An-Najah National University
Faculty of Graduate Studies

The Influence of Using Educational Games on Improving Students' Speaking Skill and Enhancing their Vocabulary in English in Private Schools in Nablus City

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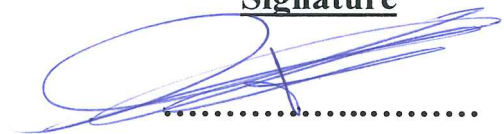
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Dedication

I dedicate this modest work to my dearest family: my mother, father, and siblings who always encouraged me to continue and spent days asking Allah to help me.

To my friends who always stand beside me in hard moments and who deserve all love and respect.

To all teachers in Tala'e Al Amal School who gave me support, courage, and confidence to finish my work. I would say without you I am nothing and my success would be impossible.

Thank you all for being the light in my life.

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الإقرار

أنا الموقعة أدناه، مقدمة الرسالة التي تحمل العنوان:

تأثير استخدام الألعاب التربوية على تحسين مهارة التحدث لدى الطلاب وتعزيز مفرداتهم باللغة الانجليزية في المدارس الخاصة في مدينة نابلس

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The Influence of Using Educational Games on Improving Students' Speaking Skill and Enhancing their Vocabulary in English in Private Schools in Nablus City

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أقرّ بأن ما اشتملت عليه هذه الرسالة هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

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Declaration

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

Student's Name:	**Niveen Wael Debes**	اسم الطالب:
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Date:	16/04/2019	التاريخ:

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Abstract

This study investigated the influence of educational games on improving students' speaking skill and enhancing their vocabulary in English in private schools in Nablus city. To achieve this goal, a quasi-experimental study was applied on (45) female and (22) male students in the third grade from Tala'e Al Amal School in Nablus in the first semester of the academic year 2018/2019. The researcher also employed pre and posttests of vocabulary and speaking on the students. The researcher divided the students into two groups: control group and experimental group. The experimental group consisted of (25) female and (9) male students and enrolled in learning through using educational games, and the control group consisted of (20) female and (13) male students who were taught by using traditional methods.

The results of the study showed a positive impact of utilizing educational games in speaking and vocabulary classes. In light of these findings, the researcher recommended teachers to use more educational games in vocabulary and speaking classes. Besides, the researcher proposed some recommendations for the Ministry of Education to give

several training programs for supervisors, teachers of English, students in universities and colleges on how to utilize educational games in the teaching process. Moreover, the researcher recommended conducting several research on measuring the influence of games in the development of English language skills, e.g. (listening, writing and reading) since educational games play an essential role in the teaching process due to their effectiveness in engaging and motivating learners of all levels.

Chapter One

Introduction and Theoretical Background

1.1 Introduction

1.2 Theoretical Background

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Chapter One

Introduction and Theoretical Background

1.1 Introduction

Language is one of the characteristics that Allah has assigned to humans and distinguishes them from other creatures. It is the most important means of communication between people to recognize different civilizations and cultures around the world. As for English, it is now an indispensable lingua franca in a world of globalization that is concerned with technology, science, and knowledge, where everything is within reach, and everything is possible. Accordingly, it is now the language that opens many opportunities in the field of science, technology, education, economy, commerce, and tourism. Of this importance, it is clear that mastering English is the key to success in many aspects of life, as it becomes the language of the majority of people around the world (Willis, 1996).

Hence, educators in all educational sectors have begun to realize the importance of mastering the English language, which starts from schools and universities, and they made great efforts to develop education through using new techniques that take students out of boredom to enjoyment in learning the language. One of these methods was to start using educational games that had a significant role in motivating students to learn the language and making them more receptive to learning. As Al- Hella (2004) noted that "games provide children with a fertile environment that helps

them grow ,stimulates their motivation to learn and encourages them to interact actively with what they have learned from facts, concepts, principles, skills, laws, and theories in a realistic environment close to their sensory perception and make them more receptive to learning" P.19. The researcher believed that when a sense of pleasure accompanies with a game in the child's life, it is undoubtedly a way to develop his/her mental competency.

Due to the above reason, educational games are considered as essential activities which constitute one of the rights of students that they should gain in this life because they help them grow, form their personal traits, and specifically develop in the education process , so they are used by language teachers to maintain the attention and interests of students during learning the language. Accordingly, a play is the key to mental, physical, moral and social development (Al-Hella,2004). Donmus (2010) declared that "The value of educational games has been increasing in language education since they help to make language education entertaining "(p.1497).

However, teachers of English should take into consideration several criteria when applying games in their classes such as; the number of students in the class, their age, their level of proficiency in English, their social and cultural background, the place and duration (Ampaipan,1999).

It was widely admitted the positive impact of games which should be used in the heart of the education process in the acquisition of the target

language. Games also are used as ice breakers, time fillers, or even function as an essential part of the lesson plan before, during and after the lesson. Similarly, games can be used as enrichment, encouragement, reinforcement and assessment techniques and never to be used as a waste for the worthy time or filling of the remaining time in the lesson. McCallum (1980,p. 78), (Wright, David &Michael, 1994).

Good educational games help students to learn better in a fun environment. Also, they help them to be confident to express their opinions, overcome anxiety and teach them teamwork. Lee (1995), Zyngier (2008) &Poulsen (2010) stated that games are not just activities for amusement, but they are also activities to enhance students' skills, help them to face obstacles and solve the problems in many fields of life by providing them with opportunities to practice the language and use it in real life situations. The researchers affirmed that success is no longer associated with the traditional methods in teaching. Therefore, it is a must to implement new techniques that contribute to the active engagement and participation of the learners.

Moreover, games also can help students to be creative, motivated, engaged and cooperative in the education process. In addition, they improve students' knowledge and skills, increase their self-confidence and stimulate their creative and critical thinking to exploit the language freely and in an efficient way (Azar, 2012).

From the above information, it is possible to see the effectiveness of using educational games in teaching English vocabulary which is the cornerstone in building fluent oral discussion and has a significant role in enhancing students' speaking skill (Brown ,1993). Also, Thornbury (2002) declared that "without grammar, very little can be conveyed…but without vocabulary, nothing can be conveyed". So the improvement of learners' language depends on the volume of vocabulary students know and can use (Linse & Nunan, 2005). Furthermore, successful vocabulary acquisition is closely related to the ability to speak the language fluently and becoming skillful in using the word without any fear or stress (Dickinson, Flushman, & Freiberg, 2009). On the contrary, failure in acquiring vocabulary will breakdown the production of the language and leads to miscommunication among people (Wei, 2007).

To overcome this problem, educational games seem to be the most appropriate solution in English classes as a source of motivation for many students to learn, retain. recall, and review vocabulary in a pleasant environment because they will stimulate students, keep their attention, and help them to get rid of stress and anxiety when using the language inside the class by involving them in a friendly and cooperative environment. Also, they bring the real context into the classroom and enhance students' willingness to practice the English language flexibly (Ellis, 1997), (Uberman, 1998).

In addition, games can provide students with intensive practice of the language. Learners start to use vocabulary spontaneously and unconsciously without thinking of their meanings to express their ideas, thoughts, and opinions without any barriers and to interact with their peers and teachers without settings limits, and build a good rapport with them (Wright, Betteridge, & Buckby, 2005) and (Yulianto, 2012).

As a result, games play an essential role during speaking class in creating a friendly, fun, and relaxed environment that has a significant role in reducing the stress and anxiety between shy and passive learners and engage them actively in activities that enable them to use and practice the language freely (Deesri ,2002) & (Richards, 2008).

Finally, it is teachers' duty to shift the angle and give value to practice the language in a cheerful and enjoyable environment not in a serious one as (Al-Azawi, Al-Blushi, & Al-Faliti, 2016) observed when games are used in the teaching/learning process, they help in giving a shift to the atmosphere from being traditional to be a vivid one. Thus, teachers should believe that it is possible for students to learn the language and enjoy themselves at the same time. As Amory (1999) indicated that "We don't learn from games, we learn through them".

1.2 Theoretical Background

Games that are selected in a good way containing the symbols and practical lessons which enable students to build on them for a better future.

From this point , games are based on a theoretical basis that integrates both construction and society, which is a social constructivism theory initiated by Vygotsky (1978) (Otting &Zwaal, 2007).

In this theory, learners are active all the time, and they construct their knowledge from their own experiences and social interaction in the community under the collaboration with peers and the supervision of the teacher. Each student has his/her background, features and way of understanding the information that may differ from what the teacher wants. Thus, learners with different skills must engage in tasks with their peers to reach a mutual understanding and construct knowledge in their own way (Duffy & Jonassen,1992).

Moreover, the teacher must follow a unique way of asking questions and creating knowledge for students by examining students' previous knowledge and identifying their strengths and weaknesses. The teacher then creates activities that address the students' weaknesses and involve them in a meaningful experience to discover new knowledge, increase their awareness, and interact together to reach specific goals under the guidance of the teacher.

Besides, many researchers as Barb& Duffy (2002) confirmed that classes which are based on games in the teaching/ learning process should base on challenging and problem-solving activities which improve students' thinking to solve the problems they may face in real life rather than transfer and indoctrination information. For example, in role play game, the teacher

who is the facilitator of the activity introduces a situation to a group of students, and asks them to play it. By doing this, students will be able to explore new knowledge and develop their creative and critical thinking to solve the problems they face in the surrounding environment outside the school. Consequently, the role play game is one of the activities which can improve students' speaking skill and vocabulary.

In conclusion, a gaming environment is a possible room for changing by taking into consideration the students' mental, physical, social, moral, emotional and linguistic development, and their level in the education process where students can learn from their own action and experience (Gee, 2003). This is unlike the traditional methods where students are passively receiving the information as the teacher wants without having any chance to express their thoughts or ideas. In this regard, it can be said that games fit face to face classes and E-classes.

1.3 Statement of the Problem

Due to the researcher's knowledge and experience in teaching, students face many obstacles to accomplish meaningful conversation and express their ideas and thoughts. Additionally, teachers of English noticed the negative impact of using the traditional methods in teaching English and the low achievement of the students who are always complaining about the dull and unmotivated classroom. Therefore, the researcher attempted to find solutions to eliminate the adverse effects that traditional methods draw

upon English learners and look for effective methods by using educational games as an effective teaching strategy.

1.4 Purpose of the Study

The study aimed to investigate the influence of using educational games on improving students' speaking skill and enhancing their English vocabulary on third-grade students in private schools in Nablus in the first semester of the scholastic year 2018-2019, and examine the change that educational games have on students' speaking skill and vocabulary due to gender.

1.5 Questions of the Study

To achieve the purpose of the study, the researcher addressed the following main question:

Q: What is the influence of using educational games on improving students' speaking skill and enhancing their vocabulary in English in private schools in Nablus city?

Then, the researcher derived the following questions from the main question:

1. Are there any statistically significant differences at (α=0.05) in the influence of using educational games in improving students' speaking skill in the post test between control and experimental group?

2.   Are there any statistically significant differences at (α=0.05) in the influence of using educational games in improving students' speaking skill in the post test due to gender?

3.   Are there any statistically significant differences at (α=0.05) in the post-test in improving students' speaking skill due to the interaction between gender and group variables?

4.   Are there any statistically significant differences at (α=0.05) in the influence of using educational games on enhancing vocabulary in the post test between control and experimental group?

5.   Are there any statistically significant differences at (α=0.05) in the influence of using educational games on enhancing vocabulary in the post test due to gender?

6.   Are there any statistically significant differences at (α=0.05) in the post-test on enhancing vocabulary due to the interaction between gender and group variables?

1.6 Significance of the Study

This study is important due to its effectiveness in rising students' motivation which in turn can help in increasing achievement in all language aspects. In addition, it can help teachers of English to choose effective methods which can help in increasing vocabulary and improving students'

speaking skill by creating motivated and relaxed atmosphere to practice the language.

