

*In the Name of God*

*The Beneficent, The*

*Merciful*



**Shahrood University of Technology**

**English Language Department**

**M.A. Thesis in Language Teaching**

**On the Effect of Interactive Games on Iranian EFL Learners'  
Reading Comprehension Skill and their Attitudes Toward  
Games**

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## **Dedication**

This dissertation is dedicated to my always encouraging mother and my supportive father who made all of this possible. It is also dedicated to my dear husband.

## **ACKNOWLEDGMENTS**

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## تعهد نامه

اینجانب الهه راد دانشجوی دوره ی کارشناسی ارشد رشته ی آموزش زبان انگلیسی دانشکده ی مهندسی

صنایع و مدیریت دانشگاه صنعتی شاهرود نویسنده ی پایان نامه ی

### On the Effect of Interactive Games on Iranian EFL Learners' Reading Comprehension Skill and their Attitudes Toward Games

تحت راهنمایی جناب آقای دکتر سید علی استوار نامقی متعهد می شوم:

- تحقیقات در این پایان نامه توسط اینجانب انجام شده است و از صحت و اصال بر خوردار است.
- در استفاده از نتایج پژوهش های محققان دیگر به مرجع مورد استفاده استناد شده است.
- مطالب مندرج در پایان نامه تاکنون توسط خود یا فرد دیگری برای دریافت هیچ نوع مدرک یا امتیازی در هیچ جا ارائه نشده است.
- کلیه ی حقوق معنوی این اثر متعلق به دانشگاه صنعتی شاهرود می باشد و مقالات مستخرج با نام « دانشگاه صنعتی شاهرود » و یا « Shahrood University of Technology » به چاپ خواهد رسید.
- حقوق معنوی تمام افرادی که در بدست آوردن نتایج اصلی پایان نامه تاثیرگذار بوده اند در مقالات مستخرج از پایان نامه رعایت می گردد.
- در کلیه ی مراحل انجام این پایان نامه، در مواردی که از موجود زنده (یا بافت های آنها) استفاده شده است ضوابط و اصول اخلاقی رعایت شده است.
- در کلیه ی مراحل انجام این پایان نامه، در مواردی که به حوزه ی اطلاعات شخصی افراد دسترسی یافته یا استفاده شده است اصل رازداری، ضوابط و اصول اخلاق انسانی رعایت شده است.

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#### مالکیت نتایج و حق نشر

- کلیه ی حقوق معنوی این اثر و محصولات آن (مقالات مستخرج، کتاب، برنامه های رایانه ای، نرم افزارها و تجهیزات ساخته شده ) متعلق به دانشگاه صنعتی شاهرود می باشد. این مطلب باید به نحو مقتضی در تولیدات علمی مربوطه ذکر شود.
- استفاده از اطلاعات و نتایج موجود در پایان نامه بدون ذکر مرجع مجاز نمی باشد.

## **ABSTRACT**

The purpose of this study is to investigate the effect of using interactive games on the improvement of Iranian EFL intermediate learners' reading comprehension ability and their attitudes toward games. To homogenize students, a Nelson Proficiency Test was administered and 60 female students out of 78 students were selected. The researcher divided the participants into control group (N=30) and experimental group (N=30). Control group participants received traditional method as teaching reading comprehension texts while experimental group ones received interactive games as treatment. The participants of both groups were administered reading comprehension test as both pretest and posttest (posttest after 15 sessions). SPSS (22.0) was employed and both descriptive [Mean (M), Number (N), Standard Deviation (SD), Normality, Reliability Index] and inferential [T-test (independent samples t-test, one sample t-test)] were extracted. The results indicated that the experimental group's participants who received interactive games had higher reading comprehension ability than the control group's participants. The participants in experimental group who received interactive games were to fill an attitude questionnaire. The results showed that most of the students agreed with positive effects of interactive games on their learning. This study also provides educators with a view on using games as a fun activity in their language classrooms. It helps teachers to be more creative in teaching English.

**Key words:** Interactive games, Reading comprehension, Attitude, EFL learner

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# **Chapter One:**

# **Introduction**

## **1.1. Overview**

In this chapter, the objective of the study, significance of the study, statement of problem, research questions, research hypotheses, limitation of study and definition of key terms are stated.

## **1.2. Background and Purpose**

Nowadays, people all over the world are aware of the significance of teaching and learning a foreign language, especially English. The English language is the most common foreign language which has bestowed it a special status among languages. It is utilized as a lingua franca in many parts of the universe. To shed further light on this, it has many innumerable functions, such as its importance in students' education, politics, traveling, and business, to name a few. Attempts have been made to investigate the ways which facilitate improving all the four skills, namely reading comprehension.

Using games has notable influence on creating an interactive environment and they are beneficial for the educator as a process for language acquisition. Though the effects of employing games on different skills are abundant, endeavor is needed at every moment and must be maintained over a long period of time. And it requires researchers and instructors consider different processes and techniques which may lead to an enhancement in learning a foreign language (Squire, 2003). This study tends to address the effects of interactive games such as maps and directions, poetry, non-fiction, and dictionaries on reading comprehension ability among Iranian EFL learners.

The researcher assumes games are one of enjoyable and effectual strategies in teaching reading. Numerous researchers asserted that teaching games increases students' confidence and motivation when they achieve learning objectives in a relaxing environment (Chan & Lin, 2000; Jiang, 2008; Kuo, 2008; Robinson, 1960; Shang, Briody, 2011).

Games are a valuable activity for learning a language, particularly for very young learners. Children take delight in games and thus take part in learning process without worry and tension. Games give learners high enthusiasm. When learners are playing games without anxiety, they learn better. Games can be inclusive activities which involve students.

This research aims at working on reading as one of the major skills in language learning. Since reading is one of the most salient skills in second language learning, the researchers scrutinized the effect of interactive games on reading comprehension. Reading is the foundation of education in all spheres of language learning; for instance, utilizing textbooks for language courses, expanding vocabulary knowledge, writing, revising, using computer-assisted language learning, acquiring grammar, and editing. Hence, how to teach reading is considered a major constituent of every second-language curriculum (Mikulecky, 2008). Further, reading should be accompanied by understanding. If comprehension does not occur, reading will be merely pursuing words on a page from left to right and at the same time sounding them out (Smith, 2014).

The purpose of this study is to discover the effects of using games on enhancing the learners' ability in learning reading comprehension. In the current study, the effect of using electronic tools and online interactive games to enhance learner's reading comprehension ability is examined.

### **1.3. Statement of the Problem**

Since one of essential skills in language learning is reading, it looks vital to enhance reading skill. Most of the learners have trouble with reading comprehension. Improving reading skill will reduce the unnecessary reading time and enable L2 learners to read in a more focused and selective manner. To this end, it is essential to improve the reading comprehension of the learners. One of the most serious problems in higher education is reading comprehension (Dreyer & Nel, 2003). The teachers should seek the most effective teaching techniques of reading comprehension. Durkin (1978) investigated the time an educator devoted to reading instruction. His research revealed that more precisely instructors devoted only 2 percent of the class time to teach learners how to apprehend a text. In many countries reading comprehension instruction is limited to some assignment of reading text including some true/false or multiple choice questions. (Dreyer & Nel, 2003).

To enhance the reading skill of second language learners, the researcher is to explore and examine some effective teaching techniques. A game should not be considered as a marginal activity filling in irregular times when the teacher and class have nothing better

to do. Consequently, the researcher considered interactive game as a new tool to survey its effect in improving learners' reading comprehension ability which may have important effects on learners' score. Games ought to be at the heart of teaching foreign languages (Uberman, 1998); thus, what the present study is aimed to do is investigating the effect of interactive games on EFL learners' reading comprehension ability and their attitudes towards games.

#### **1.4. Significance of the Study**

The current study can assist language educators, learners, researchers, and textbook developers. It will make instructors notified of the effectiveness of interactive games in language teaching, particularly teaching reading texts. The study will explore the effects of interactive games on L2 learners' reading comprehension; ergo, EFL educators can see the effects of interactive games on reading skill. The study also provides instructors with a view on employing interactive games as a fun activity in their language classes. It helps educators to be more creative in teaching. Besides, teachers can attract students' attention to reading materials more effectively by utilizing interactive games.

By being aware of the effects of interactive games on language skills, learners can profit from this study. Games are entertaining for students; thereby, they may be involved in games and learn the materials more efficiently. Games are collaborative activities; as a consequence, children learn social skills, too. Games are full of fun which results in successful learning. In many games, students are needed to collaborate to fulfill the aim, and most learners enjoy social interaction and cooperation. It is accepted that successful learning becomes more feasible, when interaction and cooperation are combined with fun.

Games are motivating activities and students are encouraged to acquire a language when they are in a game (Yolageldili & AriKan, 2011). In language classrooms, since students think that they must acquire complete knowledge of the target language that is not known to them, they feel anxious. Moreover, when students make a mistake, they become too stressful about being punished and criticized by their instructors. Games are beneficial at this point because they reduce stress, increase positive feelings and improve self-confidence because learners are not worried about punishment or criticism while practicing the target language freely (Crookal, 1990).

If students come to acknowledge of the effects of games on language skills, they will take advantage from this research. Owing to the fact that games are amusing, enjoyable, and full of fun for teenagers, they may be involved in the games and learn how to read well at the same time. Likewise, learners can acquire social skills, because games are cooperative activities. In many language games, learners have to collaborate and work together to win and most of the learners enjoy collaboration.

In addition, interactive games may have other benefits for pupils; for instance, students can have an active role in acquiring the knowledge and monitor their learning themselves. Because of providing a meaningful context for students to apply the language games can help them to master the language in a way that achieves maximum productivity. Learners' attention is not on the language but on the message; thus, they acquire the language unconsciously. For this reason, when instructors thoroughly concentrate on a game as an activity, learners learn the target language without being aware of it, in the same way, that they acquire their first language (Barkley, Cross & Major, 2014).

In addition to these, McCallum (1980) explains that there are many advantages of games such as the facts that they:

- a. "Focus students' attention on specific structures, grammatical patterns, and vocabulary items.
  - b. Can function as reinforcement, review and enrichment.
  - c. Involve equal participation from both slow and fast learners.
  - d. Can be adjusted to suit the individual age and language levels of the students.
  - e. Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
  - f. Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
  - g. Provide immediate feedback for the teacher.
  - h. Ensure maximum student participation for a minimum of teacher preparation.
- (p.ix)"

Textbook designers are suggested to contemplate interactive games in developing the materials. For developing the syllabus of the course, they can take the age and level of

the learners into account and choose the appropriate games for them. As a result, EFL curriculum designers need to think about embedding interactive games in English books. This study tries to change researchers' view of using interactive games in language classrooms. The researchers are encouraged to examine the effects of interactive games on other language skills, such as listening and speaking. The researchers also can work on sub skills of the four main skills; namely, pronunciation, vocabulary, grammar, etc. They can explore the effects of games and other teaching techniques on reading comprehension ability. It is hoped that the results of this study help language instructors in recognizing the success of employing interactive games in reading classrooms in order to enhance students' reading comprehension ability.

### **1.5. Research Questions and Hypotheses**

To address the objectives of the study, the following research questions are considered:

**Q1:** Does employing interactive games have any significant effect on Iranian EFL learners' reading comprehension skill?

**Q2:** Does employing interactive games have any significant effect on Iranian EFL learners' attitude toward games?

It is hypothesized that:

**H1.** Employing interactive games has a significant effect on L2 learners' reading comprehension skill.

**H2.** Employing interactive games has a significant effect on L2 learners' attitudes towards games.

### **1.6. Definition of Key Terms**

#### **Reading comprehension**

Snow (2002) defined reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the



importance and the insufficiency of the text as a determinant of reading comprehension.”(p.11). Similarly, Kintsch (1998) described reading comprehension as “reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.” (p.15).

## **Game**

Kapp (2012) defines "a game is a system in which player engage in an artificial conflict, defined by rules that result in a quantifiable outcome." Another researcher as Juul (2005) declared that "A game is a rule-based formal system with a variable and quantifiable outcome, where different outcomes are assigned different values, the player exerts effort in order to influence the outcome, the player feels attached to the outcome, and the consequences of the activity are optional and negotiable" (p. 26).

Huizinga (1946) gives the following definition for game: [game] is an activity which proceeds within certain limits of time and space, in a visible order, according to rules freely accepted, and outside the sphere of necessity or material utility. The play-mood is one of rapture and enthusiasm, and is sacred or festive in accordance with the occasion. A feeling of exaltation and tension accompanies the action, mirth and relaxation follow.

Nicolson and Williams (1975) described game as “a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep” (p.427).

## **Interactive learning / teaching**

Interactive teaching is that type of teaching in which there is two way communications between the teacher and pupil; and teacher responds to pupils` thinking as he/she continues teaching by adjusting the flow and focus of the lesson in the response to how pupils are thinking (Moyle, Hargreaves & Merry, 2003).

Interactive learning is a pedagogical model that supports learners to be part of the lesson instead of passive observers, quietly sitting at a desk taking notes or memorizing information. Learners interact with the material, each other and the teacher in an active way (Revermann, 2014).

## **Interactive game**

Rankin, Morrison, McNeal, Gooch and Shute (2009) define interactive game play as an activity of social interaction with other players in virtual environments. They argue that these kinds of social interactions between gamers foster and promote learning. According to Pohl, Rester, and Judmaier (2009), Interactive Game refers to raising the awareness of students concerning questions of sustainability. By interacting with a simulation game, students can get a more detailed and holistic conception of how sustainability can be achieved in everyday purchasing situations.

## **Attitude**

Other researchers as Eagly and Chaiken (2007) define attitudes as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor. Hosseini and Pourmandnia (2013) assume that the students' attitudes have been the center of interest in interpretation and investigation of human behavior offered by social psychologists. Attitude is usually defined as a disposition or tendency to answer positively or negatively towards a certain thing such as an idea, object, person, or situation.

## **1.7. Limitations of the Study**

The researcher investigated the effects of interactive games on L2 learners' reading comprehension ability. The students were homogenized based on Nelson proficiency test. The research sample is from Iranian learners of language institutes in Bojnourd, Khorasan-e- Shomali, Iran. Considering sample groups in a big size assists to enhance the validity of the achieved outcomes. The subjects are female learners at the level of intermediate, and study with more participants that include both females and males have to be reproduced to get more reliable and generalizable outcomes.

