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Using games to learn vocabulary in Arabic as a foreign language classroom: A study of teacher and student beliefs

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Chapter 1: Introduction

Vocabulary is considered by many to be the main way to learn a new language (Carter, 2001). Knowing vocabulary words in the target language is essential for the learner to understand and communicate. However, learning vocabulary can be a daunting task for foreign language students, and they, along with their teachers, grapple with how to approach vocabulary learning and how to engage with often large amounts of vocabulary. Despite the importance of vocabulary in foreign language learning, there has traditionally been very little attention and time given to vocabulary in the classroom.

Vocabulary has always been taught within the four communicative skills: speaking, reading, writing, and listening (Nguyen and Khuat, 2003). When vocabulary is taught in traditional classrooms, the teacher consumes most of the classroom time introducing the vocabulary words by writing them on the board, leaving the students with masses of new vocabulary words that they must learn, with little or no opportunity to practice them or incorporate the new words in their language (Gairns and Redman, 1986). It is also commonplace that vocabulary words are imparted by translation, either in the form of vocabulary lists at the beginning of the lesson, or translation of content with glossary tables at the end (Mehta, 2009). Simply memorizing definitions of words in isolation may be problematic since many words are context-bound, and their meanings change when used in a different context. As Mehta (2009) mentions, this "leads to a state of confusion to the students."

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

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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.

When students avoid using the language, there is a cost: poor performance. These negative

factors are counterproductive to vocabulary and language learning.

In order to remedy these issues, Graves (2006) suggests some guidelines for vocabulary

instruction that would help both teachers and students. These guidelines include involving

students in active and deep learning, and reviewing, rehearsing, and reminding students about the

words in different contexts over time. Although vocabulary lists and mechanical drills can be

beneficial for review, they are of limited value when it comes to providing the context and

promoting active and deep learning. It is in this situation that games could be useful.

Research regarding language teaching reveals that one way to overcome all the above-

mentioned hurdles is by using games in teaching vocabulary. There are many advantages to

using games in the classroom. Games can be used to increase motivation, reduce anxiety, and to create context for vocabulary learning in a relaxed, fun environment.

Motivation research reveals that games bring pleasure and fun to classrooms (Prensky, 2001), hence creating a pleasant atmosphere. Dörnyei (as cited by Ushioda, 2012) argues that such an atmosphere is needed to promote language learning. Dörnyei suggests a taxonomy of 35 motivational strategies. In strategy 18 he suggests:

Teachers should make learning stimulating and enjoyable for the learner by increasing the appeal of the tasks.

Games can be used to do just that. They stimulate students and draw them into a learning activity in an enjoyable way.

Likewise, games can lower anxiety in the classroom. Anxiety and motivation are related, as anxiety falls within an intermediate stage between motivation and personality (Gass and Selinker, 2001). As Richard-Amato (1988) states, "Games can lower anxiety, thus making the acquisition of input more likely." Students who are relaxed and comfortable in the classroom will be more likely to learn.

Games can also create context for vocabulary words. Learning a word should occur through understanding its meaning, not in isolation, or by memorization without understanding (DeCarrico, 2001). Because context has a marked effect on the learning of a word, context is needed for better learning, (Nation, 2001). Putting vocabulary words in a context illustrates different connotations of the word, and spares students from the mechanical drills that force them to use the same exact form of the word (DeCarrico, 2001). A well-structured game can provide important contextual information in a fun and interesting environment.

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Despite the benefits of using games, games are not often treated as a serious technique to promote language learning in the classroom. Uberman (1998) states that games are often used as a warm up or a filler if there is some time at the end of the lesson. Games are commonly believed to be useful just for practice or review rather than presenting and introducing new vocabulary (Gairns and Redman, 1986). However, games not only "add diversion to the regular classroom activities . . . break the ice . . . [but also] they are used to introduce new ideas" (Richard-Amato, 1988, p.147). Games can be used as: a short introduction to new vocabulary and/or new concepts; a practice of new vocabulary and/or new concepts; or a concept or as a link to new parts of the lesson (Simpson, 2011).

There are many kinds of games that are relevant to language learning. Although an attempt to categorize games is difficult because categories may overlap, Hadfield (1999) has categorized games in two ways: According to the purpose of the game, and according to the nature of the game itself. The purpose of the game may be linguistic or communicative. The nature of games is further categorized according to the following taxonomy: Sorting games, information gap games, guessing games, search games, matching games, labeling games, exchanging games, board games, and role-play games. Some games may contain elements of more than one type. Many types of games can be used in language learning and can be enlisted in introducing, practicing, and reviewing vocabulary in the classroom. A well-crafted game can create much needed context for vocabulary words, and can create a fun environment in which students are relaxed and motivated.

But, how are games perceived by students and teachers? Games and activities, (or any practice in the classroom) are affected by ideas and beliefs held by teachers and students. Beliefs are the core of every discipline that deals with learning and behavior. Beliefs help individuals to

define and understand the world and themselves, and beliefs are instrumental in defining tasks and playing a role in defining behavior.

Every teacher holds his/her own beliefs regarding their teaching, students, strategies, role and responsibilities in the classroom (Porter and Freeman, 1986; Pajares, 1992). Beliefs are important to understand, as they affect the teachers' judgments and perceptions, which, in turn, affects their classroom practices (Lee, 2001). These beliefs reflect the teachers' assumptions about the students, the subject matter, the classroom, and the learning experience. Beliefs are the core of classroom decision making according to Clark and Peterson (1986).

Just as understanding teachers' beliefs is important because these beliefs affect teachers' strategies, understanding students' beliefs is also important as they affect students' learning. As Tarone and Yule (1989:04) state:

> . . . identifying what the students need to know . . . and gaining insight into how the students perceive their own abilities . . . are the very heart of the successful classroom teacher's activities in second and foreign language instruction.

Successful learners develop insightful beliefs about the learning process that help them to form their own effective strategies that facilitate their learning process (Franklin-Guy, 2006). Students who have negative or even mistaken beliefs, such as giving one language skill more importance and focus than the other, or thinking that all they need from the language class is just the vocabulary, or even going to the class with the idea that the subject matter is hard, are hindered because of the less reliable strategies that they develop according to their beliefs, which will lead to a negative learning experience (Hortwitz, et al., 1986; Huang, 2006). Moreover,

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students' beliefs about language learning have an effect on students' motivation and anxiety (Mohebi & Khodadady, 2011).

