

Investigating Teaching Vocabulary Through Playing Games

Magdi Abdelmoati Kamil Mohamed Ali

Abstract:

his study aimed at exploring the beliefs of both teachers and students towards the use of games in learning vocabulary in Arabic as a foreign language classroom. The researcher used the descriptive and analytical approach as study method and the questionnaire as data collection tool. . The study showed that both teachers and students held the same beliefs except for some few items had some interesting answers that showed a mismatch between students' beliefs and teachers' beliefs. And also showed a mismatch between what teachers do and they believe in. This mismatching in beliefs The study recommended that it is still useful for the teacher to be aware of those beliefs and recognize the differences among his/her students propose that a compromise between teachers and students may be the best solution in dealing with difference or gap in teacher and student beliefs in order to create harmony.

Keywords: vocabulary, belief, harmony, game

تحري تدريس المفردات اللغوية عبر استخدام طريقة اللعب

د. مجدي عبد المعطي كامل محمد علي - جامعة دنقلا

هدفت هذه الدراسة إلى استكشاف معتقدات كل من المعلمين والطلاب تجاه استخدام الألعاب في تعلم المفردات باللغة العربية كلغة أجنبية. استخدم البحث المنهج الوصفي التحليلي كما كانت الاستلانة أداة لجمع المعلومات. أظهرت الدراسة أن كلا من المعلمين والطلاب لديهم نفس المعتقدات باستثناء بعض العناصر القليلة التي لديها بعض الإجابات المتكررة التي أظهرت عدم التوافق بين سيرة المعلم ونفس الطلاب . واطهروا أيضا عدم تطابق بين مايفعله المعلمون وما يؤمنون به. يكمن يؤدي عدم التطابق هذا إلى عدم المشاركة والإجباط. أوصت الدراسة بأنه لا يزال من المفيد للمعلم ان يكون على دراية بهذه المعتقدات وان يدرك الاختلاف بين طلابه أو طلابها , وان تكون التسوية بين المعلمين والطلاب أفضل حل في التعامل مع الاختلاف أو الفجوة في معتقدات المعلم والطالب من اجل خلق الانسجام الكلمات المفتاحية: المفردات، اعتقاد، تناسق، العاب.

Introduction

1.1 Background of the study.

Research regarding language learning and teaching shows that challenges students face when learning vocabulary may result from factors like traditional teaching techniques, lack of motivation and/or teachers' and learners' beliefs about targeted tasks. When teachers work with vocabulary in the classroom, they often tend to use traditional vocabulary exercises (Greenwood, 2004), which typically consist of mechanical drills used in conjunction with rote review of vocabulary words. The major complaint by students is that when the above methods are used, they experience poor retention, still cannot remember vocabulary easily and often forget the vocabulary altogether. Faced with such difficulties in learning vocabulary, students feel frustrated and unmotivated to learn. Building and maintaining students' motivation in learning vocabulary is a major challenge for teachers (Greenwood, 2004). If students lose their motivation, this may lead to a chain of reaction that can hinder learning. Kiziltepe (1999) argues in her study that, when students lose motivation, they feel bored in class and have a lack of interest in learning, which will result in a dull classroom environment. This dull environment, in turn, will cause

the teacher and other students to lose their enthusiasm. A loss of enthusiasm in the class will lead to low student participation, in class and lead to added anxiety and frustration.

1.2 Statement of the Problem

The learning a language is a hard task and sometimes frustrating. Students who are not exposed to the vocabulary words enough times for those words to be acquired, or who are learning vocabulary in dry lists or in isolation from a meaningful text, are more likely to face learning difficulties when it comes to acquiring vocabulary. Learning vocabulary this way makes it boring, and will lead to loss of motivation, and, with some students, will lead to anxiety. Students should be “learning new words in a cumulative process, with words enriched and established as they are met again” (Nation, 2000, p.6). Well-designed games offer a solution for the problems in vocabulary teaching and learning by giving a context, providing a fun environment, lowering anxiety, and motivating students. Different types of games can fulfill the needs of different types of students. One of the key factors that ensure the effectiveness of this solution, namely using games, is students’ and teachers’ beliefs about using them. What is more important is that the beliefs of both groups are aligned.

This study aims to examine the beliefs of both students and teachers regarding using games in the Arabic as a Foreign Language (EFL) classroom for vocabulary learning. It is believed by the researcher that understanding the beliefs of both teachers and students will bridge the gap between the expectations of both teachers and students, as noted by Richards, (1996). It is important to bridge this gap, as the beliefs of both teachers and students govern their attitudes and practices in the class. A mismatch between both beliefs will lead to different expectations. If students are not in agreement with the teacher’s practices in the class, they may lose interest and will be less

motivated to participate. As for teachers, they may be disappointed in the students' performance.

1.3 The Objectives of the study

This study aims to :

1. Explore the beliefs of teachers towards the use of games in learning vocabulary in Arabic as a foreign language classroom.
2. Investigate teaching vocabulary through playing games

1.4 The significance of the study:

Students lose their motivation while they have taught new words. This may lead to a chain of reaction that can hinder learning and this study attempts to find a solution . This attempting will bridge the gap between the expectations of both teachers and students in teaching vocabulary and it is a new method to change what students' and teachers' beliefs about the use of games in learning vocabulary in the AFL classroom.

1.5 Research Questions

This study attempts to find an answer for the following questions:

1. What are students' beliefs towards the use of games in learning vocabulary in the AFL classroom?
2. What are teachers' beliefs towards the use of games in teaching vocabulary in the AFL classroom?
3. Are there any variations between students' and teachers' beliefs?

1.6 The hypotheses

This study hypothesizes :

- Students' beliefs that the well-designed games offer a solution for the problems in vocabulary teaching and learning
 - Teacher's belief that learning vocabulary in dry lists or in isolation from a meaningful text, makes it boring, and will lead to loss of motivation, and, with some students, will lead to anxiety.
- 3-Both teachers and students held the same beliefs except for some few items

1.7 Delimitations of the Study

This study will explore beliefs of teachers and students at Medani elementary school, Eighth grade 2020

Literature Review

2.1 Introduction

Many research reported that students do not have the needed vocabulary for oral expression (Nagy and Scott, 2000). The importance of vocabulary in language proficiency cannot be ignored. However, to the learner, vocabulary lists can seem endless, and, despite hundreds of flashcards, students may not feel any closer to achieving proficiency goals. This chapter is dedicated to review of the literature on vocabulary learning, the theory of games, and how games help in learning vocabulary. The chapter also addresses the beliefs of teachers and students regarding the use of games, which is expected to have a direct effect on the use of games in AFL classrooms.

The first section will introduce an overview of research about vocabulary learning. The second section discusses the importance of student and teacher beliefs and how they affect the expectations of students and the decisions of teachers. The third section introduces the concept of gaming, research on using games in teaching in general, and specifically in teaching vocabulary. Finally, this chapter discusses how adults perceive games.

2.2 Importance and reality of vocabulary:

Learning a foreign language can be exciting but also frustrating. Learning to pick up the sound and recognizing a new language at the supermarket is thrilling. Nunan (1995) asserts that successful language learning is a product of sufficient acquisition of vocabulary, and a lack of vocabulary is typically associated with unsuccessful language learning (Vilaca, 2009). Richards and Renandya (2002) argue that vocabulary is essential to oral proficiency and that vocabulary may dictate a learner's ability in the four skills: speaking, listening, reading, and writing. Despite its impor-

tance, vocabulary has not always been a main concern in language teaching (DeCarrico, 2001). Moreover, vocabulary learning and teaching have been generally neglected, and have fallen second to grammar in the foreign language classroom (Nunan, 1995). According to Al-Batal (2006) this is also true in the case of Arabic; grammar has become the focus in the AFL classroom and vocabulary has been marginalized. Furthermore, Al-Batal (2006) argues that the biggest challenge facing AFL learners is the acquisition of vocabulary (p. 332).

2.2.1 Intentionally/teacher directed vocabulary learning:

In learning one's first language (L1), vocabulary is acquired incidentally, for the most part, and acquired over a period of time with repeated encounters. On the other hand, foreign language learners (L2) do not have the same environment and circumstances as L1 learners; L2 learners do not have the same frequency and range of input of the L1s (Webb and Chang, 2013). Therefore, for most learners, class time becomes very important for successful acquisition of L2 vocabulary learning, especially when learners do not have the opportunity for language use outside of the classroom. In the classroom there should be careful planning as to how

vocabulary should be learned (Webb and Chang, 2013). Webb and Chang (2013) assert that the teacher's approach to teaching, and the classroom activities, are important factors that affect L2 vocabulary learning; hence, it is important to study techniques for enhancing teacher-directed vocabulary learning, such as using games in the classroom, and to study beliefs related to such techniques.

2.3 The importance of beliefs:

In the study of human behavior, beliefs are a fundamental construct (Bernat and Gvozdenko, 2005). Beliefs are "a way to describe a relationship between a task, an action, an event, or another person, and an attitude of a person toward it" (Eisenhart,

Shrum, Harding and Cuthbert, 1988, p. 53). The field of educational psychology supports the importance of student beliefs in language learning. Beliefs are “general assumptions that students hold about themselves as learners, about factors influencing learning, and about the nature of learning and teaching” (Victori and Lockhart, 1995, p.224). Bernat and Gvozdenko (2005, p.1) write that beliefs in general are “personal myths about learning.” Beliefs can also “act as very strong filters of reality” (Arnold 1999 (p. 256), as cited in Bernat and Gvozdenko, 2005).

2.3.1 Teachers’ beliefs:

Beliefs are important because they affect teachers’ behavior. Rokeach (1968) writes that “beliefs are predispositions to actions.” Similarly, teachers’ beliefs affect their practices in the classroom (Richardson, 1997). Furthermore, Feiman-Nemser and Floden (1983) assert that teachers often rely on their beliefs since there is no agreement about best practices in foreign language teaching.

Teacher beliefs inform classroom practices (Richardson, 1997) and an understanding of beliefs is vital to understanding teacher behavior (Kagan, 1992; Golombek, 1998). According to Richards and Lockhart (1996), “what teachers do is a reflection of what they know and believe, and teacher knowledge and ‘teacher thinking’ provide the underlying framework or schema that guides the teacher’s classroom actions” (p. 29). Teacher beliefs can come from a number of sources including their own language learning experience, teaching experience, personality, and their knowledge of methods and approaches (Richards and Lockhart, 1996).

