أثر استخدام الألعاب التربوية في تنمية بعض مهارات اللغة الإنكليزية لدى تلميذات الصف الخامس الابتدائي

بحث مقدم من قبل

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كجزء من متطلبات الحصول على شهادة الماجستير في التعليم الابتدائي

(طرق تدريس اللغة الانكليزية)

بإشراف

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The Influence of Using Educational Games on the Development of some English Language Skills for Fifth Primary Pupils

A Thesis Submitted

By

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To

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In

Primary Teaching Methods
(Methods of Teaching English)

Supervised By

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<u>ABSTRACT</u>

This study aims at investigating the influence of using educational games on the development of some English language skills (speaking and writing) for fifth primary pupils. To achieve the objectives of the study, thirteen null hypotheses have been put on after being subjected to experiment (six of them are main null hypotheses and seven are sub-null hypotheses).

The study is restricted to fifth primary female pupils in Ninevah primary school for girls and Al-Awda primary school for girls too, for the academic year 2002-2003.

The researcher has chosen the pretest-posttest equivalent (control) groups as an experimental design. The sample of the study consists of (55) subjects, (28) pupils represent the experimental group, and (27) pupils represent the control group. The experimental group has been taught by using educational games, and the control group has been taught by using conventional method. The process of equivalence of the two groups has been carried out in the light of the following variables: pupils' ages, pupils' achievement in English in mid-year examination of the academic year 2002-2003, pupils' achievement of the preceding year, intelligence, parents educational attainment, the degree of the pretest of both speaking and writing skills tests. The researcher taught the experimental group as well as the control group.

Speaking and writing skills tests are prepared by the researcher herself to test the main and the sub-hypotheses for the current study. Speaking skill test measures pupils' speaking ability in pronunciation, grammar and vocabulary, while writing skill test measures pupils' writing ability in writing, grammar, vocabulary, and spelling. To check its external validity, the researcher counseled some experts. Then she applied the use of the two skills on some external observational sample to know whether the two skills are understood by the pupils or not and to know the time allotted for each test. The reliability factor, however, has been computed for each test by using the "re-test reliability method" and it was (0.95) for the speaking skill test, while it was (0.98) for the writing skill test which are taken to be good variables for carrying out a test.

The researcher applied the two tests on the two groups before teaching the pupils (pre-test); she then applied them after finishing the second term (post-test) to know the level of development of those skills during the experiment which lasted for twelve weeks.

After treatment the statistical data by using the T-test of the two separated groups, results indicate the following:
-   There is a significant statistical difference between the mean scores of the development of the experimental group taught by using

educational games in pretest and posttest of speaking skill, at (0.05) significance level and in favour of the posttest.

- There is a significant statistical difference between the mean scores of the development of the experimental group taught by using educational games in pretest and posttest of writing skill, at (0.05) significance level and in favour of the posttest.
- There is a significant statistical difference between the mean scores of the development of the control group taught by using conventional method in pretest and posttest of speaking skill, at (0.05) significance level and in favour of the posttest.
- There is a significant statistical difference between the mean scores of the development of the control group taught by using conventional method in pretest and posttest of writing skill, at (0.05) significance level and in favour of the posttest.
- There is a significant statistical difference between the mean scores of the development of the experimental group taught by using educational game and the control group taught by using conventional method in the total of the posttest of speaking skill at (0.05) significance level and in favour of the experimental group.
- There is a significant statistical difference between the mean scores of the development of the experimental and control groups in pronunciation of the posttest of speaking skill for in favour of the experimental group.
- There is a significant statistical difference between the mean scores of the development of the experimental and control groups in grammar of the posttest of speaking skill for in favour of the experimental group.
- There is a significant statistical difference between the mean scores of the development of the experimental and control group in vocabulary of the posttest of speaking skill for in favour of the experimental group.
- There is a significant statistical difference between the mean scores of the development of the experimental group taught by using educational games and the control group taught by using conventional method in the total of the posttest of writing skill at (0.05) significance level and in favour of the experimental group.
- There is a significant statistical difference between the mean scores of the development of the experimental and control groups in writing of the posttest of writing skill for in favour of the experimental group.
- There is a significant statistical difference between the mean scores of the development of the experimental and control groups in

grammar of the posttest of writing skill for in favour of the experimental group.

- There is a significant statistical difference between the mean scores of the development of the experimental and control groups in vocabulary of the posttest of writing skill for in favour of the experimental group.

- There is a significant statistical difference between the mean scores of the development of the experimental and control groups in spelling of the posttest of writing skill for in favour of the experimental group.

In the light of the results, the researcher put on some relevant recommendations like teachers should use educational games that may be useful to their pupils in order to enhance pupils' proficiency and help them to achieve their goals, also providing primary schools with some games which are related to the prescribed textbook and appropriate to the level of the pupils.

The researcher also suggested to carry out a similar study on other language skills. She also suggested to carry out a similar study with reference to variables like achievement, attitudes or interest.

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ABBREVIATIONS

Abbreviation	Meaning
TEFL	Teaching English as a Foreign Language
No.	Number.
SD.	Standard Deviation.
df	Degree of freedom
RECI	Rafidian English Course for Iraq

CHAPTER ONE
Introduction

1.1 Introductory Note:

Language is a means by which human beings communicate with each other .

People learn a language in order to use it in real situations, this is so because much of the language we use in every day life is motivated by a desire for self-expression, i.e., exchanging thoughts, feelings, and concepts, as opposed to the mere conveying of information or getting things done (Abdul-Fatah, 1997: 8).

Language is a part of the culture of a people and the chief means by which the members of a society communicate. A language therefore, is both a component of culture and central network through which the other components are expressed (Lado, 1964: 23).

Some students study a foreign language because they are attracted by the culture of one of the target language communities. They learn the language because they want to know more about the people who speak it and the places, in which it is spoken. People who wish to learn a foreign language may have any one of a great number of reasons for doing it. Many students study English because they have to. English is a part of the school curriculum because a decision has been taken by some one in authority that it should be so (Harmer, 1983: 182).

Furthermore, the curriculum of teaching English is designed that it enables the pupils upon completion to continue for studying and reading by themselves, to increase their skills, and for specializing in any aspects of English of their choice (Finocchiaro, 1964: 36).

In teaching, it is highly desirable to know exactly what one is hoping to achieve as it is in all great undertaking, the teacher must consider carefully what he is trying to do when he is teaching. As is well known, there are four general aims to teach pupils to hear and understand the spoken and written language and to speak and write it. There are the, four abilities to train: hearing, reading, speaking and writing with understanding as the main ingredient in each (Garrey, 1969: 7). So, language learning is the acquisition of a set of skills, two of the skills, i.e. listening and speaking are oral and two, i.e., writing and reading are written (Al-Hamash & Younis, 1985: 16).

Consequently, teaching of English aims at developing the skills understanding (listening, speaking, reading and writing (Finocchiaro, 1964: 52).

Adding to this, language teaching is not a mere occupation as some teachers may think. It is an art, to be successful with young beginners. So, a language teacher should be an actor and a stage-manager at the same time, he should be honest and truthful (El-Bettar, 1965: 59). Also the approach that the teacher uses in teaching should depend on the age of his pupils and his course. Many teachers prefer the conversational approach in which students hear, say and perhaps memorize a short dialogue (Finocchiare, 1964: 51).

So, the communicative trend is considered it as one of the modern trends in language teaching because it considers language as a means of communication, and the basic curriculum is based upon notions or speech functions which are called speech acts. This trend made the linguistics think about new styles in language teaching (Abdul-Aziz, 1983: 5).

One of the modern basic principles of language learning (especially during the early stage) is that learning should be enjoyable. A dreary situation hardly leads to any beneficial learning. For this reason language

teachers have inclined more towards the use of colourful pictures, pleasant sound recording, films, and on top of all games and play (Al-Hamash, 1982: 1). One of the new styles which had increased attention by educators is communicative games or which are called language games (Abdul-Aziz, 1983: 5).

Educational games are described by their higher potent in attracting attention because they include the factor of excitement. They encourage the pupil to study and ensure his reaction with the instructional material presented in a fluent and enjoyable style to achieve the intended purposes. These games make the pupil positively affected in the process of learning more than any other similar means, because the pupil uses his mental and excitable abilities when reacting with themselves (Al-Ubeadi, 1993: 6).

The educational games are considered one of the modern attitudes in the techniques of teaching because it motivates the learner during his exposure of the information to interact with the teaching materials and with other learners in teaching situations which are having intentional action. It motivates thinking among the learners and increases their mental growth (Subareini & Ghazawy, 1987: 121).

Also, the educational games are considered one of the means which make the learner vital and interactive during his acquisition of the facts, concepts, principles and processes in teaching situations which are near / or similar to fact by the interaction of the teaching materials and with other learners to achieve the goals (Al-Heela, 2000: 361). Teaching games as Serbic (1976: 19) states is important because they help teachers to transform the classroom atmosphere into a sparkling, refreshing forty minutes period of activity, in which the pupils almost without thinking, speak the target language as quickly as they can, using structures and phrases naturally without having to be regimented by pattern drills.

Also, using games in class gives practice in all language skills (Mohammed et al., 1988: 44). McFarlane et al., (2002: 4) state that using games provide a forum in which learning arises as a result of tasks stimulated by the content of the game, and skills are developed as a result of playing the game.

The major favour of taking teaching from the theoretical pronounced aspect to the world of sensed facts that have the direct impact in the life of the child, because playing games is the best means for the child to express himself, also it makes the adults better understand the personality of the child. It can be used as a basis for the other teaching methods which adults might adopt to teach the children (Al-Jarah & Mohammed, 1989: 46).

Many researchers have proved that the educational games are potential and powerful means of changing the behaviour and trends of the pupil, and that by acquiring true skills which he might face in his practical life. After that it would redirect him towards the means that he might respond to him (Subariein & Ghazawy, 1987: 125).

Using educational games spread widely in schools especially the primary ones for their importance and vital role in the teaching and learning process (Al-Ubeadi, 1993: 8).

The best use of educational games has succeeded in teaching many subjects, such as language, sciences, mathematics, social science, …etc. In language aspects, a great deal of studies have proved the active role of games in pupils' progress in their study and improvement of their linguistic standard etc. These studies will be mentioned in the literature review in Chapter Two.

1.2 The Significance of the Research:

In the light of the background mentioned above, the importance of the study is dedicated by the following facts:

1- The importance of investigating the effect of using educational games on the development of English language skills.

2- Providing researches and higher studies students with the results of the current studies, tools and the procedure for conducting similar studies in the future studies.

3- This study is expected to be of significance as an attempt to identify the most efficient equipment for TEFL in elementary level. Likewise, it is considered as one of the first studies that investigates teaching English, as it attempts to empirically evaluate tools to build a scale for speaking skill and writing skill at primary stage.

4- Providing the local and Arabic libraries with a humble scientific effort.

1.3 The Problem of the Research:

The Iraqi pupils, especially at the primary schools, suffer from many difficulties in learning English as a foreign language, because many teachers tend to take the lion's share of the practice at the learners' expense.

Some teachers think that games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for fun, also they believe that the pupil loses all desire to play games.

Added to this, there are no studies interested in the influence of using educational games on the development of English language skills in the elementary stage.

Accordingly, the problem of the current research is limited to the following question: what is the influence of using educational games on the development of some English language skills?

1.4 The Aim of the Research:

The current research aims to probe the influence of using educational games as a technique of teaching English for fifth primary pupils on the development of some English language skills, namely, speaking and writing.

1.5 The Hypotheses:

In an attempt to achieve the main aim of the current research, the following hypotheses have been introduced.

Main and Sub Hypotheses:

1- There is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games in pretest and posttest of speaking skill.

2- There is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games in pretest and posttest of writing skill.

3- There is no significant statistical difference between the mean scores of the development of the control group taught by using conventional method in pretest and posttest of speaking skill.

4- There is no significant statistical difference between the mean scores of the development of the control group taught by using conventional method in pretest and posttest of writing skill.

5- There is no significant statistical difference between the mean scores of the development of the experimental group taught by using

educational games and the control group taught by using conventional method in the total of speaking skill test .

This hypothesis has three sub-hypotheses:

5.1 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in pronunciation of speaking skill test.

5.2 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in grammar of speaking skill test.

5.3 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in vocabulary of speaking skill test.

6- There is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games and the control group taught by using conventional method in the total of writing skill test.

This hypothesis has four sub-hypotheses:

6.1 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in writing of the writing skill test.

6.2 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in grammar of writing skill test.

6.3 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in vocabulary of writing skill test.

6.4 There is no significant statistical difference between the mean scores of the development of the experimental and control groups in spelling of writing skill test.

1.6 Limits of the Research:

The current research is limited to:

1- A sample of fifth primary (female) pupils in the city center of Mosul, during the second term of the academic year 2002-2003.

2- The last five units of Pupil's Book1(A), Pupil's Work Book 1(B) and Manual 1 for fifth grade of the primary education stage in the "Rafidain English Course for Iraq" (Darwesh, et al., 2002A&B). 1st ed. textbook for teaching English to fifth primary pupils. These units are (11, 12, 13, 14 and 15).

3- Only two language skills, namely speaking and writing.

1.7 Definition of the Terms:

1- Educational Games:

This term takes on different meanings for different people. It seems to encompass an extremely varied collection of activities.

- Good (1973) in the Dictionary of Education, defines games as "an educational technique in which the student is presented with a situation involving choices which are made in simulated real life situation and the choices, which then produce some type of payoff, such as a reward or deprivation dictated either by chance or by the choice of strategies made by the student". (Good, 1973: 257).

- Cortez (1978) defines a game as "an activity designed to stimulate and sustain interest while affording the learner practice in listening and / or speaking for purpose of language acquisition (Cortez, 1978: 204).

- Badawi (1980) defines a game as "an activity which is participated by a number of pupils within a specific rules in order to achieve specific objectives" (Badawi, 1980: 138).

- Byrne (1995) gives the following definition to games as "a form of play governed by rules. Games should be enjoyable. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game" (Deesri, 2002: 1).

- Bugahhoos and Obaid (1997) define a game as "a systemic activity in a group of rules and systems done by one or two pupils or a group of pupils in order to achieve the previously specified objectives". (Bugahhoos and Obaid 1997: 412)

For the purpose of this study, the researcher defines educational games as instructional activities which are prepared in the form of games and done by fifth primary female class, i.e., experimental group inside the class (during the experiment) and under the supervision and control of the teacher (the researcher herself) in order to achieve the specific objectives in the lesson plan which are prepared for the purpose of the current research.

2- Skill:

- Good (1973) in the Dictionary of Education defines skill as "anything that the individual has learned to do with ease and precision; may be either a physical or mental performance". (Good: 1973: 536).

- Borger & Seaborne (1984) define skill as "a complex activity which demands a period of purposeful training and organized practice in order to achieve an appropriate method" (Al –Kubeasi & Al-Dahery, 2000: 101).

- Hornby et al., (1985) define skill as "an ability to do something expertly and well" (Hornby, et al. 1985: 805).