This study is applying on students with intermediate level of language proficiency and not elementary or advanced that is probably different for these learners and produce dissimilar responses. This study is pointed to EFL learners, not ESL learners. It is anticipated that if this study carried out on ESL students, it might have different result from the obtained result on EFL students.

# **Chapter two:**

## **Review of the Related Literature**

## **2.1. Overview**

This chapter of the thesis explained the theoretical and empirical background to the topic of the study which is the effect of employing interactive games on the enhancement of Iranian EFL intermediate learners' reading comprehension skill and their attitudes toward games. It consists of the following sections: Theoretical perspectives, empirical findings, and implication for practice. The theoretical perspective part involves reading comprehension, using games on learning, interactive teaching, the importance of interactive games in learning, pros and cons of using games in teaching. Empirical findings contain techniques of teaching reading comprehension, studies on games, and students' attitudes toward playing games.

By and large, most of the studies in this chapter conducted in the field of games, and students' attitudes towards playing games. The literature about these issues demonstrate that employing games have a meaningful effect in improving learning process; thereby, in the current study, the researcher determined to scrutinize the effect of playing interactive games on reading comprehension and reveal its influence on students' attitudes towards applying games.

## **2.2. Theoretical perspectives**

### **2.2.1. Reading comprehension**

Reading is both a conscious and unconscious procedure. The reader makes use of many techniques to understand the meaning of the text which the author had in mind. He/she applies background knowledge and attempts to contrive the meaning by means of making a comparison between information in the text and his/her background knowledge (Mikulecky, 2008). Moreover, reading is a process which has many facets. Practice is one way to promote the reading comprehension skill. Word recognition and comprehension are among several aspects of reading (Hans & Hans, 2015).

Reading is a foundation for all spheres of education in acquiring a language; for instance, editing and employing computer-assisted language programs, writing, extending vocabulary knowledge, learning grammar. As a consequence, in any second language program, teaching reading is a fundamental segment. Four elements are all-

important for enhancing reading comprehension skill. These four constituents have something in common in a clear manner. They are comprehension skills, vocabulary building, extensive reading, and reading fluency. The aforementioned constituents are all essential part of the betterment of second language reading. It can be an individualized approach to reading enhancement (Taguchi, Takayasu-Maass & Gorsuch, 2004).

Moreover, the ability to read is affected by extensive reading. The number of books the learners study is emphasized here. The cognitive procedures that a reader utilizes to make a text make sense are called reading skills. Differ from; reading quickly while comprehending in a satisfactory way and adapting the reading rate to fit the purpose of reading is termed reading fluency. The learners' knowledge of Vocabulary is necessitous for reading comprehension. In other words, vocabulary knowledge relies upon reading comprehension and vice-versa (Chou, 2011).

Duke, Pearson, Stratachan, and Billman (2011) believe that instructors will do what tour guides do if learning to read efficiently is an expedition toward the ever increasing skill to apprehend the text. This depicts the influential part of educators in acquiring reading comprehension skill. Learners come to the classroom with abundant problems, and teachers can conquer them. Indispensable components in efficacious reading comprehension teaching were stressed by researchers that every pedagogue should know for instructing reading such as building disciplinary and world knowledge, building vocabulary and language knowledge, teaching text structure, to name a few.

Ara (2009) takes to be true that children do not learn a language through traditional methods though they acquire a language more quickly than adults. Since fun activities provide a natural environment and children are unconscious about their learning, they learn better through fun activities like games. The researcher presents some advantages of few interesting tools and activities for teaching a foreign language to children; namely, games, songs, and rhymes. Incorporating these tools and activities in primary level in Bangladesh are offered by the researcher.

Richard (2005) believes that to have children read, read, read is the best way to build their reading comprehension. The researcher also conceives that there are other approaches to enhance reading comprehension. Games are one kind of these approaches. The games presented by Richard improve absolutely necessary reading skills. While

students play the fun games, they get an understanding of the predominant idea, making inferences, logical reasoning, sequencing, drawing conclusion, cause and effect, etc. Gaining these skills results in better comprehension. Essentially, the games affect reading positively.

### **2.2.2. Employing Games on Learning**

An apparent issue among teachers was the significance of games in the learning process and its influence on the students' abilities (Alpar, 2013). Gee (2003) regards some reasons for applying games in the classrooms: Through the process of playing the game, students can learn. Furthermore, a variety of essential skills can be acquired while playing games, Students play the game that helps them to pay more attention. Students cultivate a diversity of connections with the content and can aid shaping positive memories of learning.

Educators try to reinforce learners' skills as vocabulary, reading etc. and to reach this purpose they utilize diverse tasks and tools in the teaching process in their classes (Zhu, 2012). Huyen and Nga (2003) believe that learners of English need to concern unfamiliar vocabulary during language acquisition. Learners should participate in disparate task-based activities in their classes such as a guessing task, a describing exercise or making a conversation in order to acquire and retain new vocabulary.

According to Gee (2003), video games have a substantial influence on teaching and learning process; nevertheless, several pieces of research have investigated the influence of adventure games (e.g. tales of monkey island and lucasarts games) on foreign language learners' learning. However, merely using games in the classes is not sufficient and to implement games in English classrooms, educators need to consider multiple factors.

Not only are employing games effectual to develop students' language skills, but also it has other positive effects in the language learning process. As attested by Widodo (2006), games are actually benefic for introverted learners who are quiet and shy and does not enjoy being with other people or are not able to speak in front of other people or express their feelings. Educators and teachers were sure that by employing games, pupils

will be more vigorous, self-supporting, and tireless, gain an understanding of the conditions, the planet they are living in, and be occupied in the teaching-learning process.

### **2.2.3. Interactive Teaching**

According to Fahim (2013), when a teacher makes group discussions, put a question to a student in the class or check his/her learners' assignments, it signifies that he/she is instructing interactively; hence, it does not incontrovertibly necessitate to make use of new things in the classrooms. Abrahamson (2006) declared that interactive teaching denotes solely giving students something to do, getting back what they have done, and afterward subsume it yourself; therefore, it is easy to reach a decision what things are better to do thereafter.

The other researchers Virine, Yee, and Simpson (2002) proclaimed that in interactive teaching styles, an immense quantity of targets is embodied under a single roof. Interactive classrooms are particularized around a straightforward dictum: In the absence of a practical application, pupils many a time do not succeed to grasp the depths of the study material. Four rudimentary manifestations of feedback are provided in interactive instructing styles: as measurable learner attainments, flexibility in instructing, learners' incentive, and employing training methods. Consequently, it can be deduced that interactive teaching styles further a medium of concentration and involvement, and it makes the learning atmosphere fascinating (Kay & LeSage, 2009).

The momentousness of personal interaction in learning and development has been talked over by several theorists. As Vygotsky (1934) expounds, all higher psychological functions (e.g., the competence to manage your concentration) commence as social activities. Interactive instructional strategies address the requirement for learners to be energetic and lively in the learning process and to interact and work with others.

By cooperating with their classmates and with their educator, learners can strengthen their knowledge about teaching (Chen & Goswami, 2011). Thereby, interactive instructional activities provide opportunities for learners to reinforce their awareness skills, listening skills, communication skills, and interpersonal skills (Gredler & Shields, 2007). The significance of employing interactive teaching methods and techniques was examined by researchers and the investigations demonstrate that

interactive instructional strategies in the teaching process, not only are significant in social activities but also lead to fortify student's awareness towards learning language skills. Employing interactive teaching strategies assists to ameliorate the learning atmosphere for learners (Brown, 2007).

The author of interactive techniques Virine, Yee and Simpson (2002), accounts interactive methods to be the most productive techniques for instructing. They cover a compilation of interactive teaching strategies that aspire to absorb the learners in studying process which of them support the natural attainment of language, not learning. Gnambs, Appel, Schreiner, Richter, and Isberner (2014) affirm that the interactive activities grant chances for students to occupy themselves with content in the class. Pedagogues can be supplied with instantaneous feedback about learners' learning, helping realize students' misinterpretation, perplexities, etc through these techniques.

Barkley, Cross and Major's (2014) studies have set forth that online teaching, can be just as efficacious as traditional courses in offering high-quality learning experiences. Even though accelerating learner's acquiring the knowledge of the language in the online environment may be intricate, here the researcher enquires into the use of interactive activities in online courses to enrich learning after-effects.

Researchers Barkley, Cross, and Major (2014) separated interactive activities into two sections as individual and collaborative activities; the former motivates learners to grasp by utilizing the conceptions and techniques in practical real-world circumstances. The latter as collaborative learning takes in two or more learners synchronously constructing and interactively choosing a joint resolution to a conundrum or accomplishing a usual product in cooperation to reach shared learning goals (Barkley, Cross &Major, 2014).

Researchers' aim is to scrutinize the interactive methods of instructing English that have allure the notice of the pedagogues in recent years, to indicate the cause for appeal in them, in what they are surveying, in what they complete, the rules and conceptualizations that give direction to them. The scholars' viewpoint as was hinted at above is that the interactive methods of teaching confer the foreign language instructor the opportunity to become proficient in some new methods of communicative strategies of foreign language training. The teacher is compelled to organize distinguishing



configurations of activity at the foreign language classrooms which are individual, pair, group and team.

#### **2.2.4. Significance of Interactive Games in Learning**

Interactive game alludes to a modern and profitable technique of educating that takes into account interactive games which incorporate nonfiction books, maps and directions and etc... as amusement and new way. Thus, player components consist of an interface device that is coupled to a television and to at least one communication network (Eilat & Zucker, 2001).

Educators seek to come up with a dissimilar way to reform the learning conditions as Fiellin, Hieftje, Edelman and Camenga (2013) who were of the opinion that digital learning devices have the capacity of being customized to assume the competencies of individual learners and be able to involve them with interactive tasks and simulate real-life situations. The implication of interactive games makes reference to what some regard the chocolate-covered broccoli model (it stands for maintaining children's notice and keeping away from the wearisome), the recent inclination which makes an effort to amalgamate learning and entertainment (Davidson, Damasceno, Daouk, 2013).

Nearly all of the time interactive games are designated video games and these are believed the same in the studies. Video games are taken into consideration as possible derivations in learning the second language, but the medium's foundational characteristic, interactivity, has not been investigated meticulously in terms of its impact on learning results.

Lin, Wei and Hung (2012) assert that making use of video/ interactive games is one of the oldest learning techniques, which compose a part of human perception growth. Utilizing games have a favorable influence on learning fundamental perception operation and comprehending convoluted grammar structure (Lin, Wei and Hung, 2012).

Lin, Wei and Hung (2012) credited that one of the prominent game designers Prensky (2003) drew attention to the unification of games and learning will alter from the traditional outlook "learning is depressing" to "learning by playing, learning through playing."

### **2.2.5. Pros and Cons of Employing Game in Teaching**

The primary end of this research was to inspect the effectuality of making use of games in educating young students from the perspectives of Iranian EFL instructors working in language institutes. In order, English language pedagogues investigated various language elements to bring to light the breadth of beneficial games in the teaching and learning process.

Many of the scholars do not employ games as regularly as expected although games are a source of strength to students to control their vigor towards language learning by providing them with meaningful contexts. The aftermaths display that English language teachers still follow a rule-based method to teaching grammar rather than assisting learners to get used to applying the grammar structures especially in the usual procedure of games even though they discern the worth of games for the teaching of English grammar.

There are several causes that lead instructors to impede employing game in the learning process. According to Spencer, Buhalis, and Moital (2012), accomplishing new technology can be extremely frightening on so many levels. Besides, lack of administration, lack of technology, low self-reliance, and etc...All of them are the clear impetus that causes educators to prevent using games in the teaching and learning process.

Some researchers presumed that employing games are not free from any negative influence in learning and teaching process. Griffiths (2002) referred to some drawbacks of employing video games in an educational environment. For instance: Video games lead learners to get excited and as a result, create perplexing variables such as motivation and individual skill, video game technology has rapidly evolved over time. As a consequence, video games are constantly being improved which makes it difficult to appraise educational impression across studies, video game practice and experience may enhance the participants' accomplishment on specific games, which may affect the outcomes (Griffiths, 2002).

Nonetheless, all of these declarations are not as powerful as to avoid and take no notice of efficiency of video games in the learning process. On the contrary, there are several educators who seek to manifest the productiveness of applying games in the classrooms. Researchers have for years surveyed the utilization of games in the classrooms and found out that good games which persuade learning turn out to involve students, particularly disaffected students, in such a way as to increase their understanding and the ability to keep the knowledge in their memory across a wide range of subject matters. Playing games mainly assist learners in enhancing abilities and instinct because they explore in the decisions they make and urge to do. Learners in early adolescence are peculiarly susceptible to the existence of emotion in their activities; in addition, active learning encourages them more than textbooks or lectures (Carter, 2015).

Great quantities of these assertions also prepare awareness as to why employing video games may be educationally worthwhile. Griffiths (2002) stated that video games prompt participation by individuals across many demographic boundaries (e.g., age, educational status, gender, and ethnicity,); Video games can guide learners in determining the objectives, securing target rehearsal, organizing feedback, fortification, and supporting records of behavioral alteration.

Advantages of employing games are not restricted to above-mentioned causes and using video games has a positive effect on learners' cognitive and affective domains and their behavioral modification. Granic, Lobel, and Engels (2014) believed that playing games have cognitive benefit since games have been revealed to enhance children's concentration, attention and reaction time. Likewise, games have emotional and motivational profits in view of the fact that they persuade advantageous mood states.

## **2.3. Empirical findings**

### **2.3.1. Techniques of teaching reading comprehension**

Mehrpour, Sadighi, and Bagheri (2012) scrutinized the effects of reading strategies instruction on increasing reader's awareness of reading strategies, reinforcing their reading comprehension skill and widening the spectrum of strategies they utilized. 90 female pre-university students majoring in natural sciences contributed in their research. Based on a convenient sampling procedure, the participants were chosen. The researchers

grouped learners into two groups of control (37 students) and experimental (53 students). The control group received traditional method for reading comprehension, and the experimental group received an instruction of reading comprehension strategies. The problematic nature of reading strategy instruction was indicated by the outcomes. Strategy training seems to raise learners' awareness of reading strategies and could persuade some students to use strategies, but some of these strategies were hard to be obtained. Further, the results made obvious that the reading strategy teaching didn't promote the learners' accomplishment notably in reading comprehension test.