Understanding the beliefs of both teachers and students is essential since these beliefs affect their practices in the classroom. Both teachers and students come to the classroom with their own expectations and beliefs. Differences in teachers' beliefs and students' beliefs may lead to a mismatch about what is useful to focus on in a language lesson, and what types of activities are beneficial. If students are not convinced that an activity is useful, they may lose motivation to participate in the activity and become anxious. It is, therefore, of the utmost importance to explore student and teacher beliefs about classroom activities, and to discover if there are any differences in their beliefs regarding what are considered to be recommended teaching practices.

1.2 Statement of the Problem

For students, learning a language is a hard task and sometimes frustrating (Ersöz, 2000). 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* (AFL) 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 Research Questions

In order to obtain information about beliefs of teachers and students regarding using games in an AFL classroom, 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?

1.4 Delimitations of the Study

This study will explore beliefs of teachers and students at elementary high and intermediate high levels about the use of games in the classroom. It is hoped that this study will help AFL curricula developers, teacher training program managers, and teachers to better understand student and teacher beliefs about using games in teaching vocabulary in AFL classes. This study will not attempt to identify the types of games that can be more useful in the classroom; also, it will not identify the different games that can be used according to students learning styles.

The study is limited to one educational institution: University of California, Berkeley, since the philosophy of the institution is considered an added variable.

1.5 Definition of Constructs

The constructs used in this research are the following:

Beliefs:	"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)
Games:	"Immerse and enjoyable activity in which a challenging goal is pursued according to agreed upon rules. It also provides a safe environment for taking chances, and [an] opportunity to develop the knowledge and refine the skills required to succeed" (Kinzie & Joseph, 2008)
Motivation	"The extent to which the individual works or strives to learn the language because of a desire to do so, and the satisfaction experienced in this activity" (Gardner, 1985)
Anxiety:	"Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the autonomic nervous system" (Horwitz, 2001).

Chapter 2: 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 importance, 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) says 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). Wendon (1987) affirms that students'

strategies are affected by their beliefs. A number of studies also conclude that student beliefs

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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 differing 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-eighty-nine 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. 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."

2. 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.

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 literature 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 teaching

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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 Tabriz. 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.

2.5 Conclusion

  After reviewing the literature regarding vocabulary learning, it is clear that, despite it receiving the least attention in the teaching/learning process, vocabulary learning is critical to language acquisition. Moreover, the research on beliefs shows that, in order to achieve the best results in the classroom, teachers and students should have a common understanding of the goals for the class, and of the abilities of the students. Given the problems associated with vocabulary learning, and with teacher and student beliefs toward it, games can offer a solution. The review of the literature also reveals that, although the use of games to frame context and create motivating and fun environments in the foreign language classroom has much promise, little research has been done to examine teachers' and students' beliefs about using games in classrooms. We are, therefore, ignorant about the possible existence of a mismatch between student and teacher beliefs about using games in class. This, in turn, could have detrimental effects when using games as teaching tools in classrooms. This research aims to fill the void in the literature by beginning with an exploration of the beliefs of teachers and students regarding the use of games for vocabulary learning in the classroom, and a comparison of those beliefs.

Chapter 3: Methodology

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 Arabic at the University of California, Berkeley, in the Spring semester, 2015. They consisted of 30 males and 57 females. The Arabic language program at UC Berkeley has six sections of second-semester Elementary Arabic (elementary high), and three sections of second-semester Intermediate Arabic (intermediate high). The students majored in different disciplines such as political science, biology, engineering, music, film and cinema, and near Eastern studies. Moreover, the majority of the students were undergraduates, but there were also graduate student participants. The expected number of participants was 105 students; 66 in the elementary level and 39 in the intermediate level. The actual number of participants was 88 students; 55 in the elementary level and 33 in the intermediate level. 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 consisted of a mixed group of lecturers and Graduate Student Instructors (GSIs). Two of the teachers were native speakers of Arabic and five were non-native speakers.

The ratio of teacher participants to student participants was approximately 1:10. This is the expected ratio, as this is the number of teachers teaching at the same institution. Using participants from other institutions would be an added variable that the researcher did not want to introduce. 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.

3.4.1Questionnaires:

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

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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 English 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),

Naguyen & 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.

3.4.2   Pilot Study

A pilot study was conducted to explore and narrow the research questions and to test the validity

of the survey designed for this research. This pilot study was conducted on 32 AFL students and

three Arabic language instructors. The students belonged to three different groups, in two different levels of Modern Standard Arabic (MSA): Groups 1 and 2 consisted of 24 students in the intermediate level, and Group 3 consisted of eight students in the advanced level. All participants were in the Arabic program at University of California, Berkeley, during the fall of 2014. Group 1 and Group 2 had completed two semesters of MSA at the time of the study and were enrolled in their third semester at the time of the pilot. Group 3 had completed four semesters at the time of the study and were enrolled in their fifth semester of MSA. As for the instructors, two of them were non-native speakers of Arabic and one instructor was a native speaker of Arabic. Instructors' teaching experience ranged from two years to five years of teaching. Instructors' age ranged between 28 and 40 years.

Results from the pilot study showed that the majority of students (95%) agreed to most of the Likert-scale statement. They agreed that games are motivators and fun, also games help them practice and review vocabulary. On the other hand, all teachers agreed to the same statements. This can be due to the small size of the sample. Some subjects left some questions without answering because they did not understand the statements. Such result prompted a few changes to some of the questions on the questionnaire. The pilot study exposed some unclear and irrelevant questions that needed to be changed or rephrased. 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. A summary of changes is as follows:

1) No changes were made to Section I.

2) Sections II and III had the most changes. For example, in Section II, the eighth question asked about the students learning style. This question was deleted and a definition of games was added to the seventh question.

3) In Section III, the total number of items was changed from 20 to 22. Question 20 was: "Using games will help me/students practice Arabic vocabulary well;" Question 21 was: "I/ Students feel confident when vocabulary words are used in Arabic class in an activity that has a game;" and question 22 was: "Using games with vocabulary helps in guessing the meaning of some words."

Below are listed some of the items that needed to be rephrased for clarity and accuracy. "Using games motivates me to learn," was changed to: "Using games motivates me to learn new vocabulary." This made it more relevant to the topic of the research. Also, in the item: "Games can't be used to introduce new vocabulary words in a new lesson," the part "can't be used" was replaced with "are not an effective way," as games can be used, but what is being questioned in this research is how effective they are. Moving from a general to a more focused and related prospective, the item "using games with vocabulary in class helps to create a context," was changed by adding "for learning the new words," at the end.