- Harr'e and Lamb (1986) define skill as "Capabilities to perform particular tasks or to achieve a particular goal. Many skills can be acquired, sometimes after along period of training and practice" (Harr'e & Lamb, 1986: 225).

- Abu Jadoo (2000) defines skill as " a type of perfect performance aiming at achieving an action or a specific assignment, whether simple or complex, and the skill as an accuracy perfect is developed by learning, also skill is measured by accuracy and rapidity (speed) factors" (Abu Jadoo, 2000: 480).

For the purpose of this study, the researcher defines skill as "an ability of primary stage pupils to use the spoken aspect of English language, namely pronunciation, vocabulary and grammar, also the use of the written aspect of English language, namely writing grammar, vocabulary and spelling with expert and well.

3- Speaking Skills:

- El-Bettar (1965) defines speech as "the foundation of reading and writing, or the ability to say what the person wants to say" (El-Bettar, 1965: 11).

- Good (1973) defines speech skill as "the use of oral language or of language generally" (Good, 1973: 537).

- Al-Khuli (1981) defines speaking skill as "a correct pronunciation, intonation and speaking with appropriate speed" (Al-Khuli, 1981: 456).

Based on our previous definition for speaking skill, the researcher can define speaking skill as the pupil's ability of primary stage to say what s/he wants, using words and sentences with correct pronunciation, vocabulary and grammar. This skill can be measured by evaluating pupils' marks (scores) obtained from speaking skill test given to them.

4- Writing Skills:

- Paulston et al., (1976) define writing skill as "one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Writing tends to increase retention and makes a valuable source for later reference" (Paulston et la., 1976: 203).

- Al-Hamash & Abdul-Rahim (1980) define writing as "a skill which involves a number of practice and repetition to grow" (Al-Hamash & Abdul-Rahim, 1980: 103).

Based on our previous definition for writing skill, the researcher can define writing skill as the ability of primary stage pupils to write words and sentences, using correct vocabulary, grammar and spelling. This skill can be measured by evaluating pupils' marks (scores) obtained from writing skill test given to them.

CHAPTER TWO
Theoretical Background and Literature Review

2.1 Introductory Note:

In spite of the difference in the viewpoints of the educators and philosophers and the variety of theories concerning the use of educational games, the educational games have been widely used in the field of education and teaching. Thus, they were considered a favourite approach in the students' education and teaching (Al-Ta'i, 1982:19).

The Arab scientists such as: Ibn- Khaldun, Al Ghazali and Ibn Sina have emphasized including games through the process of learning (Al-Ta'i, 1982:20), also Jean Jacque Rousseau recommended that the child should be left in the environment in order to learn. Friedrich Frobel has also emphasized that playing is the basic motor of learning. Thus, he has established a kindergarten for the children whose teaching depends upon playing (Mahmood, 2000:73) (Al-Kinani, 1997: 16). Then, Maria Montessori has also adopted the principle of playing as an important approach in the education of the children.So she has set new sets to the houses of children and has enabled them to enjoy playing in them in order that she can train their senses on shifting subjectively from a simple action to a more complicated one with some guidance (Al-Kinani, 1997: 16).

Thus, the great number of schools and kindergartens are established and depended upon learning through educational games as a result of the conclusions made by a great number of studies and researches which concentrate on the importance of educational games. Many ancient and modern scientists, such as the German philosopher Lazarus, Schiler

Spencer, the American scientist Stanley Hall, Karl Groos, Carr, Konorad lange , Piaget, Janne and Bruner (Al-Kinani, 1997: 16-17) have asked for the importance of playing as an educational approach.

Moreover, there are many research papers which have uncovered new meaning for games or playing according to which games are considered as a means of decreasing energy, and emphasized including games through the educational syllabus in all stages of teaching especially in the early stage. Consequently, teachers and supervisors of schools should know the meaning of games as well as the functions and advantages provided by them. They should also have knowledge of the types of games practised by the students in the different stages of their growth in addition to their designs, uses or operation inside the classroom and their evaluation (Al- Sua'ud, 1985: 124).

The use of educational games is considered one of the styles of teaching because it motivates the pupil while presenting information to interact with the educational subjects and with other pupils through educational situations having vivid aimed action which motivates thinking among learners, and increases their mental growth (Subareini and Ghazawy, 1987:121) (Mahmood, 2000: 74) (Al-Heela, 2000: 362) (Abu-Rayya & Hamdi, 2001: 164). So, the pupil learns through playing with others, cooperation, self-denail, taking, giving and respecting others rights. Thus, the pupil learns how to be true, faithful, friendly, trust worthy and able of controlling his emotions during his/her winning or loss (Mulas, 1985: 130). Games also give the pupil both confidence and oral practice (Arnold, 1979: 205).

Whenever educational games are well-designed, supervised and set, they will have an affective role in organizing learning and providing opportunities for the normal and complete growth of the students. The students have got a great interest in practising games as they support them

with positive attitudes towards learning subjects and their teachers (Al-Kinani, 1997:18). That is why the use of educational games has spread in the educational field and has been more commonly used since the 1960 of the twentieth century (Subareini & Ghazawy, 1987: 125, Al-Heela, 2000: 364).

So the educational games are simple samples of reality through which the learner goes through situations similar to those of daily life and he practises roles similar to those practised by the adults in their life. Hence, the games' basic idea is to make the pupil a positive participant in the educational position through which s/he will acquire the concepts, practises the skills, possesses attitudes and puts hypotheses, asks questions, works in a team, puts plans, and makes decisions to reach a solution for the problem he is having. This is how the scientific subject is considered as a means used by the learner to solve a certain problem, and thus, it has an applied function in his/her daily life (Al-Kinani, 1997: 18).

The educational games have grown in recent years because of the industrial development and they bring audio visual educational games among which are the static and dynamic, the simple and complicated, in addition to individual and collective games. The fields of educational games have also varied to touch all fields of knowledge which concerns the teacher, some of which asks for an increase in the total visual tangible pictures and words to develop his ability to distinguish, analyse, synthesize or acquire the skills which he needs in achieving the intellectual growth, technical, nervous, muscular, and so on. The preference the schools has been measured according to their extent of possession of the educational games regardless of their importance in fulfilling the aims or the approaches of its adaptation to the teaching situations (Al-Heela, 2000:361).

The educational games are used in the teaching and application in various subjects such as science, mathematics, social sciences, economics administration and other subjects, because of the benefits of this technique in presenting the teaching material in a suspenseful way which is near to fact and urging motivation, by the use of educational instruments and equipments which provide safety and peace for the learner especially in the case of the vocational practice. As the case in using any educational means in a classroom, the teacher, while using the educational games, has to be familiar with the content of the game and its goals, prepare the educational environment in a way that helps to perform the games as well as preparing the minds of the learners to the content of the game, and what he expects from them to do in the discussion and activities of the game (Subareini &Ghazawy, 1987: 121).

The best use of educational games has succeeded in teaching many fields of language. A great deal of studies have proved the active roles of the game in the pupils' progress in their study and linguistic level, such as Humphry's study which aims at identifying the influence of active playing in developing the language concepts among third year students (Humphrey,1970: 30-31). Lewis has also made a study that aims at knowing the effect of some academic games in teaching the use of language skills to the intermediate second year students in one of the private schools in the city of Fredrick in the state of Maryland (Lewis, 1976: 6224).

Al- Nymraat has also made study that aims at investigating the influence of some games in vocabulary achievement (Al-Nymraat, 1995:1-3). The study of Keen has also sought for the effects of using games in performing the spelling of the preparatory third, fourth and fifth year pupils. (Keen, 1984: 1024).

Many other studies have also indicated that vivid, active role of using the educational games in changing the learner's behaviour and attitude as they add an atmosphere of pleasure and interest (Subareini and Chazawy, 1987: 125).

2.1.1 The Historical of Development of the Educational Games:

The ancestor of educational game is the war game. War games have been in existence for centuries (chess, for example, is in all essentials a war game) but were first extensively developed during the nineteenth century for training and for predicting the outcomes for various military strategies. The most direct descendant of war games is the international relations simulation (Deighton, 1971: 108).

In 1950s the Rand Corporation developed several games in which players took the parts of decision –makers in the nations which confronted each other on important conflict issues following World War II. The goal of these simulation games was to give insight into the likely consequences of alternative foreign policies and weapons systems (Sabareini & Ghazawy, 1987: 124).

An international relations simulation which has been adopted for high schools and college courses is the inter-nation simulation, developed by Guetzkow and his associates (1963) at North Western University.

Not at the early 1960s was attention given to games as serious learning tools and integral parts of the academic curriculum. The actual number of instructional games developed and the extent of their use is difficult to estimate, since many have been created by individual teachers for their own classes (Deighton, 1971: 108, Sabareini and Ghazawy, 1987: 124-125 & Al-Heela, 2000: 364).

2.1.2 Considerations of Using Educational Games:

In deciding which game to use in particular class and which games will be most appropriate and most successful with pupils, teachers must take many factors into account, the following considerations should be born in mind.

1. Choosing interesting and exciting games with specified educational and linguistic aims, i.e. the game should be fit to the purposes of the class or the content of the textbook (Abdul Allah and Abood, 1997: 276, Ibid).

2. The game should be taken from pupil's environment (Abdul Allah & Abood, 1997: 276, Ibid).

3. The game should be suitable to the age, abilities and interests of the pupils (Ibid). The teacher should consider pupils' characteristics whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not, (Deesri, 2002: 2), (Mohammed et al., 1988:44).

4. The game should help the pupil to think, observe, balance, and arrive to the fact by logical visual steps (Al-Heela, 2000: 370).

5. The teacher has to read the instructions of that game and tries to follow them (Ibid).

6. There is no game without rules. As a matter of fact the rules are the game itself, strict adherence to the rules is vital for the success of any game (Al-Hamash, 1982: 208).The rules of the game should be easy, clear, simple and understandable, and can be played by all the pupils (Al-Hamash & Abdul-Rahim, 1980: 59, Darwesh, et, al. 2002: 72).

7. The teacher has to be sure that the language used is within the standard of his pupils (Mohammed et al. 1988:44) (Deesri, 2002:2).

8. The game should be done by a mentally preceded preparation, get every thing needed ready for the game like objects, pictures charts, etc. (Al-Hamash & Abdul-Rahim, 1980: 136, Mohammed et al., 1988:44 & Darwesh et al, 2002: 72).

9. A good game is one which is full of activity and participation on the parts of the pupils (Dobson, 1974: 57, Ibid).

10. The game should not be a monotonous mechanical one like a mechanical linguistic exercise since the good game should excite the pupils' mind and it is better to contain surprise, astonishment and competition elements (Al-Hamash & Abdul-Rahim, 1980: 135).

11. The game should enable pupils to speak and write English from the beginning to the end (Dobson, 1974:57, Ibid).

12. The teacher has to be sure that the game would serve to teach the skill s / he is aiming at (Mohammed et al., 1988: 44).

13. The game should be suitable to the number of the pupils and the budget of the school (Al-Heela, 2000: 370).

14. A good game is that enabling all pupils to take parts. Some games can be played by a few people only. These are of little use in large classes (Al- Hamash & Abdul-Rahim, 1980: 59). If the class was large, there are some games, where a number of students will of necessity sit as the audience. But even here, there are ways of having members of the audience keep score and in other ways take part in the game in small classes, the teacher makes sure that every pupil has an active role in every game played (Dobson, 1974:57-58, Darwesh et al, 2002C: 72).

15. The game should be directed by the teacher, the teacher should stand in front of the class so that the pupils can see him, he may serve as the leader or referee (Dobson, 1974: 58). In addition to this, the teacher should also be able to play and overict sometimes to help pupils fell comfortable and want to join the activity. This means the teacher should thoroughly understand the game and its nature and be able to lead the game (Mustafa & Sulyman, 1987: 144, Deesri, 2002: 2).

16. It is very useful if we divide the class into two teams so that the teacher does not waste time in dividing them into teams for every game. The two teams or more should be roughly equal in number, of more proficient pupils and less proficient pupils on each team, so that the teams will be balanced, i.e. the teams should be equal in proficiency in the language (Dobson, 1974: 59, Darwesh et al., 2002C: 72).

17. The directions of the game should be very clear, so that every pupil understands exactly how to play (Ibid).

18. The game should be stopped playing before the pupils are ready to quit. In other words, never playing a game so long that it begins to bore the participant (Dobson, 1974: 59, Al-Hamash & younis, 1985: 137 & Darwesh et al. 2002C:72).

19. Finally, the game should not be played at the beginning of the class we should save the game for use in the middle or at the end of the lesson, i.e. when the pupil needs a break from tiring drills (Dobson, 1974: 58, Ibid).

2.1.3 Characteristics of a Good Game:

According to the considerations of using educational games mentioned above, the following characteristics of a good game should be taken into consideration:

1. A game is governed by rules. Playing just to pass time will not have the same effect. To make a simple activity into a game is just to give a couple of rules and that is all.

2. A game has objectives. One of the rules, and probably the main one is the achievement of an objective. This objective can be something like making point for correctness or finishing an activity first.

3. A game is a closed activity. Games must have a beginning and an end, must be easy for the players, or the teacher, to know who is about to reach the aim.

4- A game needs less supervision from the teacher. This must be understood as linguistic supervision. Sometimes the game is conducted by the teacher who acts as a judge, scorer and/or a referee.

5- It is easier for students to keep going. Compared with pair or group work, a game has a clear element that other interaction patterns do not have. This makes the activity more attractive (Klauer, 2000: 2).

2.1.4 The Advantages of Educational Games:

The supporters of using educational games in teaching claim that they exceed the conventional method-regarding achievement and attitudes of the pupils (Subareini & Chazawy, 1987: 125, Al-Kinani, 1997: 24 & Al-Heela, 2000: 365), because of the great advantages of them, they can be summarized by the following:

1- The educational games increase pupils' motivation for learning because they play real roles to deal with real problems (Subareini and

Ghazawy, 1987: 126) (Al-Kinani, 1997: 24) (Al-Heela, 2000: 365) (Abu Rayya &Hamdi, 2001: 164).

2- They work to make the learner participate positively in the process of learning because the learner uses his own various abilities during playing, and this corresponds with the modern attitudes in teaching (Subareini &Ghazawy, 1987: 126).

3- Providing the learner with experiences closer to realistic life than any other teaching method. Consequently they decrease the gap between what is happening in the classroom and what is happening in daily life (Abu Rayya &Hamdi, 2001: 164, Subareini &Ghazawy, 1987: 126).

4- They enable the pupils to apply the facts, concepts and principles which he has already learnt in life situations, and by that they indicate the pupils ability to adapt these information (Al- Kinani, 1997: 24).

5- They are considered one of the active methods in measuring pupil's attitudes developing and consolidating them (Al-Kinani, 1997: 24).

6- They achieve a great aspect of the informational and emotional goals of teaching (Mukhloof, 1988: 118, Al-Heela, 2000: 365).

