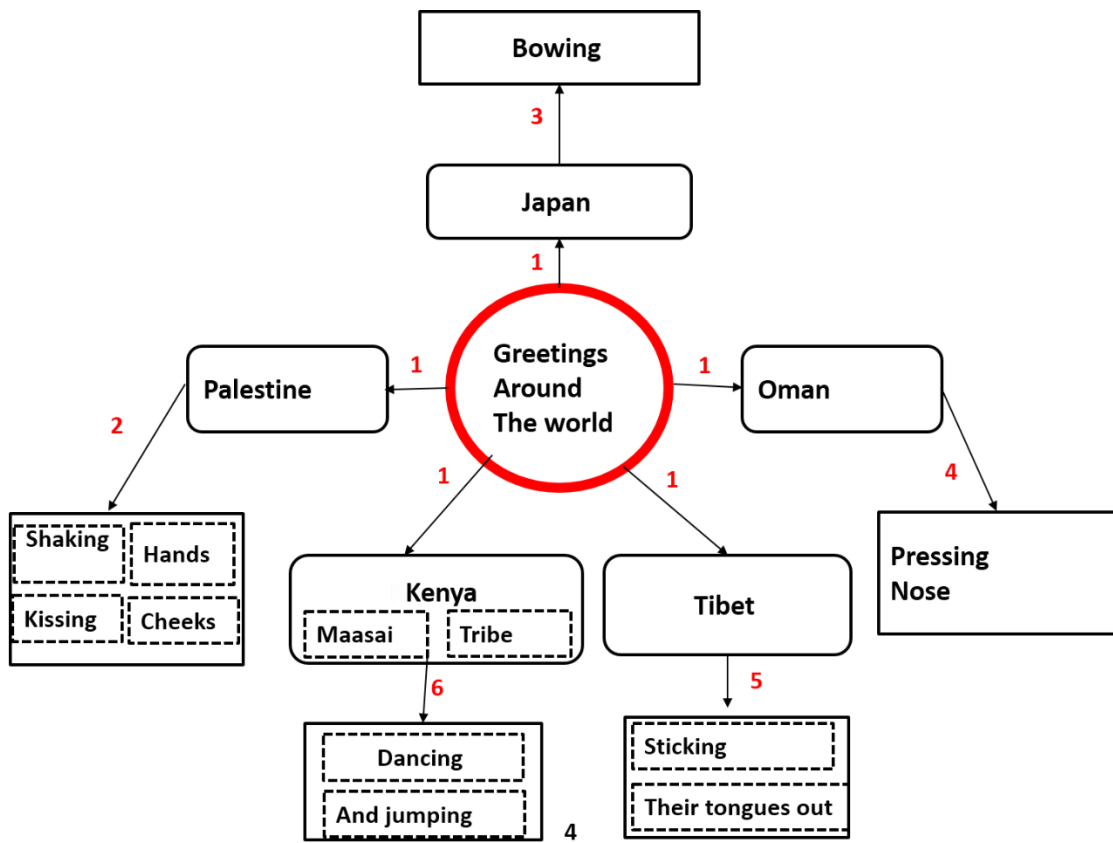
5. The Maasai Tribe, Kenya

The Maasai tribe of Kenya dances the "Adamu", the jumping dance of warriors, to greet visitors. It starts with the telling of a story before the dancers form a circle and start jumping, often trying to make the highest jump. Sometimes a mix of cow's blood and milk is offered to visitors.



The text talks about _____

- 1) What are the countries that text mentioned?
- 2) How do people from Palestine greet each other?
- 3) How do people from Japan greet each other?
- 4) How do people from Oman greet each other?
- 5) How do people from Tibet greet each other?
- 6) How do people form Kenya greet each other?



Netiquette

The etiquette of greeting is a set of rules that everyone is expected to follow when meeting people, like shaking hands, looking people in the eye, smiling, etc. With the development of technology, a lot of meetings happen online, especially when people are in different countries. There are some rules that should be followed during online meetings; these rules are called "Netiquette."

1. Mute your microphone when you are not the one talking:

When other people are talking, you should keep your microphone muted, especially when you are in an open space like a café, to avoid any noise.

2. Dress appropriately:

In online meetings, people usually open their cameras. Even though you are at home, you should dress appropriately: not necessarily a suit, but not pajamas!

3. Tidy up your room:

It would be inappropriate if you had an online meeting and clothes were in every corner of your room! Therefore, it is better to sit with a wall behind you if you have this issue.

4. Leave the keyboard alone:

Even if you are taking notes using the same computer, the sound of typing on the keyboard during an online meeting can be noisy. This would make some people feel uncomfortable, and they might not be able to hear the speaker clearly.

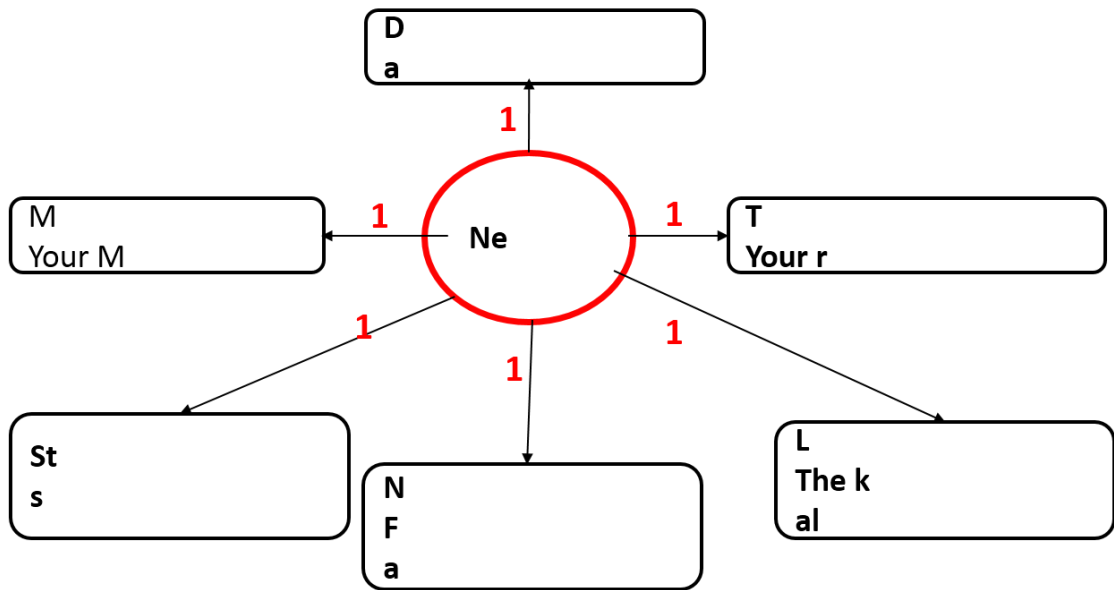
5. No food allowed:

Do not eat food or have drinks during an online meeting. It is inappropriate to have a meeting while others are looking at you having a sandwich! Even if your camera is turned off and your microphone is muted, you don't know when you will be asked to speak.



6. Stay seated:

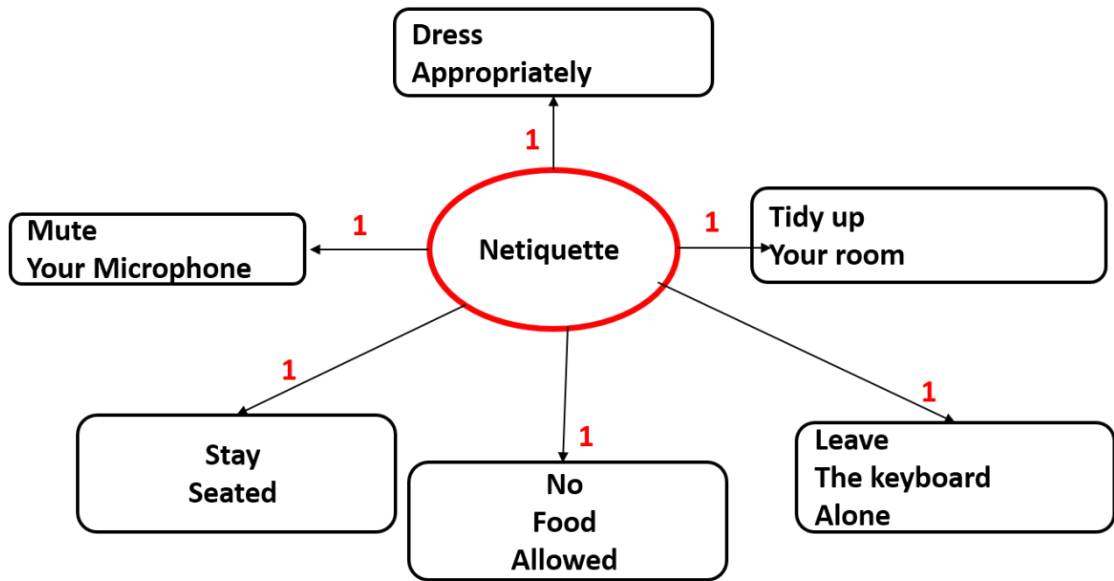
Stay in your seat during the online meeting. If you have no good reason to leave your seat, then don't. People are not interested in seeing empty chairs.



15

The lesson talks about _____

1) What are the netiquette that one should follow?



What's in our food?

Everyone eats food, but not everyone has a healthy, balanced diet. When eating, it is important to consider having a meal that contains most, if not all, of the necessary nutrients. A healthy diet must include:

1. Carbohydrates:

Carbohydrates, at the bottom of the pyramid, are very important to the human body. 40% of your diet should consist of this nutrient, as it is the main source of energy for your body. Carbohydrates are found in bread, whole grains, and rice.



2. Protein:

Protein is very important for the growth of muscles, bones, hair, and skin. It can also serve as a fuel source for cells. Protein is found in eggs, meat, fish, and beans. Bodybuilders consume a lot of protein to build up their muscles and provide themselves with energy.

3. Vitamins:

Vitamins are essential nutrients to staying healthy. Each vitamin plays a role in the body and not getting enough of them can cause health problems and diseases. Vitamins are found in fruit, vegetables, oil, and fish.

4. Minerals:

Just like vitamins, minerals are important for supporting the body. Minerals include calcium, iron, and zinc. Calcium is important for building bones and teeth, iron is good for red blood cells, and zinc improves immunity and wound healing. These minerals are found in milk and dairy products, red meat, eggs, and fruit.

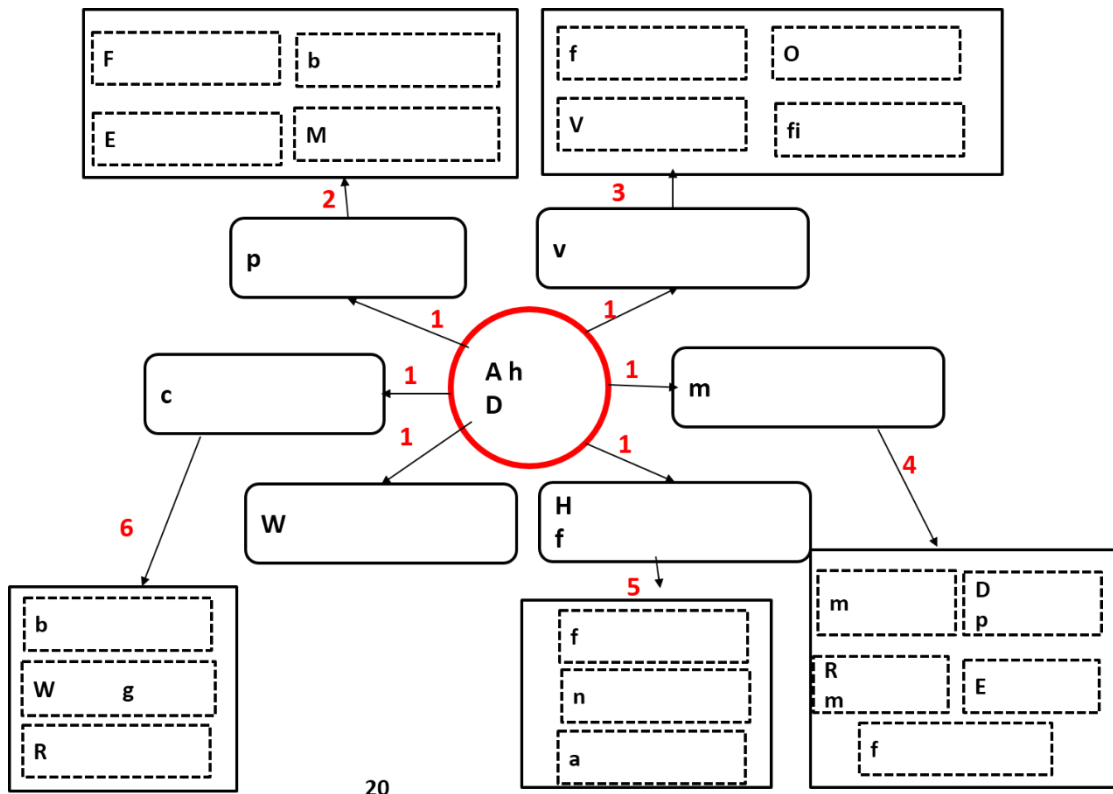


5. Fat:

Fat provides the human body with energy. The human body needs small amounts of fat. However, it is important to consume healthy fat like the fat in fish, nuts, and avocado. Consuming a lot of unhealthy fat from fast food can cause health problems such as heart attacks.