There were two items added to Section III. These items are "'Drill and kill' practice is the best way to learn vocabulary," and, "When it comes to vocabulary learning, a vocabulary list is all that I need." These two items were added by the researcher to examine beliefs about traditional techniques used in learning vocabulary.

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.

3.6 Data analysis

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.

Chapter 4: Results

4.1 Introduction

This chapter presents the results of the qualitative and quantitative data collected. The data analyzed is aiming at answering the questions of the research investigating the beliefs of both teachers and students about using games in teaching Arabic vocabulary in Arabic classrooms.

The questionnaire included six open-ended questions and one multiple choice. Question two is the multiple choice question. Questions three and five are open-ended and questions, while four, six and seven had two parts; the first part is yes/no question. The second part is open-ended where subjects had to mention the reason for their choices. In the second part of these questions along with questions three and five, subjects were given the freedom to express their opinions and mention their actual practices. Not all subjects answered all questions.

In the Likert-scale section, the subjects were referred to choose either strongly disagree, disagree, neither nor, agree or strongly agree. The main themes that the questionnaire attempted to highlight regarding students' and teachers' beliefs about teaching /learning vocabulary using games are as follow: The use of games in teaching/learning vocabulary, Games and fun, Games and motivation, Games and creating a context, Games and anxiety, Games in introducing new vocabulary, Games in practicing, Games in reviewing and Games in remembering words and Games in guessing the meaning of a vocabulary word.

Open-ended and Likert-scale questions were analyzed quantitatively. Although the open ended questions have qualitative data, they were analyzed quantitatively. Quantitative statistics enriches qualitative data and provides a clearer answer to the questions (Culp and Pilat, 1998). The

answers for the open-ended questions were categorized into items. And these items were related to the responses of the Likert-scale questions.

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 vocab: 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

Table 4.2: General stance – Students - Open-ended – 4ᵗʰ question - part (b)

Q.4-b: Definition of games: *"Immersive and enjoyable activity in which a challenging goal is pursued according to agreed upon rules. It also provides a safe environment for taking chances and opportunity to develop the knowledge and refine the skills required to succeed"* According to the definition mentioned, do you think games are helpful in Arabic classroom? Why?	
	Number of times reason was mentioned
It is a fun, lighthearted, engaging and enjoyable practice	31
Safe environment for taking chances, takes away pressure and lowers anxiety	27
Help in memorizing vocabulary	9
Motivates students	5

Provides context	4
Help students to think critically	3
Provide creativity	3
Help students bounce ideas from each other	2

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 vocab 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		Total	
	#	%	#	%	#	%	#	%
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.

Table 4.9: Pedagogical purposes - Students – 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	
Helps in memorizing words easier	16
less academic and make studying more fun	14
Light hearted and less stressful way to revise	11
Always good for more than one	9
Provides more focus	5
It provides context	4
Other	9
Why No	
Not serious enough	9
less time efficient	9
Difficult to use on my own and always needs a facilitator	5
Communication and instruction used in a game is not used in the exam	2

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.

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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 & 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.

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

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.

4.3.1 Teachers' beliefs about importance of games in teaching and learning vocab: A general stance:

Table 4.16: General stance – Teachers - Open-ended – 4th question - part (a)

Q.4-a: Definition of games: *"Immersive and enjoyable activity in which a challenging goal is pursued according to agreed upon rules. It also provides a safe environment for taking chances and opportunity to develop the knowledge and refine the skills required to succeed"* According to the definition mentioned, do you think games are helpful in Arabic classroom?		
	#	%
Yes	8	88.9%
No	1	11.1%

The forth 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 teachers (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

statements needs an explanation. As for statement 17, no one agreed that vocab lists are <u>all</u> 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

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 <u>teachers' actual in class practices</u> 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 *vocabulary*	
	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

Audiolingual 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 actually 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 teachers. 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 open-ended questions providing context was mentioned once by teachers.

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 & 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

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 questionnaire 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	Asyp. 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.

Chart 4.1: Games in Introducing Vocabulary – Statement 1 – Students' and Teachers' responses

The teacher should use games to introduce vocabulary for the first time

	SA/A	NN	SD/D
Students	36.40%	27.30%	36.30%
Teachers	0.00%	11.10%	88.90%
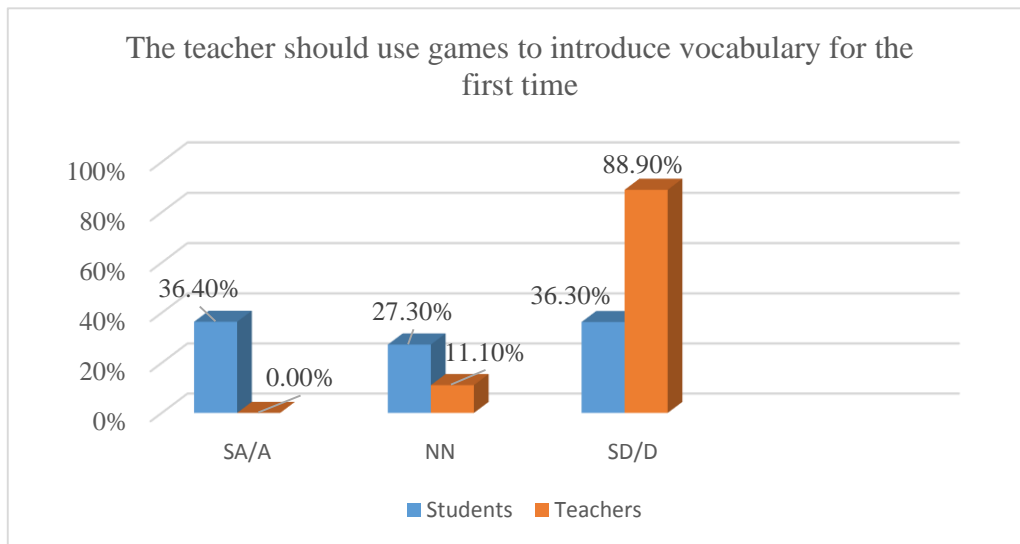
As for statement 1, chart 4.1 shows that teachers' stance was clearly against use of games for introducing vocabulary: 88.9% disagreed vs 36% of students.