7- Systematize the relationships between the pupils themselves, and between the pupils and teachers (Al-Kinani, 1997: 25).

8- Helping the pupils obtaining concepts, skills, new words, dexterity using simple tools and to fill their free time with fascinating toys and greeting cards (Mossa, 1982:82, Al-Sua'ad, 1985: 124).

9- Playing a game is a group activity, an act of cooperation, which helps to bring the group together and break down the barriers of reseive which can sometimes prevent students learning a language effectively (Hubbard et al., 1983: 95).

10-Educational games can provide a frame work for correct usage of language (Arnold, 1979: 206).

11-Educational games can lower pupils' stress in the classroom (Deesri, 2002: 2).

12- Educational games can increase motivation to learn the language as students especially weaker on is fell a real sense (Mohammed et al, 1988: 44, McFarlone et al, 2002: 13).

13- The pupil asserts himself through winning and outstand among, learns how to cooperate and respect right of the others, also he learns to respect laws and orders and commit himself to them, and asserts his association with the other reinforces (Mossa, 2001: 19, Anani, 2002:41).

2.1.5 The Design of the Educational Games:

The educational game includes a sequence of events and activities which form a description of the characteristic of the aimed type, and rules that present the way of performing the game in an organized way to achieve certain goals as well as the pupil's acquisition of the direct feed back on his /her decisions taken during the playing as a type of evaluation for his/her behaviour in order to improve and develop himself/ herself. The stages or the steps of designing the educational games are: -

1. The Stage of Preparation

a. Preparing educational games to be used in work and this is achieved by the following:-

1. Choosing the subject or the content and the major and minor ideas that the game imply.

2. Identifying the educational goals clearly to see what the pupils can do after studying the game.

3. Limiting the sufficient time for studying the game.

4. Presenting the pupils' roles in the game.

5. Identifying the source used in the game.

6. Putting the game's laws and explaining how the players interact with each other by informing them with the game events in a serial way and clarifying the roles that the pupils should act to achieve the goal.

7. Experimenting the game on a sample of pupils in order to solve any problem that may appear during its application. (Bell, 1986: 110, Abu Sarhan, 1994: 24 and Abdul Allah &Abood, 1996: 268).

b. Preparing the place suitable for playing these games which should be wide enough for group and individual playing.

c- The teacher should prepare himself first by practising these games beforehand and putting a suitable plan to use them.

d- Attracting the pupils' attention and arousing their thinking to know beforehand what is required from them to do (Abu Sarhan, 1994: 33, Al-Kinani, 1997: 20 & Al-Heela, 2000: 377).

2.The Stage of Using Games

It is the stage through which the pupil use these games, and the teacher should consider some proper principles necessary for an ideal use of those games, such as:

1- The use should be meaningful, that is to say the pupil must have an idea of what we expect from him.

2- The teacher must give the pupil a chance to work in order to reach his aim and there the individual differences are noticed.

3- The pupils should not be compared with others since each one of them has his own merits and abilities that must be respected.

4- The teacher should give freedom to his pupils. He should not impose a cruel system on them that would cancel the pupil's interest in learning by playing.

On the contrary, the teacher has to advise his pupils to play with a certain freedom, which will not cause chaos and disturbances to other classes (Bell, 1986: 110, Al-Kinani, 1997: 21 & Al-Heela, 2000: 372).

3.The Stage of Evaluation

If the pupils fail in achieving the learning goals put for one of the subjects, the lesson will be a failure, and the teacher should make some improvement on the mistakes made. Even if the pupils have been successful in fulfilling the lesson's aims, they remain in need of evaluating and correcting the methods and styles of teaching to know the factors that can be improved. The following questions provide specific recommendations to a post evaluation to a lesson using the educational games:

1-Have the principles of the game been clear to the pupils?

2-Have the principles of learning required more time?

3-Have the principles been so long that they have slowed down the progress of the game?

4-Has the game been so difficult?

5-Has the game been designed to allow the participation of all the pupils?

6-Have the pupils enjoyed the game?

7-Has the game caused problems of descipline inside the classroom?

8-Has the excessive identification with the game hindered achieving the games goals?

9-Have the pupils responded to the informational goals that the game is achieving? (Al-Kinani, 1997: 21-22) (Al-Heela, 2000: 372).

Answering these questions can help the teacher knows the defects, the way the pupils succeed to a certain extent in achieving the goals, and work hard to improve using this game in the next lessons.

2.1.6 The Teacher's Role during the Use of Games:

"If the first game's message is generally facilitating learning the

safest means to include the atmosphere of playing in a class is a teacher interested in playing" (Al-Kinani, 1997:22).

The teacher plays the role of the referee during playing so that the game can go forward towards achieving the goals. Thus, he should encourage each pupil to participate in playing and keep the class control in a paralleled way that neither impedes the pupils' freedom nor causes chaos, and he should consider the pupils' behaviour during playing (Bell, 1986: 110).

Teaching the way of practising the game needs teacher's preparation of a plan to a short lesson to teach the principles of the game. The teacher ought also to be sure of the game's suiting the pupils' level and the lesson's subject, the pupils' understanding of its principles as soon as they practise it. When the game requires a group (team) among the players, the teacher must notice pupils' distribution who have different capabilities and interests to arrive at the balance between the competitive groups.

It is better to leave the leader of each team chooses its own members in order to make sure of the fair distribution of the members among the competing teams (Bell, 1986: 110, Mukhloof, 1988: 119).

Accordingly, the teacher should possess a suitable language which expresses the conditions and orders concerning their achieving, and a language which expresses the way of its employment and assigning the pupils into groups. The language should suit the level of the class, it should also be direct and easy to understand to simplify the employment of games and achieving the intended goals from them (Abu Sarhan, 1994: 34).

The teacher may be the Master of Ceremonies and direct the game, or give that responsibility to a good student, in which case he will become

the evaluator of the responses and occasionally the scorer of the game, the teacher might play the role of language consultant or informant. Other roles are those of monitor, corrector and referee (Klauer, 2000: 3).

So the role of the teacher is a leader , an instructor and an organizer of the educational situation in all its aspects through which the pupils get information by themselves through many activities and skills, and express many attitudes as he is watching all this and evaluating it step by step (Al-Lakani, 1985: 87, Al-Kinani, 1997: 23).

2.2 Language Skills:

A Skill may be defined as a complex activity which demands a period of purposeful training, systemic practice, and control experience in order to perform work in an appropriate way (Abu Al-Rub, 1990: 55).

One of the important principles that should be known to the primary school teacher is that language learning is the acquisition of a set of skills (Al-Hamash & Abdul-Rahim, 1980:22). They are listening, speaking , reading, and writing.

Two of skills are oral such as listening and speaking and two are written such as reading and writing. Some skills are related to the recognition of vocal and graphic symbols such as listening and reading , which are passive skills, and two are related to the production of symbols such as speaking and writing , which are active skills (Al-Hamash & Hamdi, 1985: 16). See Figure 1:

Type	Recognition (Understanding skills)	Production skills
Oral skills	Understanding (1)	Speaking (2)
Written skills	Reading (3)	Writing (4)

Diagram .1- Schematic Representation of the Language Skills

Note: this diagram is adapted by (Al-Hamash & Younis, 1985)

Spoken language skills consist of two important abilities, which are:

a-Understanding the spoken language (listening), and

b-Communicating an idea orally to others (speaking).

The first one is receptive while the second is productive. Both of these skills are active ones, because communication takes place internally in the first one and in the second one communication is realized in the spoken utterances uttered by the speaker (Mohammed et al., 1988: 25). See Figure 2 below:

```
                    ┌──────────────┐
                    │  Oral skill  │
                    └──────┬───────┘
            ┌──────────────┴──────────────┐
    ┌───────────────┐              ┌───────────────┐
    │   Listening   │              │    Speaking   │
    └───────┬───────┘              └───────┬───────┘
    ┌───────────────┐              ┌───────────────┐
    │   Receptive   │              │   Productive  │
    └───────┬───────┘              └───────┬───────┘
            │        ┌──────────┐          │
            └────────┤  Active  ├──────────┘
                     └──────────┘
```
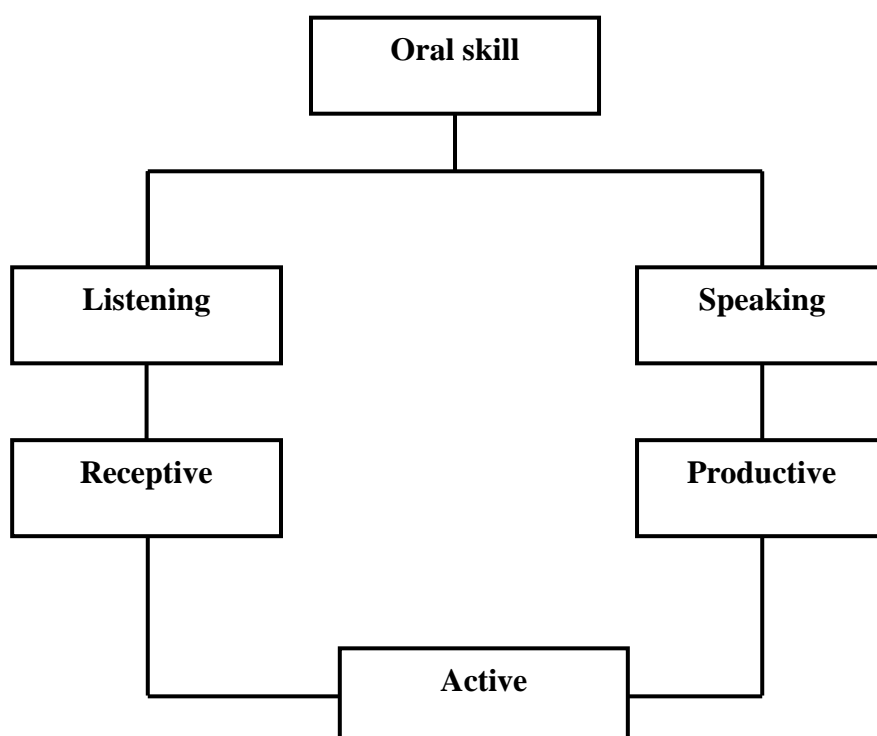
Diagram .2- Schematic Representation of the Oral Skill

The skill of reading and writing are both considered written skills. The first skill deals with comprehending the written material and the second one deals with production of the written material. Both of these skills are active skills since they serve to achieve communication. The skill of written communication take place in the written material itself.

Although both of these skills are active skills, the first one is called "receptive" and the second one is called "productive" (Mohammed et al. 1988: 64). See Figure 3 below:

```
                    ┌──────────────┐
                    │ Written skill│
                    └──────┬───────┘
             ┌─────────────┴─────────────┐
       ┌──────────┐                 ┌──────────┐
       │ Reading  │                 │ Writing  │
       └────┬─────┘                 └────┬─────┘
       ┌──────────┐                 ┌──────────┐
       │Receptive │                 │Productive│
       └────┬─────┘                 └────┬─────┘
            │        ┌──────────┐        │
            └────────┤  Active  ├────────┘
                     └──────────┘
```
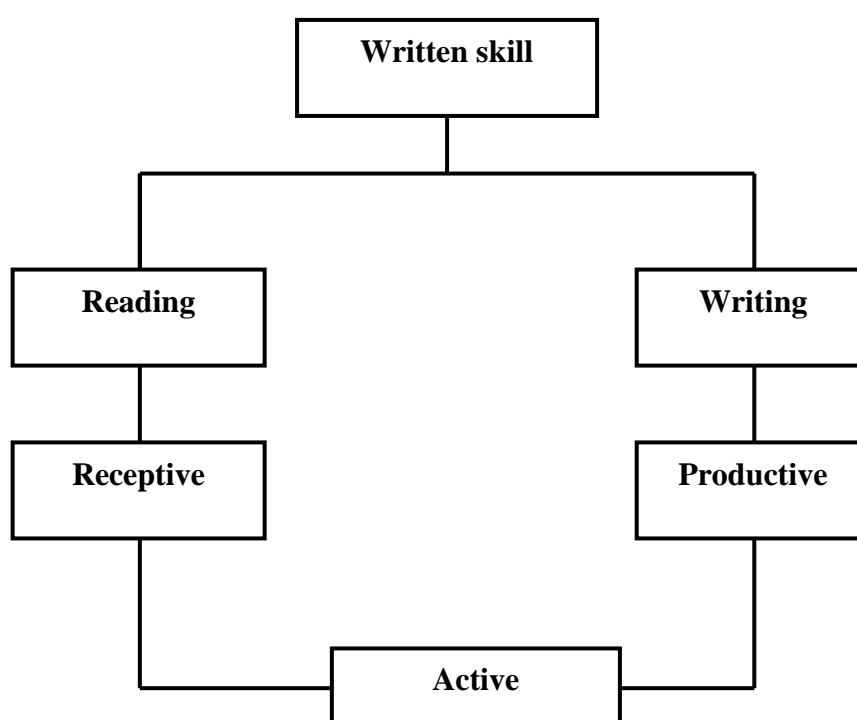
Diagram .3- Schematic Representation of the Written Skill

Note: this diagram is adapted by (Mohammad et al., 1988)

The view that language learning is the acquisition of a set of skills was expressed several centuries ago by the great Arab scholar Ibn Khaldun. He stated that "all languages are skills, similar to crafts. For they are skills of the tongue used to express meanings, the meaning being more or less successfully expressed according to whether the skill is more or less

perfect, and the skill applies not to individual words but to syntax and the construction of sentences" learning a language is learning a new combination of skills, listening, correct production of sounds, reading with understanding, and writing in such a way as to be understood. Ibn khaldun also stated that "new skills are acquired through relation of acts still further repetition creats a skill, that is a fixed quality". Intensive repetition is the key to learning (Al-Hamash & Abdul-Rahim, 1980:24).

It is very important for the teacher to know about these main skills, and that in teaching a foreign language he does not teach one overall skill, but a set of skills. He should also know how these skills are developed.

We can break each skill into its component parts. If a person does not speak English very well or if his written English is poor and he should improve it, he may want to know exactly what is wrong with his oral and written English. Those of speaking, for instance, consist of vocabulary, sentence patterns, pronunciation, expression, fluency, etc. Those of writing include words, sentence patterns, handwriting, spelling, punctuation, composition and style (Al-Hamash & Abdul-Rahim, 1980: 25).

In brief, teaching English as a foreign language should be considered more as the development of a number of skills than the giving of information about the language.

2.2.1 Speaking Skills:

Speaking is one of the four language skills, itis different from reading and writing in being concerned with spoken symbols while reading and writing are concerned with the written language. Speaking is related to listening, (understanding) because the two skills are concerned with spoken language, it is also different from listening in that it is concerned with producing spoken symbols, while listening is concerned with recognizing such symbols (Al-Hamash & Abdul-Rahim, 1980: 102).