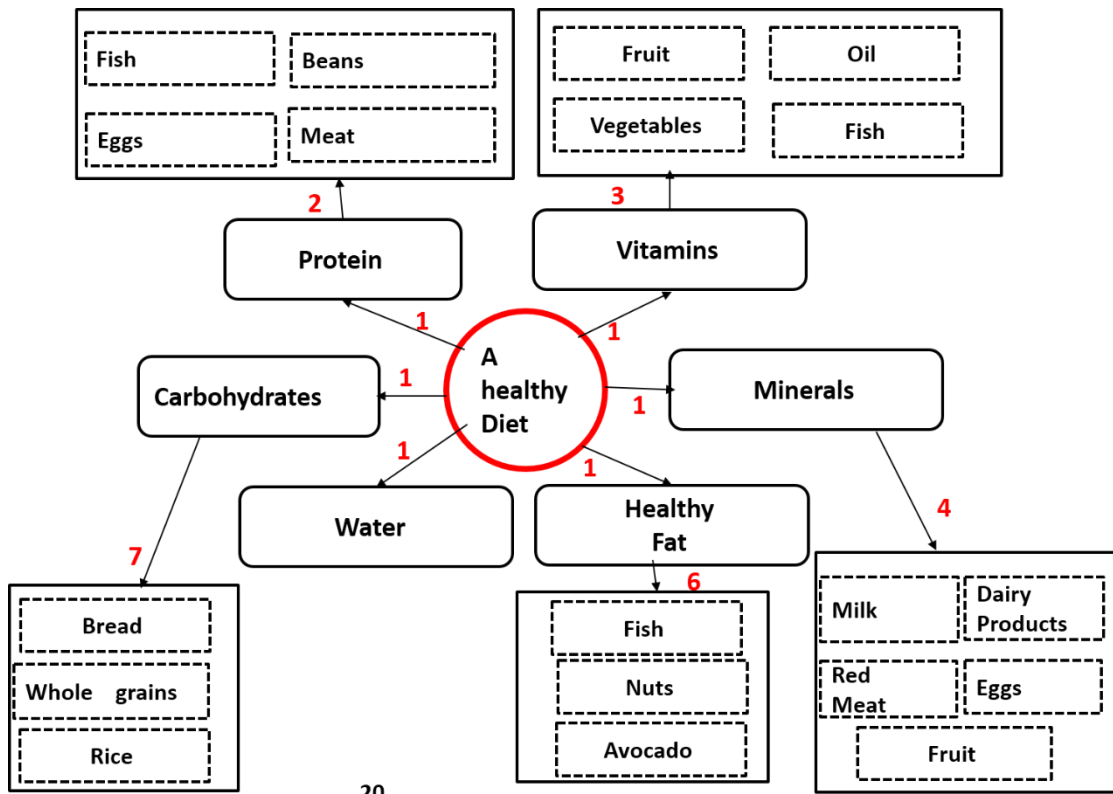
6. Water:

Water is probably the most important nutrient that a person needs. A person can only stay alive for around three days without consuming water.



The reading passage talks about _____

- 1) What does a healthy diet contain ?
- 2) What are the sources of Protein?
- 3) What are the sources of vitamins ?
- 4) What are the sources of minerals?
- 5) What are the sources of healthy fat?
- 6) What are the sources of carbohydrates?



Cuisines & Countries

There are many countries in the world, as well as many cuisines. Each country has a special cuisine it is known for, and these cuisines usually have common ingredients. These are some of the popular cuisines around the world:

1. Palestinian/Jordanian cuisine

Both countries are located in the Middle East and are very close to each other in terms of geography, traditions, and food. The main ingredients of Palestinian/Jordanian cuisine are vegetables, boiled rice, and meat. Makloubah, mansaf, musakhan, and mujadara are some examples of Palestinian/Jordanian cuisine.

2. Japanese cuisine

The Eastern Asian cuisines are very special. Japan has one of the most varied cuisines in the world. Fish and whales' meat are some of the main ingredients of Japanese cuisine, as they use them to create many dishes like sushi. There are other ingredients that contribute to this special cuisine such as noodles and steamed rice.

3. Italian cuisine

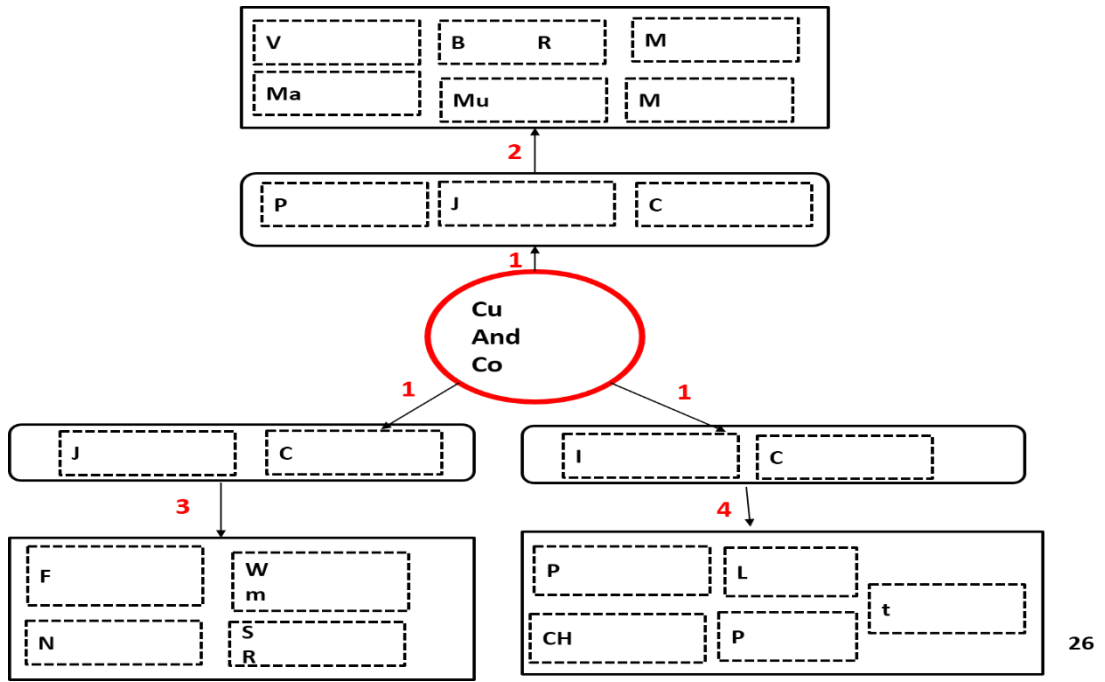
Italian cuisine is one of the most popular cuisines not only in Italy but in the whole world. Italian dishes are created in every country in every house. Therefore, it is considered global cuisine. Most Italian dishes, like pizza and lasagna, use different types of cheese, pasta, and tomatoes.

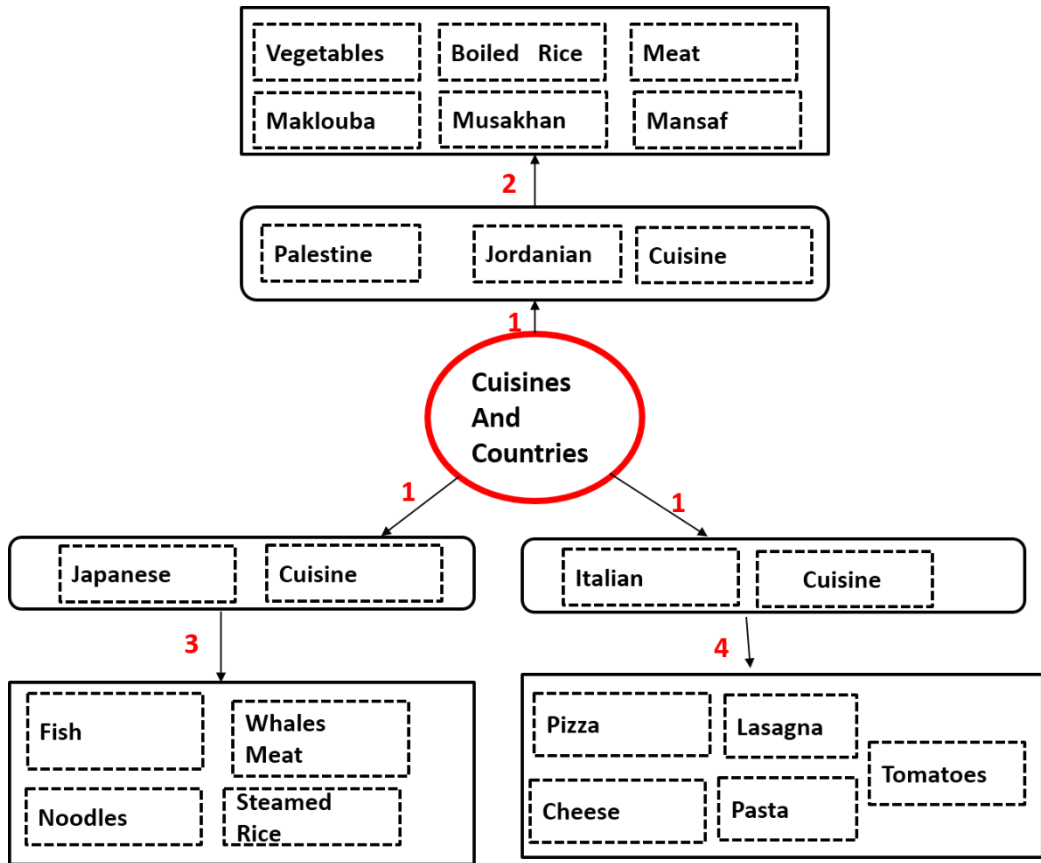
This is a short list of some of the popular cuisines around the world. Of course, there are still hundreds of other cuisines that have many delicious dishes. It would be great to try them all!



The lesson talks about _____

- 1) What are the popular cuisines around the world that the text mentioned?
- 2) What are the ingredients of the Palestinian and Jordanian Cuisines?
- 3) What are the ingredients of the Japanese cuisines?
- 4) What are the ingredients of Italian cuisines?





Wonders of The World

There are many special buildings around the world. However, there are eight structures that are considered to be wonders. In 2007, people around the world voted for the following structures to be the new seven wonders of the world. The Great Pyramid of Giza was granted honorary status as the only surviving structure of the original Seven Wonders of the Ancient World.

1. The Great Pyramid of Giza (Khufu), Egypt

The Great Pyramid of Giza was built in 2560 BC, that is, more than 4500 years ago. Ancient Egyptians built pyramids as tombs to bury their dead Pharaohs. It took them around 30 years to fully build this pyramid.

2. The Great Wall of China

The Great Wall of China was built in 700 BC, which makes it the second oldest among these structures. It is also the longest wall in the world with a length of 21,196 kilometers. The Chinese wanted to defend themselves from the Mongols. Therefore, they built this long wall.

3. Petra, Jordan

Petra was built in around 312 BC by Arab nomads called "Nabateans." What makes Petra special is that many of the structures are carved in stone. Petra is so special that some famous movies were filmed in it.

4. The Colosseum, Italy

The Colosseum was built in 80 AD by the Romans. It served as a huge stage in which people came to watch warriors fight to the death with other warriors, or with wild animals like lions, as a kind of entertainment.



Transformers. A movie filmed in Petra.



Gladiator. Fighting in the Colosseum scene.

5. Machu Picchu, Peru

Machu Picchu is located on a 2,430-meter mountain. It was built in 1450 AD by the Inca, an empire that ruled Peru at that time. However, people left the city a century later after the Spanish conquest.