1.7 Limitations of the Study

The study considered these limitations:

- **Locative Limitations**: private school in Nablus "Tala'e Al Amal School."

- **Temporal Limitations:** This study was carried out during the first semester of the academic year 2018-2019.

- **Human Limitations:** The sample of the study consisted of (45) female and (22) male students in the third grade.

- **Topical Limitations:** To investigate the influence of using educational games on improving students' speaking skill and enhancing their vocabulary in English.

1.8 Definition of the Terms

Vocabulary

Hiebert & Micheal (2005) defined vocabulary as the knowledge of words in the language that people can utilize to form sentences, phrases, and clauses. It was also described as an acquaintance of the meaning of words in different forms.

Speaking

Speaking is a productive oral skill to express a person's opinion, thought, feelings and emotions (Bailey, 2003). Also, speaking is a skill in which learners produce sounds in order to generate good communication with people.

Torky (2006) also defined speaking as the ability to express something orally and fluently in a meaningful context using correct pronunciation, vocabulary, and grammar and adopting the rules of the spoken language.

Games:

"A game is a system in which players engage in an artificial conflict, defined by rules that result in a quantifiable outcome." (Salen& Zimmerman, 2003).

"They are activities people do for their own sake, for the immediate fun, curiosity or competitive ambition aroused by the game" (Baudains & Baudains, 1990, p. 3).

Educational games:

They are activities with objectives and rules designed provide students with the chance to promote their knowledge about a particular subject by repeating it (Yildirim, 2009). They are also activities that help in

developing learners' problem-solving skills by drawing their desire to play. (Cankaya&Karamate, 2009)

Meanwhile, Harb (2007) defined educational games in language classroom as means used in English class to help students acquire the language through the competitive and co-operative environment by implementing specific rules.

1.9 Summary

In this chapter, the researcher presented the main components of the thesis starting with the introduction of the study. She also offered some theories behind using educational games to improve speaking skill and enhance English vocabulary. The researcher also formulated the statement of the problem, the objective of the study, the questions of the study, the significance of the research, the limitations of the study, the hypotheses of the study, and finally, she displayed the terms defined in the study.

Chapter Two

Review of Related Literature

2.1 Introduction

2.2 Games in Language learning

2.2.1 Games' definition

2.2.2 Types of games in the language classroom

2.2.3 Characteristics of games in teaching/ learning process

2.3 Related Studies to games in the language classroom

2.4 Related Studies to the influence of games on speaking skill

2.5 Related Studies to the influence of games on English vocabulary

2.6 Summary

Chapter Two

Review of Related Literature

2.1 Introduction

This chapter covers the following topics in an attempt from the researcher to ease and systemize the flow of information. These topics are definitions, types, and features of language games; studies related to using games in language classrooms, studies that dealt with the relationship between games and speaking skill; and at last, studies that dealt with the effect of games on vocabulary improvement.

2.2 Games in Language learning

2.2.1 Games' definition

Games are one of the most essential elements in EFL classrooms. They contain activities with rules, goals, and a sense of fun. They are also educational activities that involve interaction between learners in an attempt to achieve specific objectives under certain regulations. Hadfield (1999)

2.2.2 Types of games in the language classroom

Hadfield (1999) assorted the type of language games as follows:

1. Arranging games where students have to arrange the cards according to topics.

2. Guessing games where a person had something in his mind like thinking of a person, thing or place, and the players can ask yes/ no questions to find clues and guess what the person is thinking about.

3. Information gap games where some people have information and the other people have to listen carefully to the information to complete specific tasks.

4. Search games where players should gain knowledge to solve problems.

5. Matching games where learners need to match a word, picture, or card. Turn over the cards, and then turn two cards at the same time by using their memory.

6. Labeling games, the participants match the labels with the pictures.

7. Exchanging games where students exchange their opinions, ideas, and information with others.

8. Role-play games where students perform such a role that may play in real life situations.

8. Board games where students have cards in their hands, and they have to arrange them on a board to make meaningful words.

2.2.3 Characteristics of games in the teaching/ learning process

According to as Al–Hawaidi (2002) & Bradley .et al.(2010), the characteristics of educational games that must be provided within classrooms are as follows:

1. Teachers must involve all students in games including passive, weak and less confident students in the educational process because the game is an activity practiced by an individual or group of individuals to achieve specific goals.

2. Teachers must choose educational games that develop the skills and mental aspects of students and raise their critical and creative thinking.

3. Games should provide learners with equal opportunities to compete and collaborate with other learners to accomplish certain tasks and achieve desired goals.

4. Games should break the routine and create an atmosphere of fun and entertainment within the classroom, which stimulates students and encourages them to learn.

5. Educational games must achieve the objectives associated with the curriculum

Briefly, games should help in involving all students, provide them with an opportunity to collaborate, and create a delightful learning experience.

2.3 Related Studies to games in the language classroom

Aufenanger (1998) in her study confirmed that learning by games is not analogous to learning in other ways. The researcher pointed out that games stimulate students to learn beside the improvement of mental, psychological and social abilities. The study concluded that games have a vital role in achieving teaching goals, raising students' attention and interests and making students glad while learning.

Wurke and Ann (2002) investigated the importance of group games on 38 kindergarten students in Texas. The results showed the positive impact of group games on retaining concepts, enhancing oral competency and acquiring vocabulary that associated with colors and shapes. Hence, the study recommended applying group games in classrooms.

Pound (2005) found that game plays a supportive role in developing children's psychology and making their brain more flexible. The researcher also confirmed that children could learn better through acting, doing or moving. Moreover, Slavin (2006) observed that games contribute to the improvement of problem-solving skills, and creative and critical thinking which occur spontaneously in the learning process while playing games.

Games are beneficial for the excellent involvement of children in the learning process since games help in strengthening learners' stimulation and boost their self-reliance (Jiang, Kuo & Zheng , 2008). Therefore, Kebritchi (2010) suggested that games in EFL classrooms should be used as replacement tools not as supplement ones.

Donmus (2010) also indicated that games could improve learners' physical and mental abilities, and sustain the attention of individuals all the time and challenge them with their peers to reach a specific goal. In addition, the researcher confirmed that educational methods like games in language classrooms could facilitate the learning process and make it more effective by bringing challenging, competition and motivation among learners in the learning environment.

Besides, Liu & Chu (2010) supported the idea that game -based course can help in performing better in comparison to non-gamed classes. Furthermore, they claimed that learners who participated in a game- based class have higher self-esteem, attention, and satisfaction.

Yien, Hung, Hwang, and Lin (2011) concluded the significant positive impact of games in language teaching and learning process in comparison to a group that learned by traditional methods. They asserted that games are beneficial to all students regardless of their gender because games give students the same opportunity to engage in the learning process.

In line with this, Kalaycioglu (2011) studied the impact of games on four years old male and female students. The researcher used picture games to teach the experimental group, while the control group did not receive any. The results of the study indicated that games are used in EFL classrooms according to their advantages in helping students to be responsible, develop their mental and physical processes, raise students' awareness to interact with their peers and grab their attention during the class. They also improve students' skills toward being sociable and admired teamwork. Besides, the results revealed that there were no significant differences in using games between the control group and the experimental group due to gender.

However, Stojkovic and Jerotijevic (2011) mentioned that there are some drawbacks of using games in EFL classroom such as: some adults and adolescents considered that games are for children only, and this will lead to their hustle in the classroom. Also, games may not serve the primary purpose of learning because of insufficient instructions provided by the teacher to the students. The researchers noted that some teachers lamented the use of games in class, and they observed that games are tools to waste time.

Soares (2012) carried out a study that used games in English classes. The researcher observed the maximum engagement in activities like listening to music, playing games and communicating with native speakers.

He also noted that learners' grades, motivations, and linguistic knowledge were increased due to using games in English classes.

An additional study on the benefits of games in the classroom concerning with gender, was done by Robertson (2012) who confirmed that male students achieve better results than female students in classrooms based on games as a key element because males prefer learning in a more stimulating and competitive environment than females who prefer the safest and less conflict environment.

Additionally, Constantinescu (2012), Aslanabadi & Rasouli(2013) and Taheri (2014) shared the same view that games are advantageous in EFL classrooms. The researchers presented the beneficial use of games in EFL classrooms as follows: they are a break from the routine in traditional classes, raise learners' desire and awareness toward improving themselves, develop students' ability to imagine, discover and observe everything, give students the ability to challenge and compete, raise students' cooperation and involvement with their peers. In addition, games engage all learners in the learning process and give immediate feedback about the progress of teachers and students alike. Finally, games reduce the gap between teachers and learners and put them in one harmonious way to facilitate the process of teaching and learning.

Badea (2015) believed that using games in the language classroom is a useful tool not only for children but also for students at higher education level. The researcher tackled the great value of games; as an incentive in

the classroom that seemed dull and did not have any fun to learn by trying to attract the attention of students and motivate them. The study concluded the advantages of using the game in education as a tool to develop students' competency level, raising the motivation for learning and exposing learners to real communication in a competitive way.

An additional study by Gozcu & Caganaga (2016) examined the importance of gaming in the EFL classroom. The researchers used the "Twister" game in the teaching of foreign language, and they reached to a conclusion where games should be implemented in EFL classes as a source of stimulus, enjoyment and improving students' performance in using the language.

Another experiment by Gifford (2016) tested the relationship between games and achieving a higher academic level. The results proved that games are the most efficient and attractive activities that increase students' educational level subconsciously and promote students to engage and interact within the class.

According to Lochmann, Reitz, Hunz, Sohny, & Schmidt (2017), they noticed that while students were playing in class, they have the chance to express themselves and exchange information with their classmates because the game required communication and involvement between students. Concisely, students left their comfort zone and abandoned their fear of making mistakes in front of their peers.

In short, the importance of games has been seen in foreign language acquisition for decades. All studies concluded that classroom-based on educational games are emerging from focusing primarily on learners rather than teachers, and also they encourage them to be active, creative, motivated and competitive.

2.4 Related Studies to the influence of games on the speaking skill

Speaking is one of the productive skills that students of English should master to enable them to communicate with people effectively inside and outside the class. It constitutes a crucial part of learning and teaching English, and it plays a vital role in human interaction where people can express their ideas, thoughts, share their feelings and exchange information with others (Richard, 2008). However, many students found that mastering the speaking skill is considered one of the most terrifying tasks that teachers of English ask students to do inside the class due to many factors such as insufficient knowledge of vocabulary, fear of making mistakes in front of their peers, embarrassment and the stress they felt in speaking class, and lack of confidence to use the language. Accordingly, many researchers studied the effectiveness of using games in improving students' speaking skill as follows:

Eunice (2001) conducted a study to measure the development of the speaking skill via games on third and fourth-grade students in China. The researcher used observation and interviews as data collection, and the results showed the positive response pupils did toward learning with

games. Also, it affirmed that teaching and learning through games could help in the progression of speaking skills.

Al-Senaidi (2009) and Liu & Ding (2009) observed the efficacy of role play on improving oral communication on fourth graders. The fluency of oral communication increased by giving students situations to role play it. Similar to this, an experiment which was carried out by Qing (2011) on the intermediate level affirmed that role-play strategy plays a vital role in the developing of communicative competency of students and increases their confidence to use the language seriously. It also showed that role play gives students a chance to discover other cultures around the world by performing many roles.

Dwi (2009) published a study which sought to investigate the effectiveness of guessing games in improving speaking skill on fourth-grade students. The researcher gave a speaking test before the treatment and another one after implementing guessing games. She reached to the conclusion in which guessing games had merits and demerits. One of the values of using guessing games in teaching speaking is giving students delight and relaxation in comparison to traditional methods. However, the researched lamented applying guessing games in speaking class because this will lead teachers to opt skillful students to form the questions from the dialogue.