The following teaching aids are particularly concerned with the development of speech:

a. Reading the picture-the teacher locates the picture and says: this is a…

b. The Action chain-the purpose of the Action chain is to give the pupils practice in speaking certain patterns while they are performing the actions.

c. Oral Dictation – This is nearly like practising the Person's Cat patterns but here the learner is required to always go back to the first sentence pattern to make the alteration to be introduced rather than make it in the example immediately prior to the one deal with.

d-work books-In the earliest stages, the pictorial work book is the best possible instrument for the employment of the inner voice in individual practice (El-Bettar, 1965:11).

2.2.2 Writing Skills:

Writing is one of the four language skills. It is different from understanding and speaking in being concerned with written symbols while understanding and speaking are concerned with the spoken language. Writing is related to reading because the two skills are concerned with written symbols; it is also different from reading in that it is concerned with producing written symbols, while reading is concerned with understanding such symbols. Moreover reading deals with print script letters, writing deals with cursive letters which are easier to use in writing and should be used from the very beginning. (Al-Hamash & Abul-Rahim, 1980: 102, Mohammed et al., 1988: 64).

El-Bettar (1965: 14) states that writing as a skill is indispensable for carrying on one's affairs in all areas of life, and communicating with others no matter how far they are in time or space. Good writing which is based on fluent, correct speaking, because once the language patterns are

orally controlled, they can easily and automatically be translated into writing.

At the beginning of the English programme the aim should always be to enable the pupils to understand and to speak the language. When the pupils reach a stage in which they control all the basic necessities of understanding and speaking then it becomes possible to improve their ability in writing the foreign language.

Writing is a skill which involves a number of coordinated habits that need a lot of practice and repetition to grow. At the beginning, the pupils need to be taught how to sit properly when they begin to write and how to hold the pen and paper. Instead of training them in eye- movement which is necessary for reading we should teach them hand-movement. They should be trained to write smoothly and quickly without pauses and hesitation. They need a lot of practice in order to develop such a skill (Al-Hamash & Abdul- Rahim, 1980:103-4).

Stages of Writing Development:

Writing is the production of graphic symbols. It must be preceded by recognition of such symbols (Al-Hamash &Younis, 1985: 149). Writing as a skill ranges therefore, from the ability to hold the pen and paper properly to produce a short story or a short essay or a letter. Between these two points there are a number of stages which we shall outline below:-

1. The mechanics of writing:-

In this stage the learner is trained to:

a. Hold the pen and paper properly.

b. Move his hand a cross the page continuously producing shapes similar to those of the English letters-such training is usually called (scribbling).

c. Produce accurate shapes of the English alphabet (cursive capitals and small letters).

When learners are taught the production of letters, emphasis should be placed on:

a. The starting-point of each letter;

b. The direction of movement in producing the letter;

c. The size of the letters when contrasted with other letters, all capital letters are two sizes up wards except capital J. all numbers are one size and a half up wards;

d. Slanting the letters to the right;

e. Proper and equal spacing between letters;

f. Alignment of writing;

g. The distinctive feature, i.e the strokes that distinguish letters from each other;

h. Speed, cleanliness and legibility; (Al-Hmash et al, 1985:149)

2. Production of language forms:

Language forms, from the point of view of writing, are words and sentences. To produce the written forms of words accurately the learner should control two things:

a. The spelling of the words, including the spelling patterns as well as the irregular forms.

b. The use of the punctuation marks that occur written words, e.g. the hyphen, the apostrophe and the abbreviation dot.

To produce sentences accurately the learner should control the following:

i. Proper spacing between words.

ii. The proper use of capitalization.

iii. The use of punctuation marks that occur within and at the end of sentences including features like underlining and other means of emphasis.

3- Production of larger pieces of writing. This stage is the most advanced stage in the development of writing (Al-Hamash & Abdul Rahim, 1980: 106-8, Al-Hamash & Younis, 1985: 149-54).

2.3 Review of Literature:

In spite of the variety of the work that are of direct relevance to the present study, mainly due to the blockade imposed upon our country, many works on speaking and writing, and on educational games have assisted in the carrying out of this study. Since such works have been of much help in improving the current research with many thoughts, hypotheses, and explanations that shed light on the problem to be investigated.

2.3. 1- Humphrey, (1970):

aimed to investigate the effectiveness of using active games in the development of language concepts of third grade children. The sample of the study consisted of twenty third-grade child. The sample was randomly divided into two groups, experimental and control groups, according to their achievement in pretest for language concepts. The experimental group was taught by the active medium, while the control group was taught by using prescribed textbook. The researcher himself, taught the experimental group as well as the control group. A pretest and posttest was constructed by the researcher. T-test was used as a statistical tool. The statistical analysis of the results showed that the experimental group learned with a higher level than the control group with statistical differences. The researcher showed that children can develop their language concepts by active playing games (Humphrey, 1970: 30-31).

2.3. 2- Lewis, (1976):

Aimed to determine the effects of some non simulation academic games by using the Teams-Games-Tournaments as a method of teaching the use of language skills (capitalization and Punctuation).The purpose of this study was to discover the relation between three teaching methods (Games, Synthetic, and Traditional) into aspects of language (write with capitalization and Punctuation). The sample consisted of (138) eight grade students, divided into six groups from one of private school of Fredrick city in Maryland state. The researcher used the design of equivalence (control) groups with only posttest, the researcher used one of three methods in two groups from the six groups, from one of private schools of Fredrick city in Maryland State. The experiment lasted eighty days. A Hoyam-Sanders English was used as a tool of the study. The statistical analysis of the results revealed that there are no significant statistical differences in the three of teaching methods in the effect of teaching the use of language skills (Capitalization and Punctuation). (Lewis, 1976: 6524-A).

2.3. 3- Walker, (1981):

This study is determined the effects of spelling games on spelling achievement of elementary students. The sample consisted of (149) pupils from the third and fifth grades in the Atoka Public Schools, Atoka, Oklahoma, participated in the study . Using a random procedure, one class from each third and fifth grade level was selected to serve as an experimental group-using teacher-devised spelling games. One class from each grade level was selected to serve as an experimental group, using commercial spelling games. The remaining class at each grade level served as the control group, using only the prescribed spelling text. The study was

conducted for eighteen week period. The spelling subtest from the Stanford Achievement Test, 1973 Edition, form A and B, of the primary level 2 and intermediate level was used as a pre-test and post test. The research design was a pretest and posttest. A T-test was used as a statistical tool. The result showed that the teacher –devised and commercial spelling games had no significant effect on spelling achievement at either the third or the fifth grade level. (Walker, 1981: 2493-A).

2.3. 4- Keen, (1984):

Investigated the effects of practise games on spelling performance of third, fourth, and fifth primary pupils. The sample of the study consisted of third, fourth, and fifth primary pupils, and they were divided into two groups. The experimental group was taught by using games and the control group was taught by the prescribed textbook. The experimental design included analysis of the pretest and posttest of (SRA) achievement test i.e. series of reading achievement test, the degrees of fluency pronunciation, also the results of final test of Friday. The statistical analysis revealed that there is a significant statistical difference and increasing quality and quantity in correct spelling via the third, fourth, and fifth classes, and there is an increase in vocabulary for the experimental group. (Keen 1984: 1024-A).

2.3. 5- Hasab Allah, (1991):

Aimed at investigating the influence of playing programme on some aspects of language development in a sample of six-years old children in order to develop language skills especially listening comprehension and expression of sixty male and female first year primary pupils in Egypt. The sample was divided into two groups, experimental and control groups. The researcher used the program of language games and drama games. They were made by the researcher and he also used the test of painting man. The researcher found that there are no differences in the average means of the marks between those who were taught by using games and those who were not. (Hasab Alah, 1991:43).

2.3. 6- Al-Ubeady, (1993):

studied the effect of using instructional games on reading achievement of second grade elementary school in general and in the following four areas: reading correctness, reading speed, comprehension and vocabulary in particular in Arabic language. Her sample consisted of fifty-two male and female pupils at Al-Muhj primary school in Baghdad. An achievement test was constructed by the researcher herself. She used a T-test for two independent samples and Pearson Correlation Coefficient as a statistical tool. The researcher, herself, taught the experimental group as well as the control group for the period of treatment which extended for six weeks. She showed that the experimental group scored higher marks than the control group in reading correctness, reading speed, comprehension and vocabulary (Al-Ubeady, 1993: 1-6).

2.3. 7- Al Nymraat, (1995):

Aimed at investigating the influence of using language games in English language carricula on the achievement of vocabulary of tenth-grade pupils in Amman. The sample consisted of (200) male and female pupils of tenth grade pupils in two government schools of Amman city. The sample was randomly divided into two groups, one of them used language games in learning vocabulary and was called the experimental group, the other used BATRA conventional method and called the control group. An achievement test was constructed by the researcher. The two groups were subjected to a pretest and posttest for measuring achievement. Variance analysis was used as a statistical tool. The researcher, herself, taught the experimental group as well as the control group. She found that there were significant differences in the achievement of those who used language games in learning vocabularies.

2.4 Discussion of the literature Review:

The aim of this section is to shed light on the facets of similarity and differences between the already mentioned studies and the current one. In addition to the benefit gained from such studies in determining the experimental design, samples, materials and statistical means to analyze results, they have also assisted in drawing upon the results of the current research, and as follows.

1-The Aim:

Most of the reviewed studies aimed to determine the effect of using games on pupils' achievement in some aspects of language, such as the study of Walker (1981), Al-Ubeady (1993), Al-Nymaart (1995). While the other studies were aimed to determine the effect of using games in developing some language aspects, such as the study of Lewis (1976).

The research aims to investigate the influence of using educational games on development some English language skills, namely speaking and writing. This study agrees with the previous studies in using games as a technique in teaching method and aimed to develop speaking and writing skills.

2-The Research Design:

Most of the reviewed studies were empirical studies which depended on dividing the sample into two groups (experimental and control group), the experimental design of the research was a pretest-posttest equivalent groups design.

3-Research population:

The study of Lewis (1976) is interested in students at intermediate schools, while the study of Al-Nymraat is interested in students in secondary schools. The research shares Humphrey (1970), Walker (1981), Keen (1983), Hasab Allah (1991) and Al-Ubeady (1993) which are interested in primary schools pupils as a research population.

4-The sample:

The samples in most of the previous studies include twenty subjects as the study of Humphery (1970), and (200) subjects as the study of Al-Nymraat (1995). The research has been limited to (55) primary school pupils divided into two groups (28) subjects for the experimental group, and (27) subjects for the control group. The sample of most previous studies was from males and females pupils such as the study of Humphrey (1970), Walker (1981), Hasab Allah (1991) and Al-Ubeady (1993), and Al-Nymraat (1995), while the sample in other previous studies

was limited only to males such as the study of Lewis (1976). The research is limited only to females.

5-The Teacher:

Most of the previous studies depended on the proficiency of the teacher in teaching the class, such as the study of Humphrey (1970), Walker (1981) but other previous studies do not mention who is teaching the sample, such as the studies of Lewis (1976) and Keen (1983). The research agrees with Hasab Allah (1991), Al- Ubeady (1993), Al-Nymraat (1995) in teaching the pupils by the researcher herself throughout the period of the experiment.

6-The Time of the Experiment:

Most of the previous studies were different in the time of the experiment, most of the studies lasted for eighteen days such as the study of Lewis (1976) and six weeks such as the study of Al- Ubeady (1993). The research lasted for (12) weeks.

7-Statistical Tools:

Most of the previous studies used a two- sample T-test to test the significance of differences between the two groups in the test as a statistical tool, such as the study of Humphrey (1970), Walker (1981), Al-Ubeady (1993). Other studies used the variance analysis as a statistical tool, such as the study of Al-Nymraat (1995). The research has used a two-sample T-test as a part of her statistical analysis.

8-The Tool of the Study:

Most of the previous studies used an achievement test as a tool of the study, such as the study of Walker (1981), and Al-Ubeady (1993), and Al-Nymraat (1995). The study of Keen (1983) used (SRA) i.e series of reading achievement test to test the degree of fluency. In this research, speaking skill test and writing skill test were constructed by the researcher herself as a tool of the study to test the development of pupil's language skills.

CHAPTER THREE

Method of the Research

This part of the study subsumes a detailed statement of the procedures followed to carry out the empirical part of the current work. Accordingly, the following points have been attended to:

3.1 The Experimental Design:

The experimental design represents the strategy which is set by the researcher herself to collect the necessary information and control the factors or variables which may affect this information and finally carrying out the suitable analysis to test the hypotheses of the research within a comprehensive plan. The researcher should choose the suitable experimental design which provides valid conclusions about the relationships between both independent and dependent variables (Oda & Malkawi, 1992: 129). This study has been built on the pretest-posttest equivalent-group design (Best, 1981:197), as seen in diagram (4).

Fifth Primary Pupils

A-Experimental Group

B-Control Group

Equivalence of Groups

Pretest

Pretest

Taught by Educational games

Difference Between Pretest and Posttest

Taught by Conventional method

posttest

posttest

Difference Between Posttest

Results
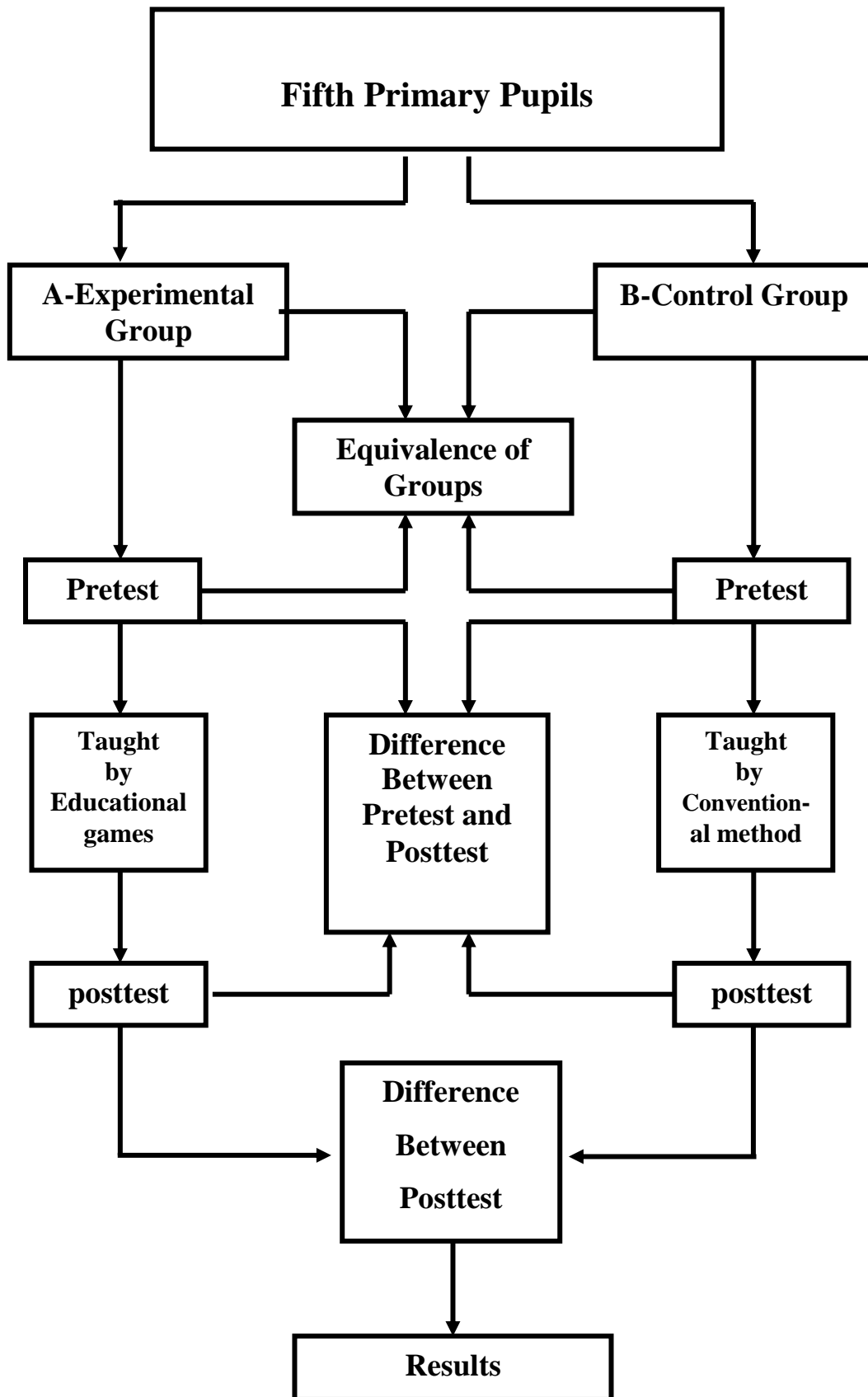
Diagram 4. The Experimental Design of the Study

3.2 The Population:

A population may refer to all of any specified group of human beings or of non-human entities such as objects, geographical……(Van Dalen,1979:318).