2.3.2 Student beliefs:

In the past few decades, there has been an increase in attention to student beliefs (Berant and Gvozdenko, 2005). However, despite this increase, Wenden (2001, cited in Bernat and Gvozdenko, 2005), argues that student beliefs in the foreign language context have not received the attention they need. The

literature shows that student beliefs have an important role in language learning and achievement (Breen, 2001). Wenden (1987) affirms that students' strategies are affected by their beliefs. A number of studies also conclude that student beliefs about a language and its culture affect the strategies students use in learning that language. It is also found that beliefs are related to student motivation (Csizer and Dornyei, 2005; Masgoret and Gardner, 2003). Bernat and Gvozdenko (2005) write that students may have beliefs about the nature and difficulty of the language they are studying, and may have strong beliefs about what constitutes successful learning strategies. Students may also have strong beliefs about the types of activities and approaches that are useful in the classroom and how effective the teachers' methods are (Richards and Lockhart, 1996). According to Richards and Lockhart (1996), "Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy, or difficult, about a language, as well as the kind of learning strategy they favor" (p. 52). Ellis (2008) argues that understanding student beliefs is critical to language pedagogy. An understanding of student beliefs can inform decision making in the classroom and at the curriculum level. Horowitz (1988) asserts that understanding student beliefs can help teachers and curriculum designers better understand learners with regard to their expectations. For example, students may hold strong beliefs about the use of repetition or translation, the importance of accuracy and pronunciation, and about the respective roles of the teacher and the student.

2.3.3 The effect of the mismatch of students' and teachers' beliefs

Often times, student expectations and teacher practices, which are informed by their beliefs, may not be aligned. There are a number of studies that explore the similarities and differences in student and teacher beliefs about language learning. Results from a number of such studies show

that students and teachers have differing beliefs with regard to some aspects of language learning (Banya and Cheng, 1997; Peacock, 1998:1999; Siebert, 2003; Davis, 2003).

The language learner and language teacher alike are invested in the learner's success. Both parties approach language learning with their own set of beliefs. These beliefs can affect classroom behavior and also affect each party's expectations in the classroom. A mismatch in beliefs can negatively impact the effectiveness of the class (Kern, 1995), as expectations by each party are not met by the other. It is important to understand the beliefs of each party, and for the student and teacher to communicate their beliefs and expectations. Teachers can use open communication to explain to their students the detrimental effects of mistaken beliefs and the reasons behind pedagogical choices, in hopes of guiding students toward an understanding and acceptance of best practices. Kern (1995) conducted a study of beliefs of French foreign language students and instructors using the Belief About Language Learning Inventory (BALLI). He finds that, on a global level, teachers and students have similar beliefs, but on a particular level, there are differences. He reports that students were excited to learn French, but that they had unrealistic beliefs regarding the time to reach fluency in a foreign language. They believed that they could become fluent in less than two years of non-intensive study. Similarly, Peacock (1999) conducted a study of English foreign language students and teachers, using a combination of interviews and questionnaires. Results show that there were differences between teacher and student beliefs regarding the importance of vocabulary, grammar, and pronunciation, to all of which students gave more importance. Davis (2003) explored the beliefs of teachers and tertiary learners in Macao. He reports that the two groups held very different beliefs, and placed importance on different theoretical bases. For example, the rating for the importance of structure was higher from students. Ultimately, the difference in beliefs resulted in differ-

ing opinions regarding classroom practice. Siebert (2003) studied the beliefs of English as a Second Language students and teachers at institutions of higher education in the US. Results show that there were discrepancies between the beliefs of students and teachers regarding teaching methodology, as well as the importance of vocabulary, grammar, and pronunciation. Similar to the results of Peacock's study (1999), students placed more emphasis on these categories. Also, the results of Baokye's study (2007), which used a modified version of the BALLI, show that a high percentage of South-African students had the expectation that their teachers should engage in constant repetition, and that grammar is most important in language learning.

Schulz (1996) says that a gap in student and teacher beliefs can affect student motivation. Kern (1995) adds that such a gap may cause tension in the classroom. According to Richards and Lockhart (1996), "Differences between learners' and teachers' beliefs can lead to students undervaluing an activity assigned by the teacher" (p. 54). Understanding the gap between teacher and learner beliefs "will certainly facilitate the language teaching and learning process[es]." (Huang 2006, p. 67)

2.4 Gaming and gamification:

2.4.1 The use of games in teaching:

The theory of gaming and game-based learning is very broad, and is applied to many different disciplines. Dutta (1999) notes that gaming theory is used in economics, politics, voting, and animal behavior. A substantial amount of research has been done, and many books published, regarding digital game-based learning and its effect on learning processes and classroom dynamics, including material addressing simulation and use of games in learning (Prensky, 2001), (Becker and Parker, 2012). Mubaslat's 2012 study examined the effect of using games on

students' achievement in foreign language classes. The participants were students in grades 4, 7, and 10 in Amman, Jordan. The study took place over a five-month period. There was an experimental group that made extensive use of games, and received little formal instruction. An analysis of variances (ANOVA) was performed based on achievement levels, and Pearson's Correlation (a measure of the linear correlation between two variables X and Y) was used to analyze the relationship between educational games and learning. Results of the post-test show that games had a positive effect on achievement. Karadag's 2015 study explored pre-service teachers' perceptions of using games in a Primary Reading and Writing Instruction Course (PRWIC). After a 12-week teaching period, data were collected from questionnaires and semi-structured interviews. One-hundred-eightynine pre-service teachers answered the questionnaire and 21 volunteered for the semi-structured interviews. Quantitative data were presented as percentages and frequencies, and qualitative data was presented using descriptive analysis techniques.

Results of the quantitative and qualitative data show that:

1. 1. The pre-service teachers held positive opinions about using game-based learning (GBL) scenarios.
2. They reported that game-based activities helped enhance their knowledge.
3. They also reported feeling anxious about "the possibility of failing to design both an age and content-appropriate game." Interview data reveal the following:
 1. The pre-service teachers believe that using game-based learning (GBL) "would provide effective outcomes." 162.
 - GBL provides benefits such as:
 - a) capturing students' attention,
 - b) evoking interest in content,
 - c) making learning fun,

d) establishing an effective reading and writing environment,

e) providing feedback to the teacher,

f) making the evaluation process easy, and,

g) ensuring retention of the knowledge learned.

The most common challenges experienced by the pre-service teachers were:

1. being anxious about failing to design an authentic game
 2. time consuming
 3. lack of time to prepare
- Griva and Semoglou's 2012 paper outlines the purpose of project design and implementation on young English as Foreign Language (EFL) learners in Greece.

The aim of this project was to give these learners the chance to develop their language skills through active psychomotor activities. The classroom activities included memory and word games, drawing, and role-play games. This was implemented in two 2nd grade Greek classrooms with a total of 44 students. To examine the effectiveness of the project, a pre- and post- language test, and journals, were used.

The results conclude that the young learners' language skills and motivation increased while practicing these games. More studies were conducted on the use of games in teaching different language skills; some of those studies (including: Ahmed, 2009; Tuan and Doan, 2010; and Yolagelidi and Arikan, 2011) were conducted to specifically evaluate the effectiveness of games in teaching grammar. 17 Ahmed (2009) discusses teaching grammar in L2 classrooms by providing instruction in grammar, then using games, and she provides background information on games and how they are used in today's classrooms. This paper concludes that games are one of the tools that could be used to achieve better results with language learners. The paper by Tuan and Doan (2010) is a review of the litera-

ture regarding the use of games in teaching grammar. In this paper they also discuss: the definition of grammar; different grammar teaching approaches; classifications of games; and the effect of games on the performance of language learners. Also, they introduce prior research on the use of games in teaching English; research that discusses the difficulties in teaching grammar, and recommends the use of games in teaching grammar, because games provide a relaxing and motivating learning environment. Yolagelidi and Arikan (2011) explored the beliefs of EFL teachers about the effectiveness of using games in teaching grammar in the EFL classroom. Fifteen EFL teachers participated in the study in Ankara, Turkey. Results from a questionnaire that utilized a five-point Likert scale show that EFL teachers have different conceptions about using games:

1. They recognize the pedagogical value of using games in their classrooms.
2. They believe using games is effective in teaching young learners.
3. They have positive views regarding the use of games, but do not use games as much as would be expected.

In the field of Arabic language studies, there was not much research found on the use of games in classrooms, however, more research was found on games available online and on language computer games for learning Arabic. Sahrir and Yusri (2012) developed an online vocabulary game because they felt that Arabic vocabulary learning is in “dire need [of] additional teaching¹⁸ and learning aids” (p. 961). They implemented a study to evaluate the usability, practicality, and effectiveness of an online-game prototype. The research was conducted on a group of teenage learners in the Center for Foundational Studies. Sahrir and Yusri evaluated the prototype in three phases using different methods for data collection: interviews, open-ended surveys, class

observations, and testimonials. The usability, practicality, and effectiveness of the prototype was confirmed, and the students' Language acquisition improved.

2.4.2 Using games in teaching vocabulary:

Much research has been conducted to learn how games can facilitate the learning of vocabulary. Uberman (1998) affirms that using games in teaching vocabulary is becoming more popular; games are being used more often by educators and are being recommended by methodologists. Uberman also finds that students are more relaxed while using games. She notes through her observations that students are more motivated and more interested in the lesson when games are being used. Tuan (2012) examined the influence of games in the ability of young learners of English to recollect vocabulary. The research was conducted on two classes at an elementary school in Vietnam. One class was the control group, in which students received learning exercises without games, and the other class was the experimental group, in which labeling games were used in recollecting vocabulary. The classes were chosen based on convenience sampling. There were 31 students in the control group and 32 students in the experimental group. All students were seven years old. Both groups were given a pretest and two post-tests (one post-test was immediate and the other was delayed). The researcher concludes that:

1. Vocabulary recollection is more effective when teachers add more games in class because games motivate students and create a fun learning environment.
2. Games are not a waste of time and they can energize students.
3. Games use should be considered central to lesson plans. Azar (2012) aimed to explore the effectiveness of using games in teaching vocabulary in EFL classrooms. The focus of the study was on the attitudes of the students, and

what students learned through games. The method of this study was action research conducted by the researcher along with assistants. Over a span of four weeks, a large variety of games were used for teaching vocabulary. Games were implemented in the researcher's classes, and the researcher also observed other teachers who were implementing games, and spoke with teachers and students about the use of games in the classroom. A pre-questionnaire was administered to students in order to help them understand the research.