Alizamani, Khodabandehlou, and Mobashernia (2013) surveyed the effects of teaching critical thinking strategies on Iranian EFL learners' reading comprehension skill. 100 male and female learners were opted for this study. The researchers homogenized the learners based on OPT. They selected 80 students to be randomly categorized in control and experimental group. After administering pretest to both groups, the experimental group received critical thinking strategies as treatment and the control group received traditional method of teaching reading comprehension. In the end, it was manifested that CT knowledge assisted learners to attain a better apprehension of English language text.

Khonamri and Ahmadi (2014) investigated the effects of metacognitive and reading comprehension strategy instruction on reading ability of Iranian Elementary learners. 85 non-native students, male and female took part in this study. The researchers categorized learners in one control group and two experimental groups. The first experimental group was presented with reading comprehension strategies and the second one received metacognitive strategy training. In accordance with the results, the higher the learners' knowledge of the reading process, the better their reading ability. Simply put, strategy awareness considerably further reading ability of learners.

The format and structure of strategic reading instruction component of English were investigated by Dreyer and Nel (2003). They contemplated the outcomes of some examination conducted in South Africa which demonstrated that many South African students who enrolled for undergraduate study are underprepared for university education; additionally, many of these students have a low level of reading ability, and this influenced their academic achievements. Taking this research into account, Dreyer and Nel indicated the principal features of the format and structure of a strategic reading instruction component of English for professional purposes course put forward within a

technology-enhanced milieu. The researchers determined two groups, experiment, and control. The group who experienced strategic reading instruction in technology-enhanced milieu gained higher marks on three reading comprehension measures than the control group. It needs to be considered that the experiment group underwent strategic instruction through some contact session. These sessions aimed at giving learners extra information on the strategies, to form the strategies for students and to offer practice chances both separately and in groups.

McLaughlin (2012) administered an investigation concerning reading comprehension. He reviewed what every educator requires to know. The researcher examined the common goal of educating learners to be prosperous readers. In this study, the prerequisites of reading comprehension are investigated and the following queries are explored: “What is reading comprehension? What is the role of good readers? What is the role of influential teachers? Why are motivation and engagement so integral to comprehension? What are examples of comprehension strategies? Why is explicit instruction so important? How are vocabulary and comprehension related? Why should students be reading multiple types and levels of text? Why should we integrate multiple representations of thinking into our teaching? How can we assess students’ comprehension? How can we and our students comprehend at deeper levels?” (p.1). the answers to these inquiries are expressed through ten teaching principles:

- a. Establish your apprehension of comprehension on the social constructivist nature of reading. This assumption remarks meaning is formulated when readers link the text to their background knowledge. The more background knowledge and practical knowledge the readers have with the subject matter, the more undemanding it is for them to relate their prior knowledge with the new text.
- b. Comprehend learners’ contributions in the reading comprehension procedure. This fundamental is associated with the students’ objectives of reading. Moreover, it is correlated with the strategies students make use of in the formation of meaning.
- c. Stay an authoritative instructor. Authoritative instructors are aware that every learner should apprehend triumphantly. This principle displays the significance of educator’s part in the reading process including generating practices and situations

that institute, foster or expand learners' capacities to become involved with the text.

- d. Inspire and involve learners. The researcher postulates that incentive is a crucial element in understanding.
- e. Instruct reading comprehension methods. Utilizing a collection of reading comprehension methods improves readers' reading (Duke, Pressley & Hilden, 2004; Paris & Paris, 2007). Some varieties of reading comprehension methods encompass the following: Giving a preliminary survey (An initial stage in the process of teaching a student to read, activating background knowledge, pre reading and setting goals for reading), self-contemplation (creating queries to direct reading), making relations (associating reading with self, text and others), envisaging (reading mental pictures of text while reading), recognizing how words work, monitoring (asking "Does this make sense?"), making a summary (integrating momentous notions), appraising (making assessments about text content and the author craft).
- f. Equip learners with an assortment of levels and types of text. If learners are presented with numerous levels and types of texts, it assists them to promote their reading comprehension.
- g. Persuade learners to make use of various modes of representing thinking. Educators frequently demand students to supply oral or written responses, notwithstanding they need to take account of other modes of responses such as dramatizing, sketching, singing and "hands-on" tasks such as producing projects.
- h. Incorporate formative assessments in your everyday instruction. Formative assessment captures learner' accomplishment in the procedure of learning.
- i. Instruct pupils to grasp at a deeper level.

Duke and Pearson (2002) surveyed successful practices for extending reading comprehension. According to them, reading comprehension has a rich and long history. The researchers scrutinized what proficient readers do when they read: Proficient readers are active readers; they possess specified ends of reading; they forecast what they want to read subsequently; they are conscious how to read divergent texts (what to read cautiously, what to read at a fast speed, what not to read, what to review and so on); proficient readers formulate and change the meaning in their mind; they amalgamate their background knowledge with the materials in the text; they contemplate about the writers

of the texts, their style, attitudes, and intents. For proficient readers apprehension is satisfactory and profitable, they cope with the setting and characters in a careful and attentive way when they read stories or accounts.

The researchers also enquired into the attributes of an encouraging class context. They set forth a paradigm of comprehension teaching and designated its constituents. The researchers explored other teaching consideration, designing an apprehension syllabus, and productive individual comprehension strategies. Chou (2011) endeavored to examine the effects of vocabulary knowledge and prior knowledge on reading comprehension of Taiwanese EFL learners. Both male and female students participated in the study. The participants were 159 students in a college in Southern Taiwan. The researchers categorized them randomly in three groups. Control group, prior knowledge group and vocabulary knowledge group. Prior knowledge group received a four-page handout of background information of the subject matters in reading comprehension test. The vocabulary knowledge group provided with a list of words of reading comprehension test. In agreement with the outcomes of the study, vocabulary knowledge group who presented with a list of words performed meaningfully better on reading comprehension test than prior knowledge group.

Baleghizadeh and Golbin (2010) scrutinized the vocabulary size on reading comprehension skill of Iranian EFL learners. The learners were 83 Iranian first-year university students. 22 males and 61 females participated in this study. To ascertain the vocabulary size, the researchers supplied the participants with a vocabulary size test (Nation 1990). Another instrument utilized in this research was a reading comprehension test (TOEFL version 2004). In line with the results, a very substantial correlation was uncovered between vocabulary size and reading comprehension which indicates the significance of vocabulary knowledge and its impact on reading comprehension skill.

Kafipour, and Abdullah (2009) investigated the vocabulary learning strategies of Iranian undergraduate EFL learners and its relation to their vocabulary size. The contributors were 125 Iranian undergraduate learners specializing in TEFL. The researchers conducted research into five classifications of vocabulary learning techniques: Cognitive, metacognitive, memory, social, and determination. These dissimilar categories consist of 35 techniques included in a questionnaire which employed in this research. To decide the vocabulary size, a standardized vocabulary test expounded

by Nation (2007) was utilized. The results of the study demonstrated that vocabulary learning techniques are a factor in vocabulary size of the students.

Nemati (2013) studied the influence of instructing vocabulary learning strategies on short- term and long- term recall of vocabulary units. Subjects were classified into experimental and control groups. The experimental group was taught vocabulary learning strategies: Putting new words into context, utilizing imagery, studying expressions in a systematic and careful way, grouping, highlighting, employing linguistic clues, and in conclusion employing other clues. The outcomes revealed that strategy training could considerably increase long- term recall of vocabulary units.

The preferred vocabulary learning strategies of Iranian upper-intermediate EFL learners were examined by Khatib, Hassanzadeh, and Rezaei (2011). The participants of the study were 146 undergraduate EFL learners at the University of Vali-e-Asr in Rafsanjan. The researchers administered a TOEFL test to the students. Then, they labeled the subjects, who obtained above 480 as upper- intermediate. To recognize the strategies utilized by learners, the participants were provided with a questionnaire known as VOLSI (Vocabulary Learning Strategies). As specified by the results, three out of nine classifications of strategies had a considerable correlation with L2 proficiency. Self-motivation, word organization, and authentic language use were the three classifications. Other findings confirmed no significant difference between participants' gender and their choice of vocabulary learning strategies.

### **2.3.2. Studies on Games**

The learners' learning processes have remarkably altered by employing multimedia in instruction. Based upon the results from several research studies, learners' learning performance in science, mathematics, and literacy enhance by way of suitably designed multimedia instructions (Gee, 2003).

Vahdat and Rasti Behbahani (2013) examined the impacts of video games on Iranian EFL student' vocabulary learning. The participants were 40 intermediate EFL learners, both male and female. The participants were categorized into two groups, experimental and control groups. Each group consisted of 10 male and 10 female learners. The experimental group studied the vocabulary through video game and control group learned



vocabulary via traditional classes and. The outcomes of the research revealed that males are more favorably disposed towards video game learning than females. Furthermore, the experimental group acquired the knowledge of vocabulary outstandingly better than the control group.

Wang, Shang, and Briody (2011) studied the effects of employing games on the betterment of young children's English proficiency. 50 students of grade six in an elementary school took part in the research. As reported by the results, applying games have notable influences on vocabulary attainment and learning enthusiasm. The anxiety of students in game classrooms was lessened. Conforming with other findings, it was disclosed that there is a meaningful relation between students' English performance and employment of games.

Fotvania and Namjoo(2013) scrutinized two types of word games (comparative versus cooperative) on students' motivation, their viewpoint toward the instructor, class environment and vocabulary acquirement. It was attempted to realize which vocabulary game, cooperative or competitive, is more advantageous. The participant was composed of 60 learners at the age of 17- 19. The subjects were classified into three groups, one control, and two experimental groups. Some test, interview, and questionnaires were utilized for accumulating data. In regard to findings, both games, cooperative and competitive, exerts influence on students' learning of vocabulary, their viewpoint toward the instructor and environment, and motivation in the classroom. The researchers asserted: "it cannot be stated exactly which type of these games were more successful in this study".

Fahim and Sabah (2013) explored the influences of role play games on the amount of vocabulary retention and learning of Iranian EFL who were pre-university students. 40 learners participated in this study. They were divided into two groups, control, and experimental group. The control group supplied with no treatment while the experimental group trained the vocabulary via role-play games after instructing of vocabulary by the educator. In the experimental classroom, the researchers classified students into groups of (A), (B), (C), (D) and (E). These groups were needed to work on a role-play based on the new vocabulary units presented at the end of the first five lessons in the English book for Iranian EFL pre-university students. Consequently, the learners were inquired to utilize these words in their role-play performances. A teacher made test containing 40

items was administered as the basis of appraisal. The findings made known that experimental group vocabulary acquirement and retention was greatly better than the control group.

Vossoughi and Zargar (2009) attempted to investigate the impacts of word search puzzle game on vocabulary development of students. The participants of this research were 60 female students at a language institute in Semnan. Afterward, as treatment, the experimental group presented with eight sessions word-search-puzzle game. Through this game, learners practiced and reconsidered the formerly taught vocabulary. The control group received traditional vocabulary practice. The outcomes designated that the experimental group outperformed the control group, after administering the same post-test to both groups.

Riahipour and Saba (2012) surveyed the effects of using a game oriented teaching method on ESP students' vocabulary. In accordance with the results, the game- oriented class outperformed the traditional method class.

Thanh Huyen & Thu Nga (2003) tried to help Vietnamese students in learning vocabulary. They thought that in vocabulary lesson, Vietnamese feel weary and impatient for the reason that they have not altered their learning habits. The researchers attempted to make vocabulary learning more intriguing and productive. To this end, they argued the role of games on vocabulary learning. They also had the intention to find out how games assist learners in acquiring vocabulary in such a manner as to achieve a desired result. To reach this aim, the researchers observed other educators' classes and interviewed both pedagogues and students to extract information about learners' attitude on the efficacy of games in vocabulary learning. The outcomes revealed that games have positive influences on vocabulary learning.

Aghlara and Hadid Tamjid (2011) investigated the effect of digital games on Iranian children's vocabulary recall in foreign language learning. The researchers conducted research into the role of the computer game on enhancing children's vocabulary. 40 six to seven years old girls with no background knowledge of English participated in the study. The learners were classified into two groups; experimental group (20 students per group), and control. The experimental group provided with SHAIEX digital game while the control group received conventional method of teaching vocabulary. The content was composed of animals, different numbers, colors, and family

members. Connected with the results, the mean score of the experimental group was meaningfully higher than the control group. Furthermore, it was divulged that using digital games has a positive impact in teaching English vocabulary to children. Through employing these computer games in the classroom, children's motivation to learn was stimulated and the learning process was expedited and made easier.

Sorayaie Azar (2012) enquired into the effect of games on EFL learner's vocabulary learning strategies. He is of the opinion that Iranian EFL students generally undergo boredom in vocabulary learning, because they use traditional techniques for learning vocabulary including writing the vocabularies on paper, struggling to memorize or learning passively by way of instructor's clarifications. The researcher intended to help learners to find language classrooms more absorbing. He responded the following inquiry: "Do games help English language learners learn vocabulary effectively, and if so, how?" (p.1). This research was a one-shot case study. The educator selected one of the classes in a language center in Maragheh. The subjects were 23 learners between the ages of 10 and 13, all in beginner level. This research is an action one, employing games in their own classrooms, observing other classes and interviewing both pedagogues and students to elicit learners' reactions, emotions and the successfulness of games in vocabulary learning. The outcomes demonstrated that games are effective in assisting learners to better their vocabulary knowledge.

Aslanabadi and Rasouli (2013) attempted to study the effect of games on the enhancement of Iranian EFL vocabulary knowledge in kindergartens. According to the results, there are statistically meaningful differences in mean scores of vocabulary test in favor of the experimental group in the post application.

Karimi and Nosrati (2012) carried out an investigation into digital game-based learning plan with the psychological feature. The researchers found that the learners in the experimental group significantly outperformed the control group.