The population is limited to the fifth primary pupils in the city of Mosul during the academic year 2002-2003. The total number of the pupils was (30080), (17084) male and (12996) females, divided into (225) schools in the city. (57) Schools for females (141) schools for males, and (27) schools for females and males.

3.3 The Sample of the Study:

Many problems in scientific research can not be solved without employing sampling tools.

Sampling tool saves time, money and efforts and provides a means of probing into problems that are too unwieldy to be treated by conventional methods (Van Dalen, 1979:318).

After visiting many schools, Al-Awda and Ninevah schools for females have been deliberately chosen to be the sample of the study, because both schools finished unit ten of Rafidain English course of (RECI) Iraq Pupils' Book 1, prescribed textbook, this means that the two schools followed the year plan which was prescribed in (RECI) Teachers' Guide 1 for fifth grade of the primary education stage.

Group A in Ninevah school has been labeled as the experimental group, i.e taught by the educational games and group B in Al-Awda school has been labeled as the control group, i.e taught by the conventional method.

There have been (46) pupils in group A and (35) pupils in group B. Eighteen failure pupils in group A, and eight failure in group B, have been

excluded from each group since they are expected to have more experience in the subject; a point that may affect the results of the study. Hence, the number of pupils in each group has become (28) in group A, and (27) in group B, as shown in Table (1):

Table (1): Numbers of Pupils in the Experimental

and Control Groups

Groups	Total	Failures	Pupils under the experiment
A-Experimental	46	18	28
B-Control	35	8	27
Total Number	81	26	55

3.4 Equivalence of the Two Groups:

Information required for the purpose of equivalence of the two groups; i.e experimental and control groups, has been collected from the available archives in the two schools administrations. This information includes:

a. The age of each pupil (measured in months).

b. Pupils' achievement for the preceding year.

c. Pupils' achievement in English language materials in mid-year examination.

d. Fathers' educational attainment.

e. Mothers' educational attainment.

Some other important variables have also been taken into consideration for this purpose, namely intelligence, pretest for the two skills (speaking and writing skills), and the time available to each group. This is due to the fact that such variables may have some effect on the experimental design, and as follows:

3.4.1 Pupils' Ages:

Pupils' ages have been measured in months till the beginning of the second term on the 9th,Feb.2003. The arithmetic means of their ages and standard deviations have been computed. The arithmetic mean of the experimental group was (8.78) and the standard deviation was (11.282), while the arithmetic mean of the control group was (8.77) and the standard deviation was (10.719). On testing the differences between the means in this respect by using (T-test) for the two independent samples, the following results have been obtained, and as shown in Table (2)

Table (2): T-test Results of Pupils' Ages

Groups	No.	Mean	SD	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	8.78	11.282	0.782	2.000	No significant statistical difference
B-Control	27	8.77	10.719			

SD =Standard Deviation.

No.= Numbers

Table (2) shows that there is no significant statistical difference between the two groups according to age variable since the absolute value for T-calculated namely (0.782) is less than T-tabled value (2.000) at the significance level of (0.05) and (53) degrees of freedom (Ferguson, 1981: 487). This means that the two groups are equivalent in terms of this variable.

3.4.2 Pupils' Achievement for the Preceding Year:

The arithmetic means of pupils' achievement for the preceding year, during the academic year 2001-2002, and the standard deviations have been computed in the two groups. The arithmetic means of pupils' achievement for the preceding year of the experimental was (8.78) and the standard deviation was (1.100).While the arithmetic mean of pupils' achievement for the preceding year of the control group was (8.77) and the standard deviation was (1.086).On testing the difference between the arithmetic means of pupils' achievement for the preceding year, obtained by using (T-test) the following results have been obtained as shown in Table (3):

Table (3): T-test Results for Pupils' Achievement

for the Preceding Year

Groups	No.	Mean	SD	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	8.78	1.100			No significant statistical difference
B-Control	27	8.77	1.086	0.035	2.000	

It is clear that there is no significant statistical difference between the two groups in terms of their achievement for the year preceding that of the research work since the absolute value for T-calculate (0.035) is less than T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. This means that the two groups are equivalent in terms of this variable.

3.4.3. Pupils' Achievement in English Language in Mid-Year Examination:

The arithmetic means of pupils' score in English language of mid-year examination, during the academic year 2002-2003, and the standard deviations have been computed for the two groups. The arithmetic mean of pupils' scores in English language of the experimental group was (69.000) and the standard deviation was (18.557), while the arithmetic mean of pupils' scores in English language of the control group was (65.928) and the standard deviation was (21.669). On testing the difference between the arithmetic means of pupils' scores in English language of mid-year examination, obtained by using (T-test) for two independent samples, the following results have been obtained as explained in Table (4):

Table (4):T-test Results of Pupils' Achievement in English Language in Mid-Year Examination

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	69.000	18.557			No significant statistical difference
B-Control	27	65.928	21.669	0.1358	2.000	

The two groups are equivalent in terms of pupils' achievement in English language of mid-year examination since the absolute value of T-calculated value, namely (0.135) is less than the T-tabled value (2.000) at (0.05) significant level and (53) degrees of freedom.

Accordingly, there is no significant statistical difference between the two groups as far as pupils' achievement in English language of mid-year examination is concerned.

3.4.4 Parents' Educational Attainment:

Parents' educational attainment has been accounted for by giving each level of attainment a figure equal to the years that the level of attainment lasts, and as shown in table (5):

Table (5): Representing Parents'

Educational Attainment

Level of Attainment	Figure	Level of Attainment	Figure
Illiterate	0	Secondary	12
Read and Write	3	Diploma	14
Primary	6	Bachelor	16
Intermediate	9	M.A, Ph.D.	18,21

3.4.4.1 Fathers' Educational Attainment:

The arithmetic means for fathers' educational attainment in the two groups and the standard deviations have been computed. The arithmetic mean of the experimental group was (12.035) and the standard deviation was (4.176), while the arithmetic mean of the control group was (12.296) and the standard deviation was (3.841). On testing the significant differences between the arithmetic means in this respect by using (T-test) for two independent sample, the following results have been obtained, and as shown in Table (6):

Table (6): T-test Results for Fathers' Educational Attainment

Groups	No.	Mean	SD	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	12.035	4.176	0.241	2.000	No significant statistical difference
B-control	27	12.296	3.841			

It is obvious from table (6) that there is no significant statistical difference between the two groups according to this variable since the absolute value of T-calculated (0.241) is less than T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. This means that the two groups are equivalent in terms of this variable.

3.4.4.2 Mothers' Educational Attainment:

The arithmetic means for mothers' educational attainment in the two groups and the standard deviations have been computed. The arithmetic means of the experimental group was (11.253) and the standard deviation was (3.940), while the arithmetic means of the control group was (11.370) and the standard deviation was (3.844). The significant differences between them have been tested by using (T-test). Table (7) shows the results obtained in this respect.

Table (7): T-test Results for Mothers' Educational Attainment

Groups	NO	Mean	SD	T-Value		Significance level at 0.05
				T-calculated value	T- tabled value	
A-Experimental	28	11.253	3.940			No significant statistical difference
B-Control	27	11.370	3.844	0.114	2.000	

Table (7) shows no significant statistical difference between the two groups according to mothers' educational attainment since the absolute value for T-calculated (0.114) is less than T-tabled value (2.000) at (0.05) level of significance and (53) degrees of freedom. Accordingly, the two groups are equivalent in terms of this variable.

3.4.5 Intelligence:

The Intelligence Pictorial Test of Dr. Ahmed Zaki Saleh applied by (Al-Kazzaz, 1989) has been used for the purpose of equivalence, because it is a non-verbal test which can be easily used with many large groups simultaneously. It included (60) items or (groups of pictures or forms), each group contained five pictures where one of them was different from other pictures in each group. The examinee is asked to mark (X) to the picture which is different from other pictures in each group.

This test aims at measuring the ability of general mind for the children aged (8-17) years old. The instructions of using the test have been carried out minutely. Then, the arithmetic means of intelligence for the two groups and the standard deviations have been computed according to the scores pupils have obtained.

The arithmetic mean of the experimental group was (36.571) degrees and the standard deviation was (7.785), while the arithmetic means

of the control group was (34.481) and the standard deviation was (6.520). On testing the significant differences between the means obtained by using (T-test), the results below have been arrived at. See Table (8).

Table (8): T-test Results for Intelligence

Groups	No.	Mean	S. D	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	36.571	7.785	1.265	2.000	No significant statistical difference
B-Control	27	34.481	6.520			

The absolute value of T-calculated, namely (1.265) is less than T-tabled value (2.000) at (0.05) level of significance and (53) degrees of freedom. This means that there is no significant statistical difference between the two groups, and that they are equivalent as far as the variable of intelligence is concerned.

3.4.6 Pretest:

The speaking skill test (See Appendix 4.1) has been given to the two groups for the purpose of equivalence; this test is applied before starting the experiment on the 18th of February, 2003. The writing skill test (See Appendix 4.2) has also been given to the two groups, i.e after the application of the speaking skill test to the two groups on 19th of February, 2003. In order to enable the researcher to supervise the application of the two tests and by herself. The arithmetic means of these tests and the standard deviations have been computed by using (T-test). The following results have been obtained.

3.4.6.1 Total Speaking Skill Test:

The arithmetic means of pupils' scores in speaking skill test and the standard deviations of the two groups have been computed. The arithmetic mean of pupils' scores in the speaking skill test of the experimental group was (7.392) and the standard deviation was (2.266), while the arithmetic mean of pupil's' scores in the speaking skill test of the control group was (7.259) and the standard deviation was (2.363). On testing the difference between the arithmetic means of the scores in speaking skill test have been computed by using (T-test), the following results have been obtained, and as shown in Table (9):

Table (9): T-test Results for Total Speaking Skill Test

| Groups | NO. | Mean | SD | T-Value | | Significance at level 0.05 |
				T. calculated value	T. tabled value	
A-Experimental	28	7.392	2.266	0.2140	2.000	No significant statistical difference
B-Control	27	7.259	2.363			

It is obvious from Table (9) that there is no significant statistical difference between the two groups since the absolute value of T-calculated, namely (0.214) is less than the T-tabled value (2.000) at (0.05) level of significance and (53) degrees of freedom. This means that the two groups are equivalent in terms of total test.

3.4.6.1.1 Pronunciation:

The arithmetic means of pupils' scores in pronunciation of speaking skill test and the standard deviations have been computed in the two groups. The arithmetic means of pupils' scores in the pronunciation of the experimental group was (2.535) and the standard deviation was (1.201),

while the arithmetic means of pupils' scores in the pronunciation of the control group was (2.481) and the standard deviation was (1.251). On testing the difference between the arithmetic means in terms of pronunciation have been computed by using (T-test) for two independent samples, the following results have been obtained as shown in Table (10):

Table (10): T-test Results for Speaking Skill Test (Pronunciation)

Groups	NO.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	2.535	1.201	0.1640	2.000	No significant statistical difference
B-Control	27	2.481	1.251			

The absolute value for T-calculated namely (0.164) is less than the T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Hence, there is no significant statistical difference between the two groups, and that they both are equivalent as far as the pronunciation is concerned.

3.4.6.1.2 Grammar:

The arithmetic means of pupils' scores in grammar of speaking skill test and the standard deviations have been computed in the two groups. The arithmetic means of pupils' scores in the grammar of the experimental group was (2.642) and the standard deviation was (0.826), while the arithmetic means of pupils' scores in the grammar of the control group was (2.629) and the standard deviation was (1.043). By using the (T-test) to test the arithmetic means of the scores obtained in the grammar, the following results have been obtained as shown in Table (11):

Table (11): T-test Results for Speaking Skill Test

(Grammar)

Groups	NO.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	2.642	0.826	0.0522	2.000	No significant statistical difference
B-Control	27	2.629	1.043			

The absolute value for T-calculated (0.0522) is less than t-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Hence, there is no significant statistical difference between the two groups, and that they both are equivalent as far as grammar is concerned.

3.4.6.1.3 Vocabulary:

The arithmetic means of pupils' scores in vocabulary of speaking skill test and the standard deviations in the two groups (i.e. experimental and control groups) had obtained. The arithmetic mean of pupils' scores in the vocabulary of the experimental group was (2.214) and the standard deviation was (0.738), while the arithmetic means of pupils' scores in the vocabulary of the control group was (2.148) and the standard deviation was (0.769). On testing the difference between the arithmetic means term of the vocabulary obtained by using (T-test) for two independent samples, the following results have been obtained, as explained in table (12):

Table (12): T-test Results for Speaking Skill Test (Vocabulary)

Groups	NO.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	2.214	0.738	0.325	2.000	No significant statistical difference
B-Control	27	2.148	0.769			

The two groups are equivalent in vocabulary since the T-calculated value, (0.325) is less than the T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Accordingly, there is no significant statistical difference between the two groups as far as vocabulary is concerned.