Chart 4.2: Games in Introducing Vocabulary – Statement 8 – Students' and Teachers' responses

Games are not an effective way to introduce new vocabulary words in a new lesson
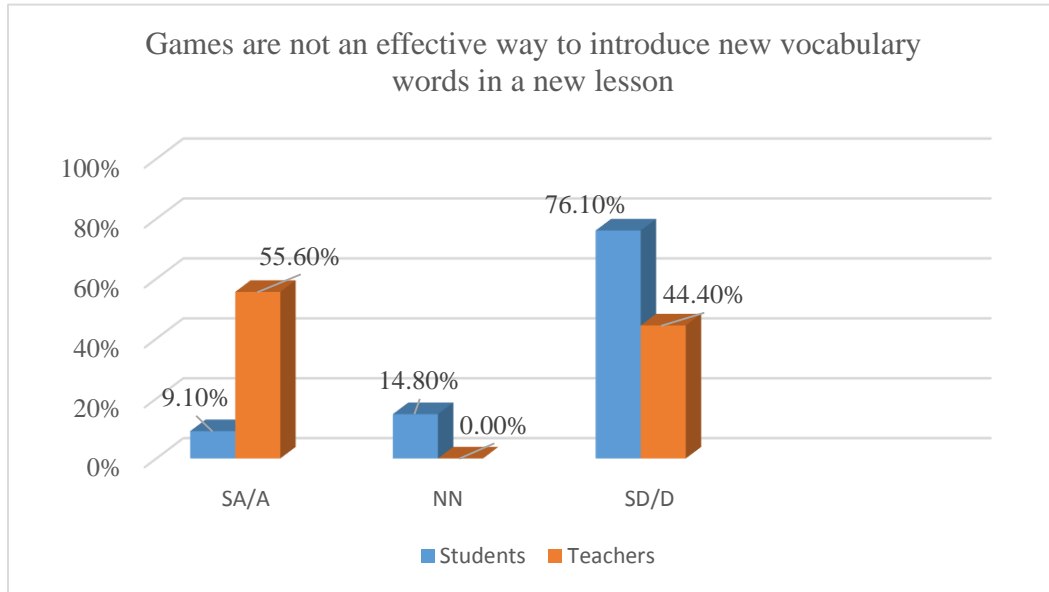
As for statement 8, students' stance was stronger as the majority 76% disagreed that games are not effective for introducing new vocabulary while only 44.5% of teachers disagreed.

4.4.2 Pedagogical purposes: Practicing vocabulary

Table 4.33: Chi-square results – Practicing vocabulary – statement 16

Question	Asyp. Sig.
16- Drill and kill practice is the best way to learn vocabulary	.086

The Asp. Sig. number that resulted after running the chi-square test was 0.086 which is bigger than 0.05. This means that according to statistics there is no significant difference in students' answers and teachers' answers to statement 16.

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Chart 4.3: Games in Practicing Vocabulary – Statement 16 – Students' and Teachers' responses
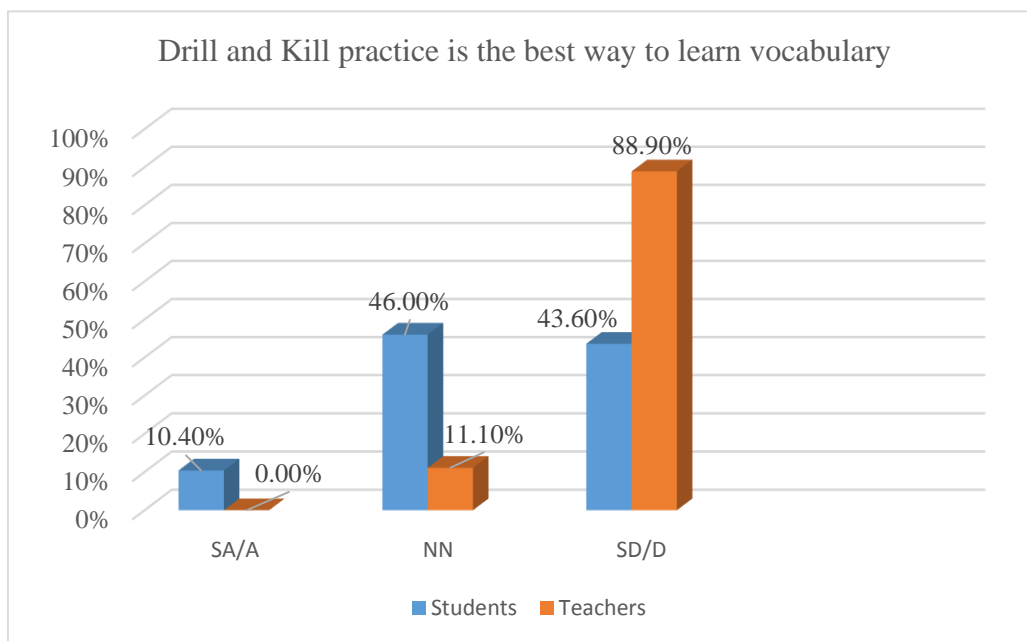
In games and practicing vocabulary, the responses to statement 16 (Drill and kill practice is the best way to learn vocabulary) showed a significant difference. On one hand 10.4% of students agreed that drill and kill practice is the best way to learn vocabulary while no teacher agreed. On the other hand, the response for disagree was 43.6% for students and 88.9% for teachers. The percentage for neutral answer was the highest for students (46%). The significance of this variation will be further discussed in the following chapter.

4.4.3 Pedagogical purposes: Reviewing vocabulary

Table 4.34: Chi-square results – Reviewing vocabulary – Statement 3

Question	Asyp. Sig.
3- Games should be used only for reviewing vocabulary.	.000

The Asyp. Sig. numbers in table 4.34 that resulted from running the chi-square test on statement 3 is 0.00. As the Asyp. Sig number is less than 0.05 this means that there is a significant difference between teachers and students beliefs towards this statement.