Results show that games contribute to the learning of vocabulary in the classroom because they give students the opportunity to learn, practice, and review in a "pleasant atmosphere." According to the researcher, games allow students to have fun, to relax, feel motivated, and enjoy friendly competition. Moreover, games help students to improve their vocabulary building skills." Efendi (2013) researched the way games improved mastery of vocabulary in a 7th grade classroom. The method of this study was action research. The researcher tested the students before and after the games were administered (games used were "Got It" and "Back to the Board") and also took field notes. The students scored significantly higher after participating in the games, which shows that there was improvement in overall mastery of vocabulary. In addition, the researcher finds that students were highly motivated; they were not nervous and were confident when using English in sentences, and participating in these games taught students the importance of teamwork. Aslanabadi and Rasouli (2013) tested two groups of kindergarten students who were learning English as a foreign language in Tabriz, Iran. The control group was taught by the traditional method of using the textbook. The experimental group was taught the same vocabulary using

online games. The two groups were located at different schools in Medani

The students in the two groups were tested after a seven-week period (21 sessions). Results show that there was a statistically significant difference between test scores; the experimental group (the group that used online games) scored higher on the post-test.

2.4.3 Games and adult learners:

Some people say that playing is for children. When teaching their children, they use games and playing as an educational tool, as it is considered “the brain’s favorite way of learning (Prensky,2001). In the literature, there have been many studies conducted on the use of computer games with adult learners, but not many about in-class games. Bakar and Nosratirad (2013), who conducted one of the studies on using computer games with adult learners, explained the concept of using games in general, and computer games in particular. In their study titled “Sustaining Vocabulary Acquisition through Computer Games: A Case Study” they explored the use of a computer game (SIM 3) to independently sustain vocabulary in adult learners. Participants in this study were selected purposefully. Results of the study suggest that computer games can be a good tool for self-study in adult learners. Participants reported: positive attitudes toward the use of the game, increased motivation, and having fun. Results of the pre and post-tests show that vocabulary test scores also improved after using the game.

22: Methodology of the Study:

3.1 Introduction:

This chapter describes the methodology followed in this research to investigate teachers’ and students’ beliefs regarding using games to teach and learn vocabulary in the AFL classroom. This chapter is divided into the following sections: 1) Study design; 2) Participants; 3) Instruments; 4) Procedures; 5) Data analysis.

3.2 Study Design:

This study utilized a mixed methods approach, using both qualitative and quantitative methods. Using a mixed methods approach provides an all-encompassing picture of a research problem (Creswell and Plano Clark, 2007; Greene, 2007; Teddlie and Tashakkori, 2009). The study used questionnaires as a tool for collecting qualitative data in the form of open-ended questions, for collecting quantitative data Likert-scale and closed-ended questions were used. Using questionnaires saves time and effort, as data can be collected from a large number of people in a short period of time (Perry, 2005). The process of collecting data starts with a questionnaire that explores students' and teachers' beliefs about the use of games in teaching Arabic vocabulary. Results are then analyzed in order to find differences in students' and teachers' beliefs.

3.3 Participants:

This study used convenience sampling as the method for selecting student and teacher participants for the questionnaires and interviews. Convenience sampling is a method whereby "researchers access participants from a population that is available" (Perry 2005, p.64).

This method is used by the majority of researchers, as it is almost impossible to access all of the members of the entire population of subjects due to financial and time limitations (Perry, 2005).

Students: Participants in this study were students studying at eighth grade

The expected number of participants was 105 students; 66 in the elementary level. The actual number of participants was 88 students. The discrepancy in actual number of participants was due to the following reasons: 1) Student absences due to the questionnaire being administered during normal class time. 2) Some students chose not to participate in the questionnaire, as participation was not

obligatory. Because this study uses convenience sampling as the method for selecting participants, the participants were given an introduction before the questionnaire was distributed, which discussed the purpose of the study and the confidentiality of the information. All participants were volunteers and agreed to answer the questionnaire. They signed a consent form that meets all of the requirements regarding the use of human subjects.

-Teachers: The expected number of teachers participating in this study was nine, and all nine participated. Teacher participants were non-native speakers.. The choice of the participants, both teachers and students, was based on acceptance and availability.

3.4 Instrument:

There were one instruments used in this research; questionnaire, which was given to both students and teachers.

The questions raised in the instruments explore the teachers' and students' beliefs regarding using games to teach and learn vocabulary in the AFL classroom. General beliefs about using games in the classroom with regard to vocabulary are explored, in relation to the particular stage that the student is involved with in the learning process (introducing vocabulary, practicing vocabulary, or reviewing vocabulary). Finally, the effects of using games in the classroom are also explored. As mentioned in the introductory chapter, games can provide context, can lower anxiety levels, and can motivate students.

3.4.1 Questionnaires:

The questionnaire consisted of two sets; a student set and a teacher set, which were modified slightly to fit each group. Some of the questions in the questionnaire were adapted from other studies and some were developed for this study by the researcher.

The questionnaire was divided into three sections. The second section (Section II) consisted of open-ended questions, whose purpose was to elicit more detailed information about practices experienced in the classroom with regard to vocabulary learning and teaching. The third section (Section III)

consisted of Likert scale/closed-ended questions. The Likert scale consists of five items numbered from 1 to 5. One represents “strongly disagree,” 2 represents “disagree,” 3 represents “neither agree nor disagree,” 4 represents “agree,” and 5 represents “strongly agree. This section was focused on the beliefs of both teachers and students about the use of games in teaching Arabic vocabulary.

Section II: Open-ended Questions

This section consisted of seven open-ended questions that explored the practices and activities used in the classroom in teaching vocabulary, as applied by teachers and used by students, and also explored their beliefs toward games. Questions 1, 2 and 3 asked about the three stages of learning vocabulary (introduction, practice, and review). The students were asked about what their teachers’ practices are, and the teachers were asked about their own practices.

Question 2 consisted of a group of activities in a box from which participants had the opportunity to choose.

The activities offered were based on the most frequently mentioned activities in the pilot study.

Question 4, presented a definition of “games,” followed by the subjects being asked about their beliefs regarding the utility of games in the classroom. Question 5 explored the types of games typically used, or available for use, in the classroom. Question 6 asked whether games could be used as preparation for exams or not. The last question, Question 7, asked participants if they agreed or disagreed with the provided definition of “games,” and to explain their answer.

Section III: Likert Scale/Close-ended Questions

This section consisted of 22 Likert-scale items. Three items were adapted from the BALLI (Beliefs about Language Learning Inventory) (questionnaire items 4, 11, and 5). The BALLI was developed by Horwitz, (1985), and is based on a call from En-

glish as a Second Language and English as a Foreign Language teacher educators, along with student and teacher focus groups in the United States. Horwitz developed three different versions of BALLI, the latest version (1988) being developed for US students learning a foreign language. The BALLI contains 34 items to assess student beliefs in five areas: 1) Difficulty of language learning, 2) Foreign language aptitude, 3) Nature of language learning, 4) Learning and communication strategies, 5) Motivation and expectations. Items were adapted from BALLI in order to test students' motivation when using games. These items were chosen according to their relevance to the topic of this research.

Two other items were adapted from a dissertation by Lee (2009), titled *The Relationships among Motivation, Learning Style Preferred and Perception in the Use of Video Games and Language Learning for Taiwanese College Students* (questionnaire Items 14 & 18). Although Lee's dissertation is based on a study conducted to examine Taiwanese college students' perceptions, or beliefs, regarding playing video games to learn English, the questions selected were more general. "More general" means that these questions were focused mostly on the concept of gaming, and not on video games only, which is related to the main topic of the current study.

Item 14 was designed to test students' beliefs about games and anxiety, and Item 18 tested students' beliefs about the use of games in practicing vocabulary.

The other 17 questions in the current study were designed by the researcher and were tested and validated in the pilot study.

Table 3.1: Themes represented in questionnaire items

What is being tested	Item number
Games and motivation	6
Games and context	9
Games and anxiety	11, 14, 19, 21
Games in teaching and learning vocabulary	7, 10, 15, 4, 13, 17
Games for introducing vocabulary for the first time in class	1, 8, 12
Games for practicing vocabulary	2, 16, 20
Games for reviewing vocabulary	3, 18
Games and remembering vocabulary	5
Games and guessing vocabulary	22

Each group of items represents a theme; the choice of the themes being tested was based on other studies and also the results from the pilot study. Wright, Betteridge, Buckby (1984), Ersoz (2000), Kim (1995) related between games and creating context. Ersöz (2000), Kim (1995), Nguyen & Khuat (2003) focus on the relationship between games and motivation, and the relationship between games and anxiety is explored by Richard-Amato (1988) and Lewis & Bedson (1999). Kim (1995), Zdybieweska (1994) shows the relationship between games and practice, while Rixon (1979), Uberman (1998), Hadfield (1999), Tyson (2000) believe that games can be used in all stages of language learning, including introduction, practice, and review. All of the previously mentioned research emphasizes the benefit of using games in the classroom.

The questionnaire in the pilot study had two sections only. Section I consisted of background information, and Section II consisted of a combination of open-ended questions and Liker-scale/close-ended questions.

The questionnaire used for this study was reorganized into

three sections according to question type: background information, open-ended questions, and Likert-scale/close ended questions. Some items in the questionnaire were deleted and some were rephrased based on responses and feedback by participants.

3.5 Procedures

3.5.1 Questionnaire setting For student participants, the questionnaire was distributed during the regular class time after obtaining permission from the teacher. The teacher was not present in the classroom during the time of responding to the questionnaire. Teachers responded to the questionnaire in their offices.

Data analysis and Discussion

The Likert-scale data in the questionnaire was analyzed using the software program Statistical Package for Social Studies (SPSS). SPSS is used for exploring relationships between responses to questions, and is therefore, ideal for comparing beliefs of students and teachers. Through SPSS, the information is electronically stored and easy to recall and to export into other formats, such as Microsoft Excel. In addition, SPSS

allows for graphical representations of the data. In order to compare the beliefs of teachers and students, the chi-square test was used.

The open-ended questions in the questionnaire were analyzed quantitatively. The

richness of qualitative data, when improved by quantitative statistics, provides a clearer answer to the research question under investigation. (Culp and Pilat, 1998). The answers for each open-ended question were grouped into categories. The categories for each open-ended question were coded for data entry. Data was analyzed using descriptive statistics and chi-square tests. The numeric results represented the number of occurrence for each answer. The themes were analyzed to find how they were connected to each other. These connections are the findings that will be discussed in the discussion chapter.

