The Impact Of Using Games On Children Engagement And The Using Of The English Language Inside The Classroom

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Abstract

This study aims to investigate the impact of using games on children's engagement and use of the English language among primary school students in Makkah, Saudi Arabia. Methodology: This study targets 30 participants, 15 male and 15 female teachers, selected from different primary schools in Makkah Al-Mukarramah region. This study employed an analytical descriptive research design, and the quantitative data was obtained using a (Questionnaire). The quantitative data is analyzed using SPSS descriptive statistics. Result: The findings revealed that games are effective as educational tools to provide enjoyment, passion, pleasure, and motivation for students to learn English more effectively without any dull effects. Also revealed that when games are played, positive effects will happen, such as lowering learners' anxiety and providing meaningful use of a language in the classroom. In addition, there is no difference between genders or years of experience of teachers in the results regarding the positive or negative effects of playing games in the English language to raise the children learning efficacy.

I. INTRODUCTION

English language is one of the most widely spoken languages in the world. It also relies on many daily transactions. In addition, it is the first language for many business deals. It is also the most prevalent language in the professional sectors, the internet, scientific research, academic sectors, and all kinds of sciences. English is also used in studying scientific research and student interactions.

Children learn English in schools and are trained to employ and use it in their school life and outside. Therefore, the issue of how students interact with language is one of the crucial issues that concern teachers, and teachers are interested in using many means and methods that help students to employ the language in a cooperative manner among students (Gozcu, 2016).

Several studies have examined the importance of helping students to use the English language well in life and at school. Quy (2019) indicated that teachers should help students practice English in the classroom through the use of activities using picture books, songs, vocabulary, drama, and games. Accordingly, picture books, multimedia, songs, and games were integrated into the children's curriculum.

Berkay et al., (2021) emphasized that children need to activate their five senses while learning the language. Therefore, teachers must organize educational activities that are not limited to the traditional and theoretical aspects but instead focus on activities that stimulate the student's mind and activate his interaction with others. There are different means to use language cooperatively. The play/game-based learning model can be used to enhance using language cooperatively.

The use of games helps to create a comfortable learning environment. Teachers can use games to help students interact with each other when they are engaged in activities inside the classroom. Students can use language cooperatively in playing a game or understanding a classroom task. This reduces students' anxiety and increases their interest. Games can stimulate student learning and enhance using language in cooperative ways. Game-based teaching may be beneficial for students with low educational motivation. So, teachers need to think about which games to use, when to use them, how to link them to the curriculum, textbook, or program and how different games will benefit students in different ways more specifically.

It has been noticed in Saudi Arabia that most students have a weak ability to interact with language and their inability to use it in real life. The problem mainly occurs due to weakness in cooperative learning and the lack of motivation in the classrooms, also due to the teaching practices with a lack of variety in the environment of the learning process and weak cover of educational games that can attract the students' attention. Common lesson lacks the diversity that includes education with games or limited use of them. Therefore, lesson plans in Saudi Arabian classrooms are unable to pull students from the traditional educational environments to others that are more attractive and interesting. Accordingly, it is essential to start looking at teachers' actual perspectives on including games in the classroom with more reliable answers to respond to the matter of learning language through games.

This study aims to shed light on the importance of utilizing educational games in Saudi classrooms and draw the teachers' attention to more gaming diversity in their lesson plans. Moreover, identify the significant

impact of using educational games for teachers, males, and females, in their teaching approaches and bring more awareness to this significance. Reveal the motivational, pedagogic and performance values for both male and female teachers on the use of educational games in classrooms. In addition, discuss the challenges that face teachers in Saudi Arabia in employing educational games in the learning process and open the door for suggestions and solutions. This study also highlights the importance of educational games for the curriculum designers and decision-makers in the educational fields and institutions to take into their consideration.

The study is carried out to meet the following objectives and questions:
To determine the significant difference in teacher's beliefs of the impact of using games in English classes on students' engagement according to gender.
To investigate the significant difference in teacher's beliefs of the impact of using games in English classes on students' engagement according to experience.