Dolati and Mikaili (2011) studied the effects of instructional games on facilitating the learners' vocabulary learning. The researchers are of the opinion that teaching a new language particularly to young learners is a challenging job; thus, they aim at making easier this task by employing some instructional methods like utilizing games. This research was done to manifest the significance of the role of games in vocabulary learning

of learners. The subjects of the study were 70 students, and their age was 12-13 years old. The researchers selected the students from one of the primary schools in Urima, Iran. Based upon the upshots, employing games has a salient role in teaching words to the language learners. Similarly, games can stimulate and involve students mainly the passive and quiet ones.

Eskandari, Khonmohammad and Komeijani Farahani (2014) surveyed the effect of employing games on English grammar with a focus on Iranian young learners of English. The design of the study was quasi-experimental design. The study comprised of two groups namely experimental and control group. 40 female students studying at the second grade of junior high school in Khoramabad, Iran participated in this study. At the outset of the course, the learners took a pretest on grammar. Next, the control group received traditional method of teaching grammar and the experimental group received game-based instruction as treatment. After the treatment, a posttest was performed by both groups. The researchers collected and analyzed the data by way of independent samples t-test analysis. The outcomes showed that the students in the experimental group remarkably outperformed the control group.

Jafari, Madani, and Maghsoudi (2013) explored the effect of applying the instructional games on Iranian EFL students' vocabulary attainment and their recall. They aimed at comparing the influence of acquiring vocabulary items through teaching games and traditional method. The subjects were the pre intermediate students of Ayandeh Sazan Private high school in Tehran. All of the participants were male students between 13 to 19 years old, and the number of them was 60. The learners were classified into two homogenous groups; control and experimental groups. At the first session, the researchers administered a pretest to determine any dissimilarity between the two groups. The result of pretest revealed that both groups are homogenous. Afterward, the experimental group provided with instructional games and the control group received traditional method as treatment. After the treatment, each group took a posttest, and after two weeks they took a delayed posttest. By means of paired t-test, the researchers analyzed the data. The outcomes indicated that both groups performed better after both types of instructions, however in order to compare the success of two approaches, the educators conducted an independent samples t-test. In accordance with the outcomes, instructional games method was more effectual in long term vocabulary recall than the traditional method.

Rohani and Pourgharib (2013) enquired into the effect of games on learning vocabulary. They consider that vocabulary learning is at all times a major concern for second language students; ergo, their purpose is to facilitate this job easier. This research revealed the impact of games on vocabulary achievement of learners. 30 girl students from first-grade junior high school participated in this study. They were categorized into two groups; experimental and control group. The age of the students in both groups was fifteen. The experimental group received games as treatment whereas the control group presented with textbook teaching vocabulary. Then, both groups performed the posttest which demonstrated distinguishable development, yet there was no substantial discrepancy between experimental and control groups.

Ishtawi (2011) looked into the effects of games strategy on learning English grammar for the twelfth-grade students at Gaza governmental schools. The researcher performed this study based on an experimental approach. The learners who participated in this research were 80 male students from Palestine secondary school in West Gaza. The subjects were classified into two equivalent groups; experimental group (40 students per group), and control group. The experimental group acquired the educational game's strategy while the control group acquired traditional method as treatment. The educator used an achievement test of 50 items as pre and posttest, as well as five quizzes for the purpose of formative evaluation. Thereafter, he analyzed the collected data via SPSS. The results indicated that there were statistically momentous distinctions between both groups. Based on the findings, the experimental group outperformed the control group ascribable to the method of educational games strategy. In the light of these outcomes, the research endorsed the essential requirement of implementing educational games strategy in teaching English.

In order to enhance learners' learning performance, researchers spread the realm of their research. The instructors as Chuang and Chen (2009) scrutinized the applicability of utilizing computer-based video games to ascertain the degree of children's cognitive learning attainment, in comparison to traditional programs; and the outcomes make known that computer-based video game playing not only improves learners' retention procedures but also helps problem-solving skills by recognizing variegated resolutions for problems (Chuang & Chen, 2009).

Likewise, the significance of employing game in the classrooms to promote students' accomplishment was one of the principal issues in the last years and some educators as Aghlara and Tamjid (2011) conducted research into the influences of applying a digital computer game on enhancing Iranian children's vocabulary learning. They deemed the traditional method for the control group and a digital game as a treatment in the study. As the instructing period ended, the learners' performances were compared. The findings of the study illustrated that the mean score of the students in the experimental group was higher than that of the control group. This acknowledged the positive influence of employing digital games in teaching English vocabulary to children; thereby, educators put forward that utilization of games in young learner's class pave the way for their learning since the games draw learners' attention and inspire.

Kapp, Blair, and Mesch (2014) stated that the gamification of learning is an educational approach to cause learners to have an interest in learning English by using video game design and game elements in learning milieu. The researchers examined the application of game in the learning and teaching process in dissimilar situations and explored the fruitfulness of employing game as practical tools to promote learning. The outcome represented that applying game can create positive memories of learning, increase students' attention, success in language skills and assists learners to acquire language in an entertaining, and enjoyable atmosphere.

The instructors utilize games to enhance and make the learning process easier in various areas of language as writing, speaking, vocabulary and grammar. Some of these scholars as Rohani and Pourgharib (2013) explored the effect of employing games on learning vocabulary. To reach this objective, researchers divided the participants into two groups who were selected as experimental and control groups. The educators taught the experimental group through games; notwithstanding, the control group received textbook teaching. Even though after the training program, both groups earned noteworthy advancement, the findings unveiled that there was no outstanding contrast between the groups.

The other elements of learning English as grammar arranged under this investigation and Khonmohammad, Gorjian and Eskandari (1998) conducted a survey among junior learners of English language in the Iranian situation of the impact of employing games on English grammar. The control group experienced traditional

teaching whereas the experimental group provided with 24 sessions of grammar treatment by means of game based instruction. The results demonstrated that the subjects in the experimental group outperformed the control group in a sufficiently great way as to be worthy of attention. Implications of the study for teaching grammar that are learning grammar could be promoted through amusement and entertainment.

Chen and Yang (2011) focused on the effects of a commercial adventure video game on foreign language learning. They surveyed the learners' perceptions toward this adventure game. The results showed that learners were of the view that the game is beneficial in enhancing their learning attitudes and language skills. Due to the game design, participants notified their contentment in the game playing too. The results of this study offer that adventure games can help EFL learners enhance their learning motivation and English language skills (Chen & Yang, 2011).

The significance of building an enjoyable atmosphere for learning and promoting the instruction process was one of the key elements. To arrive at this objective, investigators inspect stimulus of different tools and situation towards enhancing the learning process. Sitzmann (2011) explore rigorously and closely and the efficacy of electronic simulation games (such as life saver and breakaway) relative to a control group. In accordance with the outcomes of the study, strong evidence was provided of publication bias in simulation games research. Characteristics of simulation games and the instructional context moderated the success of simulation games as well. The result of the exploration in the study was based upon the interactive cognitive complexity theory which recommends that simulation games are more efficacious than other instructional methods as they concurrently engage trainees' affective and cognitive processes (Sitzmann, 2011).

As it was alluded to above, employing game has a positive impact on learning. Consequently, to realize which types of games are proper, scholars carry on with their investigations; Squire (2008) explored the new kind of game as an interactive game that is regarded as interactive digital media, or video games, which are a forceful new medium. Squire (2008) declared that in immersive experiences in which learners as players find an answer to problems, players learn thoroughly more than fact ways of perceiving and comprehending problems so that they become various types of people.

Innumerable studies demonstrate that game-based learning can further the progress of learning in such a manner as to achieve the desired result. Nonetheless, its influence on varying levels of knowledge, proficiency, and countries were not explored. As a result, Lin, Wei and Hung (2012) came to the conclusion to survey whether the online game in junior high school students can persuade learning effect in Taiwan's learners or not. The researchers administered an interactive game system to enhance subjects' learning, motivation and academic performance in the classes. Eventually, the research set forth positive outcomes on improving students' learning, motivation and academic performance (Lin, Wei & Hung, 2012).

Kuwada (2010) decided to study to what extent video game interactivity would help or prevent the noticing and recalling of second language vocabulary. One subject performed an English language music video game for 20 minutes while the paired subject watched the game concurrently on another monitor. Both groups, the players and the watchers of the video game triumphed to remember new vocabulary from the game; nevertheless, the findings indicate that the players memorized considerably less vocabulary than the watchers. Over the course of the study, both players and watchers could not recall significant amounts of vocabulary.

The studies demonstrated that employing interactive games is essential in teaching and learning process and the absence of creativity in the history of teaching and learning process led students to become easily weary, uninterested, and incurious in the subject. An interactive technology, the digital games, can further the learning process successfully and intriguingly particularly among young students (Zin, Yue & Jaafar, 2009).

### **2.3.3. Learners' Attitudes toward Playing Games**

Researchers over last decades have brought to light that viewpoints play a crucial role in acquiring the knowledge of the language (McLeod, 1992; Ma and Kishor, 1997; Nisbet and Williams, 2009). As Kamii and Rummelsburg (2008) state, since games stimulate logico-mathematical thinking, without exception they have played a consequential role in mathematics and its learning.

Educational games offer an exceptional possibility to incorporate affective, cognitive and social aspects of learning (Pulos & Sneider, 1994). In accordance with the



studies, the successfulness of viewpoints in acquiring foreign language is apparent; hence, researchers and teachers endeavor to ease learners' advancement.

Game based learning has attracted the attention and interest of professional educators who attempt to fulfill the attributes of computer games as they are differentiated by some to be a potentially effectual method for instructing and acquiring. Ergo, Hainey, Westera, Connolly, Boyle, Baxter, Beeby, and Soflano (2013) studied in this field and their examination exhibits that a large number of learners were of the opinion that games could be applied at higher education level for educational objectives and it possesses remarkable influence on participants' enthusiasm and their attitudes that more survey in the sphere of game playing habits and motivations for playing computer games in education is worthy of comprehensive further investigation.

In regard to these studies, Zheng, Young, Brewer, and Wagner (2013) expanded their research in this field and they found out that through use of tools to be in contact with native speakers to accomplish activities in a game-like virtual world language learners' self-efficacy and attitude towards their second language enhanced.

The noteworthiness of applying games was investigated by researchers as Mahmoud and Tanni (2014) who attempted to realize the capacity of games from the teachers' perspective in contributing to learners' attitudes towards learning English. To fulfill this aim, a questionnaire was given to 20 teachers who instruct the English language. The researchers came across that most of the teachers in the current research concur that games affect the learners' attitudes towards acquiring the knowledge of English. Further, not only the utilization of games in the classroom is for fun, but also it presents many educational objectives such as creative thinking, critical thinking, problem solving, roleplaying and collaborative work among others (Mahmoud & Tanni, 2014).

There are some theoretical studies about the momentousness of using games in the classrooms and its influences on the learning process. As Quinn (2011) expresses, utilizing games build an opportunity that permits players to concentrate, bring into existence and alter a scenario in an energetic or vigorous way whereas simultaneously learning about the upshots of choice in the situation.

The employment of games in the learning process was the center of attention in recent years, and teachers supposed that utilizing games is a successful strategy to teach

English in the classroom. They assumed that employing game have the best outcomes in the class. Likewise, it encourages students' enthusiasm (Kamra, 2010).

Explorations in the last years unveil that employing games make students ready for real life and in this way, they learn positive social attitudes. Some emotions; namely, the enjoyment of being the winner and the fright of being the loser may arise during games. This presents pedagogue with an idea concerning learner's character. Accordingly, games are practices for diligent educators. (Buckingham, 2003; Mahmoud & Tanni, 2014).

Learners' viewpoints and their enthusiasm are efficacious elements that help pedagogues to promote teaching process. Many of researchers and teachers utilize various strategies to enhance learners' viewpoints.

The current research aims at developing a comprehension by throwing light on of the effect of interactive games on EFL learners' attitudes towards playing games. The objective of this study is to find a proper way to enrich students' ability in ameliorating their reading comprehension, and detecting learners' attitudes towards using new treatment.

## **2.4. Summary of Empirical Findings and Statement of the Gap**

Since one of essential skills in language learning is reading, it looks vital to enhance reading skill. Most of the learners have trouble with reading comprehension. Improving reading skill will reduce the unnecessary reading time and enable L2 learners to read in a more focused and selective manner. To this end, it is essential to improve the reading comprehension of the learners. One of the most serious problems in higher education is reading comprehension (Dreyer & Nel, 2003). The teachers should seek the most effective teaching techniques of reading comprehension. In many countries reading comprehension instruction is limited to some assignment of reading text including some true/false or multiple choice questions (Dreyer & Nel, 2003).

It was that using interactive game is vital in learning and teaching process and the lack of creativity in the history of teaching and learning process caused learners to become bored and become disinterested in the subject. The digital games, an interactive

technology can foster learning process effectively and interestingly especially among young learners (Zin, Yue & Jaafar, 2009).

All things considered, most of the studies in the literature review conducted in the field of game-based learning and its effect on improving the learners' skills, and students' attitudes towards playing game; however, there was not any study which examined the influence of interactive games on the reading comprehension skill of EFL learners. Therefore, in the current study the researcher decided to survey the effect of playing interactive game on reading comprehension and reveal its impact on students' attitudes towards employing games. This study aims at discovering a proper technique to promote students' ability in improving their reading comprehension; and finding out students' mental outlooks towards applying new treatment.



# **Chapter Three:**

## **Methodology**

### **3.1. Overview**

The researchers in most cases concur that employing integrative games is undeniably a procedure which must be instructed to learners to expand their cognitive learning achievement (Chaung & Chen, 2009). Educators could teach learners directly and in a clear manner, leaving no room for confusion or doubt in dissimilar ways as using interactive games which may be advantageous to improve reading comprehension ability. The interactive games can and should be taught to learners to allow them to enhance their reading comprehension ability in such a manner as to achieve a desired outcome.

The present study examined the effects of four types of games on reading comprehension of Iranian EFL intermediate students. To this end, the researcher carried out an experiment and explained its details below. This chapter explores the research design and methodology utilized in this study. It begins with a description of the participants and setting where this study took place and the instrumentation is discussed. Afterwards, the procedure to collect information of the study is described. At the end, the design of the study is explained.