4.2 Research question 1: Students' Beliefs

The first research question was "What are students' beliefs towards the use of games in learning vocabulary in the AFL classroom?" the answers to the open-ended questions and Likert-scale shed the light on students' beliefs.

4.2.1 Student beliefs about Importance of games in teaching and learning vocabulary:

A general stance:

Question number 4 in the open-ended section of the questionnaire came to provide more insight about students' beliefs about using games in learning Arabic vocabulary

Table 4.1: General stance – Students – 4th question - part (a)

Q.4-a: According to the definition mentioned, do you think games are helpful in Arabic classroom?	#	%
Yes	86	97.7%
No	2	2.3%

As seen in table 4.1 above, the majority of students agreed that games are helpful in the Arabic classroom. And just 2.3% disagreed. All students responded to the first part of the question but only 83 replied to part (b) of the question. Students mentioned eight reasons as an answer to the question "why games are helpful in Arabic classroom. As data in table 4.2 above shows the common reason mentioned by students was that games are fun, lighthearted, engaging and enjoyable practice, this was mentioned 31 times. The second reason was that games provide safe environment for taking chances and takes away pressure and lower anxiety that was mentioned 27 times. Then more reasons followed; games help critical thinking, give chance for creativity, and finally help students exchange ideas.

Table 4.3: General stance – Students - Games in Teaching and Learning Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
4- Playing games in class helps me learn Arabic vocabulary.	0	0	0	6.8	82	93.2	88	100
15- It is important to use games in teaching vocabulary in class.	0	0	14	16.1	73	83.9	88	100
17-When it comes to vocabulary learning a vocabulary list is all I need.	59	67	17	19.3	12	13.7	88	100
7- Using games in the classroom wastes class time.	79	89.8	6	6.8	3	3.4	88	100

As it is clear from table 4.3, students' beliefs about using games in teaching and learning vocabulary was represented in the Likert – scale section with four statements. The first statement(statement 4) was testing if students believe that games help them learn Arabic in classroom. The majority (93.2%) confirmed that games do help them to learn Arabic vocabulary and no one disagreed, but 6.8% did not show any opinion. Moreover, 83.9% declared that the use of games is important in class as mentioned in statement 15, while no one disagreed and 16.1% did not show any opinion. The responses to statement 17 stating that vocabulary lists are all what students need to learn vocabulary showed that the majority of students (67%) believe that it is not helpful to rely only on traditional vocabulary lists, while 13.7% agreed and 19.3% did not give any opinion. As a reply to the fourth statement (statement 7), the majority of students with

89.9% did not see games as a waste of time, while 3.4% agreed and 6.8% neutral.

To sum up on this group of statements, it is clear that students hold a positive stance of using games in learning vocabulary as indicated by their clear agreement with 4 & 15 and clear disagreement with statement 7. It is also interesting to note their disagreement with relying only on traditional tools like vocab lists for learning vocab (statement 17).

4.2.2 Student beliefs about purposes of using games

4.2.2.1 Pedagogical purposes

In this section data is presented about student beliefs concerning games they believe they would like to see used in class as well as when/how games should be presented.

- Type of games:

Table 4.4: Pedagogical purposes - Students – Open-ended – 5th question

Q.5: What types of games would you like to use in your Arabic classroom to learn vocabulary?	
Number of times items were mentioned	
Matching	18
Other	15
Charades	12
Pictionary	11
Memory	7
Taboo	7
Board	6
Jeopardy	6
Role play	5
Guessing	4
Storytelling	3
Bingo	3
Puzzles	2
Flying teddy bear	2
Hot seat	1
Rapid fire	1
Speed games	1
Trivia	1
Hangman	1

In this section students' beliefs about the use of games as a pedagogical tool is presented as shown in the data elicited from different questions in the survey. In open-ended question 5 Students were asked "What types of games would you like to use in your Arabic

classroom to learn vocabulary?" only 86 students answered that question. Students mentioned 19 types of activities and labeled them as games although some would not normally be considered as such. For example, matching is not normally regarded as a game but it was more frequently mentioned by the students. Some students mentioned that they consider matching a game when they "match a word to a picture" or matching word cards with cards that have the meaning. This is especially true when the process of matching takes place in competing groups. Other games followed like: Charades, Pictionary, memory, taboo, guessing, storytelling, bingo. Some other games were the least to be mentioned like flying teddy bear, hot seat, rapid fire, speed games, trivia, hangman. When to use games is another issue that was addressed by the Likert scale items in the questionnaire

- Games and introducing vocabulary:

Table 4.5: Pedagogical purposes - Students - Games in Introducing Vocabulary (1st Time)

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
1- The teacher should use games to introduce vocabulary for the first time.	32	36.3	24	27.3	32	36.4	88	100
8- Games are not an effective way to introduce new vocabulary words in a new lesson.	67	76.1	13	14.8	8	9.1	88	100
12- Introducing new vocabulary words through game makes it easier to learn	7	8	23	26.1	58	65.3	88	100

Investigating the use of games to introduce vocabulary for the first time was tested by three statements. Students' reaction to these statements varied as shown in table 4.5. To begin with responses to statement 8 indicated a positive stance towards introducing new vocab using games (only 9.1% agreed that games are not an effective way to introduce new vocabulary, 76.1% disagreed with that and 14.8% did not show any opinion). A similar stance is suggested by statement 12 where 65.3% believed that using games to introduce vocabulary would make learning them easier and only 8% disagreed. It is worth noting here however that 26.1% neither agreed nor disagreed with the statement. The increase in neutral subjects has reduced the general level of agreement to this statement compared to the previous one. Unlike the previous two statements, statement 1 reveal that students were divided when asked if the teacher should use games to introduce vocabulary; 36.4% agreed, 36.4% disagreed and 27.3% neither agreed nor disagreed.

The above suggests a contradiction in students' stance towards using games for introducing new vocabulary. On the one hand using games in the mentioned context is believed to be effective and leading to further learning, while on the other it is not something a teacher should do. This apparent contradiction in results will be further discussed in chapter 5.

- Games and practicing vocabulary:

Table 4.6: Pedagogical purposes - Students - Games in Practicing Vocabulary

Questions	SD/D	NN	SA/A	To- tal					
#	%	#	%	#	%	#	%		
2- The teacher should use games as an activity for practicing vocabulary.	0	0	1	1.2	87	98.8	88	100	
16- Drill and kill practice is the best way to learn vocabulary.	38	43.6	40	46	9	10.4	88	100	
20- Using games will help me practice Arabic vocabulary well.	1	1.2	3	3.4	84	95.4	88	100	

Table 4.6 shows students' belief about using games for practicing vocabulary. Again variation in results could be noted. Almost all students agreed that teachers should use games as an activity for practicing with 98.8% and only 1.2% neutral. Regarding games as a helpful form of practicing Arabic, 95.4% agreed to this statement, 1.2% disagreed and 3.4% did not give any opinion. On the other hand, the students' replies to the use of traditional Audiolingual method type of drills to practice vocab (drill to kill) show that 10.4% agreed and 43.6% disagreed & 46% neither agreed nor disagreed. Responses to this statement were expected to show higher level of disagreement than agreement since this type of drill does not agree in goal or format with games (generally regarded as interactive and cooperative). The low level of disagreement and high level of neutral responses would seem to contradict with previous results. This apparent contradiction will be explained in chapter 5.

-Games and reviewing vocabulary:

Table 4.7: Pedagogical purposes - Students - Games in Reviewing Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
3- Games should be used only for reviewing vocabulary.	49	55.7	20	22.7	19	21.6	88	100
18- Before an exam I would prefer to use a game to review than a mechanical drill or fill in gaps.	20	22.7	22	25	46	52.3	88	100

In statement 18 games were mentioned as “preferred” way to review compared to other traditional activities. 52.3% agreed to this statement while 22.7% disagreed and 25% were neutral. Limited majority here seems to contradict with the overwhelming positive stance to using games in class indicated in section one about using games in learning. The contradiction with set one statements becomes even more obvious in statement 3. In response statement 3 which indicates that games should be used only for reviewing, 55.7% disagreed, 21.6% agreed and 22.7% neutral. Disagreement with this statement would seem to suggest that students believe games should not be used for reviewing. This will be further discussed in chapter 5.

Table 4.8: Pedagogical purposes - Students – Open-ended - 6th question - part (a)

Q.6-a: In preparation for an exam, would you use games to review vocabulary words?	#	%
Yes	56	63.6%
No	32	36.4%

The open-ended question investigating the belief about the use of games for reviewing is the sixth question; “In preparation for an exam, would you use games to review vocabulary words? Why/ why not?” the answer for part (a), as in table 4.8, shows that 63.6% of students said “Yes” for using games for review and 36.4% said “No”. Thus a moderate majority of students agreed with using games for reviewing before the exam. While this responses supports results of statement 18 in the previous section, it again comes to contradict statement 3 for the same reasons mentioned earlier.

12 reasons were mentioned by the subjects as an answer to part (b) of the question which is “why/why not use games for review”. 87 students answered that question. According to table 4.9 above, the reason to use games that was stated the most was that games help memorize words easier followed by games are less academic which means, as they explained, it is less controlled and gives the student the freedom to use the words and make studying more fun. Adding to this, games are light hearted and less stressful way to revise. Also for group review it is always good for more than one student to carry out. Games can provide focus and context. The aspects that students mentioned as reason not to use games were that games are not serious enough to be used for reviewing before the exam. Students also added that “games are less time efficient” and “always needs a facilitator”. Adding to this “the instructions used in games are not going to be used in the exam”.

4.2.2.2 Cognitive purposes:

Beside pedagogical purposes there are also the cognitive purposes for using games in learning vocabulary. The ones covered in this study are limited to remembering & retrieval, contextualization of learning, and enhancing guessing to fill in gaps in learners' knowledge of the language.

- Games and remembering and retrieval:

One of the most serious challenges that students usually face when learning a new language is remembering learned vocabulary, hence the importance of inspecting students' beliefs about this issue.