1. RQ1- Is there any significant difference in teachers' beliefs on the impact of using games (motivational values, the pedagogic values, the performance values, and challenges using games) on children's engagement and use of English language inside the classroom according to gender?"
2. RQ2- Is there any significant difference in teachers' beliefs on the impact of using games (motivational values, the pedagogic values, the performance values, and challenges using games) on children's engagement and use of English language inside the classroom according to experience?" Answering the above questions will encourage educators and curriculum designers to have a more profound understanding of the motivational aspects that impact the students' performance and accordingly provide the proper solutions for the weaknesses that might demotivate students.

II. LITERATURE REVIEW

Games are considered one of the most necessary ingredients in EFL classrooms. They contain exercises and activities that have purposes, aims, and practices simultaneously with pleasure and enjoyment. Hadfield (1990) describes games as "an activity with rules, a goal and an element of fun." language learning games can provide an influential context for acquiring the language. Constantinescu (2012) declares that

students, through games, can enhance their knowledge of spoken and written English. Games aid students in understanding terms and structures using the right spelling and pronunciation in any context. Even when most teachers lack learning strategies for games, games still perform an influential function. Games block boredom and ordinary situations during English lessons. Contrarily, they construct a favorable and positive classroom atmosphere (Gozcu & Caganaga, 2016).

Games are an educational means accompanied by enjoyment and the ability to integrate with the lesson, unlike the usual lessons that are characterized by monotony and lack of interest. The student gets to have fun and learn simultaneously, and even the shy student gets the opportunity to interact and integrate into the class atmosphere (Mei & Yu-Jing, 2000). This raises the motivation level among children, where students find the option of playing as an alternative, which encourages them to work more and interact and maintain an atmosphere of interest in the class. In this way, they reduce the stress of learning another language (Mei & Yu-jing, 2000).

Papakostas, et al. (2021). The task of child engagement estimation when interacting with a social robot during a special educational procedure is studied. A multimodal machine-learning-based methodology for estimating the engagement of children with learning difficulties participating in appropriately designed educational scenarios is proposed. For this purpose, visual and audio data are gathered during the child-robot interaction and processed to decide the engaged state of the child or not. Six single and three ensemble machine learning models are examined for their accuracy in providing confident decisions on in-house developed data. The experiments revealed that using multimodal data and the AdaBoost Decision Tree ensemble model, the children's engagement can be estimated with 93.33% accuracy. Moreover, an essential outcome of this study is explicitly defining the different engagement meanings for each scenario. The results are promising and put ahead of the research for closed-loop human-centric special education activities using social robots.

Barrera, S. (2020). Gaming is a common component in psych-pedagogical interventions. Still, its usage is often not adequately understood or considered in terms of the criteria that justify its use and the function of games in psych-pedagogical contexts, as well as how games must be chosen and worked. This paper's primary goal is to explore games' developmental, educational, and clinical-psychological effects on

children. It will be followed by an examination of the games' psych-pedagogical applications. Efforts to improve the use of educational games in treating learning issues are likely made.

Fazel B, et al. (2020). When teaching complex literary topics or works, games can be employed as instructional aids. The instructor can use games to make subjects easier to understand while engaging pupils in learning. Samuel Beckett's play Waiting for Godot (1953) exemplifies Absurdity and the Theater of the Absurd. Mike Rosenthal's game of the same name actively lets pupils explore the idea of Absurdity independently. Also, there's The Great Gatsby, based on Fitzgerald's novel and a serious game (1925). The novel incorporates important symbols, phrases, cutscenes, and other elements into its four levels of gameplay. Students may quickly recall the novel's storyline through the level progression, which aids their understanding and retention.

III. METHODOLOGY

A. Research Design

The research design used in this study is analytical descriptive research design since the study is quantitative in nature. It basically pursues to determine the participants' differences in motivational values, pedagogic values, performance values, and challenges using games through gender and experience. Both research questions were answered in the quantitative descriptive method.