3.4.6.2 Total Writing Skill Test:

The arithmetic means of pupils' scores in writing skill test and the standard deviations of the two groups, i.e. experimental and control groups, have been computed. The arithmetic means of pupils' scores in the writing skill test of the experimental group was (7.071) and the standard deviation was (3.173), while the arithmetic means of pupils' scores in the writing skill test of the control group was (6.259) and the standard deviation was (2.781). On testing the difference between the arithmetic means of the scores in writing skill test obtained by using (T-test), the following results have been obtained, and as shown in Table (13):

Table (13): T-test Results for Total Writing Skill Test

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	7.071	3.173	1.007	2.000	No significant statistical difference
B-Control	27	6.259	2.781			

It is obvious from table (13) that there is a significant statistical difference between the two groups since the absolute value of T-calculated, namely (1.007) is less than the T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. This means that the two groups are equivalent in terms of total writing skill test.

3.4.6.2.1 Writing:

The arithmetic means of pupils' scores in writing of writing skill test and the standard deviations have been computed, the arithmetic means of pupils' scores in the writing of the experimental group was (2.535) and the standard deviation was (1.551), while the arithmetic means of pupils' scores in the writing of the control group was (1.962) and the standard deviation was (1.400).By using (T-test) to test the arithmetic means of the scores obtained in the writing aspect, the following results have been arrived at as shown in Table (14):

Table (14): T-test Results for Writing Skill Test (Writing)

Groups	NO.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	2.535	1.551	1.435	2.000	No significant statistical difference
B-Control	27	1.962	1.400			

It is clear that the absolute value of T-calculated, namely (1.435) is less than T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Hence, there is no significant statistical difference between the two groups, and that they both are equivalent as far as writing is concerned.

3.4.6.2.2 Grammar:

The arithmetic means of pupils' scores in grammar of writing skill test and the standard deviations have been computed, the arithmetic means of pupils' scores in the grammar of the experimental group was (1.857) and the standard deviation was (0.803), while the arithmetic means of pupils' scores in the grammar of the control group was (1.814) and the standard deviation was (0.786). On testing the difference between the means in this respect obtained by using (T-test) for the two independent samples, the following results have been obtained, as explained in Table (15):

Table (15): T-test Results for Writing Skill Test

(Grammar)

| Groups | NO. | Mean | SD | T-Value | | Significance level at 0.05 |
				T. calculated value	T. tabled value	
A-Experimental	28	1.857	0.803	0.197	2.000	No significant statistical difference
B-Control	27	1.814	0.786			

The absolute value for T-calculated (0.197) is less than T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Hence, there is no significant statistical difference between the two groups, this indicates that the two groups are equivalent in this respect.

3.4.6.2.3 Vocabulary:

The arithmetic means of pupils' scores in vocabulary of writing skill test and the standard deviations in the two groups, i.e the experimental and control groups, have been computed. The arithmetic means of pupils' scores in the vocabulary of the experimental group was (0.892) and the standard deviation was (0.685), while the arithmetic means of pupils' scores in the vocabulary of the control group was (0.814) and the standard deviation was (0.681).On testing the difference between the arithmetic means in the vocabulary obtained by using (T-test) for the two independent samples, the following results have been obtained as presented in Table (16):

Table (16): T-test Results for Writing Skill Test

(Vocabulary)

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	0.892	0.685	0.423	2.000	No significant statistical difference
B-Control	27	0.814	0.681			

The absolute value for T-calculated (0.423) is less than T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Hence, there is no significant statistical difference between the two groups, and that they both are equivalent as far as vocabulary is concerned.

3.4.6.2.4 Spelling:

The arithmetic means and the standard deviations of pupils' scores in spelling of writing skill test have been computed. The arithmetic means of pupils' scores in the spelling of the experimental group was (1.785) and the standard deviation was (0.956), while the arithmetic means of pupils' scores in the spelling of the control group was (1.666) and the standard deviation was (1.000).By using the (T-test) to test the significance of the arithmetic means of the scores obtained in the spelling the following results have been obtained as shown in Table (17):

Table (17): T-test Results for Writing Skill Test

(Spelling)

Groups	NO.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	1.785	0.956	0.451	2.000	No significant statistical difference
B-Control	27	1.666	1.000			

The two groups are equivalent in the spelling since the T-calculated, namely (0.451) is less than the T-tabled value (2.000) at (0.05) significance level and (53) degrees of freedom. Accordingly, there is no significant statistical difference between the two groups as far as spelling is concerned.

3.4.7 Time Allotted for Teaching each Group:

Five hours in a week have been allotted to teach each group. This had been fixed in the timetable. As shown in Table (18):

Table (18): Representing Time Table of the Weekly Lessons for the Two Groups

Days / Groups	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	Total
A-Experimental	12.30	1:10	12.30	8:00	8:40	-	5 Hours
B-Control	1:10	12.30	1:10	8:40	8:00	-	5 Hours

3.5 Necessities of the Research:

3.5.1 The Teacher:

The researcher herself took over the task of teaching to avoid any negative influence of any intrusive variables as the design of the experiment was very sensitive and based on two groups (experimental and control) with two methods i.e. educational games and conventional method.

3.5.2 Prescribed Teaching Materials:

This has been limited to the last five units from Pupils' Book 1 for fifth grade of the primary education stage **in the Radian English Course for Iraq i.e "RECI"**. Textbook (Darwesh, et al., 2002A), and the last five units from Pupil's Workbook and Manual 1 for fifth grade of the primary education stage in the **"Rafidain English Course for Iraq"** textbook (Darwesh, et al., 2002B) prescribed for teaching English to fifth primary pupils. These units, i.e. the units (11, 12, 13, 14 and 15), have been specified according to year plan which was prescribed in the **"Rafidain English Course for Iraq" Teachers Guide** 1 (Darwesh, et al., 2002C: 36-37), which was limited to teaching the last five units (11, 12, 13, 14, 15) in March and April.

3.5.3 Educational Games:

The researcher herself prepared (16) educational games for using in the current research. These educational games have been chosen from books, studies, researches, and internet, also the researcher invented three games see Appendix (1) games: 7,10,16. They were related to the subjects which are found in the units (11,12,13,14 and 15) from the intended Pupil's Book 1 **"RECI"** text book (Darwesh, et al, . 2002A), prescribed for

teaching English to fifth primary pupils. These games can be played either individually or in groups. They can also be taught orally and written. (See Appendix 1). The educational games have been presented to a group of experts specialized in teaching method and applied linguistics (See Appendix 5) to check if they are understood by the pupils as a style of teaching, and to see if they are suitable to the pupils' ages, the time of the lesson and their appropriateness in teaching English to fifth primary pupils, and to see if these games can be helpful to develop the speaking and writing skills. Adding to this, to see if the educational games are suitable to the objectives of the current research. The experts accepted the educational games. They have also put forward some instructions that may be of benefit for the present study.

3.5.4 Behavioral Objectives:

The behavioral objectives, which are set according to Blooms' and Valettes' classification of educational objectives (Bloom, 1982 & Valette and Renee, 1972), have been quoted from the last five units prescribed for teaching English at the primary stage during the experiment (See Appendix 2).

The objectives have been presented to a group of experts (see Appendix 5) to see if they are formally correct, reflect the behavior to develop, and contain the whole subject. The experts stated that all objectives are valid. They have also put forward some instructions that may be of benefit for the present study.

3.5.5 Lesson plan:

According to the behavioral objectives previously stated, the lesson plan for each unit has been prepared in two methods of teaching. i.e. educational games for the experimental group and the conventional method for the control group (See Appendix 3). The two plans have been presented to a group of experts specialized in education and teaching method (See Appendix 5). The experts accepted the plans and put forward some instructions that have been considered by the present research.

3.5.6 English Language Skills:

The English Language skills have been limited to speaking and writing skills, for the following reasons:

1. The English language is a means of communication (Wilkins, 1974:1).

2. Language is speech i.e. it is made of speech sounds (AL-Hamash & Abdul-Rahim, 1980:43).

3. The new prescribed textbook i.e (RECI) for fifth primary pupils depended on the communicative approach. Thus the speaking and writing skills are important.

4. Speaking and writing skills are positive skills where the learner has a main role in identifying the best of information being sent.

5. Speaking and writing skills are means of communication through constructing and discussing the meaning intended to be delivered to others either orally as in the skill of speaking or by written as in the writing skill.

6. Speaking and writing skills are similar because each one of them comes as a result of the pupils' interaction with each other in an attempt to form the meaning and discuss it. This issue is quite important as it

leads the pupils to recognize that the style of their writing which they may consider it clear to others can be just the opposite.

7. Speaking and writing skills are similar in their being to approaches of dialogue one of which is oral and the other is written. This means that the objective achieved by the pupil through interaction him with his classmates and his teacher by communication and testing hypotheses are similar to the process of dialogue which enriches the educational process and language acquisition (Al-Fulay,1995:103-4).

3.5.7 Speaking Skill Test and Writing Skill Test:

Because there were no tests (tools) to measure the speaking and writing skills appropriate to the purpose of the current research, the study needed two tools (tests) in order to measure the speaking and writing skills for the two groups i.e experimental and control groups, before beginning the experiment, then after ending the experiment to investigate the influence of using educational games and on the development of the speaking and writing skill.

The speaking skill test and writing skill test prepared by the researcher herself depending on the textbook and references in testing English language, the speaking skill test and writing skill test have been used to test the main and sub-hypotheses of the current research (See Appendix 4.1) (See Appendix 4.2).

3.5.7.1 Speaking Skill Test:

The development of any skill requires two important elements:

1-Knowledge of how to perform the skill.

2- Practice to perform that skill well (Al-Jarah, 1991:82).

Oral tests in TEFL are useful in measuring the pupils' ability to (a) pronounce English accurately,(b) read aloud correctly in English (c) speak English fluently (Al-Hamash & Younis, 1985:198) .Testing the Speaking Skill means testing the following aspects:

1-Pronunciation.

2-Grammar.

3- Vocabulary .

4-Fluency for the advanced level of pupils.

3.5.7.1.1.Testing Pronunciation by Speaking:

In the pronunciation items, the teacher (researcher) will be evaluate the production of the segmental phonemes of the target language. Since the pronunciation test should simulate the natural use of the language (Valette, 1977;123).

Well –worded completion items lead the pupils to pronounce a word that is omitted from the sentence. Pronunciation test with pictures should not be confused with vocabulary test. The former are most effectively used to bring the pupils to say a word that offers a particular pronunciation problem. It is often helpful to accompany the picture with a spoken or written cue (Valette, 1977:125, Jiyad, 1974:55).

Depending on this type previously stated in testing pronunciation by using pictures. The researcher prepared a set of ten pictures presented to the examinee (pupil) and is asked to complete a series of ten incomplete sentences, saying the name of each picture and is told that scoring will be based on pronunciation. (See Appendix 4.1).

3.5.7.1.2-Testing Grammar by Speaking:

Oral grammar test items measure the ease and accuracy with which the pupil handles the patterns of the target language. Since the range of correct responses is narrowly defined, the pupil's production may be judged with high objectively. Only the aspect under evaluation, the use of structure and syntax, should be evaluated (Valette, 1977:137).

In the earlier stages of language learning, the learners' ability to recognize the basic grammatical patterns of the foreign language is tested. Only later should they be tested for real production (Al-Jarah, 1991:37). The following aspects are commonly tested

1-Verb form

2-Question –tag

3-Question-words

4-Auxiliaries

5-Pronouns

In the question-answer-speaking test, the pupils are told what kind of response to give. Although pupils are not completely free to choose their answers in such a directed test, they often enjoy such items because they so closely approximate a real conversational situation (Valette, 1977:142).

Depending on this type previously stated in testing grammar by using question-answer speaking test, the researcher prepared a series of four questions, the examinee is asked to answer these questions as required in a way that is grammatically correct (See Appendix 4.1).

3.5.7.1.3-Testing Vocabulary by Speaking:

Vocabulary acquisition is an important aspect of the speaking skill. Vocabulary test is intended to measure the comprehension and production of words used in speaking and writing (Al-Jarah,1991:51).

In testing vocabulary in the classroom, we should always encourage the pupils to speak in natural utterances (Valette, 1977:132).

Using pictures are very helpful in testing spoken vocabulary, especially at the elementary and intermediate levels. Generally the pictures are accompanied by a direct question which elicits the desired vocabularies (Valette, 1977:132).

Depending on this type mentioned above in testing vocabulary by using pictures, the researcher prepared (4) pictures, the examinee (pupil) looks at these pictures, then is asked to identify and / or describe these pictures by answering a series of questions (See Appendix 4.1).

3.5.7.2 Writing Skill Test:

Testing the writing skill means testing the following aspects.

1-Writing

2-Grammar

3-Vocabulary

4-Spelling

5-Punctuation

for sixth primary pupils

6-Composition writing

3.5.7.2.1.Testing Writing by Writing Tests:

Tests of Writing must measure the following aspects:

1-Letter Size:

In English letters are of different size.

a-One-size letters, like (a, c, e…)

b-Two –size up letters, like (h, l…)

c- Two –size down letters, like(g, y)

d-Three-size up and down letters, like (f)

This aspect had been given to the pupils in the first units.

2-Space:

Proper spaces should be left between letters, words, sentences and paragraphs.

3-Alignment:

Alignment means the ability to write straight following on imaginary or a real base –Line.

4-Legibility:

Legible writing can be read easily because each letter is drawn clearly and carefully.

5-Cleanliness:

Writing should be clean and tidy. It should be spotless.

6-Slanting:

English letters should be slanted from left to right (Al-Jarah,1991:82-83).

The researcher prepare words and sentences depending on the aspects mentioned above, the examinee is asked to re-write these words and sentences in semi-cursive (See Appendix 4.2).

3.5.7.2.2-Testing Grammar by Writing:

Written Grammar items are the staple of most elementary and intermediate classroom tests. Items of this sort, however, should be used in moderation. First, the teacher should realize that written grammar test do not evaluate the pupils' ability to use the written language as a medium of personal communication. Second, the teacher whose cause stresses the development of all four language skills will want to make adequate allowance for testing grammar by listening and speaking (Valette, 1977:231).

Certain grammatical items, such as description adjectives, can be tested in completion items using picture sign (Valette, 1977:232).

Depending on this type of test stated in testing grammar, the researcher prepared (4) items to test adjectives (See Appendix 4.2).

The researcher also prepared (3) items in testing grammar by giving the examinee a series of incorrect grammatical sentences, then is asked to re-write these sentences with correcting the underlined verbs. This test has been presented to a group of experts specialized in teaching method and applied linguistics. The experts accepted this type of testing, they have also put forward some instructions that mavbye.
(See Appendix 4.2).

3.5.7.2.3-Testing Vocabulary by Writing:

Written vocabulary tests evaluated the pupils' ability to recall and to produce lexical units in the new language (Valette,1977:231)

Vocabulary tests are intended to measure the comprehension and production of words used in speaking and writing (Al-Jarah, 1991:51). While particularly effective in the elementary school, may be profitably used at all levels of instruction. If stick figures or simplified line drawings have been used in class, they may also be used in vocabulary tests. Pictures

may be cut from magazines and mounted on cards. Care must be taken to avoid the possibility of an ambiguous interpretation of a picture; if necessary (Valette, 1977:231).