Table 4.10: Cognitive purposes – Students - Games and Remembering Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
5- It is easier for me to remember vocabulary because of playing games	0	0	11	12.5	77	87.5	88	100

The reply to statement 5 concerning the use of games for remembering vocabulary, 87.5% of students agreed that games make remembering vocabulary words easier. No one disagreed but 12.5% were neutral. Thus results here indicate a clear majority of students believe that games help remembering and retrieving vocabulary. The answers to question 4 in open-ended questions support the responses to statement 5. One of the reasons why games are helpful mentioned by students is “makes remembering and memorizing words and concepts easier”. This reason came third in list of reasons making games helpful with moderate frequency of references. Thus results in this section point out students believe that using games does help in remembering vocabulary words.

- Games and context:

Literature about learning in general and learning languages in specific shows that contextualization is an important tool in learning new material (Ommagio, 2001).

Table 4.11: Cognitive purposes – Students - Games and Creating Context

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
9- Using games with vocabulary in class helps to create a context for learning the new words.	2	2.3	7	8.0	79	89.7	88	100

As shown in table 4.11, the majority of students with 89.7% agreed that games can create a context to learn new vocabulary. While 2.3% disagreed and 8% were neutral.

This was also supported by the answers to question 4 when students replied that “games can provide the context where the words could be naturally seen”.

- Games and guessing:

Guessing is an important learning strategy for filling in gaps in learners’ knowledge of any new language. Beliefs about role of games in enhancing this strategy is therefore important to inspect.

Table 4.12: Cognitive purposes – Students - Games and Guessing Vocabulary Meaning

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
22- Using games with vocabulary helps in guessing the meaning of some words.	2	2.3	9	10.2	77	87.5	88	100

With statement 22, it is clear that the belief about games helping guessing the meaning of some vocabulary words is very strong. 87.5% of students agreed while 2.3% disagreed and 10.2% were neutral.

4.2.2.3 Motivational and Affective purposes

- Games and motivation:

Literature about using games in the classroom is filled with advice that encourage using this instrument for increasing level of motivation among learners.

Table 4.13: Affective purposes – Students - Games and Motivation

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
6- Using games motivates me to learn new vocabulary.	2	2.3	19	21.6	67	76.1	88	100

The aim of statement 6 is to investigate students' beliefs towards games and motivation. According to table 4.13, the majority (76.1%) agreed that games motivate them while 2.3% disagreed and 21.6% did not give any opinion. This was also confirmed by the replies to question 4 in the open-ended question when students stated that games "motivate students through

competition”.

Thus, it can be deduced that games are regarded by a reasonable majority of students as a motivating activity. This is further emphasized by the fact that most of students who did not indicate that they agreed with statement were in fact only neutral

-Games and fun:

Table 4.14: General stance – Students - Games and Fun

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
10- Using games in learning vocabulary is fun.	0	0	6	6.8	82	93.2	88	100
13- I don't like games but I play them as the teacher uses them in class.	64	72.7	17	19.3	7	8.0	88	100

Table 4.14 shows that 93.2% of the students believe that using games in the classroom is fun and 6.8% did not show any opinion. As an answer to statement 13, 8% agreed that they play games although they do not like them and 72% disagreed with that statement. 19.3% did not give any opinion. Games are therefore something that a majority of students regard as likable and fun.

-Games and anxiety:

Reducing anxiety is an important goal in the language classroom. As indicated by Krashen in the seventies high levels of anxiety leads to reducing effect of input received by learners, hence negatively affecting language acquisition. This has made beliefs held about the effect of games on anxiety important.

Table 4.15: Affective purposes – Students - Games and Anxiety

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
11- I am usually at ease during playing a game in my Arabic class.	11	12.5	9	10.2	68	77.3	88	100
14- Using games in Arabic class, makes me feel less anxious.	16	18.4	22	25.3	49	56.3	88	100
19- I love the challenge of playing games while practicing vocabulary.	3	3.4	12	13.6	73	83	88	100
21- I feel confident when I use vocabulary words in Arabic class in an activity that has a game.	8	9.1	24	27.3	56	63.6	88	100

When talking about games and anxiety in the AFL classroom, responses to open-ended questions and Likert scale items indicate that students generally regard using games as leading to reducing anxiety. In open-ended question 4 one of the reasons for regarding games as helpful (the second most frequently mentioned) is reducing anxiety and lowering pressure. As for the Likert scale items, table 4.15 shows us how students reacted to the statements tying games to reducing anxiety. In statement 11, 77.3% agreed that they are usually at ease during playing

a game in the Arabic classroom, 12.5% disagreed and 10.2% neutral. Asking about the challenge and whether students like the challenge or not in statement 19, a clear majority indicate they love the challenge created by using games (83%), while 3.4% disagreed and 13.6% were neutral.

Students also agreed to statement 21 albeit to a lesser degree compared to the two previous statements since only 63.6% of students agreed that they feel confident when they use an activity that involves a game, 9.1% disagreed. It is also worth noting that a considerable number of students were neutral to this statement compared to the other two (neutral for this statement is 27.3%). As for statement 14, only 56.3% agreed to fact that using games in Arabic class, makes them feel less anxious, 18.4% disagreed and 25.3% neutral, thus indicating a moderate majority of agreement and a higher level of disagreement compared to the other statements and a higher level of neutral subjects. The reduced level of agreement and high level of neutral responses in statements 14 and 21 compared to the other two statements is interesting since all three statements are addressing the positive effect of using games on level of anxiety. Possible explanations for this variation in responses to statements of this section will be further explained in chapter 5.

4.3 Research question 2: Teachers' Beliefs

The second research question was "What are teachers' beliefs towards the use of games in learning vocabulary in the AFL classroom?" the answers to the open-ended questions and 44 Likert-scale shed the light on teachers' beliefs. The teachers were asked the same questions as students. Some of the questions were modified to address teachers.

The fourth question "According to the definition mentioned, do you think games are helpful in the Arabic classroom? Why?" reveals that a clear majority of teachers believes games are helpful. This is indicated in table 4.16 above, where the answers for part (a) are shown in percentage. The majority teach-

ers (88.9%) answered “Yes” and 11.1% said “No”. This is similar to the results from the students’ questionnaire. Table 4.17: General stance – Teachers - Open-ended – 4th question - part (b)

Q.4-b: According to the definition mentioned, do you think games are helpful in Arabic classroom? Why?	
Number of times items were mentioned	
Motivates students	3
Safe environment for taking chances, takes away pressure and lowers anxiety	3
It is a fun, lighthearted, engaging and enjoyable practice	1
Provides context	1
Time consuming	1

In answering part (b) of the question five themes were observed. As shown in table 4.17 above, they are ordered from the most mentioned to the least as suggested by teachers.

Games are believed to be helpful because they motivate students and provides safe environment for taking chances, takes away pressure and lowers anxiety both were mentioned the most. Moreover, it is a fun, lighthearted, engaging and enjoyable practice and provides context. Games are not as helpful because they are time consuming was mentioned once. Thus, like students, teachers view games as useful; the most prominent reasons provided are: motivating and a safe environment for taking chances, takes away pressure and lowers anxiety.

Table 4.18: General stance – Teachers - Games in Teaching and Learning Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
7- Using games in the classroom wastes class time.	9	100	0	0	0	0	9	100
15- It is important to use games in teaching vocabulary in class.	0	0	3	37.5	5	62.5	8	100
4- Playing games in class helps students learn Arabic vocabulary.	0	0	0	0	9	100	9	100
17- When it comes to vocabulary learning a vocabulary list is all students need.	5	55.5	4	44.5	0	0	9	100

As it is clear from table 4.18, teachers' beliefs about using games in teaching and learning vocabulary was represented in the Likert – scale section in four statements. Statement 7 reveals that all teachers disagree with statement indicating games are a waste of time, which in turn indicates a strong positive stance towards using games in class. This is further emphasized by the 100% agreement to statement 4 in the above table. Teachers' stance of statements 15 and 17 however is less clear. Statement 15, indicates teachers believe in the benefit of games in learning vocab but to a lesser extent compared to the two previously mentioned statements; only 62.5% of the teachers agreed that the use of games is

important in the class.

It is interesting to note however that the reduced strength of this statement is not caused by number of teachers disagreeing to it but by number of teachers who are neutral about it (37.7%). Nonetheless, this apparent contrast between teachers' stance regarding first and fourth compared to second 46 statements needs an explanation. As for statement 17, no one agreed that vocab lists are all what students need while learning vocabulary but again it is worth noting that only 55.5% Disagreed and 44.5% were neutral. This extremely high level of neutral responses suggests that a considerable number of teachers are not ready to discard the possibility of relying only on vocab lists for teaching vocabulary.

4.3.2 Teachers' beliefs about purposes of using games

4.3.2.1 Pedagogical purposes

In this section data is presented about games teachers believe could or they would like to use in their Arabic class for teaching vocabulary.

- Type of games:

Table 4.19: Pedagogical purposes - Teachers – Open-ended – 5th question

Q.5: What types of games would you like to use in your Arabic classroom to learn vocabulary?	
Number of times items were mentioned	
Pictionary	4
Taboo	2
Storytelling	2
Bingo	2
Matching	1
Charades	1
Board	1
Jeopardy	1
Role play	1
Cross words	1

This question was directed to subjects to investigate what they consider a useful game. Teachers mentioned ten types of games. By looking at table 4.19, Pictionary was mentioned the most then followed by taboo, storytelling, bingo, charades, board games, Jeopardy, role play, crosswords.

Despite the fact that matching is not a game, it was mentioned by some teachers. Some of them commented on matching as a game “as students have to match cut off cards with words”. It is 47 interesting to note that students introduce a wider variety of games than teachers.

This might however be the result of students’ inclusion of things like role play as games. It is also interesting to note here that Pictionary and Charades are games that both teachers and students agree upon and place highly compared to other games.

- Games and introducing vocabulary:

Table 4.20: Pedagogical purposes - Teachers - Games in Introducing Vocabulary (1st Time)

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
1- The teacher should use games to introduce vocabulary for the first time.	8	88.9	1	11.1	0	0	9	100
8- Games are not an effective way to introduce new vocabulary words in a new lesson.	4	44.4	0	0	5	55.6	9	100
12- Introducing new vocabulary words through game makes it easier to learn	3	33.3	2	22.2	4	44.5	9	100

Teachers' reactions to the statements about the use of games to introduce new vocabulary are shown in table 4.20. Again variation is noted in teacher responses despite the similarity in what all three statements' is testing namely teachers' stance towards using games in introducing new vocabulary.

The majority of teachers (88.9%) disagreed that the teacher should use games to introduce vocabulary, 11.1% were neutral and none agreed. Thus it would seem that teachers are clearly against the mentioned usage of games. Statement 8 stating that games are not an effective way to introduce vocabulary, is only moderately agreed to by 55.6% of teachers while 44.4% disagreed.