The population of the current study was English language teachers, males and females. The English language teachers targeted in this study are located in Makkah Al-Mukarramah region. All male and female English language teachers in the schools of the Kingdom in general, including the Makkah region, are licensed to teach the four English language skills.

B. Participants

This study included 30 Saudi teachers from primary schools from Makkah Al-Mukarramah region. The 30 participants were 15 male teachers and 15 female teachers. The samples were collected randomly using cluster sampling. The researcher joined a telegram channel for primary English school teachers in Makkah region.

C. Instrumentation

The instrument in this study was a questionnaire designed by Abu Rmeileh (2019). The questionnaire was edited to suit the study and fulfill the requirement of the research questions. The questionnaire involved

two sections. In all the sections of the questionnaire, the participants were asked to place a tick for their choice. In section one, the participants were asked to fill in demographic information about their gender and teaching experience. In section two, the participants were asked to choose the best choice, which represented their opinion about the research. It consisted of 23 items, and it is divided into four parts. According to Adams & Cox (2008), the most used opinion scale is the Likert scale. The score for each rating scale was 1= Strongly disagree, 2= disagree, 3=undecided, 4= agree, 5= Strongly agree. The 23 items in section two were distributed in four parts. The first part included six items that describe the teacher's beliefs about the motivational values of using games with young learners. The second part included eight items that describe the teacher's beliefs about the pedagogic values of using games in teaching young learners. The third part included six items that describe the effectiveness of using games in teaching English on young learners' performance. The fourth part included three items that describe the challenges of using games.Data was collected through a questionnaire to collect teachers' opinions.

FINDINGS AND DISCUSSION

The feature and characteristics of the target samples of 30 male and female English primary teachers were described as in the following tables.

Table (1) shows the distribution of respondents by gender, that 50% of the respondents were females, and 50% were males:

Table (1) Distribution of Respondents by Gender

Gender	Count	Percent
Male	15	50%
Female	15	50%
Total	50	100%

Table (2) Distribution of Respondents by education

Education	Count	Percent
Diploma	1	3.3%
Bachelor	24	80.0%
Master	5	16.7%
Total	30	100.0%

It shows that the most of the sample are Bachelor degree (80.0%) , and then master degree with (16.7%), and the last rank diploma degree (3.3%).

Table (3) mDistribution of Respondents by Years of experience

Years of experience	Count	Percent
1-5 years	11	36.7%
6-10 years	7	23.3%
more than 10 years	12	40.0%
Total	30	100.0%

The table above shows the participants experience and their percentage according to the SPSS analysis. It shows that (40.0%) of the participants are 10 years in experience and more. Also shows that (23.3%) of participants are 6-10 years' experience. Finally, it shows that (36.7%) of the participants are between 1–5 years in experience.

Table (4) Distribution of Respondents by school

School	Count	Percent
Public	20	66.7%
Private	10	33.3%
Total	30	100%

It shows that 66.7% of the respondents were at the public school, 33.3% were at the private school.

Table (5) Distribution of Respondents by Grades you teach.

Grades you teach	Count	Percent
1	2	6.6%
2	4	13.3%
3	0	0%
4	0	0%
5	1	%3.3
6	2	6.6%
More than one grade	21	70%
Total	30	100%

It shows that 70% of the respondents teach more than one grade. 6.6% teach grade 1, 13.3 teach grade 2, no teachers teach grade 3 and 4 only, and 3.3% teachers teach grade 5.

Table (6) Distribution of Respondents average class size

Class size	Count	Percent
12	3	10%
20	16	53.3%
28	11	36.7%
Total	30	100%

It shows that 53.3% of the classes include 20 students in size which consider the majority, 36.7% of the classes include 28 students. Finally, %10 of the classes includes 12 students.

To answer the first question Table (7) Gender Differences in in teacher's beliefs of the impact of using games (motivational values, the pedagogic values, the performance values, and challenges of using games) on children engagement and using of English language inside the classroom.