### **3.2 Participants and Setting**

The researcher collected the study's data from 60 female learners from two institutes in Bojnourd, Khorasan- e- Shomali, Iran that encompasses Orooj Institution, and Zabansara Institution. Initially, the researcher considered 78 female learners at two language institutions; next, a Nelson test was administrated as proficiency test to participants. The cause for the administration of such a standardized test was to put a value on the proficiency level of the participants as well as to choose a homogeneous sample of the 78 subjects, only 60 were found to be homogenous. They were all EFL learners from private English language teaching institutes, and their ages ranged from 14 to 16 years. The researcher selected the subjects randomly. The number of chosen learners was divided into two groups of control and experimental in language institutes. The choice of the participants was done by random sampling method. From each institute, a balance sample of 30 learners was selected.

### **3.3. Instrumentation**

In this study, three instruments were utilized with the aim of collecting quantitative and qualitative data. The first instrument was a Nelson English Language Test, developed by Fowler and Coe (1976) that is considered as proficiency test which was administered at the first of the semester by the researcher to gather learners' English language proficiency scores. The second instrument was reading comprehension test. The last instrument is a researcher-made questionnaire test that evaluates students' attitudes towards employing game.

#### **3.3.1. Nelson English Language Test**

Homogenizing test as the standard Nelson test 050A (1976) (see Appendix A) was administrated as proficiency test to students in English language institutions. Though the Nelson test is reliable, Alami, Rajabi and Madani (2014) inspected the reliability of this Nelson test. In line with their study, the KR-21 was applied and the result revealed a high degree of reliability i.e. 0.73. The test was given to 78 learners. This test incorporates different kinds of questions to assess learners' proficiency in English. The test was developed in a multiple-choice format and consisted of 50 questions. The items measure the learners' general knowledge on grammar and structure as well as vocabulary and meaning. 60 out of 78 learners who gained at least 65 percent of the total score on the test were selected as participants of the study. 60 participants who obtained were selected as the participants of the study.

#### **3.3.2. Reading Comprehension Test**

The pre and posttest are identical. The test is a teacher-made test including 30 multiple choice items. The educator assessed learners' reading comprehension ability. The texts in the test are from Khate Sefid (Nemati Moghadam and Pasandideh, 2012), Internet or other educational aid books based on the level of the learners and course materials. The questions are unseen to learners; nevertheless, they are in agreement with the school textbook. Hence, the content of the test is familiar to the subjects. The texts of the test are in accordance with the treatment content in the class. Learners took the test in a determined time (40 minutes). Based on the level of the students, this time can change. Moreover, the time given to the control and experimental groups for the exam is the same. The researcher controlled all the other detectable factors affecting the participants to be

the same during pre and posttest. The test is validated through Cronbach's Alpha reliability and expert validity. Cronbach's Alpha reliability index for researcher-made test is .78 and for Nelson is .70. The validity of the test was checked by the help of some experts. The outcome of the validation proved its validity for the experiment.

### **3.3.3 Learners' Attitudes toward Employing Interactive Games Questionnaire**

The researcher developed a Questionnaire (see Appendix C) to scrutinize students' attitudes toward utilizing interactive games. The researcher-made questionnaire was in Persian version. The subjects took an attitudes questionnaire. The items of the attitude test were modified from three other attitudes questionnaires which consider other dependent variables (attitude toward teaching aids, games and using computers) in their studies. The content of the questionnaire is about the advantages and disadvantages of games in students' point of view, the effects of games on reading comprehension, the effects of games on the level of motivation and interest of learners, and other related topics. The questions are in multiple-choice format. It was piloted in a 35 participants' group to achieve the validity and reliability of the questionnaire. The reliability of the test was obtained through Cronbach's Alpha and the result showed a score .85. Further, as the questionnaire was a teacher-made one, some experts assessed the content validity of the questionnaire. The researcher administered the attitudes questionnaire at the end of the sessions to record students' attitudes towards using new treatments.

## **3.4 Materials**

### **3.4.1 Interactive Games**

To achieve the objective, the researcher regards online games as a practical and new treatment in the class among foreign language students to realize how much integrating teaching language with technology would be productive to enhance students' reading comprehension ability. As a result, the researcher asked the subjects to bring their cell phones or tablets to the classes in the experimental groups. They connect their tools to institutes' internet, and with their teacher's guide did new online games. The online interactive games are available in Fun English Academic web site. The online game in this site is classified into five sections as reading, grammar, word, spelling, and writing



game. Reading comprehension game comprises various activities; namely, maps and directions, poetry, non-fiction, and dictionaries (Appendix D). For instance, in the map routes and directions game, the learner practices following instructions while completing a number of various challenges. Initially she chooses a challenge; then, she should read the instructions carefully and give directions in the correct order. The student has to plot the shortest possible map routes between locations such as café, swimming pool, school, and park. It gives feedback to the learner and corrects her.

### **3.5 Procedure**

To analyze the impact of interactive games on reading comprehension of Iranian EFL intermediate learners, the following procedures were performed. The present study took place in the second term of 2017 academic year and lasted for 5 weeks. The process of data collection was conducted at two language institutions in Bojnourd, Khorasan- e-Shomali, Iran. The Nelson as homogenizing test was administered among 78 participants in the classes. 78 students took the proficiency test. 60 participants who obtained at least 65 % of the total score were selected as the participants of the study. As previously mentioned, the study planned to find out whether making use of interactive games would improve reading comprehension ability of Iranian learners of EFL. For that reason, the study was conducted in the intermediate reading comprehension skills course, a three-hour per week course taken by learners of the English language institutions. The teacher provided a variety of interactive games and exercises for EFL learners, the interactive games are prepared in fun English games sites. This site is dedicated to help instructors by providing fun EFL games for classrooms. The games are perfect for challenging learners who enjoy interactive learning online which contains maps and directions, poetry, non-fiction, and dictionaries; thus, the researcher employed these online games and exercises in experimental group.

The subjects who studied at English language institutes at intermediate levels were randomly assigned to experimental and control groups by the researcher. The researcher considered two institutes for study at each place there were some intermediate participants. Reading comprehension test was administered to the learners in both control and experimental groups as pretests and their scores were recorded. The teacher in experimental group used game online activities and exercises (see Appendix D) such as poetry, and non-fiction.

But in control group teacher considered traditional activities and exercises. At the end of the sessions the researcher, again gave the reading comprehension test to the learners in two groups of control and experimental as posttests to compare the traditional method and using interactive games in teaching reading texts and their effects on reading comprehension ability of students and the scores were recorded. To find out the influence of new treatment of teaching in the study, the teacher used attitudes questionnaire which was designed and piloted with other group. The questionnaire's reliability and validity were calculated by the researcher. The students' attitudes towards interactive games questionnaire was administrated to experimental group at the end of the sessions to find out how the students' attitudes towards employing games were.

### **3.6. Method of Data Analysis**

The data was collected and analyzed in order to answer the research questions in this project. Data were analyzed using SPSS and performing independent samples *t*-test. In addition to inferential data, descriptive ones including mean, degree of freedom, standard deviation, etc. were calculated. In order to determine whether there were statistically significant differences between two groups, a *t*-test and paired *t*-test was performed. Likewise, a one sample *t*-test was performed to determine if there were statistically significant differences between students' attitudes in experimental groups. Learners' scores in the attitudes questionnaire were recorded and analyzed to find out how much the new method of teaching directly influences the dependent variables.

### **3.7. Research Design**

In the current research a causal and quasi-experimental design was used as an appropriate method of assembling information, which was a process for collecting, analyzing quantitative data to understand research questions. The educator divided the learners into control and experimental groups. These two groups received different treatments and then the researcher compared the results of treatments to determine the effectiveness of each method. In this study, there is one independent variable as employing interactive games and two dependent variables as reading comprehension ability and attitudes toward interactive game. This research was going to investigate the effect of employing interactive games in the EFL classroom on learners' attitudes and reading comprehension ability.

# **Chapter Four:**

## **Results**

## **4.1. Overview**

The present chapter summarizes and discusses the statistical analyses of the collected data according to the variables under discussion. The main objective of the present study was to address the research questions posed by the researcher through conducting relevant statistical tests. SPSS (22.0) was employed and both descriptive [Mean (M), Number (N), Standard Deviation (SD), Normality, Reliability Index] and inferential [T-test (independent samples t-test, one sample t-test)] were extracted. The gained data were displayed in tables followed by relevant appropriate interpretations. Results of qualitative data obtained from the interview are also presented. The chapter ends with a discussion to generalize the findings.

## **4.2. Restatement of the Problem**

Since reading is one of the significant skills in language learning, it seems essential to improve this skill. Most of L2 learners encounter problems with reading. Enhancing reading skills will diminish unnecessary reading time and enable L2 students to read in a more focused and selective manner. To this end, it is crucial to promote the reading comprehension of the students. One of the most consequential problems in higher education is reading comprehension (Dreyer& Nel, 2003). To improve reading comprehension, the researcher investigated the effect of employing interactive games on L2 learners' reading comprehension ability.

The results section aims at determining whether the following null hypotheses are verified or rejected.

**H01.** Employing interactive games does not have any significant effect on L2 learners' reading comprehension skill.

**H02.** Employing interactive games does not have any significant effect on L2 learners' attitudes towards games.

### 4.3. Results of Reliability

Prior to going through with data analysis, it is required to make sure that the instrument is reliable. To do so, an analysis was done employing Cronbach's Alpha to estimate the reliability indexes of the instruments.

*Table 4.1: Results of Reliability of Instruments*

Test	N of items	Cronbach's Alpha
Researcher-made test	30	.78
Nelson	50	.79

As Table 4.1 shows, both tests enjoy a relatively high reliability ( $\alpha=.78$  for researcher-made test;  $\alpha=.79$  for Nelson).

### 4.4. Results of Normality

To ensure that there is a normal distribution of the data, Kolmogorov-Smirnov test was conducted. The null-hypothesis of the test indicates the normality of the data distribution. If the obtained P-Value is more than 0.05 then the null hypothesis is rejected. Results obtained are shown in Table 4.2.

*Table 4.2: Results of Kolmogorov-Smirnov test for Instruments*

		PRE	POST	PREF
N		60	60	60
	Mean	8.65	21.57	37.62
	Std. Deviation	2.736	5.812	3.494
	Absolute	.106	.112	.245
	Positive	.092	.073	.245
	Negative	-.106	-.112	-.227
Kolmogorov-Smirnov Z		.822	.870	1.897
Asymp. Sig. (2-tailed)		.509	.436	.067
a. Test distribution is Normal.				

*\*Note: PRE stands for pretest; POST stands for posttest; PROF stands for proficiency test;*

As Table 4.2 shows data are normal since p-value is greater than .05 for all data (p=.509 for pretest; p=.436 for posttest; p=.067 for proficiency test.).

In order to make sure that the participants were homogenous prior to the implementation of the treatment, independent samples t-test was employed. Data is shown in Table 4.3.

*Table 4.3:Results of independent samples t-test for homogenizing test*

Group	N	M	SD	Df	t	Sig(Two-tailed)
Control	30	37.40	3.28	58	.47	.63
Experimental	30	37.83	3.73			

As Table 4.3 shows, there is not any statistically significant difference (df=58, t=.47, p=.63>.05) between control (N=30, M=37.40, SD=3.28) and experimental (N=30, M=37.83, SD=3.73) groups in Nelson proficiency test, confirming the homogeneity of the participants at the beginning of the study.

#### **4.5. Results of Pretest**

In order to check participants' performance in pretest, independent samples t-test was conducted (Table 4.4).

*Table 4.4:Results of independent samples t-test for pretest*

Group	N	M	SD	Df	t	Sig(Two-tailed)
Control	30	8.50	2.67	58	.42	.67
Experimental	30	8.80	2.83			

As Table 4.4 shows, there is not any statistically significant difference (df=58, t=.42, p=.67>.05) between control (N=30, M=8.50, SD=2.67) and experimental (N=30, M=8.80, SD=2.83) groups in pretest. Data in Table 4.4 indicate the participants' homogeneity.

#### **4.6. Results of Posttest**

To test the effect of interactive games on learners' reading comprehension, independent samples t-test was employed. Data are shown in Table 4.5.

*Table 4.5:Results of independent samples t-test for posttest*

Group	N	M	SD	Df	T	Sig(Two-tailed)
Control	30	16.80	3.71	58	11.20	.000
Experimental	30	26.33	2.80			

As Table 4.5 shows, participants in experimental group (N=30, M=26.33, SD=2.80) significantly (df=58, t=11.20, sig=.000<.05) outperformed those in control one (N=30,M=16.80, SD=3.71) in posttest. Therefore, the first null-hypothesis was rejected and significant effects of the treatment (teaching games) on EFL reading comprehension ability were accepted.

#### **4.7. Results of Paired-samples t-test**

To check performance of each group individually, paired samples t-test was conducted. First, paired samples t-test was conducted for control group (Table 4.6).

*Table 4.6:Results of paired samples t-test for control group*

Pair	N	M	SD	Df	T	Sig(Two-tailed)
Pretest	30	8.50	2.67	29	10.19	.000
Posttest	30	16.80	3.71			

As Table 4.6 shows, participants in control group (N=30) gained a significant (df=29, t=10.19, sig=.000<.05) higher mean in the posttest (M=16.80) compared to the pretest (M=8.50). A second, paired samples t-test was conducted to compare pretest and posttest in experimental group (Table 4.7).

*Table 4.7:Results of paired samples t-test for experimental group*

Pair	N	M	SD	Df	T	Sig(Two-tailed)
Pretest	30	8.80	2.83	29	33.99	.000
Posttest	30	26.33	2.80			

According to Table 4.7, participants in experimental group (N=30) gained a significant (df=29, t=33.99, sig=.000<.05) higher mean in the posttest (M=26.33) compared to the pretest (M=8.80).

#### 4.8. Results of Attitudes towards Interactive Games

To examine the participants' attitudes toward use of interactive games, a researcher-made questionnaire was administered to the participants in experimental group. To address the second research question "Does employing interactive games have any significant effect on Iranian EFL learners' attitude toward games?" one sample t-test was conducted. Data are shown in Tables 7 and 8.