6. The Taj Mahal, India

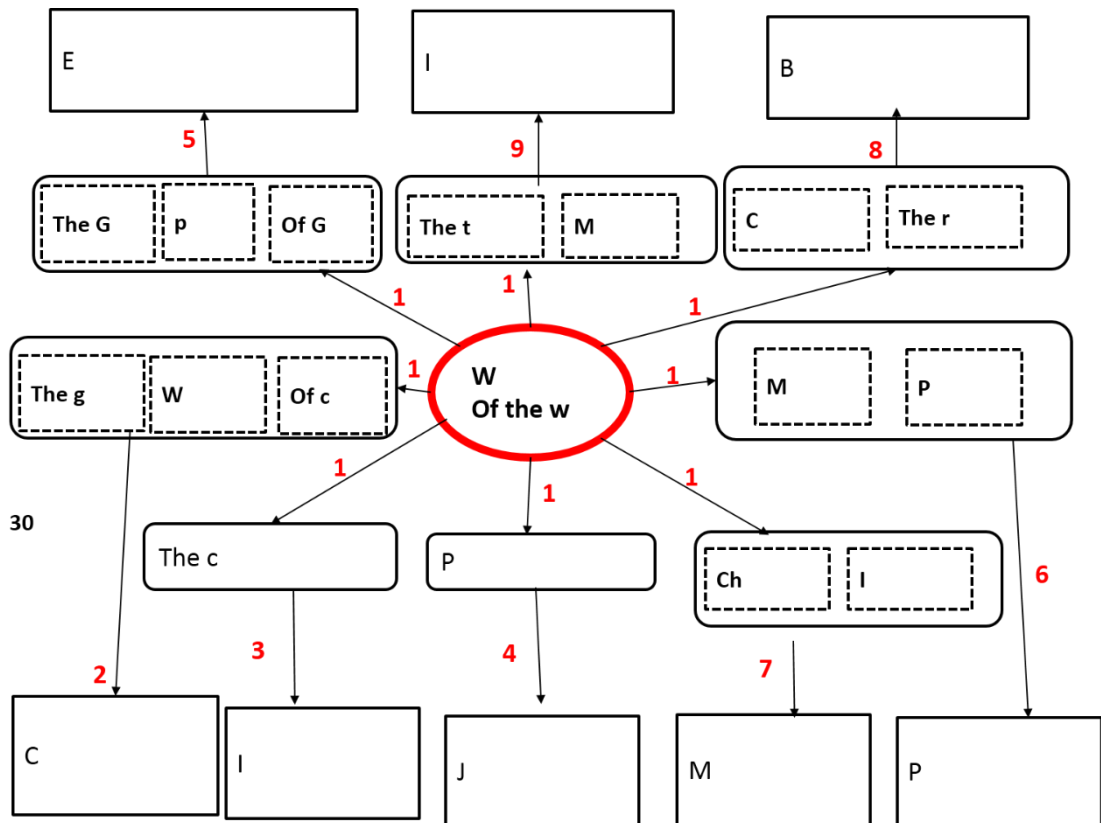
The Taj Mahal was built in 1643 AD. Shah Jahan built the Taj Mahal to show his love for his wife, Mumtaz Mahal. After their deaths, they were both buried in tombs in this monument.

7. Chichen Itza, Mexico

Chichen Itza is a city that was built in 600 AD by the Maya empire that ruled Central America. The structure that looks like a pyramid served as a temple where people worshiped their god, Kukulcan.

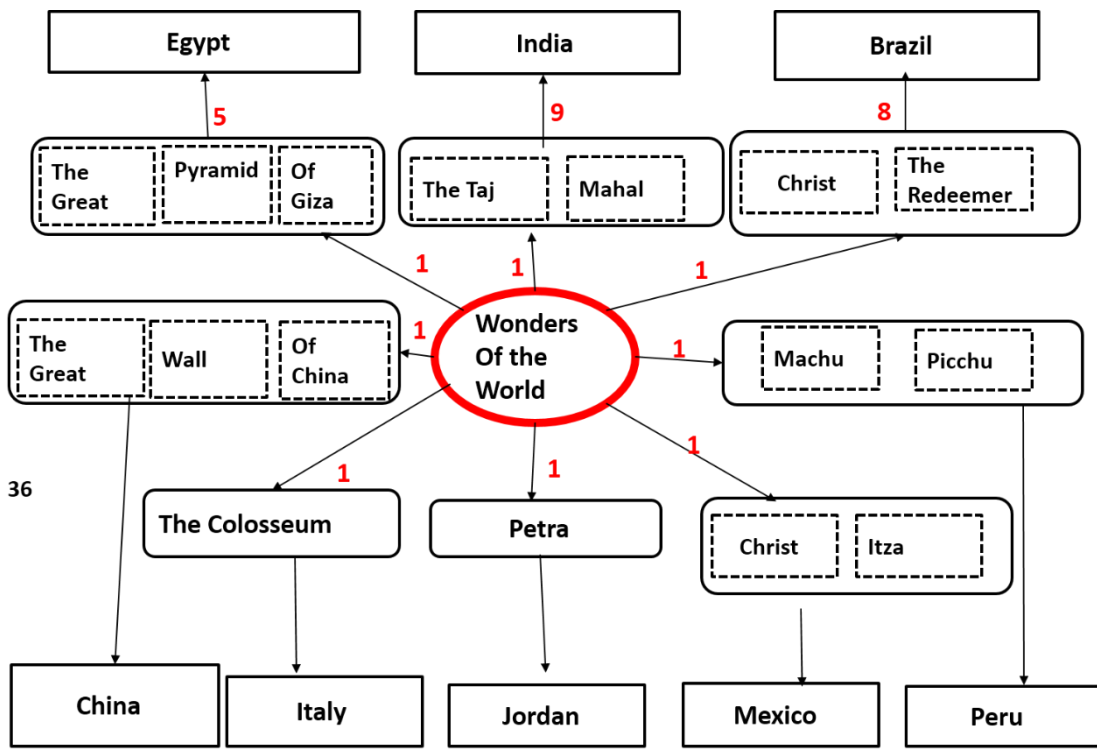
8. Christ the Redeemer, Brazil

Christ the Redeemer is a 30-meter statue that was constructed in 1931. It took around 9 years to be built, and it is one of the largest statues in the world.



The lesson talks about _____

- 1) What are the wonders of the world that the text mentioned?
- 2) Where does the Great Wall of China locate?
- 3) Where does the Colloseum locate?
- 4) Where does Petra locate?
- 5) Where does the Great Pyramid of Giza locate?
- 6) Where does Machu Picchu locate ?
- 7) Where does the Christ Itza locate?
- 8) Where does Christ redeemer locate?
- 9) Where does Taj Mahal locate?



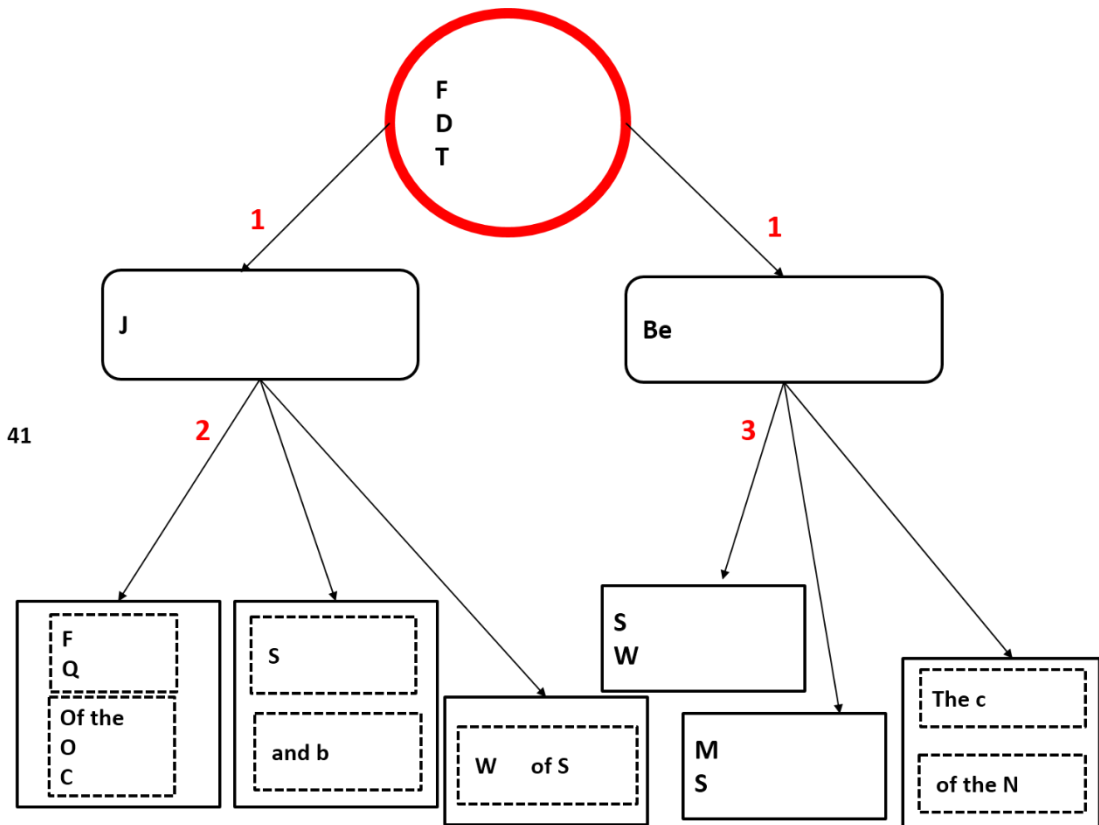
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JERUSALEM AND BETHLEHEM FULL DAY TOUR

- 1. Four Quarters of the Old City:** Learn about the diversity of Jerusalem as you walk through its four quarters; the Christian Quarter, the Muslim Quarter, the Jewish Quarter and the Armenian Quarter.
- 2. Souqs and Bazaars:** The tour will take you along some of the most famous souqs and bazaars in the Old City, including Suq Khan al-Zait, Suq Al-Qattanin, Suq Afimos and Al-Dabbagha, and more.
- 3. Via Dolorosa (Way of Sorrows) and the Church of the Holy Sepulchre:** Retrace the footsteps of Jesus as you walk along the 14 Stations of the Cross ending at the Church of the Holy Sepulchre. Sites and churches include Church of St. Anne and Pools of Bethesda, St. Alexander Russian Church, and John the Baptist Church.

Tour Highlights (Bethlehem)

- 4. Separation Wall:** Walk along the Separation Wall and learn about its impact on Bethlehem and its residents. See some of the amazing graffiti artwork by famous artists such as Banksy.
- 5. Manger Square:** Located in the heart of Bethlehem with the Church of the Nativity standing opposite the Mosque of Omar. The Square is decorated with shops, restaurants and narrow alleyways leading to Bethlehem's hidden quarters and markets.
- 6. The Church of the Nativity:** The Church of the Nativity lies in the center of Bethlehem on Manger Square. It is one of the oldest working churches in existence today, and it was built over the Grotto where Mary gave birth to Jesus.