Table (7) Gender Differences in in teacher's beliefs

Questionnaire	Gender	number	Means	Standard deviation	T-value	Sig.	Significance
Teacher's beliefs about the motivational values of using games with young learners	Male	15	26.53	1.76	1.378	.179	Not Sig
	Female	15	24.40	5.72			
Teacher's beliefs about the pedagogic values of using games in teaching young learners	Male	15	33.26	4.44758	.419	.678	Not Sig
	Female	15	32.33	7.38402			
The effectiveness of using games in teaching English on young learners' performance	Male	15	24.40	3.01	.097	.923	Not Sig
	Female	15	24.26	4.38			
Challenges of using games	Male	15	10.93	1.75	.540	.59	Not Sig
	Female	15	10.46	2.85			
Total	Male	15	95.13	7.54	.783	.440	Not Sig

Female	15	91.46	16.48	

It indicated that the calculated T value in the total of the four domains of the impact of games in teaching young learners equals (.783) which is less than T table. Sig is (.440) which is more than (0.05). So, there is no statistically significant difference at ($\alpha \leq 0.05$) in the impact of using games (motivational values, the pedagogic values, the performance values, and challenges of using games) on children engagement and using of English language inside the classroom.

To answer the second question Table (8) Experience Differences in teacher's beliefs of the impact of using games (motivational values, the pedagogic values, the performance values) on children engagement and using of English language inside the classroom.

Table (8) Experience Differences in teacher's beliefs

Questionnaire	Experience	The number	Means	Standard deviation	F-value	Sig.	Significance
Teacher's beliefs about the motivational values of using games with young learners.	1-5 years	11	25.81	.861	.807	.457	Not Sig
	6-10 years	7	26.85	.857			
	more than 10 years	12	24.33	1.729			
	Total	30	34.63	.785			
Teacher's beliefs about the pedagogic values of using games in teaching young learners	1-5 years	11	34.63	2.80	.955	.397	Not Sig
	6-10 years	7	32.71	6.210			
	more than 10 years	12	31.16	7.79			
	Total	30	32.80	6.00			
The effectiveness of using games in teaching English on young learners' performance	1-5 years	11	25.00	3.00	.422	.660	Not Sig
	6-10 years	7	24.57	3.90			
	more than 10 years	12	23.58	4.29			
	Total	30	24.33	3.69			
Challenges of using games.	1-5 years	11	10.90	1.70	1.827	.180	Not Sig
	6-10 years	7	11.85	1.95			
	more than 10 years	12	9.83	2.82			
	Total	30	10.70	2.33			
All the questionnaire	1-5 years	11	96.36	6.32	1.203	.316	Not Sig
	6-10 years	7	96.00	12.27			

more than 10 years	12	88.91	16.55
Total	30	93.30	12.73

The table above, indicated that the probability value (Sig) is (0.316) which is more than the level of significance ($\alpha \leq 0.05$). The calculated F value in total questionnaire equals (1.203) and is less than the table value, so there are no statistically significant differences in teachers, beliefs in the impact of using games (motivational values, the pedagogic values, the performance values) on children engagement and using of English language inside the classroom according to experience.

This study involved 30 male and female teachers (respondents) who were randomly chosen from different Makkah schools during the third semester of the academic year 2022-2023. In this study, we aimed to investigate the role of using games to motivate students' engagement and use of the English language. To test the study reliability of the questionnaire, we used Cronbach's Alpha which is a measure of internal consistency, to know how closely a set of items are related as a group with a total of 23 items of the four constructs questionnaires (Taber, 2018).

Cronbach's Alpha for our entire questionnaire was estimated at 0.727, and it is known that to say that any test group is reliable, Cronbach's alpha value must lie between 0.70 to 0.95, as reported by Tavakol and Dennick (2011). Therefore, the questionnaire is reliable and ready for the intended sample distribution.

The second method was internal consistency (Poythress et al., 2006). The internal consistency for the questionnaire was computed and carried out by determining the correlation coefficient, which is the measure of the linear interdependence of two variables or sets of data. It is a number that lies between +1 and −1 and is significant at 0.05. In this study, the high positive linearity relationship between teachers' beliefs about the motivational values of using games with young learners and the total score for the first axis (that was six items), with a degree of significance less than 0.05, confirmed that there is a significance of teachers' beliefs about the motivational values. The same results were observed in the study (Rmeileh, 2016), which reported that the significant correlation between each paragraph and the total degree of its field found that there is a statistically significant correlation between each field and the total degree of the scale of all paragraphs.