On the contrary, Resti & Mahsyur (2016) evaluated the efficient use of guessing games on students' speaking performance. The results revealed

a significant improvement in speaking ability due to guessing games. In addition, it was noticed that the students' speaking competence transferred to a higher level. Accordingly, the researchers advised implementing guessing games as a strategy to help a student being brave to speak up in the class.

León & Cely (2010) in their study concluded that using games in speaking class is an essential solution to many problems faced teenagers during the learning process. The researchers affirmed that students feel free and glad while performing the activity. Also, it was asserted that games give students a sense of freedom, unity, and collaboration among them.

Zhu (2012) in her study under the title of "Using Games to Improve Students' Communicative Ability" believed in the vital role games play in improving speaking skills. At the end of the study, the researcher drew a conclusion considering games as valuable tools to improve the communicative ability of the students in comparison to the traditional methods where students just sat listening to teachers talking for a long time without any exposure to real communication. Therefore, the researcher supported the idea of using games in speaking classes in which can help students to practice the language by getting involved actively in many activities.

Another experiment by Salazar & Villamil (2012) on applying games in speaking classrooms to see to what extent they can develop the speaking skill for fourth grade in Colombia. The participants were chosen randomly,

and the researchers used observation, checklist, and video tapes as instruments to collect the data. The results of the study manifested the positive attitude of students toward learning and speaking the language. It was also confirmed to implement games during the speaking classes due to their roles in helping students to practice the language inside the EFL classroom.

Concerning this, Yulianto (2012) pointed out that games contributed to motivating students to speak up in class. The researcher suggested game as an efficient technique which teachers must apply in teaching speaking because games give the students a chance to express their thoughts orally and help them to interact not just with teachers but also with their peers in the class. Also Ramirez and Restrepo (2012), Birova (2013), indicated in the high impact of games on improving the speaking skill by increasing students' self-esteem and motivation to speak without any barriers.

An action research was made by Pratiwi & Hndayani (2014) to measure the impact of miming games on students' speaking skill improvement. The researcher used quantitative and qualitative methods to collect the data. After analyzing the data and get the results, the researcher asserted that miming games could be effective tools to improve seventh graders' speaking skill due to fun and enjoyment learners felt. In addition, while playing miming game, the researcher noticed that students become more sociable and they learn teamwork and help each other; also they were motivated and active to learn English and express their opinions.

Permatasari(2014) tried to overcome the passiveness and quietness of students in speaking class, so she assumed that the snake and ladder game could enrich seventh-grade students' speaking ability. The results proved the profitable use of snake and ladder game in ameliorating students' confidence, fluency, accuracy and developing their ability to use the language in and outside by asking questions giving service.

Saliha (2015) conducted a study on first-year students at Biskra University to figure out if applying games at English speaking classroom function as a supportive technique or not. The researcher used questionnaires as instruments to collect the data and test the hypothesis. The results showed that students preferred games in speaking classes, and applying games in language class play a supportive role and is extremely useful to enhance students' speaking skill and overcome the difficulties they face while speaking the language.

Rabbani, Vianty, &Zuraida (2016) conducted a study to explore if games can serve the improvement of speaking performance of the seventh-grade students or not. A pre and post-tests were given to the control and experimental groups, and the results were analyzed by t-test analysis. The results showed that there were statistically significant differences between both groups before and after implementing the treatment in favor of the experimental group. Thus the researcher recommended games in the teaching/learning process as motivated tools to speak the language confidently.

In a study aimed to explore the efficacy of language games on enhancing fifth-grade students' speaking skills, Estrada & Ortega (2016) confirmed that language games were extremely significant to boost students' self-esteem and motivation. Moreover, games reinforced students to practice the language unconsciously and actively in speaking classes.

Research by Souheir (2012) studied the role of communicative games on the proficiency of speaking skills. The researcher used a descriptive methodology which includes questionnaires to find a solution for students' inability to speaking. The outcomes of the study indicated that both teachers and learners are ready to apply communicative games due to their effectiveness in developing students' speaking performance. Furthermore, Mahmoud & Tanni (2014) suggested that communicative games can be a solution where students can communicate passionately with enjoyment in the learning process.

Similarly, Dewi, Kultsum &Armadi (2017) carried out a study to prove if communicative games had any impact on seventh-grade students' speaking skills. The researchers used a communicative game strategy to teach speaking. Based on the findings of the study, it was observed that communicative games had a significant improvement in students' speaking skill. Also, they increased students' motivation and enthusiasm and helped students to be more confident, fluent and participate actively.

Furthermore, Rahmawati (2012) and Lia (2015) studied he effect of board games on improving fourth grade's speaking skill. The findings of

the research showed the great progression the board game did in increasing students' confidence and facilitating the improvement of students' speaking ability because they are practicing the language in a pleasant environment.

Fung & Min (2016) in their research also tried to find a solution to help students in overcoming their panic and worry during the speaking class. They concluded that board games are useful tools that can help in improving the speaking performance of low-level learners. The findings revealed that board game is a powerful tool which turns students from being passive to active and help them express their ideas, feelings and exchange information more confidently.

In line with the above studies on the influence of board games on speaking skill, Putri, Sinaga & Sukirlan (2017) evaluated the implementation of board games on speaking skill proficiency. The tests were given to first graders to measure their speaking ability, and the findings indicated that there were statistically significant differences after the implementation of board game which played an important role in developing speaking aspects (e.g., pronunciation, vocabulary, grammar, fluency, and accuracy).

Moreover, Alfulaih, Muhammad & Elsayed (2017) applied a study on Saudi female students to examine whether the gamification technique in teaching speaking has fruitful advantages or not. The action research methodology was used in classes, and the researchers collected the data through classroom observations, interviews, a test, and a questionnaire. The

analysis of the data concluded the following findings: First, gamification played a bright role in raising students' motivation toward speaking. In addition, it showed that most of the students were engaged in the learning process. Moreover, it helped students to conquer their failure in vocabulary, grammar, pronunciation, and comprehension of the language. Finally, it revealed that learners gained more confidence to practice the oral skill with their teachers and peers in class.

Besides that, Safwandi (2016) examined whether speaking ability improved through team games or not. The researcher aimed in this study to connect students with real-life situations. The researcher found that students who practice speaking skills through team games improved better than those who were taught by traditional techniques.

Ho &Thi My An (2018) carried out a study that sought to figure the enhancement of speaking performance by using games in the classroom. They considered speaking as a difficult skill and students faced several restraints to speak the language such as fear of making mistakes, less confident and stressed to speak in front of the class, and lack of vocabulary.

Therefore, in this era of globalization, it is the teachers role to implement new techniques such as games in speaking class to develop students' speaking ability.

2.5 Related Studies to the influence of games on English vocabulary

Many researchers such as Schmitt (2000), Cameron (2001) &Linse (2005) emphasized the dominant role vocabulary plays in foreign or second language acquisition. They asserted that insufficient vocabulary hinders the use of the language which leads to miscommunication among people. Thus, learning vocabulary of foreign or second language plays a vital role in the formation of oral and written speech, and it constitutes the cornerstone for the improvement of productive skills (speaking & Writing), and receptive skills (reading & listening) (Nation, 2001).

As a result, the development of vocabulary is considered as a persistent need among generations, and it highly depends on the strategies and techniques teachers used, so many researchers studied the effect of games on acquiring foreign or second language vocabulary as follows:

Bouteliaten (2010) tested the effect of using crossword puzzles on enhancing students' achievement in learning the vocabulary of the foreign language. To collect data about the influence of using the new method in teaching vocabulary, the researcher used two means of research: a questionnaire and pre/posttests. The results revealed the high impact of crossword puzzles on improving learners' English vocabulary. According to this, the researcher recommended to use more crossword puzzles games in language classrooms. Besides, Keshta& Al-Faleet (2013) shared the same view about the effectiveness of using puzzles in expanding and retaining vocabulary. The pre and post-tests were administered to control and

experimental groups to assess the efficacy of the treatment on boys. The researchers inferred the important role the educational puzzles play in improving vocabulary achievement in favor of the experimental group.

Alemi (2010) presented the role of using word games in broadening the third male and female graders' English vocabulary. She used several games such as twenty questions, crosswords puzzles, definition games,..etc. The researcher chose male and female students from the third grade and divided them into two groups: experimental and control. She followed the traditional way of teaching the control group, whereas, she used word games for teaching the experimental group. At the end of the session, a test was given to both groups to locate the differences between both groups. The score asserted the favorable effect of games on widening students' English vocabulary.

In a similar way, Al- Atawi (2011) carried out a research to gain information about the effect of using word games on first-grade students' achievement in English vocabulary in school for boys and another for girls in Saudi Arabia. To carry out the study, the researcher administered pre and post-tests to measure the improvement of English vocabulary after using the treatment. For comparing the results of the pre/post tests and gender the researcher used Two Way ANOVA analysis of variance. The results showed that there were statistically significant differences in favor of the experimental group and no significant differences in the achievement according to gender.

Aghlara & Tamjid (2011) also investigated the effects of using a digital computer game on improving vocabulary learning. The participants of their study were divided into two groups of experimental and control; they used digital games to teach vocabulary for the experimental group, whereas the control group was guided through traditional methods. The result of their study revealed the high efficiency of using digital games in teaching vocabulary; therefore, they found that using games in the classroom for teaching vocabulary can motivate students and capture their attention toward learning.

In a similar line, Dolati & Mikaili (2011) conducted a study that examines the effects of instructional games on facilitating learning vocabulary in Iranian primary school. The pretest and posttest were given to students to investigate the impact of the games in teaching and learning vocabulary. The results of the study indicated the positive effect of applying games in teaching vocabulary to English learners, and they also found that games are essential tools that can motivate passive learners and encourage them to learn in an enjoyable atmosphere.

In another experiment, Kalaycioglu (2011) studied the effectiveness of the educational games on the preschool level students when learning English vocabulary. The study included two groups. The researcher used picture vocabulary games for the experimental group, but the control group received the traditional way of teaching vocabulary. The findings of the study asserted a significant increase in vocabulary size in favor of the

experimental group. Also, the study showed that there were no significant differences in learning English vocabulary by using games due to gender. The researcher also added that games are not just for fun or filler of the remaining time, but they also play an essential role in shaping children personalities and raise their motivation toward learning vocabulary while playing games.

Besides that, Tuan (2012) carried out a study which aimed to explore if games influenced the young learner in vocabulary recollection at Ngoi Nha Thong Thai School. Two classes were chosen randomly as control and experimental. The experimental group was exposed to games in learning vocabulary whereas the control group did the exercises without any exposure to games. The pre and two post-tests were given to students. The results showed that the score mean of the experimental group was significantly higher than the mean of the control group, and learners in the experimental group achieved better than the ones in the control group. The results confirmed that games could be a source to stimulate the minds of learners, motivate young learners to deepen their vocabulary, teach them to be collaborative and like teamwork and help them in recollecting vocabulary in a relaxed environment.

Likewise, in search of an answer to this question "Do games help EFL students learn vocabulary effectively?", Azar (2012) conducted a study to examine if there is any significant enhancement of learning foreign language vocabulary through games. The findings manifested the

considerable influence of games on EFL learners during learning vocabulary. Also, the researchers found that EFL learners themselves always look for new techniques in learning foreign vocabulary. Under these conditions, games have been seen as a helpful tool in learning vocabulary. First, they are not just for fun or filler for the time, but they also bring relaxation and motivation in the classroom that helps students to retain vocabulary more easily. Second, they encourage cooperation and teamwork among learners, especially the passive and weak ones. Therefore, games should be used in teaching low-level learners because these kinds of learners need to feel that they are not obliged to learn.

A case study was done by Yahoui (2012) on first-year middle school learners to see if language games had any great impact on developing vocabulary. The results of the research stressed the effective use of language games in developing learners' lexical mastery. However, the researcher concluded that some teachers did not use games in teaching vocabulary under the pretext of chaos caused by the classroom.