Depending on the type mentioned above in testing vocabulary by using pictures, the researcher prepared (6) pictures, the examinee looks at these pictures and is asked to write the name of each picture (See Appendix 4.2).

3.5.7.2.4-Testing Spelling by Writing:

In the spelling test, it is preferable to test the function words and the content words that have problem letters. Omit the problem letters and identify the word by context.

The suggested context at this level is word matching. Leave spelling blanks equal in number to the omitted letters in each item, then the pupil is asked to supply the missing elements (letters) so that the new item or items match the example given (Al-Hamash et al,1982:85,101).

One advantage that such a test has over dictation is that it does not require any more writing than the problem letters. As a result, a large number of problems can be tested in a relatively short time because in dictations the pupil and the teacher waste time with words that do not constitute problems and with letters that do not constitute problems in the words that are problems. Another advantage is that this technique does not mix spelling problems with pronunciation ones as in the case of dictation (Lado, 1964: 168).

According to the technique mentioned above stated in testing spelling, the researcher prepared (6) items consisting of words, (See Appendix 4.2).

3.5.7.3 Validity:

Validity represents the extent in which the test of degree in which the test achieves the purpose for which it is prepared and this means that the validity is attitudinal and relative. The most suitable test is the one which provided a higher degree of validity according to the type of validity suitable for the purpose (Oda & Mulkjawi ,1987:159).

Validity is perhaps the most complex concept in test evaluation. It refers to the degree of success with which a technique or other instrument is measuring what it claims to measure (Verma,1981:87).

Furthermore, there are different types of validity, one of theme face validity means that a test item looks right to other testees.

Eble (1972) states that a test possesses face validity if it measures the knowledge or the ability it is intended to measure. Psychologists, on their part, tend to discount face validity on the ground that appearances may be deceiving. However, if the observer is perceptive and experienced, his judgment that a test possesses face validity may carry considerable weight as an indication that it is valid (Eble, 1972:555)

The two tests speaking skill test and writing skill test have been given to a group of experts in applied linguistics, education and psychologists (See Appendix 5) to judge whether it is applicable as far as the current research is concerned. Ninety percent of the experts consulted agreed that the two tests are valid. Such a procedure to test validity is called face validity (Van Dalen, 1979: 136).

3.5.7.4 Pre-Practice:

The speaking skill test had been given to (23) fifth primary pupils in AL-Fiha'a school, and the writing skill test had been given to (35) fifth primary pupils in Al-Fida'a school to examine the item in order to see if the two tests are understood by the pupils and know the time needed to two tests. Such a procedure had confirmed the application of the two tests to the current research and that all its items are understood by the pupils.

3.5.7.5 Reliability:

Reliability is an accuracy in the estimation of real mark of the individual of the aspect which is measured by the test or the extent of the similarity in the individual mark if the same test is given to the same person under the same condition (Odo & Malkawi, 1987: 161).

A test is reliable if it consistently yield the same results when repeated measurements of a property are taken of the same entities under the same condition (Van, Dalen, 1979: 138).

Heaten (1988: 162) states that reliability means the stability of the test scores. It is a necessary characteristic of any good test to be valid at all, it should first be reliable as a measuring instrument .

Reliability can be obtained by one of the following methods: (1) Re-administrating the same test after a lapse of time (2) administering parallel forms of the test to the same group, and (3) using the split –half method (heaten, 1988: 162).

In the current research, the test re-test method (administering the same test after a lapse of time), has been used. The test-retest method involves administering the same instrument (test) twice to the same subjects under the same conditions and comparing (correlating) the paired scores to estimate the reliability of the instrument (test). The advantage of

this method is that only one of the test is needed (Van Dalen, 1979: 139) (Al-Hamash, 1982: 17).

To obtain this measure the same group of individuals is re-tested after an interval of time, usually of a few weeks duration, and the correlation obtained between the two sets of scores (Verma, 1981: 86).

In the current research, the researcher has first given a single administration of the test and then, by re-administrating the same test to the same group of pupils after a lapse of time, and their marks on the two administration are compared or correlated. The speaking skill test has been given to (23) fifth primary pupils from Al-Fiha'a school , on the 22nd of Jan. 2003, and then after twelve days duration the same test has been given to the same group of pupils. By using the test-retest reliability method and Pearson Correlation Coefficient with Spearman Brown Prophecy formula (Ferguson, 1981: 113, 438), the speaking skill test scored correlation coefficients for pronunciation was (0.703), grammar was (0.701), vocabulary was (0.895), and the total of speaking skill test scored correlation coefficient (0.955). Such highly correlation coefficient indicates the reliability of the present test.

The writing skill test has been given to (35) fifth primary pupils from Al-Fida'a school, on the 23rd of Jan. 2003,and then after a few weeks the same test has been given to the same group of pupils. By using the test-retest reliability method and Pearson Correlation Coefficient with Spearman-Brown prophecy formula (Ferguson, 1981: 113 and 438).

The writing skill test scored correlation coefficients for writing was (0.92), grammar was (0.96), vocabulary was (0.92) spelling was (0.86) and the total writing skill test scored correlation coefficient was (0.98). Such a highly correlation coefficient indicates the reliability of the present test.

3.5.7.6 The Time of the Speaking Skill Test and Writing Skill

Test:

The speaking skill test lasted 12 minutes, while the writing skill test lasted 35 minutes.

3.6 The Experiment:

The procedures of defining the sample of the research and the teaching materials, and preparing the two tests have been followed by a number of meetings with the supervisor to acquaint the researcher with the aim of the study and the procedure she may follow when teaching each group according to the method set.

The experiment started on the 18th of February,2003 with pretest in speaking skill, and writing skill on the 19th of February,2003 .Firstly given to the two group simultaneously. Then the teacher (researcher) started teaching English for both groups, following the procedure in each instructional programme prepared by the researcher herself according to the two methods of teaching, educational games and conventional method.

The experiment stopped on the 20th of March, 2003 because of the war, then it restarted on 19th of April, 2003.

Practically, the experiment lasted twelve weeks of work and ended on the 14th of June 2003.

Throughout the twelve weeks, the pupils were taught the last five units from Pupils' Book 1 of the prescribed textbook in "Rafidain English Course for Iraq) i.e RECI, set for the teaching of English to fifth primary pupils and according to two methods of teaching, i.e educational games and of conventional method.

3.7 Posttest:

On the 16th of June 2003, the posttest of speaking skill was applied to the experimental group, and then on 17th of June, the same posttest of speaking skill was carried out for the control group. On 18th of June 2003, the posttest of writing skill was applied with the two groups, simultaneously. Hence, the experiment was completed.

3.8 The Statistical Means:

The following formules have been used in the actual study:

1-One-sample T-test of two tailed for correlated samples to test the differences between the pretest and posttests within each group, i.e. experimental and control groups;

$$t = \frac{\overline{D}}{SD / \sqrt{n}}$$

$\overline{D}$: Mean of differences between scores.

SD : Standard deviation of differences between scores.

N : Number of subjects

(Glass, 1970: 298)

2-Two –Sample T-test of two tailed for independent samples to test the differences between the two groups for the purpose of equivalence and to test the differences between arithmetic means of pupils' results in the speaking skill test and writing skill test.

$$t = \frac{\overline{X}1 - \overline{X}2}{\sqrt{\dfrac{(n1-1)s_1^2 + (n2-1)s_2^2 \left[\dfrac{1}{n1} + \dfrac{1}{n2} \right]}{n1 + n2 - 2}}}$$

$\bar{X}1$=Arithmetic mean of the experimental group

$\bar{X}2$= Arithmetic mean of the control group.

S_1^2 =Variance of the experimental group.

S_2^2 = Variance of the control group.

$n1$=Number of subjects in the experimental group.

$n2$= Number of subjects in the control group.

(Glass, 1970: 295)

3-Pearson formulae of Correlation to compute the reliability of the two tests, i.e. speaking skill test and writing skill test. In test re-test reliability method, with Spearman-Brown prophecy formulae:

$$Rxy \frac{n\sum xiY_i - \sum xi \sum Y_i}{\sqrt{[n\sum x_i^2 - (\sum xi)^2][n\sum y_i^2 - (\sum y_i)^2]}}$$

Rxy = Correlation coefficient of reliability of test re-test.

N = Number of subjects

$\sum$ = Summation

X,Y = the value of two variables

(Ferguson, 1981:113)

(Glass, 1970: 114)

$$R_{xx} = \frac{2Bxy}{1 + Rxy}$$

R_{xx}= Reliability of total test

(Ferguson, 1981:438)

CHAPTER FOUR

Presentation and Discussion of Results

4.1 Presentation of Results

The current chapter deals with the data obtained to present the total scores of speaking skill test and its relevant aspects, namely pronunciation, grammar, and vocabulary. It also deals with the total scores of writing skill test and it is relevant aspects, namely writing, grammar, vocabulary and spelling.

The results can be stated as follows:

1. One sample T-test for correlated groups has been used in order to know if there is a significant difference between the results of the pretest and posttest of speaking skill and writing skill in each group, namely the experimental and control groups. This has been done to test the first four main hypotheses which state that:

1.1 "There is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games in pretest and posttest of speaking skill".

In this respect, a significant statistical difference has been found in the experimental group, at (0.05) significance level and (27) degrees of freedom, between pretest and posttest scores and in favour of the posttest of speaking skill. See Table (19).

Table (19): T-Values for Differences between Pretest and Posttest Scores of the Experimental Group in Speaking Skill Test.

Linguistic aspects	Test Means		Differences Results		T-Values calculated
	Pretest	Posttest	Mean	SD.	
Pronunciation	2.535	8.785	6.250	0.967	34.1987
Grammar	2.642	12.321	9.678	1.678	30.5042
Vocabulary	2.214	8.214	6.000	0.769	41.2432
Total	7.392	29.321	21.928	2.1716	53.3223

N=28 T-tabled value at (0.05) level, (27) df=2.052 (Ferguson, 1976:487)

1.2 "There is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games in pretest and posttest of writing skill".

A significant statistical difference has been found in the experimental group, at (0.05) significance level and (27) degrees of freedom, between pretest and posttest scores and in favour of the posttest of writing skill. Table (20) shows the results:

Table (20): T-Values for Differences between Pretest and Posttest Scores of the Experimental Group in the Writing Skill Test.

Linguistic aspects	Test Means		Differences Results		T-Values calculated
	Pretest	Posttest	Mean	SD.	
Writing	2.535	5.357	2.821	1.020	14.6326
Grammar	1.857	6.250	4.392	0.566	41.000
Vocabulary	0.892	5.535	4.642	0.558	43.9713
Spelling	1.785	5.285	3.500	0.923	20.0662
Total	7.071	22.428	15.357	1.830	44.4036

N=28 T-tabled value at (0.05) level, (27) df = 2.05

1.3 "There is no significant statistical difference between the mean scores of the development of the control group taught by using conventional method in pretest and posttest of speaking skill".

Likewise, Table (21) shows that there is, as far as the control group is concerned, significant statistical difference at (0.05) significance level and (26) degrees of freedom, between pretest and posttest in speaking skill and in favour of the posttest. See Table (21)

Table (21):T-Values for Differences between Pretest and Posttest Scores of the Control Group in the Speaking Skill Test.

Linguistic aspects	Test Means		Differences Results		T-Values calculated
	Pretest	Posttest	Mean	SD.	
Pronunciation	2.481	7.259	4.777	1.310	18.9410
Grammar	2.629	10.703	8.074	1.491	28.1257
Vocabulary	2.148	7.333	5.185	0.833	32.3150
Total	7.259	25.296	18.037	1.990	47.0970

N=27 T-tabled value at (0.05) level, (26) df = 2.056

1.4 "There is no significant statistical difference between the mean scores of the development of the control group taught by using conventional method in pretest and posttest of the writing skill".

A significant statistical difference has been found in the control group, at (0.05) significance level and (26) degrees of freedom, between pretest and posttest scores and in favour of the posttest in writing skill. Table (22) shows the results:

Table (22): T-Values for Differences between Pretest and Posttest Scores of the control Group in the Writing Skill Test.

Linguistic aspects	Test Means		Differences Results		T-Values
	Pretest	Posttest	Mean	SD.	calculated
Writing	1.962	4.518	2.555	0.698	19.0249
Grammar	1.814	5.222	3.407	0.797	22.2130
Vocabulary	0.814	4.703	3.888	0.698	28.9510
Spelling	1.666	4.370	2.703	0.953	14.7367
Total	6.259	18.814	12.555	1.552	42.0229

N= 27 T-tabled value at (0.05) level, (26) df = 2.056

It is obvious, from the values presented above, that there are significant statistical differences between pretest and posttest in favour of the latter for the two groups. These can be attributed to the fact that the T-calculated value in each group, namely experimental and control groups is larger than the T-tabled value, therefore the first four main null hypotheses are rejected.

2. A two-tailed T-test including two independent samples has been used to test the differences between the posttest of speaking skill for the two groups. The T-tabled value is (2.000) at (0.05) significance level and (53) degrees of freedom. This has been done to test the hypotheses and to achieve at the aim of the study. The results are as follows:

2.1 Total of Speaking Skill Test:

To test the fifth main hypothesis, namely "there is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games and the control group taught by using conventional method in the total of speaking skill

test". The mean scores of the total speaking skill posttest for the two groups have been calculated and tested. See Table (23):

Table (23): T-test Results for Posttest of the Total Speaking Skill Test for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T. calculated value	T. tabled value	
A-Experimental	28	29.321	3.031	4.6591	2.000	There is a significant statistical difference
B-Control	27	25.236	3.371			

The results presented in Table (23) indicate that there is a significant statistical difference between the scores of the posttest of speaking skill for the two groups and in favour of the experimental group. This is so because the T-calculated value is larger than the T-tabled one. As a result, the fifth main null hypothesis is rejected.

This result agrees with the study of Humphrey(1965), Hasab Allah (1991), and Al-Ubeady (1993).

2.2 Pronunciation:

Concerning the first sub-hypothesis of the fifth main hypothesis "there is no significant statistical difference between the mean scores of the development of the experimental and control groups in pronunciation of the speaking skill test", Table (24) shows the mean scores of the pronunciation of posttest for the two groups:

Table (24): T-test Results for Posttest of Pronunciation in Speaking Skill for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T-calculated value	T- tabled value	
A-Experimental	28	8.785	1.423	3.1065	2.000	There is a significant statistical difference
B-Control	27	7.259	2.158			

It is clear that the mean score of the experimental group is higher than that of the control group. Likewise, the T-calculated value is larger than the T-tabled one. This indicates that the difference between the two groups in pronunciation is in favour of the experimental group which, had been taught by using the educational games and therefore the null hypothesis is rejected.

2.3 Grammar:

To test the second sub-hypothesis of the fifth main hypothesis which states that "there is no significant statistical difference between the mean scores of the development of the experimental and control groups in grammar of the speaking skill test". The mean scores of this aspect of the posttest for the experimental and the control groups have been tested. The results are presented in Table (25).