Meanwhile, an even smaller percentage of teachers (44.5%) believed that using games to introduce vocabulary would make learning words easier and 33.3% disagreed, while 22.2% did not give any opinion. Therefore, it would appear that teachers believe with a moderate majority games are not effective for introducing new vocabulary, they disagree that teachers should use games for the mentioned purpose, and only weakly agree that games make it easier to learn new vocabulary. This apparent lack of harmony in teachers' stance of using games to introduce new vocab with their general positive stance towards this instrument (indicated in section one of this chapter) will be further discussed in

chapter 5.

Results of open-ended question (1) where teachers' actual in class practices are queried verifies that teacher practices reflect even more clearly their disapproval of using games to introduce new vocabulary. The following table indicates that games as a means of introducing vocabulary was only mentioned once.

Table 4.21: Pedagogical purposes - Teachers – Open-ended – 1st question

Q.1: When starting a new lesson in class, how do you introduce <i>vocabulary</i> .	
Number of times items were mentioned	
Read vocabulary together	6
Creating sentences	4
Using examples	3
Listening and repeating	1
Study at home then discuss in class	1
Play a game	1
Speaking	1
Listen and review next day	1

Eight practices were mentioned as a reply to the first question “When starting a new lesson in class, how do you introduce vocabulary?”. This questions shows how teacher introduce new words in class. As in table 4.21, reading vocabulary together was the first practice followed by teachers (mentioned 6 times). Then creating sentences (4 times) and using examples (3 times).

According to teachers these three practices were followed by other practices that were mentioned once like; listening and repeating, study at home then discuss in class, play a game, speaking and listen and review next day. Teachers’ stance is clear that they do not believe that games are useful in introducing vocabulary as they do not use them as much as the other activities.

- Games and practicing vocabulary:

Table 4.22: Pedagogical purposes - Teachers - Games in Practicing Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
2- The teacher should use games as an activity for practicing vocabulary.	0	0	1	11.1	8	88.9	9	100
16- Drill and kill practice is the best way to learn vocabulary.	8	88.9	1	11.1	0	0	9	100
20- Using games will help students practice Arabic vocabulary well.	1	11.1	0	0	8	88.9	9	100

Table 4.22 shows teachers' belief about using games for practicing vocabulary. This was represented in three statements 2, 16 & 20. Almost all teachers (88.9%) agreed to the first statement; teachers should use games as an activity for practicing. Similarly, a majority of teachers agreed to games being a helpful form of practicing Arabic vocabulary (statement 20), and 11.1% disagreed.

On the other hand, the teachers' replies to the use of traditional Audio lingual type of drills as the best way for practicing. Response to this statement indicate that, unlike students, teachers disapprove of this traditional way of practice often regarded in literature of the field as the opposite of interactive activities like games (generally regarded as cooperative and interactive). Hence, this high level of disapproval is actu-

ally in line with the strong approval of using an interactive type of activity like games in class that appears in the previous sections of the questionnaire. The above therefore suggests that using games for practice of vocabulary is an undisputed belief among teachers.

- Games and reviewing vocabulary:

Table 4.23: Pedagogical purposes - Teachers - Games in Reviewing Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
3- Games should be used only for reviewing vocabulary.	6	66.7	2	22.2	1	11.1	9	100
18- Before an exam I would prefer to use a game to review than a mechanical drill or fill in gaps.	2	22.2	2	22.2	5	55.6	9	100

As for statement 3, 66.7% disagreed that games should be used only for that purpose, 11.1% agreed and 22.2% were neutral. There seems to be here a change of stance regarding using games in class. The apparent message seems to be here that teachers approve of using games for practice (as indicated in the previous section) but do not agree to their usage for revision. It is important to note here however that the strong wording of the targeted statement (should be only used for revision) could have led to that response on the part of teach-

ers. When the use of games was mentioned as a “preferred” way to review (item 18) the percentage changed (though moderately) showing 55.6% agreed while 22.2% disagreed and still 22.2% neutral. Table 4.24: Pedagogical purposes - Teachers - Open-ended – 6th question – part (a)

Q.6-a: In preparation for an exam, would you use games to review vocabulary words?	#	%
Yes	8	88.9%
No	1	11.1%

More support comes with the sixth question which is “In preparation for an exam, would you use games to review vocabulary words? Why/ why not?”. The answer for part (a), as in table 4.24, shows that 88.9% of teachers agreed and 11.1% disagreed. The percentage of teachers agreeing to this statement is high compared to students’ response (63.6%). Table 4.25: Pedagogical purposes - Teachers - Open-ended – 6th question – part (b)

Q.6-b: In preparation for an exam, would you use games to review vocabulary words? Why/ why not?	
Number of times reason was mentioned	
Why Yes	
Light hearted and less stressful way to revise	4
Helps in memorizing words easier	3
Why No	
Not serious enough	2

Three reasons were mentioned by teachers as an answer to part (b) of the question which is “why/why not use games for review”. According to table 4.25, the two reasons to use games mentioned by teachers were that games are light hearted and less stressful way to revise and they help memorize words easier (mentioned 4

times). Some teachers mentioned that they would not use games as they are not serious enough which was also mentioned by some students.

4.3.2.2 Cognitive purposes

- Games for memorization and retrieval:

Table 4.26: Cognitive purposes – Teachers - Games and Remembering Vocabulary

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
5- It is easier for students to remember vocabulary because of playing games	0	0	3	33.3	6	66.7	9	100

The responses to the last two statements concerning the use of games for remembering and guessing are so close. As in table 4.26, two thirds of teachers (66.7%) agreed that games make remembering vocabulary words easier and the other third (33.3%) did not give any opinion.

The majority of teachers (77.8%) also believed that games help in guessing the meaning of some vocabulary words. Only 11.1% disagreed with the second statement and 11.1% neutral.

- Games and context:

Table 4.27: Cognitive purposes – Teachers - Games and Creating Context

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
9- Using games with vocabulary in class helps to create a context for learning the new words.	0	0	1	11.1	8	88.9	9	100

As shown in table 4.27, the majority of teachers (88.9%) believe that games can create a context to learn new vocabulary. while no one disagreed and 11.1% were neutral. In question 4 in opened questions providing context was mentioned once by teachers.

- Games and guessing:

Table 4.28: Cognitive purposes – Teachers - Games and Guessing Vocabulary Meaning

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
22- Using games with vocabulary helps in guessing the meaning of some words.	1	11.1	1	11.1	7	77.8	9	100

The responses to the last two statements concerning the use of games for remembering and guessing are so close. As in table

4.28, two thirds of teachers (66.7%) agreed that games make remembering vocabulary words easier and the other third (33.3%) did not give any opinion.

The majority of teachers (77.8%) also believed that games help in guessing the meaning of some vocabulary words. Only 11.1% disagreed with the second statement and 11.1% neutral.

4.3.2.3 Motivational and Affective purposes - Games and motivation:

Table 4.29: Affective purposes – Teachers - Games and Motivation

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
6- Using games motivates students to learn new vocabulary.	0	0	1	11.1	8	88.9	9	100

Teachers' beliefs towards games and motivation were investigated in one statement. According to table 4.29, the majority of teachers with 88.9% agreed that games are motivating, none disagreed, while 11.1% neither agreed nor disagreed. Thus despite this being the only statement relating motivation to games, the high percentage of agreement, total lack of disagreement, and limited percentage of neutral responses highlights that teachers do regard games as motivating. This was backed by the answer to question 4 that was mentioned the most; "games motivate students" - Games and fun:

Table 4.30: Affective purpose – Teachers – Games and Fun

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
10- Using games in learning vocabulary is fun.	0	0	0	0	9	100	9	100
13- Some students don't like games but they play them as I use them in class.	6	66.6	0	0	3	33.4	9	100

As shown in table 4.30 above, all teachers believe that games in the Arabic classroom are fun. However, only 66.6% disagreed with statement that some students do not like games but they play them anyway while 33.4% agreed to the same statement. This suggests a slight but existing realization on the part of some teachers that not all students may equally enjoy using games.

- Games and anxiety:

Table 4.31: Affective purposes – Teachers - Games and Anxiety

Questions	SD/D	NN	SA/A	Total				
#	%	#	%	#	%	#	%	
11- Students are usually at ease during playing a game in my Arabic class.	1	11.1	0	0	8	88.9	9	100
14- Using games in Arabic class, makes students feel less anxious.	2	22.2	4	44.4	3	33.4	9	100
19- Students love the challenge of playing games while practicing vocabulary.	1	11.1	3	33.3	5	55.6	9	100
21- Students feel confident when I use vocabulary words in Arabic class in an activity that has a game.	1	12.5	3	37.5	4	50	8	100

When talking about games and anxiety in the AFL classroom, table 4.31 shows us how teachers reacted to the statements representing the idea that using games reduce students' anxiety and

increases confidence. It is interesting to note however that teachers' reacted differently to the mentioned statements. Although the first and second (statements 11 & 14) indicate the same idea there is a clear difference to teachers' responses to both statements.

In the first statement, the majority of teachers (88.9%) agreed that students are usually at ease during playing a game in the 54 Arabic class and 11.1% disagreed; on the other hand, in the second statement (using games makes students less anxious) only 33.4% agreed, 22.2% disagreed and noticeably 44.4% were neutral. A closer look at the above mentioned numbers for statement 14 reveals that the highest percentage appears under neutral, followed by teachers who agree to the statement, and finally teachers who disagree. In other words, the highest majority of responses to this statement is for teachers who do not have a clear stance towards it. The following two statements (19 & 21) also show a relatively high level of neutral responses on the part of teachers and a modest level of agreement. Asking about the challenge of playing games and whether students like the challenge or not, half the teachers stated that students love the challenge created by using games (55.6%) 11.1% disagreed and 33.3% did not give any opinion. When teachers were asked if students feel confident when they use an activity that involves a game half the teachers (50%) agreed to this statement while 12.5% disagreed and 37.5% neutral.

All of the above indicates that teachers' beliefs about the role of games in reducing anxiety is not as positive as literature about using games would tend to suggest as will be further pointed out in the following chapter.