Chart 4.4: Games in Reviewing Vocabulary – Statement 3 – Students' and Teachers' responses

Games should be used only for reviewing vocabulary

A grouped bar chart showing Students and Teachers responses across SA/A, NN, and SD/D categories:
- SA/A: Students 21.60%, Teachers 11.10%
- NN: Students 22.70%, Teachers 22.20%
- SD/D: Students 55.70%, Teachers 66.70%
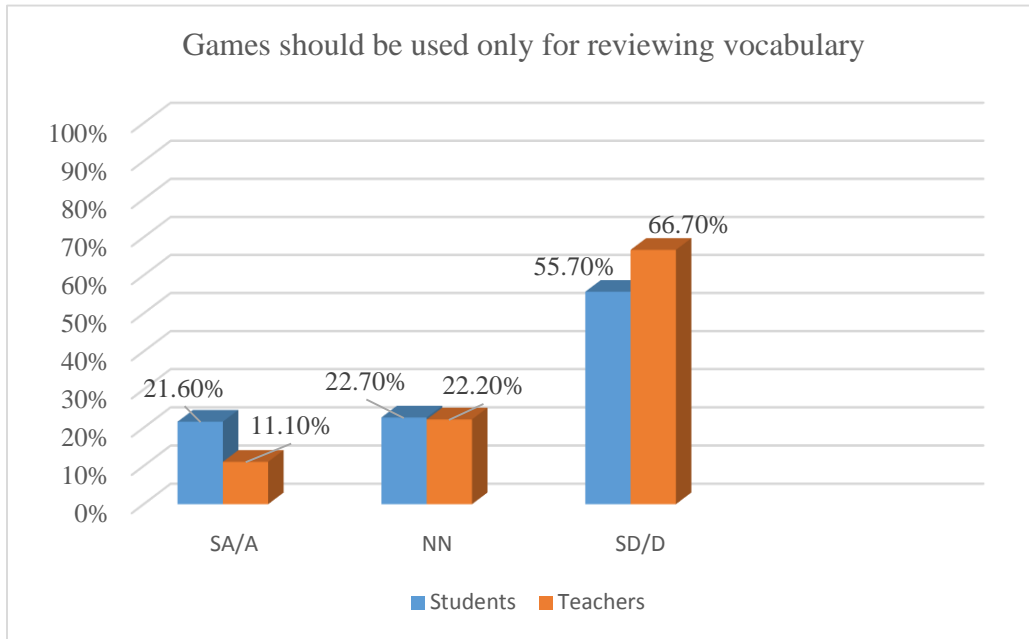
The response to this statement contradicts with the results of question 6. Teachers showed a stronger stance compared to students about using games for reviewing. As a reply to this statement 66% of teachers disagreed vs 55.7% of students.

Chart 4.5: Students' and Teachers' answers to question 6 part (a) yes/no question

In preparation for the exam would you use games to review Vocabulary words?

A grouped bar chart showing Students and Teachers responses for Yes and No:
- Yes: Students 63.60%, Teachers 88.90%
- No: Students 36.40%, Teachers 11.10%
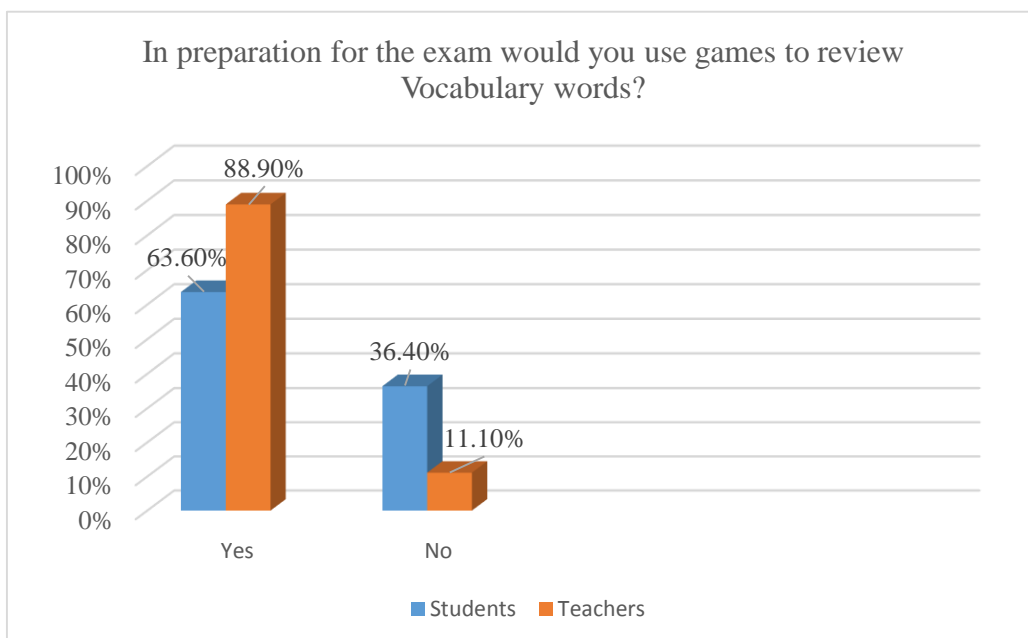
Question 6 is one of the questions that showed significant difference in students' and teachers' responses to the use of games in reviewing. Teachers' stance was stronger than students; 88.9% of teachers mentioned that they would use games as a review tool while 63.6% of students agreed to that statement.

4.4.4 cognitive purposes: Games and Memorization

Table 4.35: Chi-square results – Statement 5 - difference in students' and teachers' responses

Question	Asyp. Sig.
5- It is easier for students to remember vocabulary because of playing games	.061

After running the chi-square test, the result represented in table 4.35 showed that the Asyp Sig. number more than .05. The fact that the difference between the two numbers is not big can mean that there is a slight difference which will show with the percentage analysis only.

Chart 4.6: Games in Remembering Statement 5 – Students' and Teachers' responses
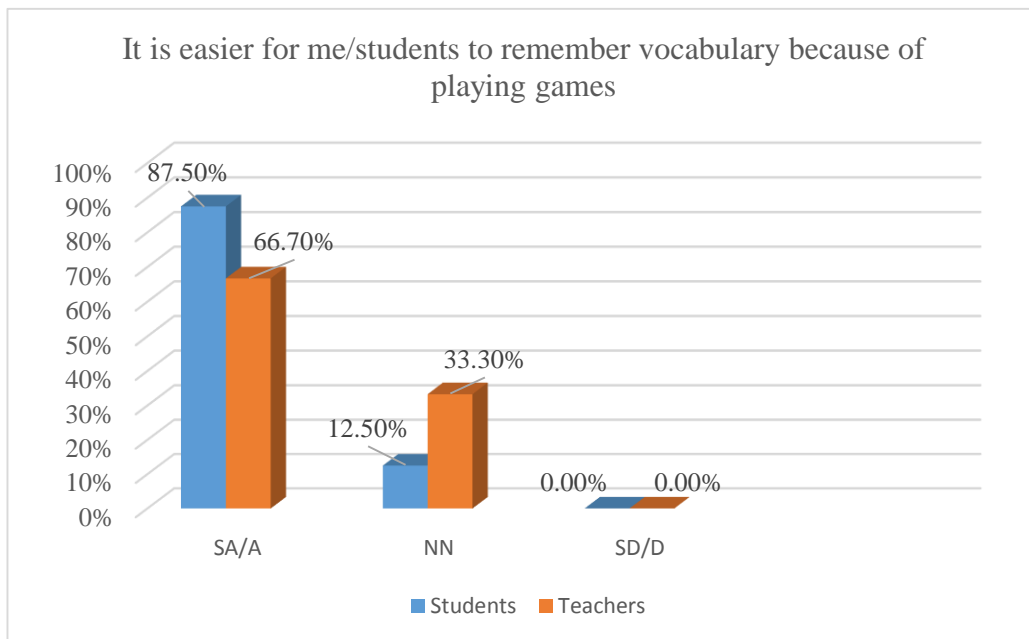
In chart 4.6 the difference between students' and teachers' responses to statement 5 is clear. 87.5% of students believe that it is easier for them to remember vocabulary because of playing