Al-Sharafat and Abu-Seileek (2012) observed the efficacy of web-based games on fifth graders in Jordan. The online games which included synonyms, opposites, and word searches indicated the significant profit in reading and writing skills and higher acquisition of vocabulary with an experimental group in comparison to the control group who received traditional methods.

In a similar vein, Muhanna (2012) tested the use of online games on enhancing English vocabulary for Jordanian students. The findings of the study proved that there were statistically significant differences in the post-test between the control and the experimental groups in favor of the experimental group, and there was no statistically significant difference due to gender. Also, there was no significant difference due to the interaction between group and gender. However, Muhanna explained that games could not be beneficial for both teachers and students if the teacher did not explain the instructions of the game before starting.

In the field of studying the effect of games on the improvement of English vocabulary knowledge of Iranian learners. Aslanabadi and Rasouli (2013) carried out a study that aimed to find the best way to help young learners in kindergartens to retain the vocabulary in their minds quickly. The researchers tested two groups, one as experimental and the other as a controlled group at two kindergartens. The experimental group was given an online language teaching game, and the control group was taught through classical methods. The results of the study revealed the high impact of using games in learning and retaining the words of the foreign language in favor of the experimental group. They also noticed that games are not only for fun, but they also draw students' attention, increase their interest and confidence in learning the material.

In a similar vein, a study which was conducted by Efendi (2013) on the use of" back to the board game" and "got it game" in vocabulary

mastery of the seven graders. The researcher chose 29 students to participate in the study, and he collected the data by using an observation checklist and a test. Also, the researcher followed four steps: planning, implementing, observing, and reflecting. The results of the study showed the increase significant in students' marks after implementing games in vocabulary class, and stressed the importance of games with daily communication in making students highly enthusiastic and enjoyed to learn vocabulary. In addition, students were brave and confident to answer the teacher's questions without any hesitation or stress.

Vahdat and Rasti- Behbahani (2013) (as cited in Derakhshan & Khatir, 2015, p.42) conducted a study that investigated the effect of video games on Iranian EFL students' vocabulary learning. The study consisted of two groups: a control and experimental group. They followed the traditional way to teach vocabulary for the control group, while they used video games to teach the experimental group. The results of their study emphasized that learning vocabulary through video games was of highly advantageous, and it was shown that males were more ready to learn via video-games than females. They noticed that there is a favorable interaction between gender and learning vocabulary via video games. Another study by Scarcella and Zimmerman (1998) revealed the same result that males surpassed females in the development of vocabulary when they learned by using games in the class.

On the other hand, Rohani & Pourgharib (2013) researched the effect of games on foreign language vocabulary learning. They reached to a conclusion that both groups: the experimental and control made an apparent progression after the experiment and there was no significant difference between the group who was taught by games and the group who was exposed to textbooks.

Al-Shawi (2014) did a research to explore if game strategy plays a remarkable role in motivating students to memorize and learn new items. The researcher used a questionnaire, observation and a test to collect the data. The results of the study signified that using games in class plays a significant role in improving students' memory to learn and memorize new vocabulary and they provide a good environment for learners to interact with each other in a group. Thus, they encouraged students to learn new vocabulary in English effectively.

Taheri (2014) affirmed the efficacy of using games on the retention and recall of vocabulary on Iranian elementary learners. The results showed the higher score the experimental group gains in the three posttests in comparison to the control group who received traditional strategies in learning vocabulary such as drills, definitions,…..etc. Also, the findings revealed that students used the vocabulary unconsciously because games removed the anxiety of making mistakes while recalling some vocabulary, and they became more willing to interact and cooperate with their peers.

Similar to this, a study which was conducted by Al-Masri &Al Najar (2014) measured the students' achievement in English vocabulary on the primary stage by using word games revealed that there was progress in vocabulary achievement in favor of the experimental group who was taught by using word games. Also, it found that there were no significant differences in the performance between students due to gender. However, the results indicated that there was no significant difference in the interaction between gender and treatment. The researchers reached the conclusion which asserted that games are effective tools that can help students to learn English vocabulary more easily with joy.

Another experiment by Derakhshan & Khatir (2015) examined the effects of using games on improving students' English vocabulary. Their study revealed that using games in vocabulary classes is of highly advantageous because they increase students' ability toward retaining words, encourage them to cooperate with classroom peers, help students to be social, and increase their motivation to learn the language. In the end, the researchers suggested games-based learning techniques in language classrooms hoping that games will help in learning vocabulary more effectively.

Maria & Othman (2015) applied a study that introduced games as effective tools in a mixed learning environment. Two variables were fixed in this study: the enhancement of vocabulary through games and the efficiency of the vocabulary games such as; crosswords puzzles, word

search, and homonyms. The findings obtained from the experiment experience concluded the efficacy of vocabulary games in learning foreign language vocabulary in comparison to the repetition method where students have to repeat the words without any recognition of the reason. It was also found that homonyms were the most effective game in the enhancement of vocabulary for its role in stimulating learners' memory compared to word search and a crossword puzzle.

In contrast, Khoshsima, Saed and Yazdani (2015) examined the use of the instructional games on pre-intermediate Iranian male learners on vocabulary enhancement. The quasi-experimental design was used to determine whether there were any significant differences in using instructional games or not. The results, were somehow unexpected due to the researchers, they revealed that all learners who were taught by instructional games or traditional methods such as (translation, memorization, keep a notebook for new words….etc.) have the same equality in the improvement of the vocabulary according to short-term memory. However, a delayed test was given to all learners to measure the retention of vocabulary in the long-term memory, and it was in favor of the group who were taught by using instructional games. In brief, it was seen the positive impact of using games in the long-term retention of vocabulary.

Perveen, Asif and Mehmood (2016) studied the effectiveness of using language games in the acquisition of second language vocabulary.

The researchers proved the fruitful advantages of games in learning new vocabulary. First, games can help in fostering learning of the foreign language better than the traditional methods like memorization; Thus learners will undoubtedly learn the new items of the language unconsciously. Second, they facilitate the teaching-learning process because of the cheerful atmosphere in the class; therefore learners will participate actively in learning the vocabulary and items of the foreign language. Finally, games help students in improving their communicative capacities. Also, Gruss and Bakhsh (2016) asserted that games play a crucial part in the development of English vocabulary and remember their meanings of young learners due to the pleasant atmosphere in the class. Therefore, it is recommended to integrate lessons with a game which compatible with young learners' interests and levels.

However, Benoit (2017) evaluated the differences between game-based learning and traditional methods in the acquisition of vocabulary for middle school learners. The results of the study led to the conclusion which was no statistically significant difference in academic vocabulary between the groups who was introduced to learn by games such as; board games, computer and smart board and the group who was taught by traditional methods included drills, dictionaries, and worksheets. Also, the study revealed that there was no significant difference between both groups based on gender.

Similarly, Silsüpür (2017) presented a study that aimed at investigating the role of language games in learning EFL vocabulary. The researcher used a word game which is "Bingo" and a video to teach the experimental group, while the control group was taught by traditional methods. The findings of the study indicated that there were no significant differences between the two groups although the learners preferred applying games in vocabulary class rather than using traditional methods.

In conclusion and from the above review, the researcher concluded the followings:

1.   In the area of positive relationship between games and speaking, there are many research as: Eunice Kit (2001), Al-Senaidi (2009), Liu & Ding (2009), León & Cely (2010), Qing (2011), Zhu (2012), Salazar & Villamil (2012), Ramirez and Restrepo (2012), Yulianto (2012), Rahmawati (2012), Souheir (2012), Birova (2013), Pratiwi & Hndayani (2014), Permatasari (2014) , Mahmoud & Tanni (2014), Lia (2015), Saliha (2015), Safwandi (2016), Estrada & Ortega (2016), Resti & Mahsyur (2016), Rabbani, Vianty, & Zuraida (2016), Yong& Min (2016), Putri, Sinaga & Sukirlan (2017), Alfulaih, Muhammad & Elsayed (2017), Dewi, Kultsum & Armadi (2017), Ho & Thi My An (2018) which showed the positive impact of using educational games in improving students' speaking skill.

2.   In the area of the positive effect of using games on enhancing English vocabulary, there are many research asserted the remarkable

impact of games in English vocabulary class as: Scarcella and Zimmerman (1998), Alemi (2010), Bouteliaten (2010), Atawi (2011), Aghlara & Tamjid (2011), Dolati & Mikaili (2011), Kalaycioglu (2011), Tuan (2012), Azar (2012), Yahoui (2012), Al-Sharafat and Abu-Seileek (2012),Muhanna (2012), Besides, Keshta & Al-Faleet (2013), Aslanabadi and Rasouli (2013), Efendi (2013), Rohani & Pourgharib (2013) Vahdat and Rasti- Behbahani (2013), Al-Shawi (2014), Taheri (2014), Al-Masri & Al Najar (2014), Derakhshan & Khatir (2015),Maria & Othman (2015), Perveen, Asif and Mehmood (2016), Gruss and Bakhsh (2016). However, Khoshsima, Saed and Yazdani (2015), Benoit (2017), Silsüpür (2017) found that there were no differences between the group who was taught vocabulary by educational games and group who learned vocabulary by traditional methods.

What distinguishes the present study from the above research is that: it studies the influence of games on both speaking and vocabulary on one hand and including gender variable in the area of speaking on the other hand.

2.6 Summary

This chapter consisted of several topics: definition of games, types, and characteristics of games; studies that related to games in language learning. The researcher also presented several studies that studied the impact of educational games on students' speaking skill and studies that related to the effects of games on vocabulary.

Chapter Three

Research Methodology

3.1 Introduction

3.2 Methodology

3.3 The population of the study

3.4 The sample of the study

3.5 The Variables of the Study

3.6 Instrumentation

3.7 Validity of the Instrument

3.8 Reliability of the Instrument

3.9 Procedures of the Study

3.10 Design of the study

3.11 Data Analysis

3.12 Summary

Chapter Three

Research Methodology

3.1 Introduction

This chapter deals with the procedures and methodology that were used to achieve the objectives of the study and answer its questions. Moreover, it includes the population and the sample of the study, the instrument, its validity, and reliability. Finally, the researcher presents the analytical method of the data.

3.2 Methodology

This study aimed to investigate the influence of using educational games on improving students' speaking skill and enhancing their vocabulary in English. In order to achieve the objectives of the study, the researcher used the quasi-experimental approach. Two groups were chosen to participate in this study; the experimental group, and the control group. The researcher used educational games to teach the experimental group, while the traditional method was used to teach the control group.

3.3 The population of the study

The population of the study consisted of all third graders in the private schools in Nablus city enrolled in the scholastic year (2018-2019).

3.4 The sample of the study

The sample of the study which was consisted of (45) female and (22) male students divided into two groups; the experimental group consisted of (25) female and (9) male students and enrolled in learning through using educational games, and the control group consisted of (20) female and (13) male students who were taught by using traditional methods. The sample of the study was chosen purposefully from Tala'e Al Amal School. Table (1) below showed the distribution of the sample.

Table (1): The distribution of the sample

Group	Gender	N
Experimental	Female	25
	Male	9
	Total	34
Control	Female	20
	Male	13
	Total	33
Total	Female	45
	Male	22
	Total	67

3.5 The Variables of the Study

The study compromised of the following variables:

1. Independent variables:

Gender variable: male & female

Group variable: control & experimental

2.   Dependent variable:

The influence of using educational games on improving students' speaking skill and enhancing their vocabulary in English.

3.6 Instrumentation

To investigate the influence of using educational games on improving students' speaking skill and enhancing their English vocabulary, the researcher used one tool which is a test ; were almost similar. The pre-test was used before the experiment, and the post-test was used after the implementation of educational games.