4.4 Research question 3: Teachers' vs Students' Beliefs

The third research question is "Is there a gap between teachers' and students' beliefs?" after analyzing the data some significant differences showed up. Most of the students' and teachers' responses to the questions in the open-ended section of the ques-

tionnaire were similar. But some of the responses reflected differences which showed some gaps in beliefs held by teachers and students about the use of games in teaching vocabulary. These gaps were detected in relation to statements under to the following sections:

- 1- Using games in introducing, practicing and reviewing vocabulary words.
- 2- Games and memorization
- 3- Games and fun
- 4- Games and anxiety

The Chi-Square test was used to find a relationship between two nominal or ordinal variables. It does not locate differences; it only shows that a difference exists between two variables.

The researcher has to read through the answers to find the differences located by the test. The study of the asymptotic significance (Asyp. Sig) values will show if there is any difference in the beliefs of teachers and students towards some items in the questionnaire.

4.4.1 Pedagogical purposes: Introducing vocabulary
Table 4.32: Chi-square results – Introducing vocabulary – Statements 1&8

Question	A syp. Sig.
1- The teacher should use games to introduce vocabulary for the first time.	.001
8- Games are not an effective way to introduce new vocabulary words in a new lesson.	.001

The Asyp. Sig. numbers in table 4.32 that resulted from running the chi-square test are less than 0.05 which means that there is a significant difference between both teachers and students regarding beliefs highlighted by the content of statements 1&8.

4.4.5 Motivational and affective purposes: Games and fun
The data presented in this section to point out the significant difference in the subjects' responses

to statement 13 concerning games and fun.

Table 4.36: Chi-square results – Games and fun – Statement 13

Question	Asyp. Sig.
13- Some students don't like games but they play them as I use them in class.	.030

In table 4.36 it is noticed that the Asyp. Sig. number is less than 0.05 which means that there is a significant difference between teachers and students beliefs towards this statement.

4.4.6 Motivational and affective purposes: games and anxiety

Table 4.37: Chi-square results – Games and anxiety – Statement 14

Question	Asyp. Sig.
14- Using games in Arabic class, makes students feel less anxious.	.494

The Asyp. Sig. number resulted from running the chi-square test on the responses for statement 14 is 0.494 which bigger than 0.05. This means that statistically there is no significant difference.

Discussion

5.1 Introduction

This chapter discusses the results of the data gathered by the study instruments used namely a Likert scale, close-ended questionnaire and open-ended questions. The chapter discusses results reached in relation to the study research questions which aim to explore the beliefs of students and the beliefs of teachers towards the use of games in the AFL classroom. In addition, the research explores if there is a gap between both sets of beliefs teachers' and students'.

The chapter attempts to relate and interpret results reached in a manner that presents reader with an in depth understanding of beliefs subjects hold about games as an instrument for enhancing students' vocabulary acquisition in the AFL classroom.

As seen from the results in the previous chapter, students and teachers hold generally similar positive beliefs about the use of games in the AFL classroom. However, they do drift apart when it comes to specific aspects relating to using games. These findings match the results of Kern (1995) in his study on students and teachers in the French department at University of California, Berkeley.

The findings of this study showed that students' beliefs were often the same as teachers' beliefs but sometimes they shifted away.

After analyzing the data of the current research, the following were the main conclusions that emerged:

5.2 Research questions 1&2: What are students' and teachers' beliefs towards the use of games in teaching vocabulary?

The following section will discuss teacher and student beliefs about the use of games in teaching and learning vocab.

5.2.1 Teacher and student beliefs about Importance of games in teaching and learning vocabulary: A general stance

The data gathered on this theme reveal both teachers and students agree on the importance of games in teaching vocabulary as indicated by range of statements to which teachers and students hold a positive stance. These include agreement to statement 15, 7 & 4, in Likert-scale items All teachers and the majority of students (93.2%) agreed that playing games in class helps students learn Arabic vocabulary (statement 4) and also agreed that the use of games in the classroom does not waste class time (statement 7). This means that games are considered an effective instrument for teaching vocabulary in AFL classes by teachers and students.

This finding was supported by the answer to question four in the open-ended questions where the majority of both teachers (88.9%) and students (97.7%) agreed that games are helpful in the classroom. According to teachers and students in their response to part (b) of the same question, games are "safe environment for taking chanc-

es” and “fun, lighthearted, engaging and enjoyable practice”. It is worth noting that other more traditional methods of teaching vocab namely vocab lists (indicated in statement17) are not favored by a moderate majority of teachers (55.5% disagreed vocabulary lists is all students need to learn vocab). The relatively high percentage of teachers showing a neutral stance (44.5%) to the mentioned item about vocabulary lists could be the result of the wording of the statement itself indicating that lists are ALL a student needs to learn vocab.

It is possible that this relatively high percentage of teachers showing a neutral stance indicates that slightly less than half the teachers (44%) neither agree to the truth of this statement nor are they ready yet to disagree with it. We can therefore expect that this traditional practice will continue to be used in AFL classes but not necessarily to the exclusion of using games as indicated by the above mentioned general positive stance towards this instrument.

These findings indicate teachers and students beliefs reflected so far agree with the findings of Tuan (2012) whose study indicated games are a central a method to acquisition of knowledge through playing. Similarly, they agree with Uberman (1998) who confirmed that competition provided by games had a positive effect on student learning since they allowed the students to communicate and collaborate using the target language.

5.2.2 Teacher and student beliefs about purposes of using games

The following section will attempt to discuss teacher and student beliefs about the various purposes of using games in the process of learning and teaching and learning vocab. Purposes to be covered are pedagogical, cognitive, and motivational and affective.

5.2.2.1 Pedagogical

The three key phases in the process of teaching vocab are: introducing, practicing, and reviewing targeted feature. Analyzing the data elicited through the instruments used in this

study revealed interesting results about student and teacher beliefs concerning how games should be used within the mentioned 3 phase pedagogical framework.

- Games and introducing vocabulary:

Teachers were clearly resistant to the idea that games should be used to introduce new vocabulary (statement 1). In study questionnaire 88.9% of teachers disagreed to statement 1 while only 36.3% of students disagreed to that practice. It has to be noted however that the above stance on the part of students does not indicate their acceptance of using games to introduce vocab. In fact, the number of students who agreed to this practice was equal to the number who refused it (36.4%) while 27.3% were neutral. The difference in percentage of disagreement to statement 1 between teachers and students may indicate a gap between their beliefs regarding using games to introduce new vocabulary. However, the very similar percentage of students who voted for and those who voted against the same statement may reduce the force of students' stance towards this statement; thus reducing the significance of the suggested gap in beliefs.

Furthermore, it is possible that the mentioned strong teacher disagreement to usage of game for introducing vocabulary could have resulted from the way the questionnaire statement (1) is worded namely that teacher "should" use games for that purpose. In other words, the high level of teacher disagreement could be to the apparent forcefulness resulting from adding the word 'should'.

The responses to the second statement (statement 8); games are not an effective way to introduce new vocabulary words in a new lesson, come to support the above mentioned teacher rejection for using games to fulfill this pedagogical purpose. 55.6% agreed that games are not effective for introducing new vocabulary and 44.4% disagreed.

In the case of students on the other hand, the majority disagreed (76%) and 9% agreed which could fur-

ther strengthen their stance for using games to introduce new vocabulary (i.e. it further reduces the significance of their mild disagreement with the previous statement and further emphasizes the gap between teachers and students regarding using games to introduce new vocab). The gap is also emphasized by the responses to statement 12 which shows that majority students (65%) agreed that introducing new vocabulary through games makes it easier to learn while only 44.5% of teachers agreed to that. This shows that they both hold different stances regarding using games to introduce new vocabulary. The gap and its significance will be further discussed in the coming sections of this chapter.

- Games and practicing vocabulary:

Practicing vocabulary was represented in the Likert scale section in three statements. From the results, teachers and students clearly agreed to two statements namely statement 2 (teacher should use games as an activity for practicing vocabulary) and statement 20 (using games will help students practice Arabic vocabulary). This also matches Azar (2012) when he concluded in his study that games should be considered for practicing and reviewing in EFL classrooms

The results for the third statement (statement 16) were different. It is representing “drill and kill” activities which are an Audio lingual /traditional type of activities. Almost all teachers (88.9%) disagreed with the statement but students (43.6%) did not refuse as clearly.

The limited disagreement on the part of students and the big percentage of neutral responses could however be a result of student ignorance or misunderstanding of the term “drill & kill”. Hence we can sum up that using games of practice is something that both students and teachers generally believe to be useful.

-Games for reviewing vocabulary:

A majority of teachers & students agree that games should not be used ONLY for reviewing as mentioned in statement number 3 in

Likert scale. Furthermore, statement number 18 games in revision for the exam is accepted by slightly over 50% of teachers & students. Open-ended question 6 confirm the same result.

In open-ended question 6 when teachers and students were both asked if they would use games to review before an exam, 63.6% of students agreed as opposed to 88.9% of teachers. This indicates that teachers are more open to using games for exam revision than students. Teachers stance in this case would be similar to Azar's (2012) whose study results emphasized that games should be considered for practicing and reviewing in EFL classrooms.

It has to be mentioned here however that the rather high percentage of neutral responses to statements 3&18 (ranging between 22% and 25%) in both teachers' and students' responses indicate that games may not be the best form of practice for everyone.

5.2.2.2 Cognitive purposes

- Games for remembering and retrieval:

This was represented in the Likert scale section with one statement (statement 5). Both students and teachers agreed that it is easier for students to remember vocabulary because of playing games. Although they both agreed, it seems that students have a stronger belief than teachers since 87.5% of students agreed with this statement as opposed to 66.7% of teachers.

Relating games and remembering also appeared in open-ended question 4 where subjects were asked why they think games can be helpful in the classroom. One of the reasons that students mentioned was "help in memorizing vocabulary". Such a belief would be in line with Al-Shawi (2014) whose study on 27 girls in a high school in Doha found that the use of games to teach vocabulary has enhanced students' ability to memorize words, interact and work as a team and increased their motivation. Furthermore, they are in line with Tun-chalearnpan's (2012) study testing the use of vocabulary games to improve vocabulary knowledge on 40 school students, which

found that students' retention of vocabulary was improved by using games

- Games and context:

Both teachers and students have the same stand towards games creating context. They both strongly agree (89.7% of students and 88.9% of teachers). This was also supported by question 4 in the open-ended questions where students and teachers indicated that games help place vocabulary in context. This as Ommagio Hadley (2001) indicates is of great importance in communicative and proficiency-based teaching.