*Table 4.8: Statistics Results of Attitudes Test*

	N	Mean	Std. Deviation	Std. Error Mean
Attitudes test	29	4.0536	.52463	.09742

As Table 7 shows, mean of experimental group (receiving the treatment) is 4.05 (SD=.52).

*Table 4.9: Results of Attitudes Test*

Attitudes Test	Test Value = 3					
					95% Confidence Interval of the Difference	
					Lower	Upper
	10.815	28	.000	1.05364	.8541	1.2532

As Table 8 shows, mean difference is 1.05 which is statistically significant [ $T=10.815$ ,  $df=28$ ,  $\text{sig (2-tailed)=.000}$ ] to indicate the participants' positive attitudes towards the games used in the class. Since the Lower and the Upper limits are both positive, therefore, mean of the sample is higher than the test value (3.0). Accordingly, the second null-hypothesis "Employing interactive games do not have any significant effect on L2 learners' attitudes towards games" was, also, rejected. Therefore, it is inferred from table 8, that the employment of the treatment (interactive games) was significantly effective on participants' attitudes towards games.



# **Chapter Five: Discussion and Conclusion**

## **5.1. Overview**

The main objective of the study was to explore the effects of using interactive games on Iranian EFL intermediate learners' reading comprehension ability. Likewise, learners' attitudes toward interactive games were asked. This chapter presented a summary of the findings obtained from the instruments and procedures employed by the researcher. The present findings are discussed and compared to those obtained by previous researchers. Conclusion and pedagogical implications are also presented. The terminating section suggests new areas of research related to current study for other researchers.

## **5.2. Summary of Findings**

The current research study is conducted to find a logical answer to two research questions:

**Q1:** Does employing interactive games have any significant effect on Iranian EFL learners' reading comprehension skill?

**Q2:** Does employing interactive games have any significant effect on Iranian EFL learners' attitude toward games?

A number of precise statistical procedures were followed to find the answers to these questions. In data analysis stage, the researcher with the help of statistical procedures and use of SPSS analyzed the collected data. The following findings are the results of the data interpretation:

1. Employing interactive games has high significant effects on L2 learners' reading comprehension ability.
2. Learners believe that using interactive games remarkably influences their reading comprehension ability. They believe that interactive games have many benefits. In their attitudes, interactive games give them enjoyment, motivation, and responsibility. Games assist them to be active in language classrooms and participate in learning. Learners agreed with many other advantages they were asked in the questionnaire.

To achieve the purposes of the study, two null-hypotheses were formulated. The first null hypothesis, "Employing interactive games does not have any significant effect

on L2 learners' reading comprehension ability” was rejected, and the significant effect of interactive games on reading comprehension ability was confirmed.

The second null hypothesis “Employing interactive games does not have any significant effect on L2 learners' attitudes towards games “was also rejected. The researcher asked learners' attitudes toward interactive games utilizing a questionnaire. In keeping with the outcomes of questionnaire most of the learners agree with the positive effects of interactive games on their reading comprehension ability.

### **5.3. Discussion**

The foremost aim of the current study was to scrutinize the effects of employing interactive games on Iranian EFL learners’ reading comprehension ability. Furthermore, it sought to find out whether such games have any meaningful influence on Iranian EFL students’ attitudes toward games.

Two quantitative research questions were posed. Thus, two research null-hypotheses were formulated. To achieve the data 60 intermediate EFL students from two institutes in Bojnourd, Khorasan- e- shomali, Iran (e.g. Orooj & Zabansara) were chosen via administering Nelson Test as a homogenizing test. Subjects in the experimental group received Learners' Attitudes toward Using Interactive Games Questionnaire at the end of the treatment.

The following research questions were addressed in this chapter:

**Q1:** Does employing interactive games have any significant effect on Iranian EFL learners’ reading comprehension skill?

Results related to this question indicated a significant effect of using interactive games on participants' reading comprehension ability. It was found that the treatment was notably efficacious in improving reading comprehension ability of the learners. In accordance with the present outcomes, subjects in the experimental group who provided with the treatment obtained remarkable higher scores compared to their counterparts in the control one. The present finding lends support to Crookal and Rebecca (1990) statement viewing interactive games as an advantageous element in diminishing anxiety, enhancing positive feelings and increasing self-confidence because students are not afraid of punishment or criticism while practicing the target language.

Likewise, games make learners take part in learning. Cooperative ones let students work with others and expand deep thinking. The findings showed that most of the learners concurred with this feature of interactive games. (Strongly agree: 26.7, agree: 46.7, neutral: 16.7 disagree: 10 percent). Games commonly include friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in groups. Language games bring real world context into the class and increase students' use of English in a flexible, communicative way (Huyen & Nga, 2003).

**Q2:** Does employing interactive games have any significant effect on Iranian EFL learners' attitude toward games?

Concerning the second research question, "Does employing interactive games have any significant effect on Iranian EFL learners' attitude toward games?" data showed that the experimental group (receiving interactive games) had remarkable positive attitudes towards the utilization of interactive games. The present result is in agreement with what found by Mahmoud and Tanni (2014) offering that EFL educators believe that games can influence the learners' attitudes towards learning English. The use of games in the classroom is not only for enjoyment but it also supplies several educational objectives including critical thinking, creative thinking, problem-solving, and role playing and collaborative work among others (Mahmoud & Tanni, 2014).

## **5.4. Conclusions**

In conformity with the present findings, it can be concluded that interactive games are efficient in enhancing Iranian EFL intermediate learners' reading comprehension ability. Data analysis indicated the significant differences between the control and experimental groups. The present research was conducted at intermediate level, the students studying in language institutes. Interactive games are effectual not only for children, but also learners at higher level and age can enjoy and benefit from language games. Many researchers examined the effects of games on vocabulary learning including Vahdat, and Behbahani (2013), Vossughi and Zargar (2009), Riahipour and Saba (2012), Aghlara and Tamjid (2011), Aslanabadi and Rasouli (2013) and Dolati and Mikaili (2011).

By this research, I concluded that interactive games have significant effects on other aspects of language such as reading comprehension ability. Consequently, the researcher suggested other researchers to study the effects of games on other areas of language such as listening, speaking, grammar, etc. To answer the question related to learners' attitudes toward reading comprehension games, a researcher-made questionnaire was given to the learners in the experimental group who received interactive games as treatment. The results showed that most of the learners concur on the positive effects of interactive games. They believe that games help them to improve their reading comprehension skill. As the present research study indicated the positive and significant effects of interactive games on language learning, language teachers can employ them in their classrooms in order to make better learners' ability and performance in English.

Interactive games provide language practice in various skills- reading, listening, writing and speaking (Kim, 2005). Thereby, language educators can utilize them in teaching different skills and sub-skills of English. By employing interactive games instructors can create a meaningful context for language use. Learners can also play interactive games at homes to practice English. In conclusion, learning English through games is one of efficacious and intriguing ways that can be applied to any class. The results of this research suggest that interactive games are employed not only for mere fun, but more importantly, for practicing and reviewing of language lessons; as a result, leading toward the goal of improving learners' reading comprehension ability.

### **5.5. Pedagogical Implications**

Several pedagogical implications emerged from the results of the present study. The present study can help language teachers, students, textbook designers, policy makers, and researchers. It can make instructors informed of the usefulness of games in language teaching, specially teaching reading comprehension texts. The study investigated the effects of games on L2 learners' reading comprehension ability; therefore, EFL teachers can see the effects of games on reading comprehension skill. This study also provides educators with a view on using games as a fun activity in their language classrooms. It helps teachers to be more creative in teaching English. By using games teachers can attract student's attention to read materials efficiently. Students can benefit from this study by knowing the effects of games on language skills.

Games are enjoyable for children, so they may be involved in games and learn the materials effectively. Games are cooperative activities; as a consequence, children learn social skills, too. Games are full of fun which leads to successful learning. In many language games, students are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more feasible. Games are motivating activities and learners are motivated to learn a language when they are in a game (Yolageldili & Arican, 2011).

Griffiths (2002) stated that video games prompt participation by individuals across many demographic boundaries (e.g., age, educational status, gender, and ethnicity,); Video games can guide learners in determining the objectives, securing target rehearsal, organizing feedback, fortification, and supporting records of behavioral alteration.

Crookal and Rebecca (1990) stated that games are advantageous in this atmosphere because they reduce anxiety, increase positive feelings and improve self-confidence since learners are not afraid of punishment or criticism while practicing the target language freely. Educational games offer an exceptional possibility to incorporate affective, cognitive and social aspects of learning (Pulos & Sneider, 1994).

Explorations in the last years unveil that employing games make students ready for real life and in this way, they learn positive social attitudes. Some emotions; namely, the enjoyment of being the winner and the fright of being the loser may arise during games. This presents pedagogue with an idea concerning learner's character. Accordingly, games are practices for diligent educators. (Buckingham, 2003; Mahmoud & Tanni, 2014).

The present study offers textbook developers to consider interactive games in material development. They can choose some involving games based on the level of students and use them in developing the syllabus of the course. EFL curriculum designers need to devote a particular attention to language games. Hence, they need to publish English books including interactive games.

This research can change researchers' view in using interactive games in language classrooms. It persuades researchers to investigate the effects of interactive games on

other language skills like listening, reading and speaking. The researchers can also work on sub-skills of the four main skills. The suggested sub-skills are pronunciation, grammar, vocabulary, etc. Researchers can study the effects of interactive games and other teaching techniques on reading comprehension ability among language learners.

## **5.6. Suggestions for Further Research**

In order to complement the findings of the present study, some further research can be suggested here. These suggestions can introduce other aspects of this study and help other researches to work on them for example: The participants of this study were only female learners; consequently, other researchers can conduct their studies on both male and female learners, or they can study only male learners or as the present study investigated the effects of interactive games on learners' reading comprehension ability, other researchers can study the effects of interactive games on other aspects of English such as learning vocabulary, listening, speaking, grammar and pronunciation.

Due to the fact that the subjects are in intermediate level, other researchers can conduct their study on higher or lower levels. Similar studies are critically needed in other parts of Iran to investigate the effects of interactive games on reading comprehension ability in order to see whether the results will be the same as or different from the results of the present study. In further research there should be a larger number of participants with various level of language proficiency in order to gain more samples that the effectiveness of interactive games can be generalized by more relevant and statistically valid information.

This study investigated the effects of some special interactive games such as maps and directions, poetry, non-fiction, and dictionaries. Thus, other researchers can study other interactive games which are not investigated in present study.

## **Appendices**

### **Appendix A**

**Nelson English Language Test (Book 1, Elementary, 050A)**

**Fowler, and Coe, (1976)**

**Choose the correct answer. Only one answer is correct.**

1. A) The sun is in a sky      B) The sun is in the sky      C) Sun is in a sky  
D) A sun is in a sky

2. What ..... John doing?

A) Are      B) do      C) does      D) is

3. John and Mary ..... the radio.

A) are listening on      B) are listening to      C) is listening on      D) is  
listening to

4. Bill and I ..... here.

A) We're      B) we      C) we are      D) are

5. Sarah, what ..... doing?

A) She is      B) are you      C) are      D) is

6. Mary's ..... the garden.

A) In      B) at      C) on      D) into

7. Are there six books on the table?

A) No, are five      B) No, there are three

C) No, there's one      D) No, there are any

8. Tom often sings, but .....

A) Sings Sarah?      B) Sarah sings?

C) Sarah does?      D) does Sarah?

9. Tony is looking at .....

A) She      B) he      C) her      D) here

10. Who's that boy?

A) Is Bill      B) It's Tom      C) It's a boy      D) Peter's that



11. Where's the book?

A) There's it                      B) He's under the chair

C) It's her                      D) There's on a chair

12. Are you happy?

A) Yes, I'm                      B) No, I aren't                      C) Yes, I am                      D) No, I not

13. What's his name?

A) It's name Jack                      B) It's a Jack                      C) It's Jack's name                      D) It's Jack

14. Do you dance or draw?

A) I'm dance but I'm not draw                      B) I dance but I don't draw

C) I'm dancing but I not drawing                      D) I dance but I'm not drawing

15. Is that a book?

A) Yes, there is                      B) Yes, it is                      C) Yes, that's                      D) Yes, is a book

16. Is that horse big?

A) No, that's a little                      B) No, that's little horse

C) No, It's little horse                      D) No, It isn't

17. What's her brother doing?

A) Playing football                      B) Is playing football

C) He playing football                      D) She's playing football

18. How many chairs are there in the room?

A) Are four                      B) Are five chairs there

C) There's one                      D) there's a chair

19. A) Is that table big brown?                      B) Is that big brown table?

C) Is that big table brown?                      D) Is brown that big table?

20. A) Mary can dance tomorrow                      B) Mary cans dance tomorrow  
C) Mary she can dance tomorrow                      D) Mary can tomorrow dance
21. The lamp is ..... the television.  
A) at                      B) next to                      C) near of                      D) between
22. The tree is ..... the door.  
A) between                      B) in front                      C) beside                      D) next
23. What's that girl?  
A) It's a student                      B) She's student  
C) She's a student                      D) She's a student girl
24. Do the girls know Tom?  
A) Yes, they knows her                      B) No, they isn't  
C) Yes, they know                      D) No, they don't
25. A) John's looking at I and you                      B) Your looking at John and I  
C) I'm looking at you and John                      D) John and I am looking at you
26. A) That girl is some of my friends                      B) This girl is one of my friends  
C) That girl is me friend                      D) This girl's are friends
27. A) This is Mr. Smith there                      B) That is the Mr. Smith there  
C) This is the Mr. Smith here                      D) That is Mr. Smith there
28. My brother is writing .....  
A) by a pencil                      B) with pen                      C) in a paper                      D) in a book
29. A) who now in London lives?                      B) Who in London now live?  
C) Who lives in London now?                      D) Who live now in London?

30. Monday is the first day.

A) Tuesday is the second.

B) The second is Thursday.

C) Tuesday is the fourth.

D) The fourth is Thursday.

31. Jane is in front of Tom. Tom is ..... Jane.

A) beside

B) behind

C) before

D) between

32. Tom is Mrs. Smith' son.

A) She is his son.