To detect the teacher's beliefs about the pedagogic values of using games in teaching young learners and the total score for the first axis, "which is eight in number," has significant correlations with the degree of the second axis to which each paragraph belongs at the level of significance 0.05. The correlations of the items ranged between 0.873 and 0.584. Indicates the presence of internal consistency for the items of the second axis, which is in agreement with the Yolageldili and Arıkan (2011) study, which reported that the majority of English as a foreign language (EFL) teacher (approx. 86.67%) is believing in the pedagogical value of games in the second language teaching (i.e., English).

Obviously, the effectiveness of using games in teaching English on young learners' performance, "which are six items in questionnaires," has significant correlations with the degree of the second axis to which each paragraph belongs at the level of significance of 0.05. The correlations of the items ranged between 0.620 and 0.759. Confirms that there is a presence of internal consistency for the items of the second axis and affirms that there is a significance of using games in teaching English, raising the effectiveness. The same results were concluded in Ariani's (2010) study, which reported that using games in teaching English raised performance by more than 20% through one learning semester.

To detect the correlation coefficient between each item in the challenges of using games and the total score for fourth axis, the three items have significant correlations with the degree of the fourth axis to paragraphs, which is considered significant at $p = 0.01$. The correlations ranged between 0.642 and 0.872 to indicate that there is a presence of internal consistency for the items on the fourth axis. That is agreed with Daghistani's (2011) study, who reported that the challenge of using games for school children with high internal consistency and using games positively affects children's skills, in addition to a significant difference between the average scores of the experimental group and control group.

The third way to measure the validity is structural consistency validity which measures the extent to which the goals tool wants to reach (Alandete et al., 2016). To verify the structural validity, the correlation coefficients were calculated between the degree of each axis of the four axes of the questionnaire. The total score of the questionnaire in this study showed a correlation coefficient between the degree of the axes of the questionnaire and the total score of the axes of the questionnaire. It ranged between 0.944.

and 0.168, they are significantly at the p-value of 0.05. It confirms that there is internal consistency between the four axes of the questionnaire. The same way of results is shown in Thørrisen et al. (2021) study, who concluded after a study of the Ten-Item Personality Inventory (TIPI) to measure the five-factor model (FFM) personality dimensions that there is an acceptable internal consistency and satisfactory structural validity with closed results.

The data from questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS) program sources to test the hypothesis and evaluate the outcomes (Arkkelin, 2014).

From a total of 30 samples, 15 (50%) were male in gender, and the other 15 (50%) were females. This equal distribution in gender was to neglect gender bias and gets the total data of the effect of gender in questionnaires revealed data without conferring any emotional effect (Holdcroft, 2007).

When we directed the education distribution among the thirty samples, we shall find that more than 80% were bachelor's holders only, and the other 20% were holding other postgraduate studies of diploma (3.3%) or master's degree (16.7%). It was very important to diversify the study degrees in the questionnaires, it will give broader knowledge, information, and point of view, but the majority was only respondents' bachelor holders to reflect the most common degree responses.

According to experience years, around 12 (40%) respondents are experienced with more than ten years, 11 (36.7%) respondents are experts for 11 years, and 7 (23.3%) respondents. This experience will give the study questionnaires more reliability. As reported by Thiry et al., (2012), multiple years of experience in research will have a good impact on the results and significance in general, and in this study, we determined these years of experience's effect. Regarding the school type, more than two-thirds (66.7%) of chosen schools for research were public, and only one-third (33.3%) were private schools. That's why our questionnaires are diverse and reflect all types of schools in the country.