- Games and guessing:
Students had stronger opinion than teachers about games and guessing the meaning of some words. 87.5% of students agreed and 77.8% of teachers but they both agreed with a considerable majority. Guessing meaning of words is considered an important learning strategy (Oxford, 2001) and an important reading strategy (Ommagio Hadley, 2001) for today's learner.

5.2.2.3 Motivational & Affective purposes

- Games and motivation:

Students' and teachers' responses to the statement related to motivation showed that they both agreed that games can be a motivator. But it seems that teachers (88.9%) have stronger belief than students (76%). This could be caused by the extensive literature that teachers are exposed to indicating that games have motivational benefits as in McFarlane & Sakellariou (2002), Fromme (2003), Thomas (2004) Cornelius-White, (2007), Robbins and Judge (2007), opecky (2009), Prensky (2011), and Mahmoud and Tanni (2012) This is also supported by open ended question 4 responses to which teachers and students respond indicating reasons why they believe games are helpful. This question showed that motivation was referred to by both teachers and students. It is worth noting that motivation was one of the top reasons provided by teachers in response to why they be-

lieved games were helpful to learning vocab. Students in open-ended questions however seemed to emphasize fun factor most; in fact, motivation came fourth preceded by reasons like fun, enjoyment and engaging.

Teachers' and students' stance aligns with what Tham & Tham (2012) study results indicating that game-based strategies have a positive effect on engaging and motivating high school students in Singapore. They found that the competitive element in games triggered students' interest and motivated them and made them more engaged. Similarly, Effendi (2013) concluded that implementing games increased students' mastery of English vocabulary thanks to the fun and relaxed atmosphere they created leading to increasing students' motivation. The same results were also reached by studies like Bennett, (2011), indicating games helped in achieving meaningful learning where students were most productive and motivated. Also Lindfors (1980) and Ozmen (2004) stated that games can have a positive effect on foreign language learning process.

- Games and anxiety:

Anxiety was represented in four statements in the questionnaire; these are statements 11/14/19 & 21. Statement 11; "I am usually at ease during playing games in Arabic class", statement 14; "using games in Arabic class make students less anxious", statement 19; "students love the challenge of playing games while practicing vocabulary", and finally statement 21; "students feel confident when vocabulary words are used in a game in class". All four statements indicate that using games reduces anxiety.

The response to the first statement (11) is strongly supported by teachers (88.9%) and students (77.3%) indicating that all subjects believe student are at ease while playing games to learn Arabic vocabulary. Hence it could be assumed that all subjects believe games lead to reducing anxiety. This assumption is verified in case of students by results of statements 18 (88 %) as well as statements 21

and 14 albeit to a lesser extent (63% agreement for the former and 56.3% agreement for the latter). Statements 14, 19 and 21 about anxiety seem to be sending a 71 slightly different message in case of teachers. For example, their agreement with the statements 19 & 21 is slightly above 50% indicating their support to these statements is not as clear as their support to statement 11. As for statement number 14 agreement on the part of teachers is only 33.4 %. The percentage of teachers taking a neutral stance in statements 14, 19, & 21 is also considered high; it is 44 %, 33.3% & 37.5% respectively. To conclude, although games teachers' stance indicate that games may add anxiety to students rather than reduce it. This stance is in line with Karadag (2015) who stated that the most reported challenge in her study was anxiety about the possibility of failing to win in a game.

5.3 Research question 3: The gap in teacher and student beliefs and its possible consequences:

After analyzing the data and comparing the results it seems that students and teachers share most of the beliefs about the use of games in teaching Arabic vocabulary. But there were some areas where there was a gap or a possible gap between students' beliefs and teachers' beliefs.

The importance of studying the gap in teacher and student beliefs is that this gap as indicated by Richards & Lockhart (2000) " can lead to students' undervaluing an activity assigned by the teachers" (p. 54). They further point out that the gap in beliefs may indicate and/or lead to a variation in between teachers and students about how teaching should take place leading to anger and frustration on the part of both groups. On the one hand, teachers may be feeling that they are doing what is best for students; on the other hand, students may feel that teachers are wasting their time. "For example, a teacher working with intermediate-level students in a speaking class re-

ported that she included a large number of group and pair work tasks in the course. However, her students gave her poor evaluation for the course. They commented that they could not see the point of such activities.”(Richards and Lochart, 2000; P.54)

5.3.1 Questions showing significant gap

- Using games for introducing new vocabulary:

In chapter 4 the significant difference between teacher and students' beliefs about using games to introduce new vocabulary was highlighted. Furthermore, a significant difference in both groups' stance of the effectiveness of games in introducing new vocabulary was highlighted (statement 8). This indicates that while students do encourage using games for that purpose teachers are reluctant to do it.

It must be mentioned here however that results show that the same percentage of students have agreed and disagreed to the effectiveness of using games for introducing new vocabulary; thus leading to reducing the forcefulness of the above mentioned gap.

- Using games for practicing vocabulary:

In statement 16 where it was suggested that the a traditional 'drill and kill' type of activity would be beneficial for learning vocabulary, a difference – though not a significant one – existed between teachers and students. The importance of the gap here is reduced by two factors.

The first is the fact that the difference is not significant. The second factor is the possible ignorance of students of what the term 'drill & kill' really entails. However, students' acceptance of this type of activity indicates that – often to teachers' surprise – students still feel at home with traditional form of activities and welcome using them in their classes.

- Using games for reviewing vocabulary:

Form the responses to question 3 in open-ended questions and statement 3 (Games should be only used for revision) in Likert-scale that were targeting the use of games for reviewing, we can see that there was a significant difference between students' re-

sponses and teachers' responses through Chi square test.

As suggested in chapter 4 however, this gap may be partially the effect of the forceful statement wording ("should only be used for ...").

As such however it is possible to suggest that students and teachers do not see eye to eye about using games for revision.

This means that the pedagogical practice that both teachers and students agree to is using games for practice rather than using them for introducing new vocabulary or for revision. As for the significant gap in responses to yes/no section of open-ended question 6 about using games to review for exams, it highlights that this gap can cause resistance from the students specially that they may feel that this is a waste of time. Also they may need a more focused structured review with feedback. This is also part of the reason students were not as excited about games being the only way for reviewing vocabulary.

- Using games for remembering and guessing the meaning: Although there was not a significant difference after running the chi-square test on statement 5, the percentage for teachers' and students' responses was telling. Students strongly believed that games help them in memorizing vocabulary.

On the other hand, teachers did not have the same strong belief, and 33.3% of them were not decided whether games help memorization or not. Such a gap may affect teachers' tools as they may be missing on an important function of games, that students are enthusiastic about. Hence they are not benefiting from games in that field.

- **Games and anxiety:**

Difference between teachers and students regarding statement 14 (Using games in Arabic class, makes students feel less anxious.) and 19 (Students love the challenge of playing games while practicing vocabulary) is not significant; however, since this statements represent a widely held

belief in the field and literature about language teaching the existence of a gap is worth noting.

The fact that more students than teachers agree to those statements raise a number of questions. Is it possible that teachers have witnessed in practice a level of anxiety among students when using games? Is it possible that games are not suitable for ALL our students? This fact has been highlighted by Karadag (2015) – as mentioned in Ch. 4 - who stated that the most reported challenge in her study was anxiety about the possibility of failing to win in a game. Further research however is needed to prove this issue beyond the shadow of a doubt.

5.4 Results ,Recommendation and Suggestions

This section is to discuss the outcome of the data analyzed and discussed recommendations and suggestions. This study aimed at exploring the beliefs of both teachers and students towards the use of games in learning vocabulary in Arabic as a foreign language classroom.

The Results of the study

Results showed that

1. Teachers and students held the same beliefs except for some few items had some interesting answers.
2. There is a mismatch between students' beliefs and teachers' beliefs.
3. The mismatch between what teachers do and they believe in. This mismatching in beliefs can cause lack of participation and frustration.
4. It is difficult and almost impossible for a teacher to tailor instruction to meet all the students' beliefs.
5. The discussion with students was very fruitful.
6. The data obtained from the present study highlighted the importance of mutual student-teacher understanding of beliefs to

- have a successful classroom.
7. It is also very important that some of the intuitive beliefs about teaching instruments like games be tested, since it is possible that some of our widely held beliefs may prove inaccurate.
 8. In case of this study for example games being a means of reducing anxiety is not as widely held among teachers as literature about this instrument may suggest.
 9. Informing the students gives them an idea of what to be expected also make them set realistic goals and expectations from the class activity.
 10. Explaining the goal and the pedagogical reason behind the game makes students understand the seriousness of the game and what
 11. When teachers use games they have to note the effect of fierce group competition on groups' morale since this could elevate anxiety and reduce motivation.

5.6 The Recommendations

1. It is still useful for the teacher to be aware of those beliefs and recognize the differences among his/her students propose
2. that a compromise between teachers and students may be the best solution in dealing with difference or gap in teacher and student beliefs in order to create harmony.
3. In the case that students believe in more traditional teaching methods like 'drill to kill' as indicated by this study,) suggest that the teacher begin class with a traditional method and then move to a communicative-interactive style or vice versa
4. Teachers should investigate students' beliefs. This would help the teacher in planning for the class. Also, this would give teachers the opportunity to have realistic expectations from students.
5. games should be used widely and in a more concrete way. They should be primarily used for practicing vocabulary and

for review when it is planned with enough time given before the exam.

6. teachers should be aware of the level of pressure that student-student competition may create.
7. Teachers should inform the students with the goals of the class or activity used in class so students are prepared. Teachers should use clear, simple and straight forward instructions.
8. Teachers should be aware of the fact that though games generally reduce tension and anxiety some games may not do that, though this needs more research to be proven.
9. one of the problems that some students highlighted in students' comments in open-ended questions is that while playing a game sometimes the information provided "go over their heads" and one students mentioned that he needs to "walk away from class with something in hand" like notes.
10. Some students need to have a tangible evidence of what they gained.
- 11.-students do not want only to play and enjoy their time they also want feedback. 11-A given feedback will makes tudent appreciate the game and understand its value.

5.7 Suggestions for further research

1. Understanding teachers' and students' beliefs is important to get the best of classroom practices.
2. The research in this area still did not go far enough and needs further research and stronger theoretical foundation before making any attempt of application in the classroom context (Bernat, 2007). Also, awareness of assumptions of both teachers and students that they bring with them to class helps both of them to set more realistic goals

and helps students to focus on their problems and frustrations and also helps the teacher to get an insight of how to help the student (Kern, 1995). Here are some recommendations for further research.

3. First, widening the scope of this research by testing bigger population.

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