Table (25): T-Test Results for Posttest of Grammar in Speaking Skill for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T-calculated value	T. tabled value	
A-Experimental	28	12.321	1.846	3.3917	2.000	There is a significant statistical difference
B-Control	27	10.703	1.682			

It is obvious from Table (25) that there is a significant statistical difference between the two groups for are in favour of the experimental group. This can be attributed to the fact that the T-calculated value is larger than the T-tabled one, and hence the null hypothesis is rejected.

2.4 Vocabulary:

For the third sub-hypothesis of the fifth main hypothesis which states that "there is no significant statistical difference between the mean scores of the development of the experimental and control groups in the vocabulary of the speaking skill test", the mean scores of vocabulary have been calculated and tested. The results are presented in Table (26):

Table (26): T-Test Results for Posttest of Vocabulary in Speaking Skill for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T- calculated value	T- tabled value	
A-Experimental	28	8.214	1.066	2.6144	2.000	There is a significant statistical difference
B-Control	27	7.333	1.414			

It is clear that the T-calculated value is larger than the T-tabled one. This means that there is a significant statistical difference between the experimental and the control groups for in favour of the former, which has been taught by the educational games. Consequently, the null hypothesis is rejected.

3. A two –tailed T-test including two independent samples have been used to test the differences between the posttest of writing skill for the two groups. The T-tabled value is (2.000) at (0.05) significance level and (53) degrees of freedom. This has been done to test the hypotheses and to arrive at the aim of the study. The results are as follows:

3.1 Total of Writing Skill Test:

To test the sixth main hypothesis, namely "there is no significant statistical difference between the mean scores of the development of the experimental group taught by using educational games and the control group taught by using conventional method in the total of writing skill test, the mean scores of the total writing skill posttest for the two groups have been calculated and tested. See Table (27):

Table (27): T-test Results for Posttest of the Total Writing Skill for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T- calculated value	T- tabled value	
A-Experimental	28	22.428	2.218	5.3618	2.000	There is a significant statistical difference
B-Control	27	18.814	2.760			

The results presented in table (27) indicate that there is a significant statistical difference between the scores of posttest of writing skill for the two groups and in favour of the experimental group. This can be attributed to the fact that the T-calculated value is larger than the T-tabled one. As a result, the sixth main null hypothesis is rejected.

3.2 Writing:

To test the first sub-hypothesis of the sixth main hypothesis which states that " there is no significant statistical difference between the mean scores of the development of the experimental and control groups in the writing of the writing skill test". Table (28) shows the mean scores of writing aspects of posttest for the two groups:

Table (28): T-test Results for Posttest of Writing in Writing   Skill for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T- calculated value	T- tabled value	
A-Experimental	28	5.357	0.826	3.2280	2.000	There is a significant statistical difference
B-Control	27	4.518	1.087			

It is clear that the T-calculated value is larger than the T-tabled one. This means that there is a significant statistical difference between the experimental and the control group in favour of the former which has been taught by using the educational games and the null hypothesis is therefore rejected.

3.3 Grammar:

For the second sub-hypothesis of the sixth main hypothesis which states that "there is no significant statistical difference between the mean scores of the development of the experimental and control groups in the grammar of the writing skill test", the mean scores of this aspect of the posttest for the experimental and the control groups have been calculated and tested. The results are presented in Table (29):

Table (29): T-test Results for Posttest of Grammar in Writing Skill for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T- calculated value	T- tabled value	
A-Experimental	28	6.250	0.927	3.3176	2.000	There is a significant statistical difference
B-Control	27	5.222	1.339			

It is clear that the mean score of the experimental group is higher than that of the control group. Likewise, the T-calculated value is larger than the T-tabled one. This indicates that the difference between the two groups in grammar aspect in favour of the experimental group which had been taught by using the educational games and hence the null hypothesis is rejected.

3.4 Vocabulary:

To test the third sub-hypothesis of the sixth main hypothesis which states that "there is no significant statistical difference between the mean scores of the development of the experimental and control groups in the vocabulary of the writing skill test", the mean scores of vocabulary have been calculated and tested. Table (30) shows the results:

Table (30): T-test Results for Posttest of Vocabulary in Writing Skill
for the Experimental and Control Groups

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T- calculated value	T- tabled value	
A-Experimental	28	5.535	0.637	3.6148	2.000	There is a significant statistical difference
B-Control	27	4.703	1.030			

It is obvious from table (30) that there is a significant statistical difference between the two groups in favour of the experimental group. This can be attributed to the fact that the T-calculated value is larger than the T-tabled one, and hence the null hypothesis is rejected. This results agree to study of (Al-Nymraat, 1995).

3.5 Spelling:

Concerning the last sub-hypothesis of the sixth-main hypothesis namely, "there is no significant statistical difference between the mean scores of the development of the experimental and control groups in the spelling of the writing skill test". Table (31) shows the mean scores of spelling of posttest for the two groups:

Table (31): T-test Results for Posttest of Spelling in Writing Skill for
the Experimental and the Control Groups.

Groups	No.	Mean	SD.	T-Value		Significance level at 0.05
				T- calculated value	T- tabled value	
A-Experimental	28	5.285	0.975	3.1374	2.000	There is a significant statistical difference
B-Control	27	4.370	1.181			

It is clear that the mean score of the experimental group is higher than that of the control group. Likewise, the T-calculated value is larger than the T-tabled one. This indicates that the difference between the two groups in spelling is in favour of the experimental group which had been taught by the educational games and the null hypothesis is rejected. This result agrees with the study of (Walker, 1981 and Keen, 1983)

4.2 Discussion of Results:

In the current study, the results show that there has been a significant statistical difference between pupils' mean scores on the speaking skill posttest and writing skill posttest for the experimental group taught by using educational games and the control group taught by using conventional method in favour of the former. Such results may be attributed to the following:

1- The effectiveness of using educational games in teaching English, which results in substantially, increased pupils' development in speaking and writing skills.

2- The effectiveness of using educational games in teaching language skills, especially speaking and writing due to the fact that educational games is a pupil–centered style which motivates the learner (pupil) to achieve the objectives of the activity. It is also a style, which creates motivation, makes the pupil feels comfortable, and wants to learn more, creates a relaxed atmosphere which in itself has been found to facilitate learning and provides meaningful contexts in which the various language skills can be practised and developed. It is also a style which provides the pupils with an opportunity to practise communication, for the sake of developing his/her speaking and writing ability.

3- Teaching games allowed pupils to use the language that they learned, participating in the communicative process speaking, throughout the game. Practice leads to progress, progress leads to motivation and motivation leads to more learning.

4- The effectiveness of using educational games helped the researcher to make her pupils use and practise the language in contexts, games gave practice in all language skills especially speaking and writing. Oral games enabled the pupils to understand and use spoken English, while a written game enabled the pupils to practise the written aspect of language. Hence, using educational games gave practices and development in speaking and writing skills.

5-The effectiveness of using educational games in teaching English is based on questions and answers, helped to improve pupils' English. When a pupil plays the game she will sometimes listen to and answer questions and some times read or ask questions to another player (Pupil). This means that she will practise, listening and speaking. Also, the questions she is asked will test her vocabulary, spelling, grammar, and pronunciation, when she cannot answer a question correctly, she will learn something new, when she is told the correct answer.

6- Giving a present as a feed back after the end of the game was adopted to motivate the pupil to learn language because she tries harder at games than in other method, therefore the pupils practise the language in using game more than any teaching method.

7- Also the results can be attributed to many factors, such as size of the sample, time of the experiment.

Besides the educational games are known to be a stimulator of activation for the pupils and developing skills in instructional situations where excitement, competition, reinforcement and suspense are available.

CHAPTER FIVE
Conclusions, Recommendations and Suggestions

5.1 Conclusions:

In the light of the results arrived at, the following concluding points can be stated:

1-Using educational games can be considered as an activity style in teaching English for fifth primary pupils, because of the positive effectiveness on the development of English language skills.

2-The use of games correctly developed pronunciation, vocabulary, and grammar of speaking skill, also developed writing, grammar, vocabulary, and spelling of writing skill.

5.2 Recommendations:

In the light of the results which are arrived at and an attempt to develop speaking and writing skills, the researcher recommended the following:

1- Teachers should use educational games that are useful to their pupils in order to enhance pupils' proficiency and help them to achieve their goals.

2- The prescribed textbook must provide more games, aim to develop speaking and writing skills.

3- The teacher's guide must involve the steps of using educational games and the procedure of preparing them.

4- Providing primary schools with some games which are related to the prescribed textbook and appropriate to the level of the pupils.

5-Educational administration should provide games in training English teachers.

5.3 Suggestions:

Based on the findings of the current research, the researcher suggests carrying out the following studies:

1- The influence of using educational games on the development of some English language skills of male pupils.

2- The influence of using educational games on pupils' achievement at the elementary or intermediate level and attitude or interest.

3- Pupils' attitudes towards the use of the educational games in TEFL in the primary schools.

4- Carrying out similar studies on other language skills.

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ملخص البحث

استهدف هذا البحث للتعرف على أثر استخدام الالعاب التربوية في تنمية بعض مهارات اللغة الانكليزية (مهارتي التكلم والكتابة) لدى تلميذات الصف الخامس الابتدائي ولتحقيق هدف البحث تم وضع ثلاثة عشر فرضية صفرية ستة منها رئيسة وسبعة فرعية . أخضعت هذه الفرضيات للتجريب كما اقتصر البحث على تلميذات الصف الخامس الابتدائي من تلميذات مدرسة نينوى للبنات ومدرسة العودة للبنات للعام الدراسي ٢٠٠٢-٢٠٠٣ .

استخدمت الباحثة التصميم التجريبي ذو المجموعتين المتكافئتين ذات الاختبار القبلي والبعدي ، درست المجموعة الاولى باستخدام الالعاب التربوية وسميت بالمجموعة التجريبية ، اما المجموعة الثانية فدرست باستخدام الطريقة التقليدية وسميت بالمجموعة الضابطة . بلغ حجم عينة البحث (٥٥) تلميذة بواقع (٢٨) تلميذة في المجموعة التجريبية و (٢٧) تلميذة في المجموعة الضابطة وقد اجريت عملية تكافؤ المجموعتين في متغيرات العمر الزمني ودرجات التلميذات في مادة اللغة الانكليزية في امتحان نصف السنة ومعدل العام للسنة السابقة ودرجات الذكاء ، ودرجات الاختبار القبلي لمهارة التكلم ومهارة الكتابة والمستوى التعليمي للابوين . وقد قامت الباحثة بتدريس مادة اللغة الانكليزية للصف الخامس الابتدائي لكلا المجموعتين.

أعدت الباحثة أداتين لقياس المهارات اللغوية منها لقياس مهارة التكلم والاخرى لقياس مهارة الكتابة ، كانت الاداة التي تقيس مهارة التكلم تقيس قابلية التلاميذ على التحدث في مجال التلفظ والقواعد والمفردات ، اما الاداة التي تقيس مهارة الكتابة فكانت تقيس قابلية التلاميذ للكتابة في مجال الكتابة والقواعد والمفردات والتهجي ، ولغرض التأكد من صلاحية استخدامها للتلميذات قامت الباحثة بعرضها على مجموعة من الخبراء للتعرف على الصدق الظاهري لها . ثم طبقتها على عينة استطلاعية خارجية لمعرفة فيما إذا كانت الاداتين مفهومة من قبل التلاميذ ومتناسبة مع مقررات المنهج وكذلك لمعرفة وقت اختبار كل اداة. ثم استخرج معامل الثبات بطريقة اعادة الاختبار ، حيث بلغ (٠,٩٥) لمهارة التكلم اما بالنسبة لمهارة الكتابة فقد بلغ معامل الثبات لها (٠,٩٨) ويعد هذان المعاملان جيدان للاختبار .

طبقت الباحثة الاداة على مجموعتي البحث قبل البدء بتدريس التلميذات (اختبار قبلي) وطبقته بعد انتهاء الفصل الدراسي الثاني (اختبار بعدي) للتعرف على مدى نمو تلك المهارتين اثناء فترة التجربة التي امتدت (١٢) اسبوع .

وبعد معالجة البيانات باستخدام الاختبار التائي (T-test) لعينتين مستقلتين اظهرت النتائج ما يأتي :

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعة التجريبية التي درست باستخدام الالعاب التربوية في الاختبارين القبلي والبعدي لمهارة التكلم عند مستوى دلالة (٠,٠٥) ولصالح الاختبار البعدي .

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعة التجريبية التي درست باستخدام الالعاب التربوية في الاختبارين القبلي والبعدي لمهارة الكتابة عند مستوى دلالة (٠,٠٥) ولصالح الاختبار البعدي .

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعة الضابطة التي درست بالطريقة التقليدية في الاختبارين القبلي والبعدي لمهارة التكلم عند مستوى دلالة (٠,٠٥) ولصالح الاختبار البعدي .

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعة الضابطة التي درست بالطريقة التقليدية في الاختبارين القبلي والبعدي لمهارة الكتابة عند مستوى دلالة (٠,٠٥) ولصالح الاختبار البعدي .

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية التي درست باستخدام الالعاب التربوية والضابطة التي درست بالطريقة التقليدية في مجموع الاختبار البعدي لمهارة التكلم عند مستوى دلالة (٠,٠٥) ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال التلفظ للاختبار البعدي لمهارة التكلم ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال القواعد للاختبار البعدي لمهارة التكلم ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال المفردات للاختبار البعدي لمهارة التكلم ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية التي درست باستخدام الالعاب التربوية والمجموعة الضابطة التي درست بالطريقة التقليدية في مجموع الاختبار البعدي لمهارة الكتابة عند مستوى دلالة (٠,٠٥) ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال الكتابة للاختبار البعدي لمهارة الكتابة ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال القواعد للاختبار البعدي لمهارة الكتابة ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال المفردات للاختبار البعدي لمهارة الكتابة ولصالح المجموعة التجريبية.

- وجود فرق ذو دلالة احصائية بين متوسط درجات التطوير للمجموعتين التجريبية والضابطة في مجال التهجي للاختبار البعدي لمهارة الكتابة ولصالح المجموعة التجريبية.

وفي ضوء نتائج البحث استنتجت الباحثة بعض الاستنتاجات كما اوصت بعدد من التوصيات اهمها استخدام الالعاب التربوية في المدارس من قبل المعلمين والمعلمات والتي ربما تكون مفيدة للتلاميذ في تنمية كفاءتهم ومساعدتهم في تحقيق الاهداف ، فضلاً عن ذلك تزويد المدارس الابتدائية ببعض الالعاب والتي تتعلق بالمنهج المقرر ومناسبة لمستوى التلاميذ.

وامتدادا لهذا البحث وتكملة له اقترحت الباحثة اجراء دراسة مماثلة لمهارات لغوية اخرى ، واقترحت ايضا اجراء دراسة مماثلة تتناول متغيرات اخرى كالتحصيل والاتجاهات والميول .