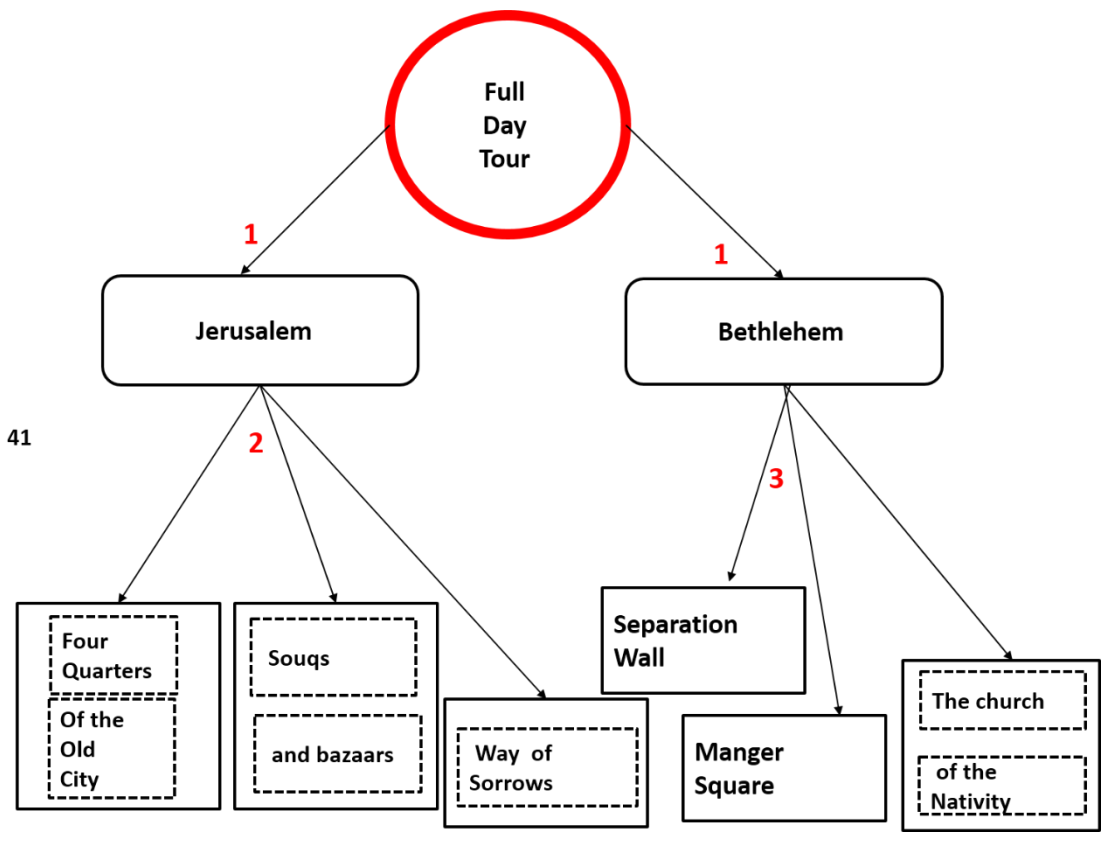


The lesson talks about _____

1)What are the two cities that the text mentioned?

2)What are the places recommended to visit in Jerusalem?

3)What are the places recommended to visit in Bethlehem?

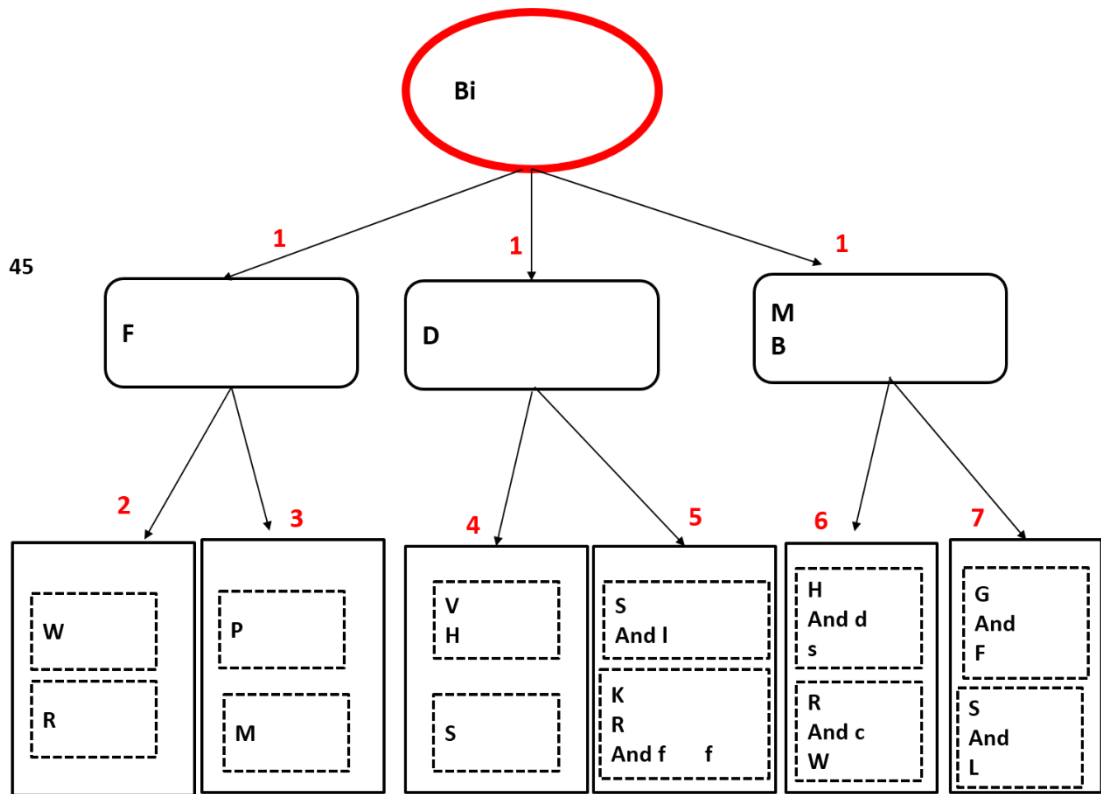


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Biomes

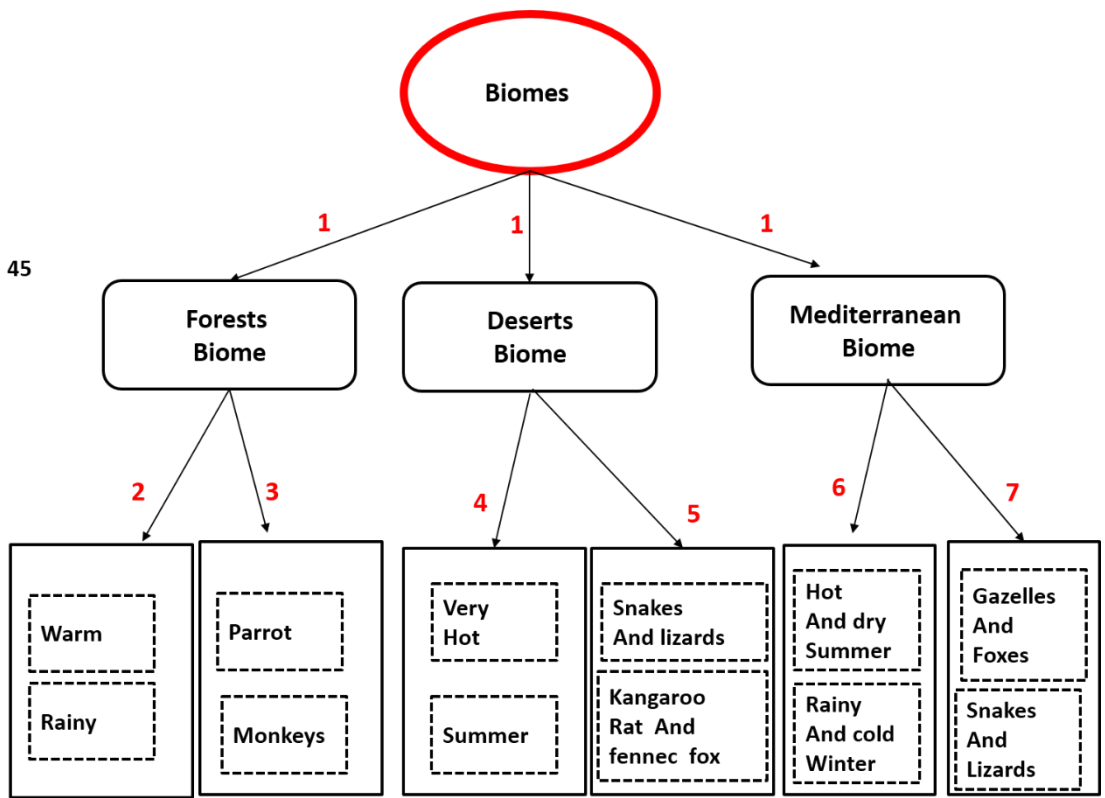
- 1 Planet Earth is not the home of the human race alone, but also the home of many species of animals and plants. Earth is divided into several large regions called "biomes" in which the same climate, animals, and plants exist. However, this text will present only three of the biomes.
- 2 The first biome is forests. Forests are divided into several types. Tropical rainforests are one of the largest biomes on earth, covering around 7% of Earth's land surface. They are found in Central America, Western Africa and some parts of Eastern Asia. The weather in tropical rainforests almost never changes; it is always warm and rainy. Tropical rainforests are home to half the plant and animal species on Earth. Parrots and monkeys are some of the animals that live in tropical rainforests.
- 3 Another biome that is found in some areas in the Middle East and North Africa is deserts. The weather is not the same in all deserts, but it is usually very hot in summer. The cactus is one of the common plants that exist in this biome because it does not need a lot of water to survive. Animals that live in deserts are usually cold-blooded like snakes and lizards, but small mammals also live there, like the kangaroo rat and fennec fox.
- 4 The last biome in this text is the Mediterranean biome, which is located in regions around the Mediterranean Sea, but it is also found on the West Coast of the USA. The weather in this biome is hot and dry in summer and cold and rainy in winter. Animals and plants are varied in the Mediterranean biome. Olive and oak trees are some of the evergreen trees that exist in this biome. Regarding wild animals, gazelles and foxes are some of the common mammals that live in this biome, in addition to many reptiles, like snakes and lizards.





The lesson talks about _____

- 1)What are the biomes that the text mentioned?
- 2)How is the weather in the Forest Biomes?
- 3)What are the animals that live in the forest biomes?
- 4) How is the weather in the desert biomes?
- 5)What are the animals that live in the desert biomes?
- 6)How is the weather in the Mediterranean biome?
- 7)What are the animals that live in the Mediterranean Biome?



Learning and Technology

In the twenty-first century, it has been said that a person cannot learn or teach without “tech”. Yet, classroom environment has changed widely. Moreover, technology changed teaching methods to let learners grow into experts in different contexts and for various audiences. Therefore, because of the Internet, the world is no longer a different place.

Technology plays such a significant role in our lives today, that it is difficult to ignore. There are so many applications to help people work, commute, communicate, and study easily, such as the Moodle application. The term “MOODLE” stands for Modular Object-Oriented Dynamic Learning Environment.

It is an online educational application that has been used for years at most Palestinian universities. Teachers usually use Moodle to create lessons, manage courses, and interact effectively with teachers and students.

In 2020, during the difficult times caused by the COVID-19 pandemic, most Palestinian universities have depended heavily on technology and used Moodle as one of the means of communicating with students.



Finally, it is so obvious that technology is important in our lives, and ignoring it means a significant disconnection between learning inside the classroom and learning outside the classroom.

The lesson talks about _____

1)The text mentions different phrases that are related to learning and technology such as

_____ and _____

2)What does technology do?

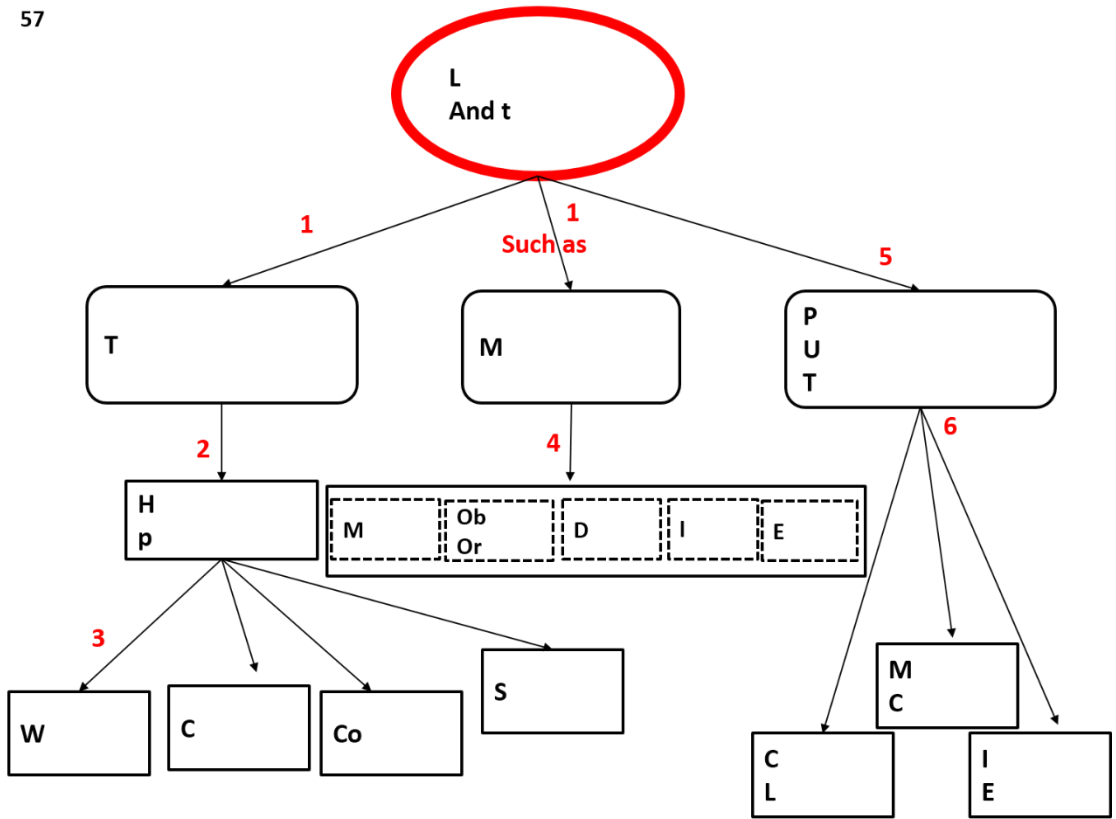
3) How does it help people?