B) She is her son.

C) He is her son.

D) He is his son.

33. A) Come here to us!

B) Go here to we!

C) Go there to us!

D) Come here to my!

34. A) Don't look at us!

B) Don't looking at us!

C) No looking at we!

D) Not look at us!

35. A) Some girl are listening to the old men

B) An old man is listening to the girl

C) An old men are listening the girl

D) The old man are listening to a girl

36. A) Listen to he and he's brother!

B) Listen to he and his brother!

C) Listen to him and his brother!

D) Listen to him and he's brother!

37. Whose hats are those? They are ..... Hats.

A) he's

B) Mr. Black's

C) Mrs. Black's

D) she's

38. A) Where are you going to put the cups?

B) Where are you going put the cups?

C) Where you're going put the cups?

D) Where you are going to put the cups?

39. Jane's tall and .....

A) John's, too                      B) Tom is, too                      C) Tom is to                      D) Tom are two

40. Does Brain play football?

A) Yes, and Sam doesn't, too                      B) No, but Sam doesn't

C) Yes, but Sam doesn't                      D) No, and Sam does, too

41. James is talking to .....

A) they                      B) them                      C) she                      D) your

42. These pens are .....

A) Pats                      B) of Pat                      C) Pat's                      D) to Pat

43. Sarah ..... cat.

A) haves a                      B) haves some                      C) has some                      D) has a

44. This is .....

A) second lesson                      B) the lesson two

C) lesson the second                      D) lesson two

45. A) Lena cans have Mikes' radio                      B) Lena can has Mikes' radio

C) Lena can have Mikes' radio                      D) Lena can has Mikes' radio

46. It's 21.00.

A) Yes, it's nine in the evening                      B) Yes, it's nine clocks

C) Yes, it's nine in the afternoon                      D) yes, it's nine hours

47. 164 is .....

A) hundred sixty four

B) a hundred sixty four

C) hundred sixty and four

D) a hundred and sixty four

48. A) The girls don't do the homework

B) The girls don't the homework

C) The girls doesn't do the homework

D) The girls don't does the homework

49. Do Mr. and Mrs. Smith speak English?

A) He does but she doesn't

B) He speak but she doesn't

C) He do but she don't

D) He speak but she don't

50. Who are those boys? One is my brother and .....

A) the big boy is Peter

B) a big boy is Peter

C) the big boy is a Peter

D) a big boy is a Peter

## Appendix B

### Pretest and post test Reading comprehension test

---

#### A. Read the text and answer the questions

One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than Newton but he often forgot small things. One morning Newton got up very early because he was working on a very difficult problem. He did not leave the problem to go to breakfast. But his servant thought Newton needed food. Therefore, she went to his room with a pan of water and an egg. She wanted to boil the egg and stay with Newton until he ate it. But he did not want to see anybody and said, "You can leave the egg with me. I'll boil it." The servant put the egg on the table near Newton's watch and said: "You must boil it for five minutes. Then it will be ready to eat." The servant left the room, but she was afraid that Newton might forget to eat the egg. She returned about an hour later and found Newton standing by the fire. The watch was boiling in the pan and Newton was standing near it with the egg in his hand!

1. Tom said: "*all my friends ride to school on the bus but they never had a snowplow for a school bus*". It means .....
  - a) they went to school by snowplow
  - b) they sometimes went to school by bus
  - c) they never went to school by bus
  - d) they didn't go to school by snowplow
2. My little brother doesn't have any friends. So he .....
  - a) Goes to school every day
  - b) plays with his friends
  - c) Plays alone
  - d) goes to kindergarten
3. School should be like a garden. It means that.....
  - a) Children should love a garden very much
  - b) Children should like a garden with flowers
  - c) Garden should be like schools

- d) Schools should have flowers, trees and plants
4. Coconuts grow at the tops of tall trees. The farmers must climb each tree to pick them. It is hard work. We understand that.....
- a) It is easy for farmers to pick coconuts
  - b) Farmers can climb the trees easily
  - c) It is difficult for farmers to pick coconuts
  - d) It is hard work to grow coconuts
5. The monkey rides on the back of the farmer's bicycle to get to work. It means that.....
- a) The monkey rides his bicycle to work
  - b) The monkey takes the farmer to work by bicycle
  - c) The farmer rides the monkey's bicycle
  - d) The farmer takes the monkey to work by bicycle
6. Monkeys are clever animals because they-----.
- a) are very funny
  - b) help people very much
  - c) can learn many things
  - d) like to pick coconuts
7. We should keep boiling water out of reach of the children. It means.....
- a) We should keep boiling water out of the house
  - b) Children should drink boiling water
  - c) Children shouldn't get near boiling water
  - d) Children should come near the water
8. Few men of that time were greater or wiser than Newton. It means that.....
- a) Many people were greater and wiser than Newton
  - b) Only Newton was great and wise in that time
  - c) Not many people were greater and wiser than Newton
  - d) Newton was as great as other people
9. I don't sit beside her because she speaks very much. It means that I .....
- a) don't like a person who talks a lot
  - b) don't like to talk with anybody
  - c) don't speak at all
  - d) like to speak more than anybody else
10. He didn't leave the problem to go to breakfast. This sentence means that he .....
- a) ate breakfast
  - b) didn't eat breakfast

- c) left the problem                      d) didn't want to solve the problem
11. Newton didn't want to see anybody. It means that he .....
- a) didn't like anybody                      b) wanted to be alone
- c) was very angry                          d) was ready to go to bed
12. One of the greatest Englishmen who ever lived was Isaac Newton. Few men of that time were greater or wiser than Newton but he often forgot small things. So Newton was.....
- a) a great man                      b) an Englishman                      c) a wise man                      d) all the above
13. In the morning the snow was deeper. It was hard to see where the road was. It means.....
- a) it was hard to drive on the road
- b) there was a lot of snow on the ground
- c) it snowed last night
- d) b & c
14. the snowplow was pushing all the snow to the sides of the road, because.....
- a) there was a lot of snow on the road
- b) there was not any snow on the road
- c) it was easy to see where the road was
- d) it wasn't snowing hard
15. I didn't like the food but I liked the drink. It means.....
- a) the food was worse than the drink
- b) it was the worst food
- c) the drink was better than the food
- d) a & c
16. we moved to this house last year because we are a large family and our old house was small. We understand that .....
- a) we bought a smaller house last year
- b) our new house is bigger than the old one
- c) we didn't need a bigger house
- d) our old house was big enough for a large family
17. My mother washed my shirt last night. Now, it's not.....
- a) clean                      b) dirty                      c) beautiful                      d) dark



18. The servant left the room, but she was afraid that Newton might forget to eat the egg. This means that she.....

- a) forgot to eat the egg
- b) was not sure that Newton would eat the egg
- c) was sure that Newton would eat the egg
- d) forgot to give him the egg and the pan

19. People didn't pay much attention to him. This sentence means that .....

- a) he had many friends
- b) nobody liked him
- c) he wanted to be alone
- d) everybody loved him

20. The film was not as interesting as the cartoon. In other words.....

- a) the cartoon was more interesting than the film
- b) the film was more interesting than the cartoon
- c) both the film and the cartoon were interesting
- d) none of the above

21. When a fruit is ripe.....

- a) you shouldn't pick it
- b) you can't pick it
- c) It is good to eat
- d) It is not good to eat

## **B. Read the texts and answer the questions**

A lot of countries never have snow or they have snow on top of the high mountains. In Scotland and in the north of England, there is so much snow in winter, but in the south of England, there is usually a little. When a student from a warm country like Saudi Arabia comes to England in the autumn for the first time, he feels cold at first. There are often dark clouds, and evenings are cold. In England, in autumn, most students from warm countries do not like this.

22. According to the passage, everybody from hot lands comes to England should ..... clothes.

- a) take off
- b) put on
- c) wash
- d) sell

23. Snowing in the countries all over the world are not.....

- a) Different
- b) pretty
- c) the same
- d) accepted

It is still winter, but on Friday the .....24..... was fine. We decided to go to the seaside. The sun was .....25..... and warm, but we didn't go to the water. It was too cold. Instead, we walked along the shore. In the evening we .....26..... home.

24. a) Field                      b) steam                      c) rain                      d) weather  
 25. a) interesting                      b) bright                      c) dark                      d) special  
 26. a) returned                      b) replied                      c) hoped                      d) believed

There was a party at Jane's house last weekend which didn't break up until midnight. Poor Jane was very tired, but she bore up bravely. Giving party can be a lot of work sometimes. Now let me tell you about it.

27. In the first sentence "break up" means.....

- a) end                      b) start                      c) last                      d) remember

28. In the second sentence "bore up" means.....

- a) Avoided working                      b) became very tired  
 b) Didn't finish her work                      c) didn't care and worked hard

29. According to the passage giving a party is sometimes.....

- a) Easy                      b) difficult                      c) expensive                      d) cheap

We usually think of the sea as being blue. But sea water is really colorless. The sea looks blue because it reflects the sky. The sea reflects the sky just as mirror reflects anything held near it. On dull, cloudy days the sea looks gray.

30. The main purpose of the passage is to.....

- a) Give us information about mirrors  
 b) Give us information about real color of the sea  
 c) Tell us what others think about the sea  
 d) Show us the real color of the sea on cloudy days

## Appendix C

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### QUESTIONNAIRE STUDENTS ATTITUDES TOWARD GAMES

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Dear respondent:

The purpose of this questionnaire is to explore EFL learners' attitudes toward interactive games. Your responses will be kept confidential and will be used only for research purposes. We are really thankful for your real responses.

The following items ask about your attitudes toward English interactive games. To what extent do you agree with the following items? Please read the statements below carefully and tick the appropriate choices. Tick (✓) only one option for each item in the questionnaire.

Strongly disagree (1)

Disagree (2)

Neutral (3)

Agree (4)

Strongly Agree (5)

1. Interactive Games are interesting that gives us enjoyment and pleasure.	1	2	3	4	5
2. Interactive Games have goals that give us motivation.	1	2	3	4	5
3. Interactive Games have outcomes and feedback. That helps us to learn.	1	2	3	4	5
4. Interactive Games are problem solving activities that spark our creativity.	1	2	3	4	5
5. In my opinion interactive games are very exciting.	1	2	3	4	5
6. I love English classes when we play interactive games.	1	2	3	4	5
7. Interactive games allow us to work with others and develop deep thinking.	1	2	3	4	5
8. Games are challenging and help us to involve in learning.	1	2	3	4	5

9. Using interactive games makes us help our friends especially in groups.	1	2	3	4	5
10. Using interactive games are very influential and fruitful.	1	2	3	4	5
11. Interactive games help us to communicate and be active.	1	2	3	4	5
12. Interactive games have rules that give us structure.	1	2	3	4	5
13. Interactive games give us responsibility.	1	2	3	4	5
14. Through interactive games I gained new experience that I could gain from no other ways.	1	2	3	4	5
15. My expectation was fulfilled with the positive effects of interactive games.	1	2	3	4	5
16. Using interactive games helps us to compete with others positively.	1	2	3	4	5
17. Interactive games help us to improve our reading comprehension skill.	1	2	3	4	5
18. Interactive games make us participate in learning.	1	2	3	4	5

## پرسشنامه : نگرش دانش آموزان به بازیهای تعاملی

زبان آموز گرامی

هدف از این پرسشنامه بررسی نگرش دانش آموزان نسبت به بازی های تعاملی می باشد . پاسخ های شما فقط برای اهداف تحقیق مورد استفاده قرار می گیرد. از پاسخگویی دقیق شما متشکریم. موارد زیر نگرش شما را نسبت به بازی های تعاملی بررسی می نماید. تا چه حدی شما با گزاره های زیر موافق هستید؟ لطفا عبارات زیر را با دقت بخوانید و گزینه مناسب را علامت بزنید. برای هر عبارت فقط یک گزینه را انتخاب کنید.

ردیف	گویه	کاملاً مخالف	مخالف	نظری ندارم	موافق	کاملاً موافق
۱	بازی های تعاملی جالب هستند و به ما شادابی و لذت می بخشند .	۱	۲	۳	۴	۵
۲	بازی های تعاملی هدفمند هستند و به ما انگیزه می دهند.	۱	۲	۳	۴	۵
۳	بازی های تعاملی بازخورد دارند و باعث یادگیری ما می شوند .	۱	۲	۳	۴	۵
۴	بازی های تعاملی به صورت حل مساله هستند و باعث خلاقیت ما می شوند .	۱	۲	۳	۴	۵
۵	به نظر من بازی های تعاملی بسیار هیجان انگیز هستند.	۱	۲	۳	۴	۵
۶	وقتی بازی های تعاملی انجام می دهیم، من واقعا کلاس های زبان را دوست دارم.	۱	۲	۳	۴	۵
۷	بازی های تعاملی امکان همکاری با دیگران را به ما می دهند و باعث می شوند عمیق فکر کنیم.	۱	۲	۳	۴	۵
۸	بازیهای تعاملی چالش برانگیز هستند و ما را درگیر یادگیری می کنند.	۱	۲	۳	۴	۵

۵	۴	۳	۲	۱	استفاده از بازی های تعاملی باعث می شود به دوستانمان کمک کنیم، بخصوص در کار گروهی.	۹
۵	۴	۳	۲	۱	بازی های تعاملی بسیار تاثیرگذار و مفید هستند.	۱۰
۵	۴	۳	۲	۱	بازی های تعاملی به ما کمک می کنند که رابطه برقرار کنیم و فعال باشیم.	۱۱
۵	۴	۳	۲	۱	بازی های تعاملی قانون دارند و به ما آموزش ساختار می دهند.	۱۲
۵	۴	۳	۲	۱	بازی های تعاملی به ما حس مسوولیت پذیری می دهند.	۱۳
۵	۴	۳	۲	۱	از طریق بازی های تعاملی من تجربه های جدیدی کسب کردم که از راههای دیگر نمی توانستم.	۱۴
۵	۴	۳	۲	۱	انتظارات من با تاثیرات مثبت بازی های تعاملی برآورده می شود.	۱۵
۵	۴	۳	۲	۱	بازی های تعاملی به ما کمک می کنند تا به طور مثبت با دیگران رقابت کنیم.	۱۶
۵	۴	۳	۲	۱	بازیهای تعاملی به ما کمک می کنند تا مهارت درک مطلب خود را تقویت کنیم.	۱۷
۵	۴	۳	۲	۱	بازی های تعاملی باعث می شوند در یادگیری مشارکت داشته باشیم.	۱۸

## Appendix D

### Samples of online interactive games

# FunEnglishGames.com

Free English Resources Online!