games while only 66.7% of teachers agreed to this statement. The other significant difference is in the neutral answers. The percentage of teachers (33.3%) who were neutral to this statement is clearly higher than students (12.5%).

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.

Chart 4.7: Games and fun – Statement 13 – Students' and Teachers' responses
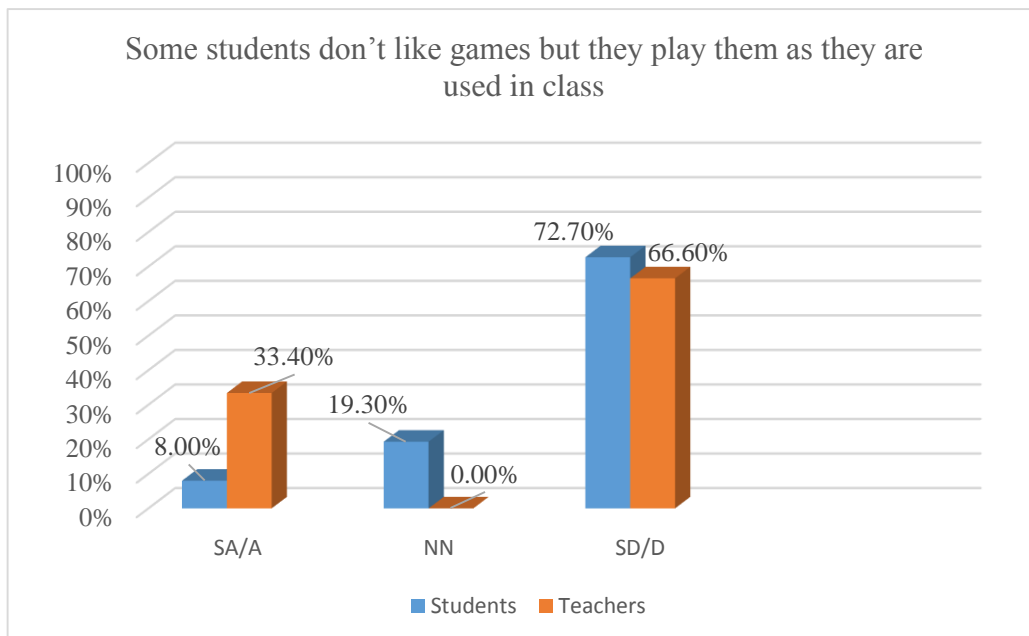
According to chart 4.7, the significant different appears in the percentage of students vs teachers agreeing to statement 13. 33.4% of teachers agreed that Some students don't like games but they

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play them as they are used in class. On the other hand, just 8% of students agreed to the same statement. Although the percentage of students who agreed to the statement is low, the number of neutral answers (19.3%) is higher.

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.

Chart 4.8: Games and Anxiety – Statement 14 – Students' and Teachers' responses
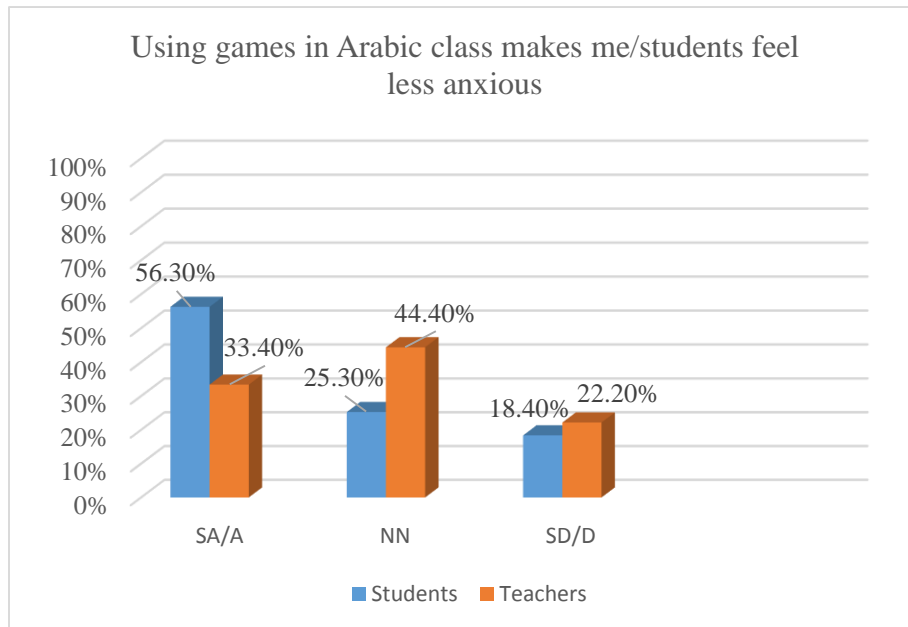
No significant difference does not mean that there is no difference. Chart 4.8 shows these differences. The percentage of students (56.3%) who believe that using games in Arabic class makes students feel less anxious is significantly higher than teachers (33.4%). The other

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significant difference is in the percentage of neutral responses where 25.3% of students did not

show opinion vs 44.4% of teachers. This will be highlighted more in chapter 5. As for the

strongly disagree and disagree option, the percentages of both answers were close.

Table 4.38: Chi-square results – Statement 19 - difference in students' and teachers' responses

Question	Asyp. Sig.
19- Students love the challenge of playing games while practicing vocabulary	.215

The number resulting from applying chi-square test is 0.215 which is more than 0.05. This means

that statistically there is no significant difference.