4) What is the full name of Moodle?

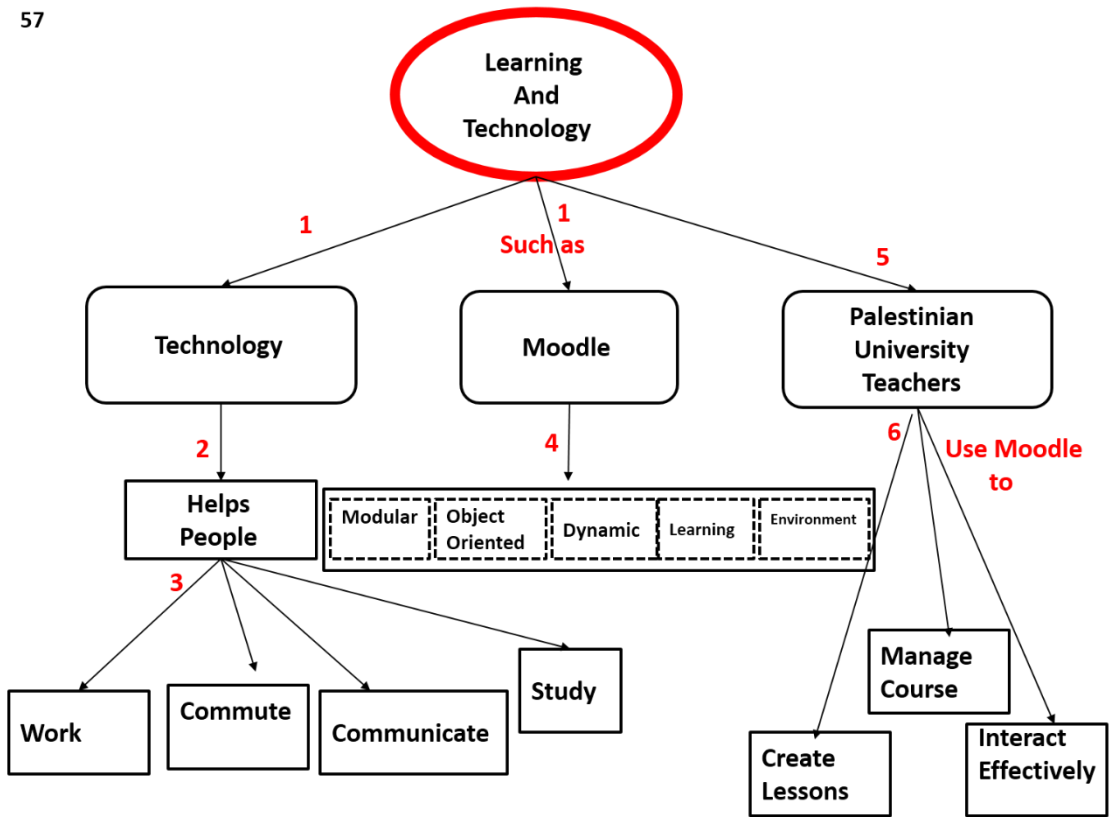
5)Whom does Moodle help?

6) How does Moodle help Palestinian university teachers?

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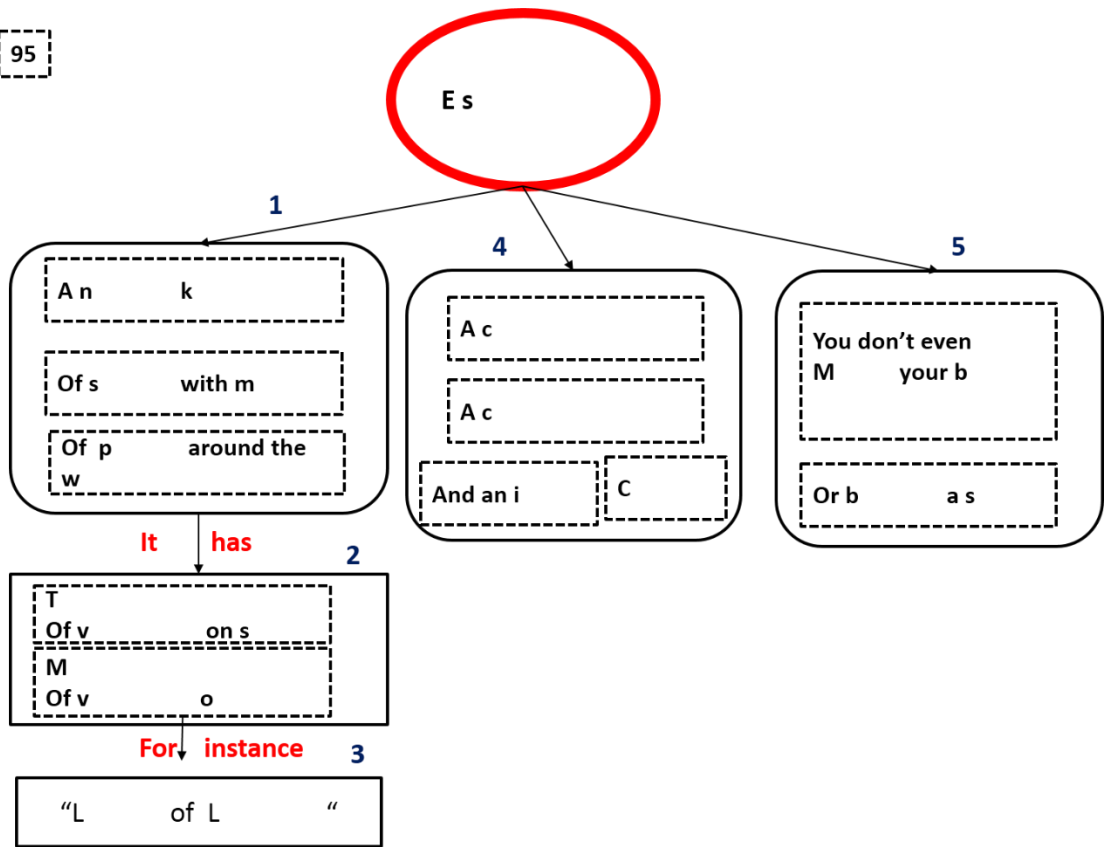


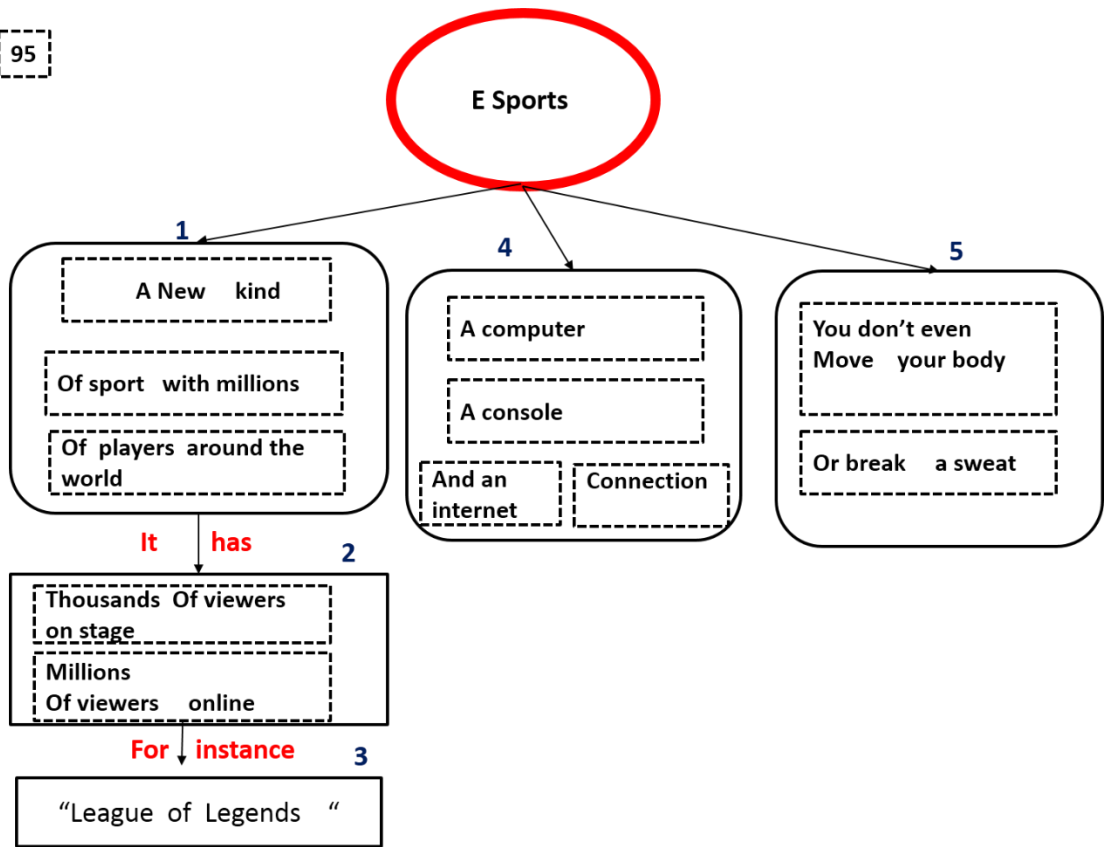
- 1 Nowadays, there is a new kind of sport with millions of players around the world. It is a sport in which you don't even have to move your body or break a sweat! All you need is a computer or a console and an internet connection. It is esports.
- 2 Esports became famous with the evolution of video games. There are currently millions of gamers around the world who play various types of games, including online video games which you can play with other players around the world on the internet. Video games used to be played for pleasure. Do you remember when you had that device with a yellow cartridge to play Super Mario Bros? Good old days!
- 3 Esports events happen every year. Many teams around the world compete in these events to win the first prize. These events often have thousands of viewers on stage, and millions of viewers online. For example, the game "League of Legends" has an annual esports event. The final match in 2019 had 44 million viewers worldwide, and the winning team returned home with around \$ 2.5 million.

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The lesson talks about _____

- 1) What is e sport?
- 2)What does e sport have?
- 3) Give an example of e sport?
- 4)What do we need to activate e sport?
- 5) What differentiates e sport?





Appendix (F)

Students' Evaluation Papers

E .S

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Using mapping as a game in learning English language affected my motivation, confidence and my skills in different ways. First, using this method in learning English made me like the language. Second, using this method helped me feel confident in my ability to answer the questions. Third, using this method in learning English encouraged me to present the lesson in front of my colleagues. Fourth, this method made me more enthusiastic in lecture. Fifth, using the method in learning English helped me learn different words and expressions. In addition, this method of learning is unconventional and it is better than other methods through which I was taught English language. This method gave me motivation as a teacher to use it with my students in school as an effective teaching method based on playing and discovering information instead of teaching it using traditional methods, as it increases students motivation to learn ,study and love the study material. Sixth, using this method in learning English helped me to find the main ideas in the lecture. I think this method is a lot of fun to learn because all modern science emphasizes learning through playing and student's search for information, and he does not forget it but rather stays in his memory. Methods of searching for information help students solve their problems in the future.

Finally, I would like to thank Dr. Saddam for his wonderful style and beautiful approach, which added to me a new experience in teaching methods based on discovering information rather than memorizing it.

Thank you

Using mapping as a game in learning English language affected me positively and largely. First, this method was very interesting and stimulates the brain. Second, it developed my skill of linking letters to form words. Third, it encouraged me speak English and participate in the lecture competitively. Forth, this method of teaching English is modern and has a kind of play and fun. Fifth, it gives me a chance of think, and it is better than the traditional methods. In addition, it made the students participate with out of fear and it is easier and faster than others methods. Sixth, it developed my skill of forming useful sentences. Furthermore, this method is very suitable for teaching languages and grammar and it gave opportunities to think.