The pretest was given to the students at the beginning of the study to examine if both groups were equivalent or not. Also the post test was given at the end of the study to examine the effect of educational games on students. The vocabulary pre and posttests included many questions such as: write the definitions, fill in the gaps with words, antonyms, odd one out and arrange the letters of the words. While the pre and post tests for measuring the improvement of speaking skill included: describe the pictures, match and complete the conversation.

3.7 Validity of the Instrument

The researcher measured the validity of the instrument by giving it to experts in the field: professors teaching English at An-Najah National University, two supervisors of the English language at Tala'e Al Amal

School, and three experienced English teachers who teach English as a foreign language. The researcher asked the referees to write their suggestions to improve the test, and their comments were taken into consideration.

3.8 Reliability of the Instrument

Warner (2013) asserted that Cronbach's coefficient alpha had become the most effective tool to measure the reliability of the instrument. Therefore, in order to assess the reliability of the vocabulary and speaking tests, the researcher used Cronbach's alpha on the SPSS program. The result showed that the range of reliability is (0.80)which is convenient for research purposes.

3.9 Procedures of the Study

The researcher followed the following procedures to obtain the aim of the study:

- Determined the title of the thesis with the supervisor.

- Took the agreement of the proposal from the faculty of methods of teaching .

- Selected the school.

- Identified the population and the sample of the study.

- Designed the tests

- Gave the pretest for the experimental and control group.

- Taught the experimental group for two months by using educational games such as memory games, chain games, bingo, scrabble, dominoes, and crosswords. While using traditional methods to teach the control group.

- Gave the post-test for both experimental and control groups.

- Analyzed the data by using (SPSS) program.

3.10 Design of the study

A quasi-experimental statistical design was used in this study. The pre and post-tests were administered to all participants who were not randomly assigned to the experimental and control groups. The formula of the study represented in:

G1 O1 X O2

G2 O1 _ O2

G1 stands for the experimental group with O1 which stands for the pretest, X stands for the treatment which is educational games, and O2 stands for the post-test. While G2 stands for the control group with O1 which stands for the pretest, no treatment is found, and O2 stands for the post-test.

3.11 Data Analysis

The collected data were analyzed by SPSS computer program.

Descriptive statistics were used to analyze the data of the study by:

1. Analyzing the mean scores of pre-test and post-test for the experimental and control groups.

2. Analyzing the standard derivation (S.D.) of scores of pre-test and post-tests.

3. Two Way Ancova variable analysis was used for comparing vocabulary and speaking skill results of the posttest of control and experimental groups.

3.12 Summary

This chapter contained the methodology of the study, the population and the sample of the study, the instrumentations of the study which were pre and post-tests, the instrument's validity and reliability, data analysis, procedures of the study, the design of the research and data analysis.

Chapter Four

The Results of the Study

4.1 Introduction

4.2 Results of the study

4.3 Results related to the first question

1. Results related to the first question

2. Results related to the second question

3. Results related to the third question

4. Results related to the fourth question

5. Results related to the fifth question

6. Results related to the sixth question

4.4 Summary

Chapter Four

The Results of the Study

4.1 Introduction

The researcher in this chapter presents the results of the study which aimed at investigating the influence of using educational games on improving students' speaking skill and enhancing their vocabulary in English. The researcher used score means and standard deviation of the control and experimental groups in the posttest. Also,(Two Way ANCOVA) variance analysis was used to analyze the data by using (SPSS) computer program.

4.2 Results of the study

Q: What is the influence of using educational games on improving students' speaking skill and enhancing their vocabulary in English?

4.3 Results related to the first question:

1. Are there any statistically significant differences at (α=0.05) in the influence of using educational games in improving students' speaking skill in the post test between the control and experimental group?

To answer this question, the researcher used the means and standard deviation of students on the posttest of speaking skill for the control group and the experimental group.

Table (2): Means and standard deviation based on the group (experiment group vs. control group) in the posttest for speaking skill

Group	N	Mean	Std. Deviation
Experimental	34	17.267	2.59988
Control	33	15.776	2.74535

*The mean difference is significant at the 0.05 level.

Table (2) indicates that the mean of the control group is (15.776), and the stand deviation is (2.75), while the mean of the experimental group is (17.267), and the standard deviation is (2.60). This emphasizes that the mean score of the experimental group is higher than the mean of the control group in the posttest. Furthermore, the researcher used Ancova to find if the differences between the two groups are statistically significant. Table (3) below shows the results.

Table (3): ANCOVA results

Source	Sum of Squares	Df	Mean Square	F	Sig.
Pre test	66.654	1	66.654	11.788	.001
group	31.942	1	31.942	5.649	.021
Error	350.569	62	5.654		
Total	494.291	66			

The result from the above table shows the significant impact of educational games in improving speaking skill at (α= 0.05). It indicates that the researcher rejected the null hypothesis and there are statistically significant differences at (F= 5.649, P=021) between the control group who learned by traditional methods and the experimental group who was taught by educational games in favor of the experimental one.

2. Are there any statistically significant differences at α=0.05 in the influence of using educational games in improving students' speaking skill in the post test due to gender?

To answer this question, the researcher used the Ancova test to figure out the mean scores and standard deviation of females and males in the control and experimental group in the posttest of speaking skill. The table below shows the results.

Table (4): Means and standard deviation based on the group (experiment group vs. control group) in the posttest of speaking skill due to gender variable

Gender	N	Mean	Std. Deviation	F	Sig
Female	45	17.053	2.16521	2.731	.103
Male	22	15.990	3.38518		

*The mean difference is significant at the 0.05 level.

The table above accepted the null hypothesis which claimed that there are no significant differences at (α=0.05) between males and females after the implementation of the treatment in the post-test. The result illustrates that there are no statistically significant differences at (F=2.73, P=.103) in the development of speaking skill between a control group and experimental group due to gender. The significant level is more the predetermined level (α= 0.05). This means that both females and males are equal; however, the result shows that the mean score of females is (17.05) which is higher than the mean score of males (15.99).

3. Are there any statistically significant differences at (α=0.05) in the post-test in improving students' speaking skill due to the interaction between group and gender variables?

For answering this question, the researcher used the Univariate test to measure the mean differences in speaking posttest according to group and gender variables and the interaction between both variables.

Table (5): ANCOVA results

Source	Sum of Squares	df	Mean Square	F	Sig.
Group	31.942	1	31.942	5.649	.021
Gender	15.441	1	15.441	2.731	.103
group*gender	20.057	1	20.057	3.547	.064
Error	350.569	62	5.654		
Total	494.291	66			

*The mean difference is significant at the 0.05 level.

The table above shows that there are no statistically significant differences at (α= 0.05) in using educational games to improve students' speaking skill in the posttest due to the interaction between group and gender variables. The researcher accepted the null hypothesis because the significant level was (.064) which is higher than the fixed level.

4. Are there any statistically significant differences at (α=0.05) in the influence of using educational games on enhancing vocabulary in the post test between control and experimental group?

To answer this question, the researcher used the means and standard deviation of students in vocabulary posttest for the control group and the experimental group.

Table (6): Means and standard deviation based on the group (experiment group vs. control group) in the vocabulary posttest

Group	N	Mean	Std. Deviation
Experimental	34	18.953	1.44731
Control	33	15.676	2.92375

*The mean difference is significant at the 0.05 level.

The table above illustrates that the mean score of the control group is (15.676), and the stand deviation is (2.92), whereas the mean score of the experiment group is (18.953), and the standard deviation is (1.45). This clarifies that the mean score of the experimental group is higher than the mean of the control group in the vocabulary posttest. To ensure if the differences are statistically significant, the researcher used the ANCOVA as in the following table.

Table (7): ANCOVA results

Source	Sum of Squares	Df	Mean Square	F	Sig.
Pre test	119.026	1	119.026	39.769	.000
Group	154.294	1	154.294	51.552	.000
Error	185.563	62	2.993		
Total	495.679	66			

*The mean difference is significant at the 0.05 level.

Table (7) indicates that the researcher rejected the null hypothesis and there are statistically significant differences at (α= 0.05) between the experimental group and the control group in favor of experimental group who was taught by educational games because the significance value at (F=51.55, P=.00) is lower than (0.05). The result from the above table confirms the great effect of educational games on enhancing English vocabulary at (α= 0.05).

5. Are there any statistically significant differences at (α=0.05) in the influence of using educational games on enhancing vocabulary in the post test due to gender?

In order to answer this question, the researcher found the means and standard deviation of students on vocabulary posttest for the control group and the experiment group.

Table (8): Means and standard deviation based on the group (experiment group vs. control group) in vocabulary posttest due to gender variable

Gender	Mean	Std. Deviation	F	Sig
Female	17.347	2.35847	.020	.889
Male	15.990	3.26010		

*The mean difference is significant at the 0.05 level.

The table above accepted the null hypothesis and shows that there are no statistically significant differences between males and females at (F=.020, P=.889) on enhancing English vocabulary between the control group and experimental group in the post-test due to gender. The significant level was (.889) which is more than the predetermined level (α= 0.05). The result also shows females surpassed males in vocabulary enhancement as the mean score of females is (17.35), and the mean score of males is (15.99).

6. Are there any statistically significant differences at (α=0.05) in the post-test on enhancing vocabulary due to the interaction between group and gender variables?

Table (9): ANCOVA results

Source	Sum of squares	df	Mean Square	F	Sig.
Group	154.294	1	154.294	51.552	.000
Gender	.059	1	.059	.020	.889
group*gender	25.223	1	25.223	8.427	.005
Error	185.563	62	2.993		
Total	20458.250	67			

*The mean difference is significant at the 0.05 level.

The result in the above table shows that there are significant differences at (α=0.05) in vocabulary enhancement in the post-test due to the interaction between group and gender variables. The researcher rejected the null hypothesis because the significance value is .005 which is lower than the fixed value 0.05.

The following graph shows the interactions between group and gender variables in vocabulary posttest:
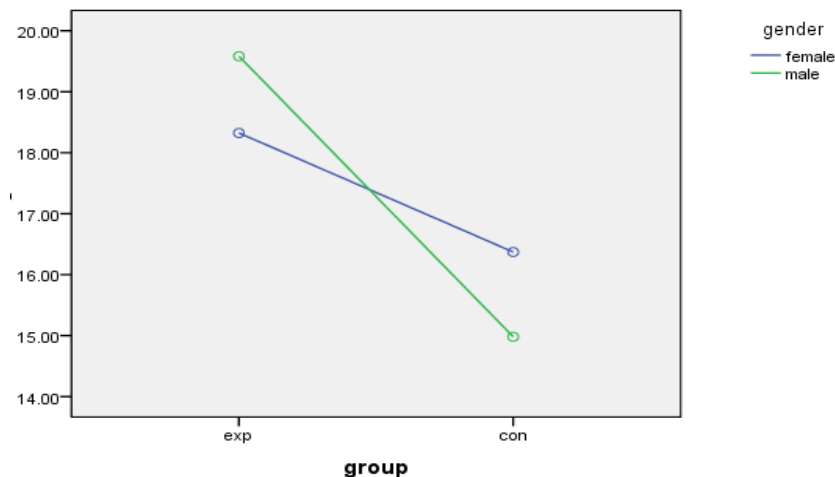
Fig. (1): The interactions between group and gender variables in vocabulary posttest

The figure (1) above reveals the interaction between group and gender under the influence of games on enhancing students' vocabulary. It was shown that males are superior to females after the implementation of educational games in the vocabulary class.

4.4 Summary

This chapter presented the results of the study (speaking and vocabulary tests) using the (ANCOVA) statistics to answer the questions. The results revealed the positive influence of educational games on improving third grades' speaking skill and vocabulary. It also showed that there were no significant differences between males and females after the implementation of educational games.

Chapter Five

Discussion of the Results

5.1 Introduction

5.2 Discussion of the Results of the Study

5.2.1 Discussion of the Results Related to the First Question

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Chapter Five

Discussion of the Results

5.1 Introduction

This Chapter is divided into three sections as follows: The first part discussed the analyzed results and connected them to previous studies. The second one derived the conclusion of the study. In the end, the researcher shed light on some recommendations that the ministry of education, teachers of English, and further research should take into consideration.

5.2 Discussion of the Results of the Study

5.2.1 Discussion of the Results Related to the First Question

Are there any statistically significant differences at (α=0.05) in the influence of using educational games in improving students' speaking skill in the post test between control and experimental group?

The main objective of this study was to investigate whether or not educational games have any effect on improving third-graders 'speaking skill. To get the results of the study, the researcher used an ANCOVA Test for means of the control group and the experimental group. The results of the first question showed that there was a favorable impact on the using of educational games in improving students' speaking skill. The mean of the experimental group was (17.27) while the mean of the control group in the post-test was (15.78.)

It was seen that students in the experimental group did better in comparison to the control group in terms of self-esteem, enthusiasm, and motivation to participate after the application of educational games in the first semester of the scholastic year 2018/2019. Also, the researcher observed that students who were taught by traditional methods looked perplexed, scared and embarrassed and shy to speak in front of their teachers and peers. Accordingly, implementing educational games while teaching can eliminate tension and boredom and help students to be more creative, active and use the language spontaneously.

The results of this study matched with the previous studies mentioned in literature review which emphasized the high impact of educational games on improving speaking ability such as Putri, Sinaga & Sukirlan (2017), Fung & Min (2016), Lia (2015) and Rahmawati (2012) who solved learners' difficulties in speaking the language by implementing board game as a solution strategy. The researchers agreed that board games could stimulate students, turn students from being passive to active ones, overcome their shyness and hesitation, raise their confidence and capacity to learn, and speak the language freely in a cheerful atmosphere. Moreover, some aspects of speaking improved after board game implementation such as vocabulary, grammar, pronunciation, fluency, and comprehension.

Moreover, the results also agreed with Alfulaih (2017), Rabbani, Vianty & Zuraida (2016), Saliha (2015), Birova (2013), Ramirez & Restrepo (2012) Salazar & Villamil (2012), Yulianto (2012) and Leon &

Cely (2010) who confirmed that gamification technique has fruitful advantages as it can help teachers in facilitating teaching and assessment process. Second, students participated actively in speaking classes and conquered their fear of speaking the language and making mistakes in front of the class. Third, games reduce learner's anxiety level. Fourth, help students to be collaborative and interact with their peers effectively. Finally, give students opportunities to exchange information in and outside the class and express their thoughts and feelings spontaneously.

In line with the result of the study, Putri, Sinaga & Sukirlan (2017) Safwandi (2016), Rabbani, Vianty & Zuraida (2016), Zhu (2012) indicated that educational games are effective tools to improve students' speaking skill than traditional methods.

It can be concluded that using games in foreign language classes is of highly advantageous and has a remarkable effect in foreign language acquisition.

5.2.2 Discussion of the Results Related to the Second Question

Are there any statistically significant differences at (α=0.05) in the influence of using educational games in improving students' speaking skill in the post test due to gender?

The results of this question indicated that there were no statistically significant differences at (α=0.05) in the improvement of speaking skill via educational games due to gender. The significant level was (.103) which

was more than the fixed level (0.05). This means that both males and females benefit from using games in improving their speaking skill

Moreover, the results showed that the mean score of females was 17.05 while the mean score of males was 15.99.

5.2.3 Discussion of the Results Related to the Third Question

Are there any statistically significant differences at (α=0.05) in the post-test in improving students' speaking skill due to the interaction between gender and group variables?

The results of this question indicated that there were no statistically significant differences at (α=0.05) in the improvement of speaking skill due to the interaction between group and gender variables.

This means that both males and females could improve their speaking skill in both groups and there was no significant effect for the interaction on developing speaking skill.

5.2.4 Discussion of the Results Related to the Fourth Question

Are there any statistically significant differences at (α=0.05) in the influence of using educational games on enhancing vocabulary in the post test between control and experimental group?

This study aimed to investigate the influence of using educational games on enhancing vocabulary in private schools in Nablus city. To

determine if there were any differences between the control group who was taught by traditional methods and an experimental group who was taught by educational games, the researcher did Ancova test analysis.

The results showed that there were statistically significant differences at (α=0.05) between the control group who were taught by traditional methods and an experimental group who was taught by educational games in favor of the experimental group.

The total mean of the control group was (15.676) whereas the overall mean of the experimental group was (18.953). This means that the experimental group was superior to the control group after the implementation of games in the vocabulary class.

According to the result, the researcher observed that using games in foreign language classes raise the achievement of students in acquiring new vocabulary, help them in being enthusiastic and motivated to learn vocabulary because they kill the sense of boredom during learning , and they destroy the sense of apathy while learning the language, help students to learn, understand, and remember the words easily and accurately. In addition, games raise students' confidence to practice the language and bring real contexts into the classroom since students are learning the language in a vivid and joyful environment. (Perveen, Asif, Mehmood, 2017), Derakhshan & Khatir (2015), Al- Shawi (2014) and Azar (2012).

The results of this study agreed with several studies carried by Vahdat & Rast- Behbani (2015), Maria & Othman (2015), Taheri (2014), Al- Masri & Al-Najar (2014), Keshta & Al- Faleet (2013), Aslanabadi & Rasouli (2013), Efendi (20130, Tuan (2012), Al-Sharafat & Abu-Seileek (2012), Muhanna (2012), Atawi (2011), Aghlara and Hadidi- Tamjid (2011), Dolati & Mikaili (2011), Kalaycioglu (2011), Bouteliaten (2010) and Alemi (2010) who confirmed the effectiveness of using games in teaching vocabulary to students with no prior knowledge as they bring relaxation into class while playing games and encourage cooperation among learners. The results indicated that experimental group surpassed the control group in learning vocabulary because of the fruitful advantages games bring to class, which is to catch students' attention and interest in vocabulary class, stimulate passive learners to engage in the educational process, help students to develop their communicative performance and enjoyed learning the language without being afraid of making mistakes in front of the class.

However, the results contradicted the results of the study of Benoit (2017) who concluded that there were no statistically significant differences between groups who learned vocabulary by traditional methods such as drills, dictionaries and tradition texts and students who were taught by games. Khoshsima, Saed & Yazdani (2015) found that both groups were equivalent in learning vocabulary through instructional games according to short term memory. Silsüpür (2017) found that there were no

significant differences between students who learned by games and students who received traditional methods in learning vocabulary. Rohani & Pourgharib (2013) also indicated that there were no significant differences and both groups made progress in learning vocabulary after receiving the treatment.

In summary, the results of this study are mostly supported by the use of educational games in the acquisition of students' English vocabulary.

5.2.5 Discussion of the Results Related to the Fifth Question

Are there any statistically significant differences at (α=0.05) in the influence of using educational games on enhancing vocabulary in the post test due to gender?

The results of this question indicated that there were no statistically significant differences between males and females at (α=0.05) in using games to enhance learners' vocabulary. The significant value was .889 which means that both males and females are equivalent and they made progress in learning vocabulary by games, and there were no differences between both genders under the influence of using games.

The results matched the results of Benoit (2017) , Al-Masri & Al – Najar (2014), Muhanna (2012), Atawi (2011), Kalaycioglu (2011) who conducted a study on the influence of games on enhancing vocabulary due to gender and emphasized that there were no significant differences

between students who learned by traditional methods and students who learned by games due to gender.

However, the results of Vahdat and Rasti- Behbahani (2013), Scarcella& Zimmerman (1998) contradicted the results of this study by clarifying that there were significant differences between males and females in the enhancement of vocabulary. Also, the results of these studies indicated that males surpassed females in vocabulary improvement after receiving games in the learning process.

5.2.6 Discussion of the Results Related to the Sixth Question

Are there any statistically significant differences at (α=0.05) in the post-test on enhancing vocabulary due to the interaction between gender and group variables?

The result of this question revealed that there were statistically significant differences at (α=0.05) in using educational games on enhancing learners' vocabulary due to the interaction between gender and group variables. This means that there's an influence of the interaction between both groups and gender on enhancing vocabulary.

In addition, the result of the study supported the findings in Vahdat and Rasti- Behbahani (2013) study claimed that there was a significant interaction between gender and learning vocabulary via games.

However, the result was in contrast to the conclusion in Al-Masri & Al Najar (2014) and Muhanna (2012) study which emphasized that there was no significant difference due to the interaction between group and gender after implementing games while learning vocabulary.

The results also clarified the interaction between gender and group in teaching vocabulary through games, and showed that males interact more than females in the experimental group after the use of educational games due to many factors: First, males prefer to play all the time and they tend to be active inside and outside the class. Second, they tend to play games which have some kind of competition and challenge. Third, the nuisance they cause does not affect their academic performance. Finally, playing games enhance their abilities to learn the language and retain the words of the language easily. However, it can be seen that females achieved less than males when applying games especially the games which cause nuisance in the class, this is due to the psychological nature of girls who prefer to play safe games and in a quiet atmosphere (Inal & Cagiltay, 2007)

Moreover, male student prefer to play games which have competition and motivation for an extended period due to their needs for a challenge than girls who prefer social interaction than playing games all the time (Heeter, Medler & Magerko 2010)

Briefly, males are more enthusiastic than females to play games inside or outside of school to increase their excitement and develop their emotional and physiological aspects (Jansz, 2005)

5.3 Conclusion

This study was carried out to examine the influence of using educational games on improving students' speaking skill and enhancing their vocabulary in private schools in Nablus city. The analysis of the results of the pre and posttests of the control and experimental groups concluded the fruitful benefits of using games in comparison to traditional methods in teaching speaking and vocabulary.

The results proved that the group who received the treatment achieved better than the group who did not receive any. The experimental group involved in learning vocabulary and speaking skill via games. They were motivated, interested, engaged, cooperative, enthusiastic, active, and confident to learn the language and use it effectively and accurately in many fields of life. The result can be seen in tables (2 and 6). This finding is due to the researcher's experience.

However, the researcher believed that traditional classes would inhibit students' interest and ability to learn the language since they are a teacher-centered. Learners will be bored, anxious, less motivated, less interested and less challenged to learn in the classes where teachers always apply traditional methods in teaching the foreign language. This finding is due to the researcher's experience.

Games obviously play a remarkable role in teaching speaking and vocabulary to students due to the valuable benefits that can students and teachers take advantage of in the teaching/ learning process. First, games can help students to be relaxed while learning and practicing the target language. Second, games kept learners interested, motivated and involved all the time actively. Third, games enhance students' ability to use the language inside and outside the class effectively. Finally, students can play and learn in a competitive environment and interact effectively with their peers. Accordingly, games should be in the heart of the teaching and learning process, and teachers should not deny the important role of games in teaching vocabulary and speaking.

Therefore, teachers of English are advised to apply educational games in EFL classes to attract students and raise their awareness toward learning the language in a cheerful and attractive environment.

5.4 Recommendations

Based on the outcomes of the study, the researcher proposed some suggestions to teachers of English, the Ministry of Education and for the researchers to do further research.

5.4.1 Recommendations for Teachers

1. Teachers should use more games in their classes to make students active and motivated during the lesson.

2.   To use educational games to teach other skills such as reading, writing and listening.

3.   To choose appropriate games that suit students' age, gender, levels, abilities, social and economic status.

4.   Teachers should change the type of games they used from time to time to avoid the boredom.

5.   Give students the rules and the instructions of the game before applying it in the class to be understood by all students.

5.4.2 Recommendations for the Ministry of Education and Decision Makers

1.   Enrich English curriculum with different types of games to motivate the students and get their attention to learn the language.

2.   Hold training courses for educational supervisors and teachers of English to familiarize them with the benefits and rules of educational games in the teaching, and how to prepare them through training workshops.

3.   Train students in universities and colleges on the use of educational games in teaching through some workshops , and activate them in the period of practical education.

4.   Include some models of educational games in textbooks in proportion with the content of educational material.

5.   Enrich teachers' guide with different types of educational games.

5.4.3 Recommendations for Further Research

1.   Conduct a similar study with a larger sample with different levels of gender, age, and social background.

2.   To apply the study on public and private schools in Palestine.

3.   To apply the study on primary, middle and high schools to examine the effect of educational games on improving students' speaking skill and vocabulary.

4.   The study should be extended to teach other language skills as reading, writing and listening skills.

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Appendices

Appendix (A): The pre-test

Appendix (B): The post test

Appendix (C): Sample of the pre test

Appendix (D): Sample of the post test

Appendix (E): The Validation committee

Appendix (F): Games that were used in teaching speaking and vocabulary

Appendix (G): Permission from An-Najah National University to conduct the study

Appendix (H): Permission from Directorate of Education /Nablus to conduct the study

Appendix (I): Population of the study

Appendix (A)

The pre-test

Name	Vocabulary/Speaking test	3rd Grad
Date:	pre test	Time: 45

Q1: Write the meaning of the following words: (6m)

read comics		boring	
do gymnastics		project	
rope		space	

Q2: Fill in the gaps with the correct word: (5m)

comics/ shells/ bike/ face /broken

1- There's a nose on my_____.

2- I like riding my_____in June.

3-My mom loves reading_____.

4-The computer is_____.

5-I've got a collection of_____.

Q3: Match the words with their opposites: (4m)

Numb	word		opposites
1	clean		dangerous
2	tall		short
3	safe		ugly
4	beautiful		polluted

Q4: Circle the odd word in each group out: (3m)

1-Spring	Chess	Winter	Summer
2-tennis	volleyball	football	season
3-cooking	badges	posters	stickers

Q5: Choose letters from the box to form words below :(2m)

o_n   ai   a_e   ar
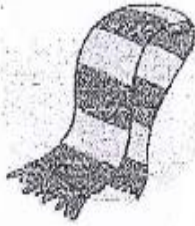
sc_ _f   P_ _nt   st_n_   sp_c_

****

Speaking test:

Q1: Look at the picture and describe in sentences parts of it:

_____

_____

_____

Q2: Match parts of column (A) with parts from (B) to form meaningful sentences:
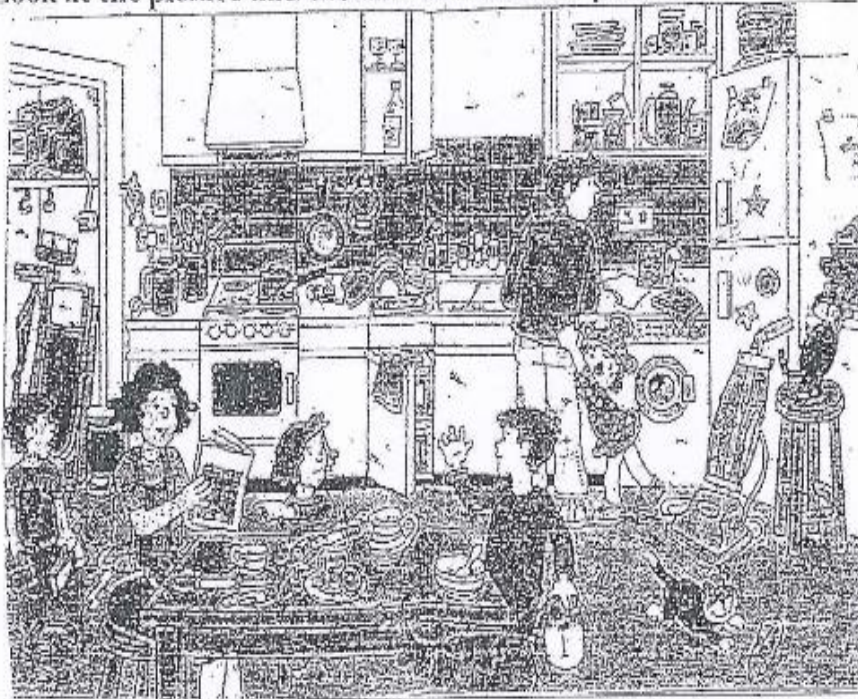
	A		B
1	The children are		crocodiles and zebras
2	Dangerous animals include		No, he can't
3	Safe animals include		dolphins and flamingoes
4	Can Holly see the animals?		a book from Max
5	The monkey takes		at the zoo

Q3: Complete the following conversation about yourself. (The words in the box below can help you):

> Season _ football _ eight_ basketball_ camera_ country_ taking_ Palestine_ playing

Hi! My name is _____ . I am _____ , and I am from _____ . My favourite _____ is summer. I like _____ vollyball, and my brother like playing _____ and _____ . Palestine is a beautiful _____ . I prefer _____ photos of my country. I've got a great _____ .

GOOD LUCK

Appendix (B)

The post test

Name	Vocabulary/Speaking test	3rd Grade
Date:	post test	Time: 45 mins

Q1: Write the meaning of the following words: (6m)

flamingo	
Kayak	
yawn	

snorkel	
coin	
get dressed	

Q2: Fill in the gaps with the correct word: (5m)

paws/toys/windsurf/catch/clean

1- Dolphins can't live in polluted water. They can live in _____ water.

2- Salma is playing with her _____.

3-We can_____ at the beach.

4-The cat hasn't feet or hands. It's got four_____.

5-The children _____ the bus to the school

Q3: Match the words with their opposites: (4m)

Numb	word		opposites
1	good		finish
2	big		bad
3	walk		small
4	start		ride

Q4: Circle the odd word in each group out: (3m)

1-safe	tall	clean	polluted
2- sorry	free	kind	water
3- beautiful	waterski	swim	snorkel

Q5: Choose letters from the box to form words below :(2m)

aw _ oy _ oi _ or

f _ _ k   str _ _   c _ _ n   _ _ ster

****

Speaking:

Q1: Look at the pictures and describe them in sentences:

_____

_____

_____

_____
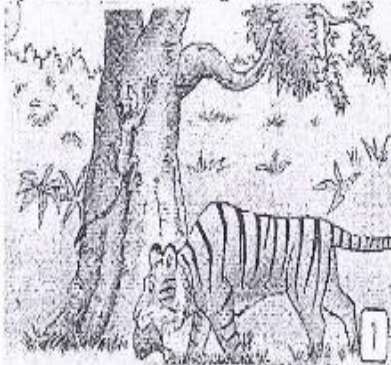
Q2: Match parts of column (A) with parts from (B) to form meaningful sentences:

	A		B
1	Amy likes the		the zoo
2	Max is watching		the monkeys
3	The monkey is		penguin
4	Is the monkey eating the sandwich?		taking Amy's bag
5	The children are		No, it isn't

Q3: Complete the conversation about "My day". (The words in the box below can help you):

friends / get up/ catch/ shower/homework/ family/ park/ get/play/brush

I _____ at seven o'clock on Mondays. I have a _____

and then I _____ dressed.I have my breakfast with my

_____ . I always_____ my teeth after

breakfast.I _____ the bus to school.After school,I do my

_____ then I _____ with my friends in the_____ .I love

the park.

GOOD LUCK

☺

Appendix (C)

Sample of the pre test

Name	Vocabulary/Speaking test	3rd Grade
Date:	pre test	Time: 45 mins

15.5/20   7/10

Q1: Write the meaning of the following words: (6m)

read comics	قصة مصورة كوميدية
do gymnastics	يمارس رياضة
rope	حبل

boring	ممل
project	مشروع
space	فضاء

Q2: Fill in the gaps with the correct word: (5m)

> comics/ shells/ bike/ face /broken

1- There's a nose on my ___face___.

2- I like riding my ___comics___ in June.

3- My mom loves reading ___bike___.

4- The computer is ___broken___.

5- I've got a collection of ___shells___.

Q3: Match the words with their opposites: (4m)

Numb	word		opposites
1	clean		dangerous
2	tall		short
3	safe		ugly
4	beautiful		polluted

Q4: Circle the odd word in each group out: (3m)

1- Spring   Chess   Winter   Summer

2- tennis   volleyball   football   season

3- cooking   badges   posters   stickers
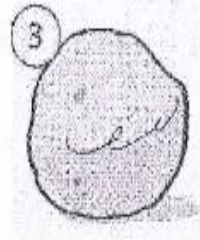
Q5: Choose letters from the box to form words below :(2m)

| o _ n | ai | a _ e | ar |

scaf   Paint   stane   space
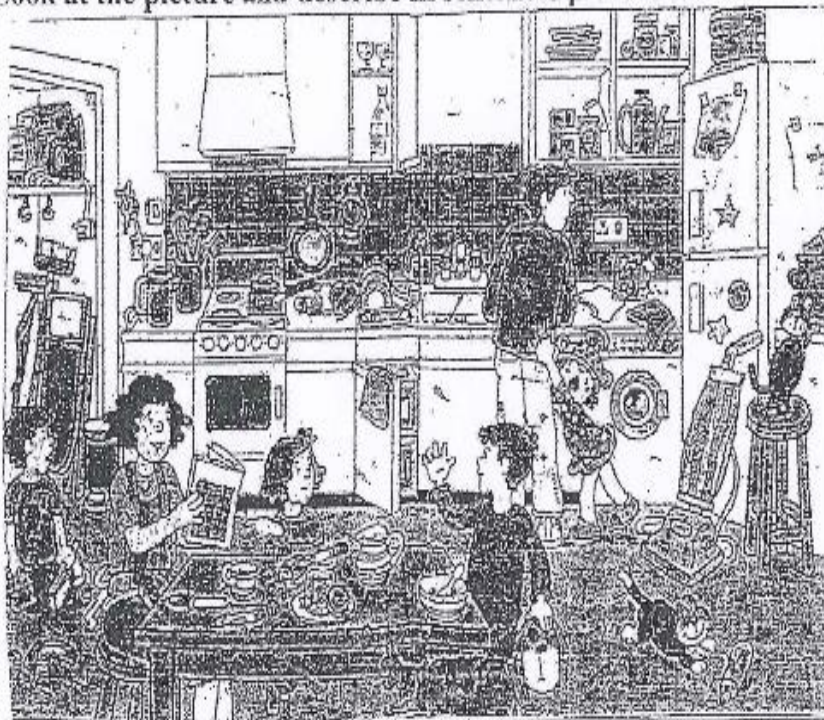
****

Speaking test:

Q1: Look at the picture and describe in sentences parts of it:

Q2: Match parts of column (A) with parts from (B) to form meaningful sentences:

	A		B
1	The children are	3	crocodiles and zebras
2	Dangerous animals include	4	No, he can't
3	Safe animals include	2	dolphins and flamingoes
4	Can Holly see the animals?	5	a book from Max
5	The monkey takes	1	at the zoo

Q3: Complete the following conversation about yourself. (The words in the box below can help you):

> Season _ football _ eight _ basketball _ camera _ country _ taking _ Palestine _ playing

Hi! My name is _Faten_ . I am _eight_ , and I am from _palestine_ My favourite _season_ is summer. I like _playing_ vollyball, and my brother like playing _basketball_ and _football_ . Palestine is a beautiful _taking_ . I prefer _country_ photos of my country. I've got a great _camera_ .

GOOD LUCK

Appendix (D)

Sample of the post test

Name   Vocabulary/Speaking test   3rd Grade

Date: post test   Time: 45 mi

Q1: Write the meaning of the following words: (6m)

flamingo	هالذي النظام	snorkel	يسبح بأنبوبت التنفس
Kayak	قارب نقل	coin	عمله
yawn	يتثاءب	get dressed	يرتدي ملابس

Q2: Fill in the gaps with the correct word: (5m)

> **paws/toys/windsurf/catch/clean**

1- Dolphins can't live in polluted water. They can live in _clean_ water.

2- Salma is playing with her _toys_ .

3-We can _windsurf_ at the beach.

4-The cat hasn't feet or hands. It's got four _paws_ .

5-The children _catch_ the bus to the school

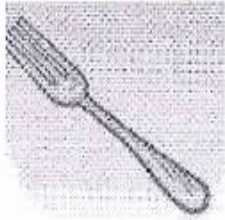**Q3: Match the words with their opposites: (4m)**

Numb	word		opposites
1	good		finish
2	big		bad
3	walk		small
4	start		ride

Q4: Circle the odd word in each group out: (3m)

1-safe   (tall)   clean   polluted

2- sorry   free   kind   (water)

(3- beautiful)   waterski   swim   snorkel

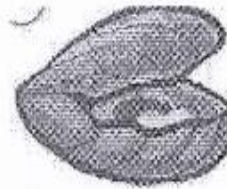## Q5: Choose letters from the box to form words below :(2m)
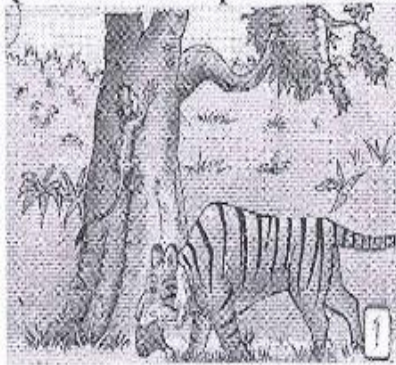
> aw_oy_oi_or

f o r k   str aw   c oi n   oy ster

****

Speaking:

Q1: Look at the pictures and describe them in sentences:

_____

_____

_____

_____

_____

Q2: Match parts of column (A) with parts from (B) to form meaningful sentences:

	A		B
1	Amy likes the	5	the zoo
2	Max is watching	1	the monkeys
3	The monkey is	2	penguin
4	Is the monkey eating the sandwich?	3	taking Amy's bag
5	The children are	4	No, it isn't

Q3: Complete the conversation about "My day". (The words in the box below can help you):

friends / get up/ catch/ shower/homework/ family/ park/ get/play/brush

I __get up__ at seven o'clock on Mondays. I have a __shower__ and then I __get__ dressed.I have my breakfast with my __family__. I always __brush__ my teeth after breakfast.I __catch__ the bus to school.After school,I do my __homework__ then I __play__ with my friends in the __park__ .I love the park.

GOOD LUCK

☺

Appendix (E)

The Validation committee

Dr. Sameer Issa , English Language and Literature Department, An Najah National University
Ms. Karam Abu Ghazaleh , TEFL Department, An Najah National University
Ms. Maha Shahrouri, Supervisor of English , Tala'e Al Amal School
Ms. Dua' Sharaf, Supervisor of English, Tala'e Al Amal School
Aya Merie , Teacher of English, Tala'e Al Amal School
Saed Juma Shqair, Teacher of English, Bidya district
Abdulrahman Nairat, Teacher of English, Qabatya district

Appendix (F)

Games that were used in teaching speaking and vocabulary

I spy game : In this games, the teacher said that I spy something starts with the letter " B" , and the students have to say the word. E.g., "Board"
Scrambled game: In this games , the students have to unscramble the letters in order to form meaningful words.
Guessing game: The teacher in this games put a word on the head of the learner ,and the students gave clues to the player to guess the word.
Hangman game: In this games, the teacher thought of a word, then she/he put dashes on the board which represented each letter, the learners then said a letter ,and if the letter was correct the teacher would write it in the dash, but if it was wrong drew a part of the hanged man.
Role play game: The teacher gave students roles , and they acted them.
Spelling bee game: The teacher showed students a picture of a word and students have to guess the word and spell it correctly.
Tail catcher game: The teacher divided the class into two teams, then the teacher started a word ,and the students have said a word beginning from the last letter and so on . The winning team who gave more words.
Story game: The teacher started with a sentence, and each student added a sentence to create a story.
Memory game: The teacher wrote many words on the board and asked students to look at them for one minute , then the teacher erased the board , and asked students to recall as many words as they can.
Picture game: The teacher showed students two pictures and asked students to discover the differences between them.
Matching game: Students matched each picture with its word.

Appendix (G)

Permission from An- Najah National University to conduct the study

An-Najah
National University
Faculty of Graduate Studies

جامعة
النجـــــاح الوطنية
كلية الدراسات العليا

التاريخ: 2018/11/26

حضرة مدير التربية والتعليم المحترم
محافظة نابلس

الموضوع: تسهيل مهمة الطالبة/ نفين وائل رضا دبس، رقم تسجيل (11558428)
تخصص ماجستير اساليب تدريس الإنجليزي.

تحية طيبة وبعد ،،،

الطالبة/ نفين وائل رضا دبس، رقم تسجيل 11558428، تخصص ماجستير اساليب تدريس الإنجليزي في كلية
الدراسات العليا، وهي بصدد اعداد الاطروحة الخاصة بها والتي عنوانها:

(تأثير استخدام الألعاب التعليمية على تطوير مهارة التحدث وتحسين مفردات اللغة الإنجليزية في المدارس
الخاصة في مدينة نابلس)

يرجى من حضرتكم تسهيل مهمتها في جمع بيانات من خلال اختبار قبلي وبعدي على طلاب الصف الثالث
الأساسي لقياس مدى تأثير الألعاب التعليمية على تحسين مفردات اللغة الإنجليزية وتطوير مهارة التحدث لديهم في
مدارس طلائع الأمل في محافظة نابلس، لاستكمال مشروع البحث.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام ،،،

د. علي عبد الحميد

عميد كلية الدراسات العليا
جامعة النجاح الوطنية
كلية الدراسات العليا
نابلس / فلسطين

Appendix (H)

Permission from Directorate of Education /Nablus to conduct the study

State of Palestine
Ministry of Edu. & Higher Education

Directorate of Education& Higher Education. Nablus

دولة فلسطين
وزارة التربية والتعليم العالي
مـديرية التربية والتعليم العالي – نـابـلـس
وزارة التربية والتعليم العالي

الرقم: م.ن/ 50 3/ 13 / 2441
التاريخ: 28/ 11 /2018م
الموافق: 20/ 3 /1440هـ

حضرة مديرة مدرسة طلائع الأمل الثانوية المختلطة المحترمة

تحية طيبة وبعد،

الموضوع: الدراسة الميدانية

تهديكم مديرية التربية والتعليم أطيب تحياتها، لا مانع من السماح للطالبة (نفين وائل رضا ديس) بتنفيذ بحث لاستكمال رسالة الماجستير حول (تأثير استخدام الألعاب التعليمية على تطوير مهارة التحدث وتحسين مفردات اللغة الانجليزية في المدارس الخاصة في مدينة نابلس) في مدرستكم.

مع الاحترام،،،

أ. أحمد صوالحة

مدير التربية والتعليم العالي

• نسخة / الملف.
أ.ص/ م.ع / د.م
منار العك

Appendix (I)

Population of the study

<div dir="rtl">

المدارس الخاصة واعدد الصف الثالث فيها

#	اسم المدرسة	ذكور	اناث	المجموع
1	دوحة الايمان الاسلامية	9	3	12
2	رياض الصالحين الاساسيه	31	16	47
3	راهبات ماريوسف الثانوية المختلطة	37	26	63
4	طلائع الامل الثانوية الجديدة المختلطة	200	318	518
5	الروضة الثانوية المختلطة	43	24	67
6	البسطامي الاساسيه المختلطة	20	7	27
7	المناهل الحديثة الاساسيه المختلطة	30	15	45
8	التعليم الحديث الاساسية المختلطة	10	11	21
9	الطفولة السعيدة الاساسية المختلطة	12	4	16
10	الاسلامية الاساسية للبنين	72	0	72
11	ايثار النموذجية الاساسية المختلطة	36	20	56
12	الاسلامية الاساسية للبنات	0	25	25
13	أكاديمية القران الكريم الثانوية للبنين	64	0	64
14	المنار الحديثة الاساسية المختلطة	22	7	29
15	مدارس بكالوريا الرواد الثانوية المختلطة	41	28	69
16	دوحة الآداب الأهلية الأساسية	6	8	14
17	العمرية الأساسية المختلطة	55	25	80
18	السنابل النموذجية	17	13	30
19	جيل المستقبل الأساسية للبنين	16	0	16
20	القادة الاساسية المختلطة	23	12	35
21	الانجليزية الحديثة الاساسية المختلطة	27	16	43
22	المدرسة الأكاديمية الامريكية	21	11	32
23	كامبردج الاساسية المختلطة	29	18	47
24	أكاديمية العهد الجديد	8	4	12
25	فلسطين الاساسية المختلطة	14	8	22
26	الديار الاساسية المختلطة	4	0	4
27	الشروق الاساسية المختلطة	20	12	32
28	المجد الاساسية الحديثة	28	32	60
	المجموع	895	663	1558

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جامعة النجاح الوطنية

كلية الدراسات العليا

تأثير استخدام الألعاب التربوية على تحسين مهارة التحدث لدى الطلاب وتعزيز مفرداتهم باللغة الانجليزية في المدارس الخاصة في مدينة نابلس

إعداد

نفين وائل الدبس

اشراف

د. أحمد عوض

تأثير استخدام الألعاب التربوية على تحسين مهارة التحدث لدى الطلاب

وتعزيز مفرداتهم باللغة الانجليزية في المدارس الخاصة في مدينة نابلس

إعداد

نفين وائل الدبس

اشراف

د. أحمد عوض

الملخص

بحثت هذه الدراسة في تأثير استخدام الألعاب التربوية على تحسين مهارات التحدث لدى الطلاب وتعزيز مفرداتهم باللغة الإنجليزية في المدارس الخاصة في مدينة نابلس. ولتحقيق هذا الهدف، استخدمت الباحثة دراسة شبه تجريبية طبقت على45 طالبة و22 طالب في الصف الثالث من مدرسة طلائع الأمل في مدينة نابلس في الفصل الدراسي الأول للعام الدراسي 2019/2018 بالإضافة لتطبيق الاختبار القبلي والبعدي للمفردات والتحدث على مجموعة من الطلاب. وقد قامت الباحثة أيضاً بتقسيم الطلاب إلى مجموعتين ضابطة وتجريبية حيث تألفت المجموعة التجريبية من (25) طالبة و(9) طالباً تعلموا من خلال استخدام الألعاب التربوية بينما تألفت المجموعة الضابطة من (20) طالبة و(13) طالباً تم تدريسهم باستخدام الأساليب التقليدية.

أظهرت نتائج الدراسة أثراً إيجابياً لاستخدام الألعاب التربوية في دروس التحدث والمفردات. وفي ضوء تلك النتائج، أوصت الباحثة باستخدام المزيد من الألعاب التربوية في دروس المفردات والتحدث. بالإضافة إلى ذلك، اقترح الباحث بعض التوصيات لوزارة التربية والتعليم لإعطاء العديد من البرامج التدريبية للمشرفين، ومدرسي اللغة الإنجليزية، والطلاب في الجامعات والكليات حول كيفية الاستفادة من الألعاب التربوية في العملية التعليمية. علاوة على ذلك، أوصى الباحث بإجراء العديد من الأبحاث حول قياس تأثير الألعاب في تطوير مهارات اللغة الإنجليزية، على سبيل المثال (الاستماع والكتابة والقراءة) حيث تلعب الألعاب التربوية دورًا مهمًا في عملية التدريس نظرًا لفعاليتها في إشراك وتحفيز المتعلمين من جميع المستويات.