Chart 4.9: Games and Anxiety – Statement 19 – Students' and Teachers' responses
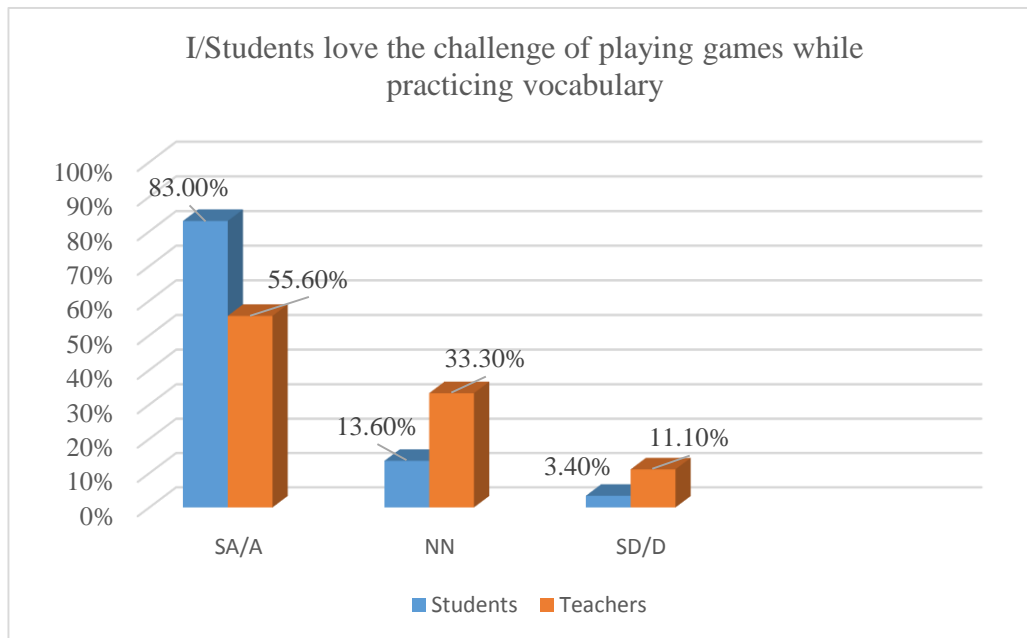
In chart 4.9 the majority of students (83%) agreed that they love the challenge of playing games

while practicing vocabulary while only half (55.6%) of the teachers agreed to that statement. The

same significant difference showed in neutral answers where 13.6% of students did not give any

opinion versus 33.3% of teachers. Moreover, the percentage for disagreeing with the statement;

11.1% of teachers and 3.4% of students.

Chapter 5: 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 chances" 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 vocab 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 vocab 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 vocab 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 further 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 Tunchalearnpan'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 (Omaggio 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), Kopecky (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 believed 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

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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 number14 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 reported 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' responses 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 Conclusion

This section is to discuss the outcome of the data analyzed and discussed and how would this research benefit the field. 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. Results showed that 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 can cause lack of participation and frustration.

5.5 Limitations

The data collection for the current study was limited to two factors. First, it was limited to one university. That is why the sample used in this study is representing the population of UC Berkeley. The reason behind limiting the research to one university was not to add the

institution's philosophy as a variable. Maybe questioning and interviewing more subjects form other institutions will help in obtaining more insightful results. Second, the use of mixed method helped eliciting a lot of findings. Maybe adding class observations would help in having more in depth understanding to the nature of the effect of teachers' beliefs and students' beliefs on their behavior in the classroom.

5.6 Pedagogical suggestions

Horwitz (1999) pointed out that it is difficult and almost impossible for a teacher to tailor instruction to meet all the students' beliefs, it is still useful for the teacher to be aware of those beliefs and recognize the differences among his/her students. Tarone and Yule (1989) 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. In the case that students believe in more traditional teaching methods like 'drill to kill' as indicated by this study, Tarone and Yule (1989) suggest that the teacher begin class with a traditional method and then move to a communicative-interactive style or vice versa (Boakye, 2007). In Boakye's study (2007), she reports that a discussion with students was very fruitful.

The data obtained from the present study highlighted the importance of mutual student-teacher understanding of beliefs to have a successful classroom. 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. 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.

As a results some implications are suggested:

First, 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.

Second, 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. When used teachers should be aware of the level of pressure that student-student competition may create.

Third, 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. Informing the students gives them an idea of what to be expected also make them set realistic goals and expectations from the class activity. Explaining the goal and the pedagogical reason behind the game makes students understand the seriousness of the game and what is the expected outcome.

Fourth, 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. 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. Also not all students enjoy games

Fifth, 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. Some students need to have a tangible evidence of what they gained. Also, students do not

want only to play and enjoy their time they also want feedback. A given feedback will make student appreciate the game and understand its value.

5.7 Recommendations for further research

Understanding teachers' and students' beliefs is important to get the best of classroom practices. 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.

First, widening the scope of this research by testing bigger population. This can happen by surveying subjects from other universities and adding the university's philosophy as a variable.

Second, the current study does not discuss demographic factors like gender or age as an effective factor. Age factor can be discussed with regards to the use of games in Arabic classroom. Also teacher experience and student proficiency level were not taken into consideration. Third, more in depth action research needs to be done on the impact of students and teachers beliefs on their practices in the classroom.

Third, Since the study results indicated that games may not all equally useful in reducing anxiety and reducing motivation further research is needed that looks into game formats that lead to best results when it comes to reducing anxiety and increasing motivation.

Finally, more action research is needed with in-class observations and notes. This will help in drawing a full picture of what teachers and students believe about the use of games.

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Appendices

Appendix A:

Student Questionnaire

The following is a voluntary questionnaire asking about using games to learn vocabulary in Arabic as a foreign language classroom. This questionnaire will be used for research purposes only and will not have any bearing on your grade in your course. It's only aim is to help better Arabic teaching practices. You may choose not to fill it out but your participation is greatly appreciated.

Section I: Background Information

Please check the box that corresponds to the correct answer and write in additional information where needed:

1. What is your gender?

Male	Female

2. What is your native language?

English	Other: Please specify

3. Do you know any other languages? For how long?

_____

4. How many semesters have you completed of Arabic language coursework (Modern standard Arabic (MSA))? (Please consider this semester as completed.)