I would like to add to my opinions about this method , it increased my motivation to learn English language because I thought that learning it was difficult, but when I practiced this method of learning, I found it very easy to understand and apply, which encouraged me to participate and speak English confidently without fear of making mistakes, so I was keen to be an active student and interact with my colleagues and doctor during the presentation, because I had ability to understand what was required of the question.

What encouraged me more to participate seriously and confidently is the doctor's mastery of the material and his beautiful style with the students, where he poses the question in the form of a game and gives us time to think and answer while reinforcing the correct answer, which prompted me to focus while searching for the answer and during the specified time.

I think this method gives me more confidence than before because I was running away from the answer, but now I found motivation from the doctor in this way of learning, in which there is a kind of puzzles and brainstorming, I had to search for the missing word and make a useful sentence, and all this increased the number words in my dictionary.

In my opinion, this method is successful, more interactive, and show student's skill well, it's helped me to take notes and write the summary after each lecture, one of the best things I have learned is how to introduce myself in the right way.

Finally, as a school principal , it added to me a lot of mastery and confidence in speaking English during my work. I hope other teachers use this method in teaching because it's an interactive and competitive method I prefer to continue learning English in the same way with the same teacher (Saddam Kobri).

Reflection Form

Using mapping as a game in learning English language increased my motivation and developed my English language. First, this method was new and innovative for me and helped me greatly in my understanding of the English language. Second, it helped me to develop my English language skills, and made a quantum leap. Third, the use of this method of learning English is much better than other methods of teaching English. Fourth, it encouraged me to learn English and love this language. Fifth, this method made me more focused and excited in the lecture.

In addition, this method encouraged me to participate in class discussions more effectively and significantly without hesitation and fear. Sixth, using this method in learning English encouraged me to present the lesson in front of my colleagues. Furthermore, using this method in learning English helped me learn different words and expressions.

I think this method is better to continue to use in the next lectures because the use of this method is better than other methods and more beneficial and has significantly positive results on performance.

English course

This course was very wonderful and it helps me to improved my English language. With using this method “Map method as a game” it makes encouraged me to communicate in English, encouraged me to ask questions, made me more enthusiastic in lecture and learning English made it more enjoyable. This method helped me enhance my personality , in addition, this method made me proud of myself and what I present in this course, in addition, the lecturer's treatment in a simple and easy way encouraged students to express their opinions with confidence. It also increased my English-speaking performance and became able to form sentences , In the end, I wish all lecturers to follow this method of teaching because of its side effects that are reflected on the student’s personality and performance.

I think this method is one of the best educational methods that can be followed in teaching students because of its great role in raising the level of students in the English language.

Reflection Form

Using mapping as a game in learning English language affected my motivation, confidence and my skills in different ways. First this method was very helpful in helping me in understanding for many things. This method made me more enthusiastic in lecture and encouraged me to ask questions because I feel so motivated and this method, I broke this barrier. Using this method helped me not feeling nervous about learning English language. Secondly participate in the class discussions, and encouraged me to communicate in English

This method formed a good friendship between me and the doctor and colleagues. Thirdly Using this method in learning English made it more enjoyable. I wish I had used this method since first grade. Fourthly, using this method in learning English helped me to summarize the lesson easily and it gave me feedback after every session. Fifthly Using this method in learning English made me like the language although I thought it was difficult. Finally, I hope other teachers use this method in teaching English .I like me teacher to continue using this method in all lectures.

This method affected my motivation and broke the barrier of fear and lack of confidence through the doctor's support for us and allowing all students to participate all the time.

I had high motivation and enthusiasm for the lecture, because through the method, I had the opportunity to participate actively and speak effectively in the lecture, and my language and speaking skills were weak, but thanks to this method, I became able to speak English and introduce myself and I became able to communicate with others well.

I had a wonderful, distinctive and new experience in learning English, and it was one of the most beautiful and easiest ways. I do not forget in that way how I used to enjoy and get encouraged in discovering the missing letters and how we used to participate and compete to learn the letters. It was really a beautiful and interesting game. I also mention the importance of wonderful maps and how the doctor asked us for examples on every rule, and he does not give us the ready examples. We were giving one or two examples of each rule and at the end of each lesson we were making a summary of the lecture and redefining ourselves until we mastered it.

I think that this method is the best at all and is the most useful because it is an easy, fun and useful method .I would like to ask the doctor to publish this method to spread the benefit. I extend my thanks and gratitude to the doctor Saddam Kobri.

Using mapping as a game in learning English language benefited me a lot. First, using this method attracted my attention and helped me to keep focused on the lecture. Second, this method improved my English language remarkably. Third, using this method improved the collaboration between the students. Fourth, using this method helped me to connect the main and major ideas in the text to other similar experiences. Fifth, using this method in learning English encouraged me to present the lesson in front of my colleagues. In addition, this method made the topics simple and easy to understand. Sixth, using this method as a game activated my vocabulary. Furthermore, this method adds more fun and entertain to the lecture.

I think this method is amazing and it could be one of the best methods in education systems because this method is effective and efficient by encouraging the students to speak and practice the language. Moreover, using mapping method makes everything easy to understand and memorize the new information.

Mapping as a game method affected my English Language positively. This method encouraged me to participate in the class discussions, I think this method breaks the routine of the lecture, and made me more enthusiastic in lecture, therefore using this method in learning English made it more enjoyable.

Of course, using this method as a game activated my vocabulary, it is a simple method but, in my opinion, it is more effective than the other methods which I was taught English language with it, because using this method in learning English helped me learn different words and expressions.

I like to continue using this method in all lectures, and I hope other teachers use this method in teaching English.

Using mapping as a game in learning English language affected my motivation, confidence and my skills in different ways. First ,it encouraged me to communicate in English and increased my motivation. Second, it encouraged me to present the lesson in front of my colleagues.

Third. It helped me learn different words and expressions. Through discussing the examples of other students and giving different opinions and discussing their mistakes to not repeat them again. In addition , it is better than other methods through which I was taught English language .

By producing our opinions and thoughts in front of the other students, it improves self-confidence and personal skills to communicate, especially in English language. As well as , the encouragement that our teacher gives us encourages us to participate more and more, which improves a lot of our personalities sides. Because each student learns from each other's mistakes, and give everyone a chance to participate.

At the end, I'm thankful for the teacher for using these super methods in applying his knowledge. and I recommend him to keep going in this method to give his student his best, because his methods were the reason that made me communicate well and improved my language skills and knowledge and increased my abilities to translate between Arabic and English, and using various English phrases and statements, and giving more efficient examples and discussions.

Using mapping as a game affected my English language in a positive way.

First, I saw it as an unconventional and new way that adds fun to learning; it is a non-boring way that attracts the student. Secondly, it stimulated my guessing skills when asking and answering questions. I was very competitive to show my best abilities, and I felt myself more quickly and intuitively than before.

Third, it reminded me of many forgotten topics during my studies at school and university as a result of my lack of language practice constantly and added to me the knowledge of the basics of the English language.

Fourth, I liked the language more. Fifth, using this method helped me find the main ideas in the reading text. In addition, it helped me connect the main ideas in the text with other similar experiences, as thinking in English, using words in context or sentences makes it easier to fix them in memory in a strong form, and my brain can retrieve them in time with ease. As the continuous practice of my listening and speaking skills encouraged my reading skills and expressing opinion in English, I became more confident in myself.

As well as taking the initiative to present the lesson to my colleagues and summarize the information I learned. I repeat that it made me love the language more and made me eager to learn more and not stop. I do not forget the professor's smooth style and explanation in facilitating learning and increasing comprehension.

Learning by using mapping as game in learning English language affected my motivation, confidence and my skills in different ways. First, using this method helped me to be confident in my ability to answer the questions. Second, using this method helped me not feeling nervous about learning English language. Third, using this method in learning English helped me to summarize the lesson easily. Third, using this method in learning English helped me learn different words and expressions. Fifth, I like me teacher to continue using this method in all lectures.

In addition, using this method in learning English helped me learn different words and expressions. Sixth, this method encouraged me to participate in the class discussion.

I think this method enthusiastic and very important in our practical and scientific life. This method very helping me in understanding English Language because if learning English made it more enjoyable and using this method as a game activated my vocabulary and it increased my motivation to learn English language.

Using mapping as a game in learning English language affected my motivation, confidence and my skills in different ways. First, this method made me more enthusiastic in lecture, by making it more enjoyable, and give me a chance to practice English Language. Through this effective strategy, it made me curious to learn more and more different skills and topics in English Language.

Second, this method improved my English Language generally, it was very helpful in making me understand the words spoken in front of me, encouraged me to participate in the class discussions, to ask questions, to present different topics in front of my colleagues and to communicate in English Language .

Actually, it was a dream for me to do something like that, and through this method used in this course specifically it becomes a true.

Third, using this method as a game activated my vocabulary and helped me to learn different words and expressions. It made me more confident while reading different texts, taught me how to find the main idea in the reading text and connect it with the major ideas to other similar experiences.

In addition, this method helped me to be aware of English language grammar in an easy, effective and interesting way, far away from traditional methods in learning grammar. Also, to use these grammars in speaking and writing.

Furthermore, using this method in learning English Language is better than other methods through which I was taught English Language. Honestly, I am very grateful for Dr. Saddam Kobari to use this method in teaching us English Language, for making this important language easier to learn, for letting us practice this language successfully, and for making me and my colleagues love this language.

I think this method is effective, new to learn through, and makes me fluent in English Language, because it kept me to be continued to learning new things in English Language and took me out of the box comparing to traditional methods.

Using mapping as a game in learning English language benefited me largely. At first, I thought it was a normal English course, but when I started attending meetings, I was very pleased that the supervising doctor used the English language as an interesting method. This method has many advantages, Which I am glad to tell you about.

At first This method was very helpful in helping me in understanding English language. In general, this method improved my English language, and Learning through this method encouraged me to communicate in English. Learning through this method encouraged me to ask questions .This method made me more enthusiastic in lecture and using this method in learning English made it more enjoyable. I like my teacher to continue using this method in all lectures, and using this method as a game activated my vocabulary, and I hope other teachers use this method in teaching English, and Using this method helped me not feeling nervous about learning English language

Using this method helped me feel confident in my ability to answer the questions, and using this method in learning English helped me to summarize the lesson easily, and using this method in learning English encouraged me to present the lesson in front of my colleagues, and using this method in learning English made me like the language. Using this method in learning English helped me learn different words and expressions. In addition, using this method in learning English language is better than other methods through which I was taught English language.

So, we have to thank you, our doctor for your great effort with us during the lecture, as well as helping us to learn the English language in a new and distinctive way, you have all our respect and appreciation.-

Using mapping as a game in learning English language affected me positively . I was very weak in English grammar and conversation as well as reading . I wanted a lot to improve my English in order to help me in my practical and scientific life . When I started studying English in this course , I benefited a lot , I felt comfortable and confident .When participating in some of the necessary activities and rules , and I become proficient in them. The doctor's method in giving the lecture helped me more , His method was very useful in understanding The English language ,He also improved my English language skills , I become interested and improved . A lot from before with grammar in meaning, words reading and others , I Loved the English language a Lot because it helped me a lot in my study of it and it became easier for me more than before .

I want to continue to follow everything firsthand for the English language and also I have the ability and Knowledge with speaking and participating in some activities during the class session without shame or embarrassment in front of my colleagues , using this method in learning English language is better than other methods through which I was taught English language, using this method in learning English encouraged me to present the lesson in front of my colleagues , using this method in learning English helped me to summarize the lesson easily .

Finally , I offer greeting , thanks and appreciation to Dr. Saddam Kobri for his support and through .My motivation to learn English language has increased for us and thanks to him we have reached this stage .

Thank you , Dr, saddam

Using mapping as a game in learning English language affected my motivation, confidence and my skills in different ways. First, this method increased my enthusiasm and motivation by making the content easy and simple. Second, this method was very helpful in helping me in understanding English language

Third Using this method in learning English helped me learn different words and expressions. Fourth Using this method in learning English encouraged me to present the lesson in front of my colleagues Fifth, using this method in learning English language is better than other methods through which I was taught language. In addition, using this method in learning English helped me to summarize the lesson easily and helped me not feeling nervous about learning English language.

Furthermore, using this method in learning English helped me to summarize the lesson easily.

I think this method is I have a variety of English concepts and terms

because this interesting method of teaching, and I loved learning that language, and the wonderful professor Saddam to present these lectures

Meead abed

This course was very interesting and it helps me to improve my English language.

With using this method “Map method” it makes encouraged me to communicate in English, encouraged me to ask questions , made me more enthusiastic in lecture , learning English made it more enjoyable. This method helped me enhance my personality , In addition, this method made me proud of myself and what I present in this course, In addition, the lecturer's treatment in a simple and easy way encouraged students to express their opinions with confidence , It also increased my English speaking performance and became able to form sentences , In the end, I wish all lecturers to follow this method of teaching because of its side effects that are reflected on the student’s personality and performance.

I think this method is one of the best educational methods that can be followed in teaching students because of its great role in raising the level of students in the English language also create relationships, Learn about cultures ,International language, Develop mental abilities .

I also worked on my enthusiasm for the lecture, which means that it is characterized by the diversity of its content in terms of games and our empowerment of the material in terms of examples and finally working on the interaction of everyone in the lecture.

As for me, I have added many skills, including speaking English without fear, and I learned a lot of words,

Thank you, our dear doctor.

Using mapping in learning English language is useful for many reasons. First, using this method in learning English made me like the language. Second, using this method in learning English helped me learn different words and expressions. Third, using this method as a game activated my vocabulary. In addition, using this method helped me not feeling nervous about learning English language.

In addition, using this method in learning English language is better than other methods through which I was taught English language .Sixth, learning through this method encouraged me to communicate in English. Furthermore, I hope other teachers use this method in teaching English .I think this method is Using this method in learning English language is better than other methods through which I was taught English language because This method was very helpful in helping me in understanding English language.

Using this method helped me not feeling nervous about learning English language. It encouraged me to participate in the class discussions. On a personal level, using this method in learning English encouraged me to present the lesson in front of my colleagues ,and using this method helped me to connect the main and major ideas in the text to other similar experience, and also Using this method in learning English helped me to find the main ideas in the reading text. Using this method helped me to connect the main and major ideas in the text to other similar experiences .Learning through this method encouraged me to communicate in English. This method made me more enthusiastic in lecture spirit this method in learning English made it more enjoyable.

Using mapping as a game in learning English language affected my motivation, confidence and my skills in different ways. First, I was looking for upgrading my level in the English for a while. Second, any new vocabulary is useful for me to improve my skills in making clear sentences in English.

Third, especially if the used method is new and not like the traditional boring methods that we used to use. Fourth, that means, using this method helped me a lot to feel confident when I talk in English to other people. Fifth, that will help me to transfer my knowledge in English to other people easily. In addition, I realized how much English is useful and needed nowadays. Sixth, it helped me with my current work.

Moreover, taking this course helped me out to find ideas and reading texts. Also, in my opinion, this course will help me find a new job. Moreover, using this method helped me out to start talking in English and get over of being embarrassed.

Last but not least, I would thank you for your efforts in the course, I appreciated all your help and patience. I think this method encouraged me to continue learning English after this course because it made me realize that learning English is not that complex.

Using mapping method as a game in learning English language improved my motivation, confidence and my four skills (reading, writing ,speaking and listening) in many ways. First, in general this method developed my English language. Second, by this method I learned new and important vocabularies. Third, learning through this method encouraged me to communicate in English since I have huge vocabularies to use. Fourth, I become present the lesson early and set in front of my colleagues. Fifth, learning through this method encouraged me to discuss my doctor and ask questions about the subjects that he talks about. In addition, using mapping method as a game in learning English helped me in reading texts so I become able to find the main ideas. Sixth, connect the whole ideas in the text to other similar experiences. Furthermore, this method in learning English made me like English language.

In my opinion, I think mapping method is the best method to teach English language as a foreign language because it so enjoyable and affective way to use in teaching and learning process, it encouraged me as a student to be more interested in getting a big knowledge about English language. At the end I want to say that using this method in learning English language is better than other methods through which I was taught English language since I became love the language, I feel motivated and confident.

Appendix (G)

The Steps of Implementing the Suggested Model

Stage	Procedures	The responsible parties for implementing the suggested model	Implementing tools
1-Preparation stage	1-Giving online or face-to-face lectures on the importance of learning English language.	1-Deans of responsible faculties.	1-Laptops
	2-Giving online or face-to-face lectures on the importance of using technology in learning English language.	2-Head of responsible departments.	2-Wi- Fi network
	3- Giving online or face-to-face lectures on the importance of using technological educational mapping.	3-English language lecturers.	3-LCD
	4-Elaborating the idea of the suggested model according to its aims, foundations, options, decription, justifications and success suggestions.	4-Technology experts	4-Workshops
		5-Graphic designers	5-Lectures
		6-The researcher (if needed)	6-Recorded vidoes
			7-Online posts
			8-Social media sites
			9-English language textbook.
			10-CDs
			11-USB memories
			12-smart phones
2-Planning stage	1-Writing the main purposes of the suggested model clearly.	1-Deans of the responsible faculties.	1-Online or face-to-face meetings.
	2-Selecting qualified and skilled team members.	2-Head of the responsible departments.	2-Google forms reflection papers.
		3- Head of planning department of the	3-Reports

	<p>3- Helping the team members to understand the main purposes of the suggested model .</p>	<p>target univeristy/ universities .</p>	
	<p>4-Facilitating the process of communication among team members.</p>	<p>4-Curriculum and instruction specialists.</p>	
	<p>5-Giving every member a specific task to work on.</p>	<p>5- Graphic designers</p>	
	<p>6-Selecting the required and needed tools to implement the suggested model.</p>	<p>6-English language lecturers.</p>	
	<p>7-Writing an estimated financial budget that can cover all domains of implementing the suggested model.</p>	<p>7-Technology experts.</p>	
		<p>8- The researcher(if needed)</p>	
3-Organizing stage	<p>1-Being sure that all the required tools are available.</p>	<p>1-Deans of the responsible faculties.</p>	<p>1-Social networking sites and applications to develop the process of communication.</p>
	<p>2-Being sure that every memebr has specific and clear tasks to work on.</p>	<p>2-Head of the responsible departments.</p>	<p>2-Daily online reflection papers or reports.</p>
		<p>3-Curriculum and instruction specialists.</p>	<p>3- Rewards for excellent performance</p>
		<p>4- Graphic designers</p>	
		<p>5-English language lecturers</p>	

	<p>3- Being sure that the purposes of the model are clear for all memebrs</p>	<p>6-Technology experts</p> <p>7- The researcher(if needed)</p>	
	<p>4-Selecting academic and technological consultants for the team members.</p>		
	<p>5-Suggesting a policy to deal with emergent problems which team members may encounter.</p>		
4-Implementing stage	<p><u>*Implementing Option1</u> Creating online smart phone application (Educational Mapping 2023).</p> <p>- Preparing the mapping slides</p> <p>-Converting the mapping slides into a game or a puzzle</p> <p>-Preparing the sample answer of every map.</p> <p>-Making the educatinal mapping technologically interactive.</p> <p>-Uploading the technological educational mapping on Google play market.</p> <p>- Giving the application the following name (Educational mapping 2023)</p> <p>-Enabling the participants or learners to use it correctly .</p> <p><u>Implementing Option 2</u> Using Facebook closed groups</p>	<p>1-Curriculum and instruction specialists.</p> <p>2- Graphic designers specialists</p> <p>3-Technology experts</p> <p>4- English langauge lecturers</p> <p>5- The researcher(if needed)</p>	<p>1-Powerpoint program</p> <p>2-A closed Facebook group</p> <p>3-Wi-Fi network</p> <p>4-Google play application</p> <p>5-CDs</p> <p>6-USB memories</p> <p>5-English language textbook.</p> <p>6-Financial resources .</p> <p>7-Smart phones</p>

	<ul style="list-style-type: none"> - Preparing the mapping slides -Converting the mapping slides into a game or a puzzle -Preparing the sample answer of every map. -Writing a question on every part of the map. _Posting the slides as pictures on the closed Facebook group -Asking the students to respond to the given questions by writing comments. -Checking, responding and correcting their answers <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;"><u>Implementing</u> <u>*Option 3</u></p> <p>Creating a package of interactive PowerPoint slides *Option 3 can work without the availability of Wi-Fi network</p> <ul style="list-style-type: none"> -Converting the educational maps into puzzles or games. - Converting the educational maps to electronic educational maps by using some programs such as PowerPoint. - Writing a question on every part of the map. - Inserting options for the expected answer of every question. - Adding a hyperlink for the correct answer to reward the learner verbally and visually. The answer may be: "Correct answer" - Adding a hyperlink for the wrong answer to direct the learner towards the correct answer. The answer may be:" Sorry! You have chosen a wrong answer." 		
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	<p>- Letting the learners evaluate themselves by using the evaluating game.</p> <p>-Giving the participants or learners the interactive powerpoint sildes on CDs or USB memories.</p>		
5-Assessment and evaluation stage	<p>1-Inserting rating system for the educational mapping 2023 application; the rating sytem gives the participants/ learners the chance to rate the application after using it.</p> <p>2-Checking the closed facebook group daily.</p> <p>3-Creating a google form to let the learners/ participants write their reflection papers with or without writing their names; the reflection papers are supposed to let them express their opinions towards using the package of the interactive PowerPoint slides</p> <p>4-Asking every member of the staff to write a short daily report.</p>	<p>1-English language lecturers.</p> <p>2- Technology experts</p> <p>3- The researcher (if needed)</p>	<p>1-Rating system.</p> <p>2-Short daily reports.</p> <p>3-Google forms(online reflection papers)</p> <p>4- Launching trial attempts for the application and interactive Powerpoint slides.</p>

Appendix (H)

Figures represent the options of using the suggested model

Figure (11)

The options of the suggested model prepared by the researcher.

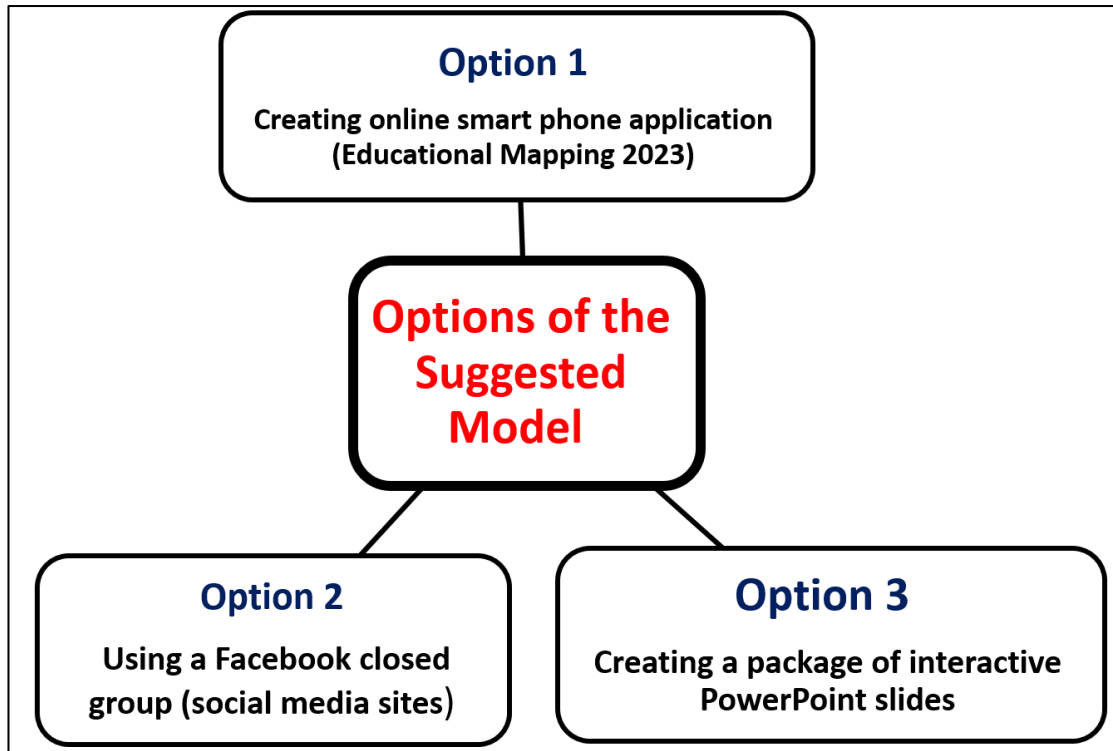


Figure (12)

Activating the application on Google play market



Figure (13)

Posting the mapping slides as pictures on the closed Facebook group

Dear students 😊 ,
Be ready , Page 48/ Unit 5 (PUPIL'S BOOK)
The text talks about a person whose name is _____
1-What does his father work ?
2-Where did he study ?... See more

Synonyms: Outside ↔ Ab
Opposites: Regular ↔ I

Figure (14)

Writing questions on the mapping slide and additional questions as a post

Dear students 😊 ,
Be ready , Page 48/ Unit 5 (PUPIL'S BOOK)
The text talks about a person whose name is _____
1-What does his father work ?
2-Where did he study ?
3-Where did he return to ?
4-What did he continue ?
5-Why did he continue hiking ?
6-What did he write ?
7-What is the title of the book ?
8-Why did he write the book ?
9-What do the walks cover ?
10-How old is Nabil now ?
..... (Additional and important questions)
.....
A-Do you believe that one can resist any occupation by writing ? why ?
how ?
B-If you were a writer , how would you introduce Palestine in your
book ?
C-If you were a Minister of Culture, how would you encourage writing
?
You can watch the following video,
<https://www.youtube.com/watch?v=ebPd-qIBNq8>

Figure (15)

Checking, responding and correcting their answers if needed



Figure (16)

The main slide that introduces the interactive slides

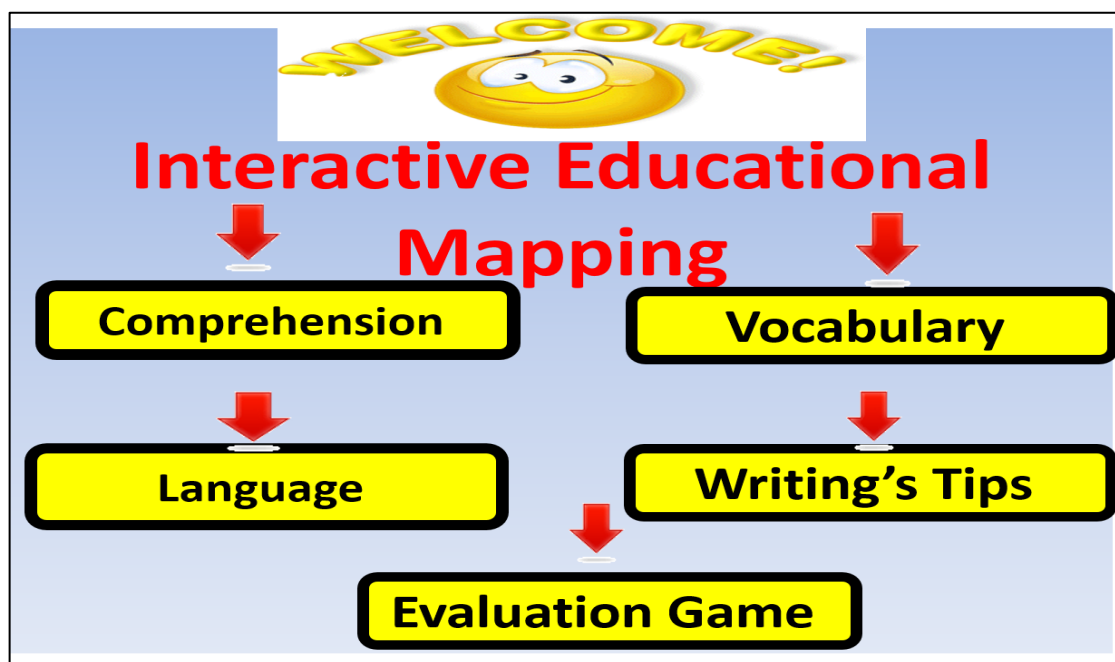


Figure (17)

Interactive evaluation game to evaluate students' understanding

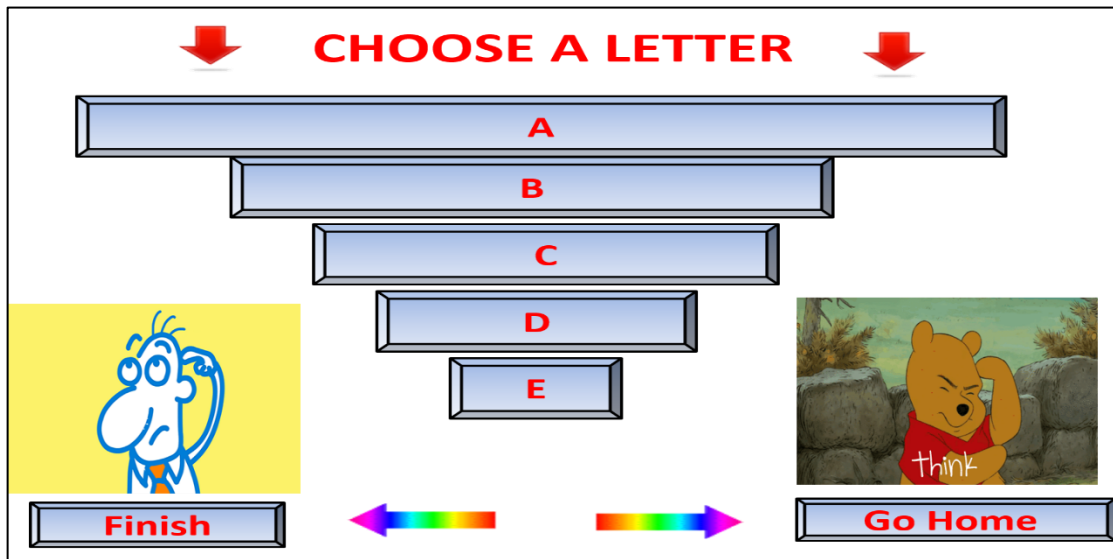


Figure (18)

Rewarding slide appears when the learner chooses the correct answer

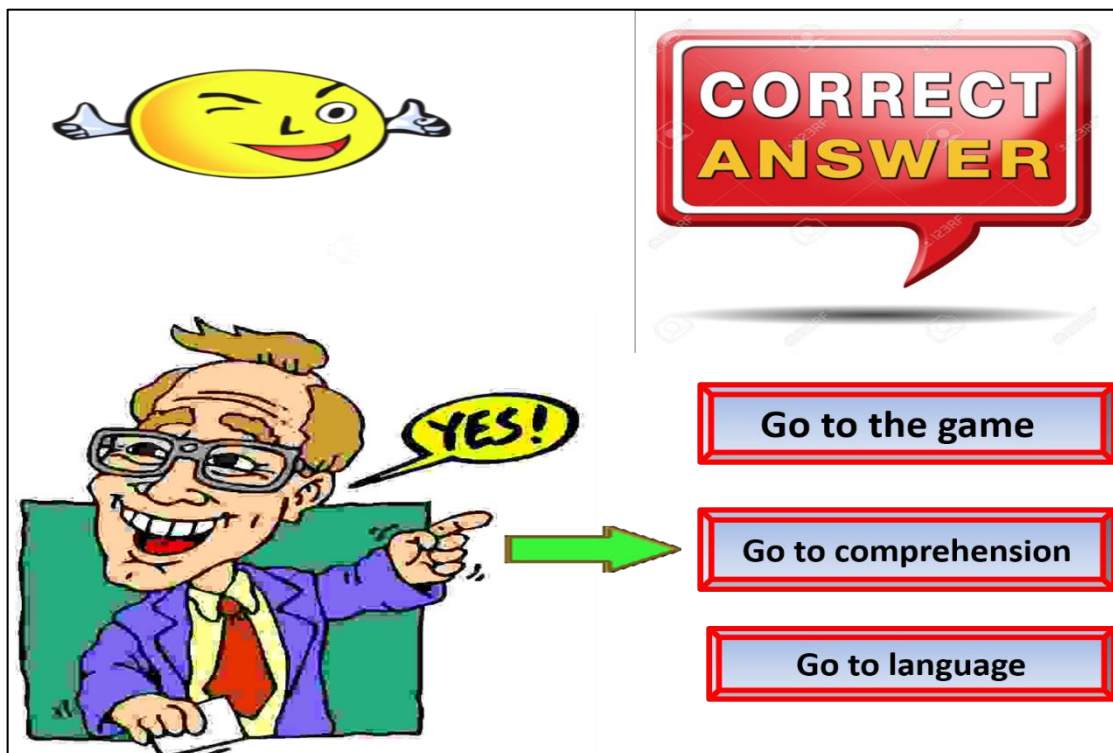


Figure (19)

Warning slide appears when the learner chooses a wrong answer.



Appendix (I)

Analysis of covariance for total score of self-efficacy according to group and gender

Table (11)

Analysis of covariance for total score of self-efficacy according to group and gender

Dependent variable	Source	SS	DF	MS	F	Sig
Self-efficacy	pre test	0.014	1	0.014	0.05	.824
	Group	4.063	1	4.063	14.72	.001
	Gender	0.0008	1	0.0008	0	.986
	Group * Gender	0.158	1	0.158	0.572	.456
	Error	8.01	29	8.01		
	Total		12.25	33	12.25	

Appendix (J)

Certificate of acceptance of the research extracted from the dissertation

Research title:

The Effect of Using Games in Teaching on Students' Achievement and Motivation

Cite this chapter

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أثر استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على الكفاءة الذاتية لطلبة الجامعات ودافعيتهم نحوها

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د. فايز محاميد

أ. د. محمد شاهين

قدمت هذه الأطروحة استكمالاً لمتطلبات درجة الدكتوراه في التّعلم والتّعليم، كلية الدراسات العليا، جامعة النجاح الوطنية، نابلس، فلسطين.

2023

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الملخص

هدفت الدراسة إلى معرفة أثر استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية على دافعية الطلبة وكفاءتهم الذاتية، واستخدمت الدراسة على المنهج الكمي شبه التجريبي (برنامج تدريبي)، وطبقت الدراسة في جامعة القدس المفتوحة في فلسطين؛ حيث كان عدد المشاركين في هذه الدراسة (36) من طلبة الماجستير، قسموا مناصفة إلى مجموعتين متكافئتين، 18 طالباً في المجموعة الضابطة، و18 طالباً في المجموعة التجريبية. قام الباحث بتدريس المجموعتين؛ حيث جرى تدريس المجموعة التجريبية من خلال استخدام الخرائط كلعبة، بينما جرى تدريس المجموعة الضابطة من خلال الاعتماد على الطرق التقليدية.

حاولت الدراسة الإجابة عن الأسئلة الآتية: (1) هل يوجد فروق ذات دلالة إحصائية في متوسطات دافعية الطلبة في اللغة الإنجليزية وفقاً لمتغير المجموعة والجنس؟ (2) هل يوجد فروق ذات دلالة إحصائية في متوسطات كفاءة الطلبة الذاتية في اللغة الإنجليزية وفقاً لمتغير المجموعة والجنس؟ (3) ما هو النموذج المستقبلي لأمثل المتوقع للطريقة المستخدمة وفقاً لهيكليتها وهيكلية الخرائط في الدراسات السابقة؟ (4) كيف يمكننا الاستفادة من إنشاء نموذج جديد لرسم الخرائط التعليمية بناء على الاتجاهات الحديثة في التكنولوجيا؟ وجمعت البيانات من خلال الاختبارات القبليّة والبعديّة للمقياسين، وجرى تدعيم ذلك من خلال أوراق الطلبة التقييمية، كما حلت البيانات من خلال استخدام الحزمة الإحصائية والاختبارات المناسبة.

أظهرت نتيجة السؤال البحثي الأول أن استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية أثر بشكل إيجابي على دافعية الطلبة، كما أظهرت نتائج السؤال الثاني أن استخدام الخرائط كلعبة في تعليم اللغة الإنجليزية أثر بشكل إيجابي على كفاءة الطلبة الذاتية. وأشارت نتائج الدراسة إلى وجود فروق ذات دلالة إحصائية في الدافعية وكفاءة الطلبة الذاتية وفقاً لمتغير المجموعة (الطريقة المستخدمة)، وأنه لا يوجد فروق ذات دلالة إحصائية وفقاً لمتغير الجنس. كما قدمت نتائج السؤالين الثالث والرابع مقترحاً يمثل فكرة نموذج مستقبلي يستند على استخدام التكنولوجيا التفاعلية.

وأوصت الدراسة باستخدام الخرائط التعليمية في تعليم اللغة الإنجليزية لتعزيز كفاءة الطلبة الذاتية ودافعيتهم نحوها، كما أوصت بالاستفادة من النموذج المستقبلي المقترح للخرائط التعليمية المبني على الاستفادة من التوجهات الحديثة في التكنولوجيا.

الكلمات المفتاحية: الخرائط التعليمية؛ الكفاءة الذاتية؛ الدافعية.