Science  Math  English 

Google Custom Search

Home Games Activities Worksheets Quizzes Videos Fun Stuff Topics

## Interactive Reading Games



**Fun Reading Games for Kids**



Check out these fun reading comprehension games for kids. Find an awesome range of free English activities and practice exercises that are perfect for students.

Learn about poetry, non fiction book publishing, map directions and how to use a dictionary while improving your reading comprehension. Enjoy the following educational games for children and have fun learning English online.

Sponsored Links

### English for Kids



#### Maps & Directions

##### Following Directions

Complete a number of different challenges related to reading directions, following instructions and understanding map routes.

Read the instructions and find the shortest possible route on the interactive map. Move between the park, school, café and other locations as you complete the tasks.



#### Poetry

##### Poetry Activity

Answer questions related to a variety of poetry verses. Read the verses carefully and think about the mood of the poem and what is being described.

Learn about metaphors, similes, alliteration, rhyming and other important English terms that are often used in poetry.



#### Non Fiction

##### Non Fiction Books

Design an appropriate layout for a toy catalogue, news story or children's book. Think about the kind of title, text and picture that will best inform your readers and match your chosen topic.

Enjoy this great learning activity for kids and have fun learning English online.



#### Dictionaries

##### Using a Dictionary

Get hints and tips from the word machine to help label products found inside boxes. Use the dictionary to find words that best fit the descriptions you are given.

Search through the alphabet, complete the challenges and have fun with this great reading comprehension game for kids.





# Interactive Reading Games



## Map Routes & Directions Game

Check out this fun directions game. Practice following instructions while completing a number of different challenges. Read the instructions carefully and give directions in the correct order. Plot the shortest possible map routes between locations such as a park, school, café, swimming pool and skate park. Achieve the goals by clicking on sections of road and using the quickest possible route on the interactive map of the town. Learn to follow instructions, complete as many tasks as you can and have fun with this great English activity for kids.

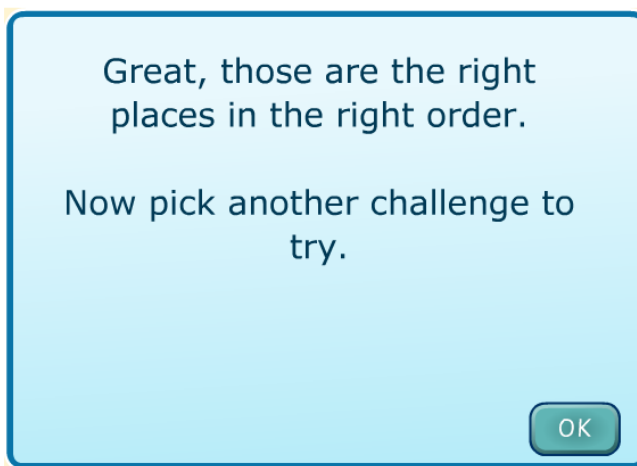
Choose a challenge. Then follow the instructions to plot a route on the map that visits the right places in the right order.

Going to the cinema	To the scrap yard
Taking rubbish to the dump	A long day out

Menu Reset Go Help

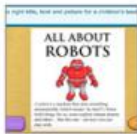








# Interactive Reading Games



## Non Fiction Game for Kids

Check out this non fiction book publishing game for kids. Choose between a children's book, news story and toy catalogue page before designing an appropriate layout.

Think about what style of title, text and picture suits the chosen theme while remembering whether you are trying to inform, advertise or report. Challenge your reading skills, choose the best messages, complete the tasks and enjoy this fun English activity for kids.

Choose a theme and then choose titles, words and pictures to make a book page.

Children's book

News story

Toy catalogue page

Help

Choose the right title, text and picture for a children's book.

Titles

T

Text

Text

Pictures

Menu

Done

Help

Choose the right title, text and picture for a children's book.

Titles

All About Robots

Robot Falls Over

Text

Wow! Great-value Super-Robot for Only £3.99

Pictures


Menu

Done

Help

Well done! This is a descriptive title – it belongs in a factual book.

OK

Choose the right title, text and picture for a children's book.

This new Super-Robot is the must-have toy this Christmas! It walks, it talks and it even does your homework! Available in Stealth Black and Pretty Pink. Batteries not included. Completely safe most of the time. Robot can't fly.

A robot is a machine that does something automatically (which means 'by itself'). Some build things for us, some explore distant planets and others – like this one – are toys you can play with.

Top scientists watched in horror today as their latest creation, Robbie the Robot, fell over in front of the world's press. The embarrassed boffins blamed the weather. 'It was too wet and slippery for him,' a spokesman said.

Menu

Done

Help

Well done! This text explains what a robot is – it belongs in a children's non-fiction book because it explains what a robot is using simple words.

OK

Well done! This is a simple, clear picture of a robot – it belongs in a factual book.

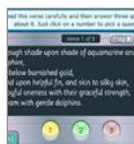
OK

Well done! That's perfect for a children's book. You can now choose a different kind of page to design.

OK



## Interactive Reading Games



### Poetry Game for Kids

Enjoy this fun poem game for kids. Read poetry verses before answering a range of related questions. What is the mood of the poem? What are the verses describing? Press play and listen to the verses line by line.

Learn about important English terms such as metaphor, simile, alliteration, rhyme, adjective, conjunction, adverb and ellipsis. Answer the questions, move on to the next verse, complete as many tasks as you can and have fun with this free poetry activity for kids.

### Try this

Read this poem one verse at a time answering three questions about each verse. Once you've got all three questions right, you can move on to the next verse. There are 5 verses in all.

OK

Read this verse carefully and then answer three questions about it. Just click on a number to pick a question.

Verse 1 of 5

Play

Through shade upon shade of aquamarine and sapphire,  
Set below burnished gold,  
Hand upon helpful fin, and skin to silky skin,  
In joyful oneness with their graceful strength,  
I swam with gentle dolphins.

Print

1

2

3

Help

Read this verse carefully and then answer three questions about it. Just click on a number to pick a question.

What do you think this verse is about?

- A** The writer's favourite colours, gold, aquamarine and sapphire
- B** Swimming in the sea with dolphins
- C** Feeling happy and strong

Print Verse Help

That's right. Dolphins are only mentioned in the last line, but the word 'fin' in line 3 gives you a clue as to what the verse is about.

OK

Read this verse carefully and then answer three questions about it. Just click on a number to pick a question.

What feature of poetry is the phrase 'silky skin'?

- A** A metaphor
- B** A simile
- C** Alliteration

Print Verse Help

Read this verse carefully and then answer three questions about it. Just click on a number to pick a question.

What feature of poetry is the phrase 'silky skin'?

A A metaphor

B A simile

C Alliteration

Print Verse Help

That's right. Alliteration is when you put two words together that begin with similar sounds.

OK

Read this verse carefully and then answer three questions about it. Just click on a number to pick a question.

Which words in the poem are talking about sunlight?

A Burnished Gold

B Aquamarine and sapphire

C Silky skin

Print Verse Help

That's right. 'Burnished gold' is used to describe the colour of the sun on the water.

OK

Well done, you've got all three questions about this verse right. Now try the next one.

OK





## Interactive Reading Games



### Dictionary Game for Kids

Enjoy this fun dictionary game for kids. Use hints from the word machine to help you find the correct words to label the products hidden inside the boxes. Look up the dictionary and think about which adjective, verb or noun best fits the clue.

Search through the alphabet for the best answer while reading the descriptions.

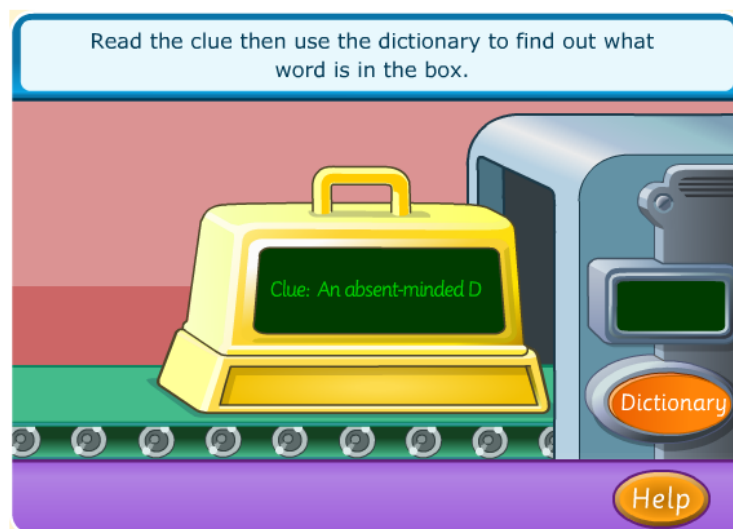
Help the broken down word machine complete its job, test yourself with a variety of reading practice exercises and have fun with this great English activity for students.

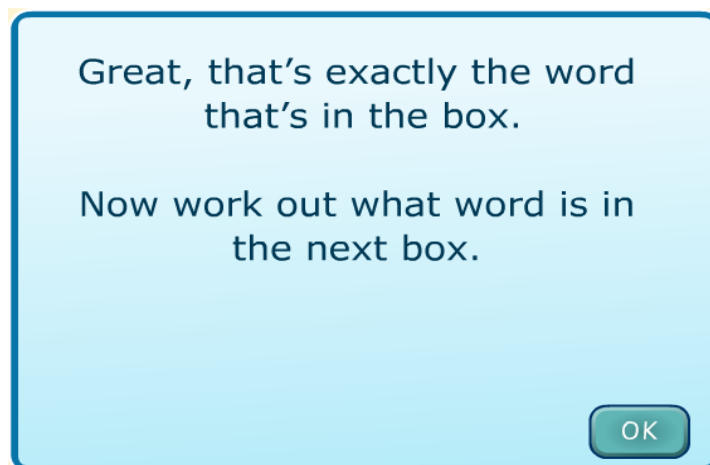
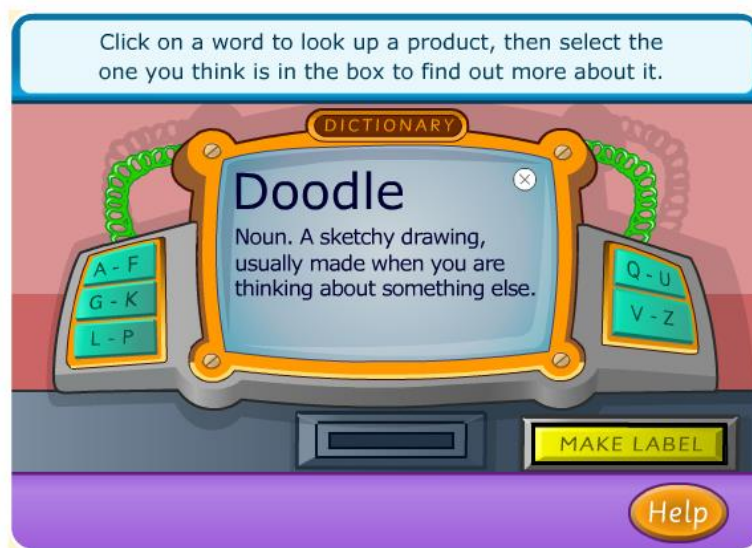
### Try this

The word machine has broken down and isn't putting labels on the boxes. Read the clue on the box and then use the dictionary to work out what's in the box. There are eight boxes to label.

OK

Read the clue then use the dictionary to find out what word is in the box.





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## چکیده:

تحقیق حاضر، تاثیر بکارگیری بازی های تعاملی را بر بهبود توانایی درک مطلب زبان آموزان ایرانی در سطح متوسط که زبان انگلیسی را به عنوان زبان خارجه یاد می گیرند و نگرش آن ها نسبت به بازی های تعاملی بررسی نموده است. ادبیات پیشینه یک چارچوب تئوری وار و مطالعات تجربی سابق را ارائه داد. برای همگون سازی دانش آموزان، یک آزمون مهارت نلسون اجرا شد واز بین ۷۸ زبان آموز ۶۰ زبان آموز مونث انتخاب شدند. محقق شرکت کنندگان را به یک گروه کنترل(۳۰نفر) و یک گروه آزمایش(۳۰نفر) تقسیم نمود. گروه کنترل روش سنتی تدریس درک مطلب و گروه آزمایش، بازی های تعاملی را به عنوان آموزش دریافت نمودند. بعد از ۱۵ جلسه آموزش(هر جلسه ۱ ساعت)، شرکت کننده ها در هر دو گروه به آزمون انتهایی که همان آزمون ابتدایی بود، پاسخ دادند. داده ها از طریق نرم افزار spss تجزیه و تحلیل شد. نتایج نشان داد که شرکت کنندگان گروه آزمایش که بازی های تعاملی را دریافت کرده بودند، نسبت به شرکت کنندگان گروه کنترل از توانایی درک مطلب بالاتری برخوردار بودند. محقق همچنین نگرش دانش آموزان نسبت به بازی های تعاملی را جویا شد. به این منظور، شرکت کننده ها در گروه آزمایش که بازی ها را دریافت کرده بودند، به یک پرسشنامه پاسخ دادند. نتایج نشان داد که اکثر دانش آموزان با تاثیرات مثبت بازی های تعاملی بر بهبود یادگیری موافق هستند.

کلمات کلیدی: بازی های تعاملی، درک مطلب، نگرش، زبان آموزان



گروه زبان انگلیسی

پایان نامه کارشناسی ارشد آموزش زبان

بررسی تاثیر بازیهای تعاملی بر توانایی درک مطلب زبان آموزان ایرانی

و نگرش آنها نسبت به این بازیها

نگارنده: الهه راد

استاد راهنما

دکتر سید علی استوار نامقی

تیر ۱۳۹۷