When we observed the grades, who the respondents teach, we found that 21 (70%) respondents are teaching more than one grade, four (13.3%) respondents are teaching grade 2, two (6.6%) respondents are teaching 2 and 6 grades, and only one (3.3%) respondent is teaching grade 5. This spreading of teachers among different grades and classrooms gives more relevant data as all grades are included by the

same and different teachers too. These varieties and this catgut make the data of questionnaires true and reliable.

The class size is a very important element for determining the level of creation, productivity, performance, and comprehension of the students. In this study, more than half of respondents (53.3%) were teaching for classes containing 20 students and only one-third of respondents (36.7%) were teaching for classes containing 28 students and only three respondents (10%) were teaching for classes containing 12 students. The more students in class, the more boring effect and less efficient of studying. This came in agreement with Paola et al. (2013), who reported that controlling the number of students' characteristics in larger classes determines a significant negative effect on student performance and increases the boring feeling, which needs a more creative way of studying.

The equal distribution of gender in this research enables us to detect the differences in teachers' beliefs about the motivational values of using games with young learners. To find that there is no significant difference between males and females with the p-value = 0.179 (more than 0.05) as the hypothesis of this study is that there is no difference in teacher's beliefs of the impact of using games (motivational values, the pedagogic values, the performance values, and challenges using games) on children engagement and using of English language inside the classroom according to gender. And about the pedagogic values of using games in teaching young learners, it was found that there is no significant difference between males and females with a p-value = 0.678 (more than 0.05). And about the effectiveness of using games in teaching English on young learners' performance, it was found that there is no significant difference between males and females with a p-value = 0.923 (more than 0.05). And finally, the rate of challenges of using games found that there is no significant difference between males and females with a p-value = 0.59 (more than 0.05). So, it is no statistical differences between genders of the four domains (motivational values, pedagogic values, performance values, and challenges of using games) on children's engagement and use of the English language inside the classroom. It is confirmed by calculating T values that were less than the T tabulated as represented in T table values from SPSS.

The same four domains are used as parameters to detect if there is any difference in teachers' beliefs of the impact of using games on children's engagement and use of the English language inside the classroom according to years of experience. To find that there is no significant

difference between varying the years of experience with a p-value = 0.457 (more than 0.05), as the hypothesis of this study is that there is no significant difference in teachers' beliefs of the impact of using games (motivational values, the pedagogic values, the performance values, and challenges using games) on children engagement and using of English language inside the classroom according to experience. Also, about the pedagogic values of using games in teaching young learners, it was found that there is no significant difference between differences in years of experience with a p-value = 0.397 (more than 0.05). And about the effectiveness of using games in teaching English on young learners' performance, it was found that there is no significant difference between years of experience with a p-value = 0.66 (more than 0.05). And finally, the rate of challenges of using games found that there is no significant difference between various years of experience with a p-value = 0.18 (more than 0.05).

So, it is no statistical differences between years of experience for the four domains (motivational values, the pedagogic values, the performance values, and challenges of using games) on children's engagement and use of the English language inside the classroom. It is confirmed by calculating F values that were less than the tabulated F as represented from SPSS. It is agreed with that research reported by Klein and Freitag (2015) when affirmed that using the different games significantly affected the four motivational components regardless of the years of experience included.

IV. CONCLUSION

The findings of this study demonstrate that classroom games are effective as educational tools to provide enjoyment, passion, pleasure, and motivation for students to learn English more effectively without any boring effects. It should be involved in all classes to invite teachers to refer to provide games while teaching difficult tasks in English languages to maintain an interesting learning environment. Games should be used as elements of all teaching processes and learners should get a benefit from games that are played with English in the process of teaching-learning in classrooms.

The overall results of this study revealed the fact that when games are played, positive effects will happen, such as lowering learners’ anxiety and providing meaningful use of a language in the classroom, in addition to concluding that there is no difference between genders or years of experience of teachers in the results regarding the positive or negative effects of playing games in the English language to raise the

children learning efficacy. Playing games in classes is very helpful and meaningful in improving the learning processes. However, in spite of that, some parts related to face-to-face education remain in need of much attention and consideration from decision-makers and curriculum developers.

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