1 semester	2 semesters	3 semesters	4 semesters	5 semesters	Other

5. What is the highest degree you obtained?

High School	College Degree	Master's Degree	Doctorate (PhD)	Other

Section II: Open-ended questions:

1. When starting a new lesson in class, how does your teacher introduce the *vocabulary*?

_____

_____

2. How do you practice *vocabulary* in the classroom? What type of activities does the teacher use? (choose all that applies)

Fill in the blank	Use the words in a sentence	Match the words and the pictures	Choose the correct word	Other (please specify)

3. In preparation for an exam, what does your teacher do to review vocabulary words?

_____

_____

Read the following definition of Games provided by Kinzie & Joseph, 2008:

"Immersive and enjoyable activity in which a challenging goal is pursued according to agreed upon rules. It also provides a safe environment for taking chances and opportunity to develop the knowledge and refine the skills required to succeed"

4. According to the definition mentioned, do you think games are helpful in the Arabic classroom? Why?

_____

_____

5. What types of games do you/would you like to use in your Arabic classroom to learn vocabulary?

_____

_____

6. In preparation for an exam, would you use games to review vocabulary words? Why/ why not?

Yes	No

_____

_____

7. Do you agree or disagree with the definition of games mentioned at the beginning of the survey? Please answer using yes or no and explain why? (please explain your idea as much as possible)

_____

_____

_____

_____

Section III: Likert scale/closed-ended questions:

A. Indicate the extent to which you agree with the following statements according to the scale below. **Please check the most appropriate box for each statement.**

To what extent do you agree with the following statements?	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5
1. The teacher should use games to introduce vocabulary for the first time.					
2. The teacher should use games as an activity for practicing vocabulary.					
3. Games should be used only for reviewing vocabulary.					
4. Playing games in class helps me learn Arabic vocabulary.					
5. It is easier for me to remember vocabulary because of playing games.					
6. Using games motivates me to learn new vocabulary.					
7. Using games in the classroom wastes class time.					
8. Games are not an effective way to introduce new vocabulary words in a new lesson.					
9. Using games with vocabulary in class helps to create a context for learning the new words.					
10. Using games in learning vocabulary is fun.					
11. I am usually at ease during playing a game in my Arabic class.					

12. Introducing new vocabulary words through game makes it easier to learn.					
13. I don't like games but I play them as the teacher uses them in class.					
14. Using games in Arabic class, makes me feel less anxious.					
15. It is important to use games in teaching vocabulary in class.					
16. Drill and kill practice is the best way to learn vocabulary.					
17. When it comes to vocabulary learning a vocabulary list is all I need.					
18. Before an exam I would prefer to use a game to review than a mechanical drill or fill in gaps.					
19. I love the challenge of playing games while practicing vocabulary.					
20. Using games will help me practice Arabic vocabulary well.					
21. I feel confident when I use vocabulary words in Arabic class in an activity that has a game.					
22. Using games with vocabulary helps in guessing the meaning of some words.					

B. Would you be willing to participate in some follow-up questions?

Yes	No

If Yes, please provide your e-mail address: _____

Appendix B:

Teacher Questionnaire

The following is a voluntary questionnaire asking about using games to learn vocabulary in Arabic as a foreign language classroom. This questionnaire will be used for research purposes only. It's only aim is to help better Arabic teaching practices. You may choose not to fill it out but your participation is greatly appreciated.

Section I: Background Information

Please check the box that corresponds to the correct answer and write in additional information where needed:

1. What is your gender?

Male	Female

2. What is your native language?

Arabic	English	Other: Please specify

3. Do you know any other languages? For how long?

_____

4. How long have you been teaching?

1 year	2 years	3 years	4 years	5 years	Other: _____

5. What is the highest degree you obtained?

High School	College Degree	Masters Degree	Doctorate (PhD)	Other

6. What levels have you taught: check all that apply (levels according to ACTFL guidelines)

Elementary	Intermediate	Advanced	Other

7. What is your age range:

20 - 30	30 - 40	40 - 50	50 - 60	Other

8. Did you have any professional training in teaching Arabic? Please specify?

_____

_____

Section II: Open-ended questions:

    1.   When starting a new lesson in class, how do you introduce *vocabulary*?

_____

_____

    2. How do you practice *vocabulary* in the classroom? What type of activities do you use? (choose all that applies)

Fill in the blank	Use the words in a sentence	Match the words and the pictures	Choose the correct word	Other (please specify)

    3. In preparation for an exam, what would you do to review *vocabulary*?

_____

_____

Read the following definition of Games provided by Kinzie & Joseph, 2008:

"Immersive and enjoyable activity in which a challenging goal is pursued according to agreed upon rules. It also provides a safe environment for taking chances and opportunity to develop the knowledge and refine the skills required to succeed"

    4. According to the definition mentioned, do you think games are helpful in the Arabic classroom? Why?

_____

_____

5. What types of games do you/would you like to use in your Arabic classroom to learn vocabulary?

_____

_____

6. In preparation for an exam, would you use games to review *vocabulary* words? Why/ why not?

Yes	No

_____

_____

7. Do you agree or disagree with the definition of games mentioned at the beginning of the survey? Please answer using yes or no and explain why? (please explain your idea as much as possible)

_____

_____

_____

_____

Section III: Likert scale/closed-ended questions:

A. Indicate the extent to which you agree with the following statements according to the scale below. **Please check the most appropriate box for each statement.**

To what extent do you agree with the following statements?	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly Agree 5
1. The teacher should use games to introduce vocabulary for the first time.					
2. The teacher should use games as an activity for practicing vocabulary.					
3. Games should be used only for reviewing vocabulary.					
4. Playing games in class helps students learn Arabic vocabulary.					
5. It is easier for students to remember vocabulary because of playing games.					
6. Using games motivates students to learn new vocabulary.					
7. Using games in the classroom wastes class time.					
8. Games are not an effective way to introduce new vocabulary words in a new lesson.					
9. Using games with vocabulary in class helps to create a context for learning the new words.					
10. Using games in learning vocabulary is fun.					
11. Students are usually at ease during playing a game in my Arabic class.					

12. Introducing new vocabulary words through game makes it easier to learn.					
13. Some students don't like games but they play them as I use them in class.					
14. Using games in Arabic class, makes students feel less anxious.					
15. It is important to use games in teaching vocabulary in class.					
16. Drill and kill practice is the best way to learn vocabulary.					
17. When it comes to vocabulary learning a vocabulary list is all students need.					
18. Before an exam I would prefer to use a game to review than a mechanical drill or fill in gaps.					
19. Students love the challenge of playing games while practicing vocabulary.					
20. Using games will help students practice Arabic vocabulary well.					
21. Students feel confident when I use vocabulary words in Arabic class in an activity that has a game.					
22. Using games with vocabulary helps in guessing the meaning of some words.					

B. Would you be willing to participate in some follow-up questions?

Yes	No

If yes, please provide your e-mail address: _____

Appendix C: