

Designing Game Techniques and Specific Exercises for English Language Teaching and their Impact on Learning and Retention in 3rd -grade Elementary School Students

Esmail Fadakarzadeh, Mohammadtaghi Zare Shehneh,
Hamideh Mirshamsi and Naser Mohammadi Ahmadabadi*

Abstract--- *The present study aimed to design game techniques, specific exercises for English language teaching and their effect on learning and retention of 3rd -grade elementary school students in Bafq, Iran. For this purpose, the students firstly received a pre-test and six games were then designed to teach English. They included computer games, painting, flashcards, action games, cartoons, movies, and poetry, which received through two 45-minute sessions and their scores were compared with those traditional English teaching techniques. Learning and retaining the English language entail four skills including reading, writing, listening and speaking. The statistical population consisted of all 3rd -grade elementary school students in Bafq city, Iran (N = 35). The covariance test was used to analyze the collected data and determine the relationships between the variables. Besides, the data were analyzed using SPSS software. According to the analysis of the research hypotheses, there are significant differences between the effectiveness of different types of games and exercise on learning and retention in 3rd-grade female students in Bafq city, Iran.*

Keywords--- *Learning and Retention, English Language, English Game, and Exercise Techniques.*

I. INTRODUCTION

Learning is a common and routine phenomenon in our everyday lives and some creatures; therefore, its biocompatibility value needs to be considered based on its occurrence in different stages of life so that learning can be seen as a tool or an adaptive process for evaluating and making constructive changes to advance various tasks and actions. Because humans start their interaction with the environment shortly after getting birth, learning can be seen taking place in various stages of life and its dimensions (Rezai et al., 2015). Engaging in play is a natural characteristic of human beings (Hughes, 2012). According to Vygotsky's theory, a level of development attained when children engage with the help of play. Also, based on Piaget's theory of cognitive development, interaction with the environment, which occurs mostly through childhood plays, has a vital and active role in a person's development. Play leads to adaptation and is linked with the creation of new schema in the child's mind (Seif, 2010). Depending on the growth, upbringing, and development of a child's personality, the elementary period is a critical stage that offers the foundation for further education and prepares students for future skills and specialties. Moreover, it is a period when the child is expected to attain its all-comprehensive personal development and

*Esmail Fadakarzadeh, M.Sc. Student, Department of Educational Psychology, Payame Noor University, Taft, Iran.
Mohammadtaghi Zare Shehneh, Instructor, Department of Literature, Payame Noor University, Iran.
Hamideh Mirshamsi, MSc, Department of Educational Technology, Yazd Branch, Islamic Azad University, Yazd, Iran.
Naser Mohammadi Ahmadabadi*, Assistant Professor, Department of Psychology and Educational Sciences, Payame Noor University, Iran.
E-mail: naser mohamadi89@yahoo.com*

provides the child with an opportunity to study, train and learn how to communicate properly and effectively with others (Aghajan Bekie & Sharifie Dahmadi, 2014). Each person has his unique learning and retention styles depending on his or her physical and psychological characteristics, suggesting that each person is unique (Stigler & Hebert, 2011). Several factors can effectively help teachers and parents to select the best instructional path for their learners including physical and psychological characteristics, student-specific learning styles, family involvement in school curriculum, accurate assessment of child strengths and weaknesses, accurate and clear definition of educational goals, using effective teaching strategies, assessing educational interventions and recording any changes during the *child's performance* and finally providing a structured learning environment for the educational path (Rahimzadegan et al., 2009).

Now it is important to remember that the adequacy and efficiency of the educational system require greater attention and intellectual and material focus on some elements, as well as paying special attention to the overall system and its elements in an interactive relationship. However, the role of some components of the educational system *cannot be completely* overlooked (Wilson et al., 2006). Teaching English in Iran has been a challenging issue for a long time. Over the past few years, English teaching methodology in Iran has passed through ups and downs. One of the important issues in English language teaching is that in addition to the easy and short-term learning process, learners should be able to keep the materials in their minds and take advantage of them in the appropriate situations. However, children are unable to exploit the full potential of language and communication features learned in the current educational cycle; therefore, they get some negative feedback from it and the disinterest and lack of motivation together with the fear of making mistakes destroy their confidence in using a second language. As a result, one way to overcome this problem is to change the English teaching approaches. Language teaching has a long history of using games and entertainment; so that education scholars have encouraged teachers to use games and entertainment in language teaching almost half a century ago. Most language games make learners use the language instead of thinking about learning the correct forms. Therefore, language games should be treated as central not peripheral to the foreign language teaching program (Asadi & Ghobadi, 2012). There are many advantages of using games for teaching including improving students' attention, concentration, imagination, learning, creativity, motivation, and performance (Mai Siang, 2013). These games and exercises include computer games, painting, using flashcards, motion games, poetry, cartoons and movies, and so on, which have a critically important role in reinforcing English language skills including speaking, writing, reading and listening.

One of the advantages of using games in teaching is that all students love and enjoy playing; they are very effective in conveying concepts to the learning environment. Therefore, it is appropriate for parents and educators to draw particular attention to this important issue. Students can benefit from educational computer software and games in a variety of areas including learning foreign vocabulary (Batoon et al., 2005). *A lot of research has been done* in this respect. For example, the results of the study by Khodaie and Memarbashie (2016) entitled as "Evaluating the effectiveness of English language learning among the child learners (pre-school and school) in English language institutes in Miandoab showed a difference between the English language teaching and learning among the pre-school children (pre-school and school), with English teaching and learning being more effective among the school children than pre-school children. In another study entitled as "Effectiveness of *school-based*

group activity game therapy on behavior problems among the male elementary school students in Shahrekord", Bagheri et al. (2016) showed that school-based group activity game therapy reduced the students' internalized behavior problems in the experimental group, but did not have a significant impact on decreasing their externalized behavior problems. Based on the results of existing studies on game therapy and the findings of the present study, it is suggested that *Iran's education system* initiates game therapy centers as one of the most appropriate approaches to counseling and psychotherapy for primary school children.

II. MATERIALS AND METHODS

Since the main purpose of the study is to design game techniques, specific exercises for English language teaching and their effect on learning and retention of *3rd*-grade elementary school students in Bafq, Iran, it is applied research in terms of purpose. Besides, this study used a descriptive survey design because it employed library research and field methodologies including questionnaire. The statistical population consisted of all *3rd*-grade *female* elementary school students in Bafq city. This study used a convenience sampling method. The subjects were selected among the students who had always attended the sessions (N = 35). Two library and field methodologies were used to gather the data and the Internet for research backgrounds and literature as well. In the field method, the primary data collection tool was a questionnaire or a regular interview. In addition, relevant factors were identified using the opinion of experts and professors of the Research Committee and the preliminary questionnaire was prepared through the Likert rating scale. Having determined its validity and reliability, the final questionnaire was prepared and the required information was collected. The *closed*-ended question type for the questionnaire was used for data collection. The questionnaire was prepared and adjusted based on the Likert scale.

The first part of the questionnaire included general information about the respondent including general and demographic characteristics consisting of 4 items (age and education of mother and father). The second part consisted of specific information with comprehensible and simple items. Two categories of reading, writing, listening and speaking were taught using pre and post-coaching processes. The test items were designed based on the English colors and letters and were taught using a variety of methods. Some unannounced questions were asked from the students once before and after the instruction only during class time. The computer game was also taught using several little language teaching games. Letters and words were also taught using the painting, which its examples have been displayed. Flashcards of textbooks were used to teach the flashcards. Alphabets and colors were taught through action games such as puzzles and drawing letters on the ground and moving on it. School textbooks and MAGIC ENGLISH were utilized to teach cartoon and film. The public reading of the school textbook poems was used to teach poetry. The statistical methods used in this study can be divided into two inferential and descriptive categories. Descriptive statistics such as frequency and mean distribution tables have been used to analyze and describe the general characteristics of the respondents. The data were analyzed by MANCOVA using SPSS software.

III. FINDINGS

Testing the Main Hypothesis

According to the main hypothesis, there is a significant difference between the level of effectiveness of different types of games and exercise on learning and retention in *3rd*-grade female elementary school students in Bafq,

Iran. MANCOVA analysis was used to compare the overall difference score of the students taught using the game and those students taught through the traditional method. Analysis of covariance reveals if there is a difference between the learning and retention scores of 3rd-grade female elementary school students who were taught through different methods. The covariance was also analyzed at a 95% confidence level. The total score of the trained categories associated with each teaching method in the pre- and post-teaching stages has been shown in Table 1.

Table 1: Total Score of all Teaching Methods

| Total score | Pretest | | | | Posttest | | | |
|----------------------|---------|---------|---------|-------|----------|---------|---------|-------|
| | Number | Minimum | Maximum | Mean | Number | Minimum | Maximum | Mean |
| Computer | 5 | 11 | 14 | 12.40 | 5 | 16 | 18 | 16.80 |
| Painting | 5 | 11 | 13 | 12.00 | 5 | 15 | 18 | 16.20 |
| Flah card | 5 | 11 | 12 | 11.80 | 5 | 17 | 19 | 17.80 |
| Action Game | 5 | 12 | 16 | 13.00 | 5 | 18 | 20 | 19.20 |
| Movies and cartoons | 5 | 11 | 12 | 11.20 | 5 | 16 | 17 | 16.40 |
| Poetry | 5 | 11 | 15 | 12.60 | 5 | 15 | 18 | 16.20 |
| Traditional teaching | 5 | 11 | 15 | 13.00 | 5 | 12 | 16 | 14.40 |

According to the results of Table 1 and the calculated significant value of 0.001, which is less than 0.05 ($p < 0.05$), there is a significant difference between the mean scores of students in both groups taught using the game and those taught through traditional methods at 5% error level. Therefore, with a 95% confidence level, the null hypothesis based on the existence of a significant difference between the learning and retention among the 3rd-grade female elementary school students taught using both the game and the traditional methods has been confirmed. In addition, the mean scores of students taught using the game were calculated to be 17.031 and those students using the traditional method was 14.214, suggesting that students who received the training using the game received a higher score than those students who received the training via the traditional method.

Testing Sub-assumptions

The test for the equality of the mean has been analyzed according to Table 2. Based on the significant value, it can be concluded that the significance of all tests was higher than 0.05, suggesting that the presupposition tests have been confirmed and the covariance test can be used to analyze the research hypotheses.

Table 2: Significance Test of Multivariate Analysis of Covariance

| Effects | | Value | F | Significance level |
|---|--------------------|-------|-------|--------------------|
| Residue | Pillai's Trace | 0.510 | 6.778 | 0.708 |
| | Wilks' lambda | 0.490 | 6.778 | 0.708 |
| | Hotelling's Trace | 0.043 | 6.778 | 0.708 |
| | Roy's Largest Root | 0.043 | 6.778 | 0.708 |
| Teaching through games or traditional methods | Pillai's Trace | 0.303 | 2.829 | 0.451 |
| | Wilks' lambda | 0.697 | 2.829 | 0.451 |
| | Hotelling's Trace | 0.435 | 2.829 | 0.451 |
| | Roy's Largest Root | 0.435 | 2.829 | 0.451 |
| Reading before teaching | Pillai's Trace | 0.232 | 1.964 | 0.130 |
| | Wilks' lambda | 0.768 | 1.964 | 0.130 |
| | Hotelling's Trace | 0.302 | 1.964 | 0.130 |
| | Roy's Largest Root | 0.302 | 1.964 | 0.130 |
| Writing before teaching | Pillai's Trace | 0.024 | 0.157 | 0.958 |
| | Wilks' lambda | 0.976 | 0.157 | 0.958 |
| | Hotelling's Trace | 0.024 | 0.157 | 0.958 |
| | Roy's Largest Root | 0.024 | 0.157 | 0.958 |
| Listening before teaching | Pillai's Trace | 0.308 | 2.888 | 0.420 |
| | Wilks' lambda | 0.692 | 2.888 | 0.420 |
| | Hotelling's Trace | 0.444 | 2.888 | 0.420 |
| | Roy's Largest Root | 0.444 | 2.888 | 0.420 |
| Speaking before teaching | Pillai's Trace | 0.231 | 1.952 | 0.132 |
| | Wilks' lambda | 0.769 | 1.952 | 0.132 |
| | Hotelling's Trace | 0.300 | 1.952 | 0.132 |
| | Roy's Largest Root | 0.300 | 1.952 | 0.132 |

The variances of both control and experimental groups should be the same for the analysis of covariance. To do so, the Levene test was used. If the significance level of Levene's test is greater than 0.05, it can be concluded that the *variance homogeneity* across the groups is confirmed.

Table 3: Results of Homogeneity of Variances Test

| <i>Variable</i> | <i>F</i> | <i>df1</i> | <i>df2</i> | <i>Significance value</i> |
|--------------------------|----------|------------|------------|---------------------------|
| Reading after teaching | 5.432 | 1 | 33 | 0.260 |
| Writing after teaching | 1.197 | 1 | 33 | 0.282 |
| Listening after teaching | 1.280 | 1 | 33 | 0.266 |
| Speaking after teaching | 0.458 | 1 | 33 | 0.503 |

As shown in Table 3, the significance level was higher than 0.05, suggesting the *variance homogeneity*. Therefore, the covariance analysis (MANCOVA) has been used to test the research hypotheses. Covariance analysis was also performed at 95% confidence level and its results have been shown in Table 4:

Table 4: Covariance Analysis Test

| | | <i>Type III sum of squares</i> | <i>Degrees of freedom</i> | <i>Mean squared error</i> | <i>F</i> | <i>Significance level</i> |
|---------------------------|--------------------------|--------------------------------|---------------------------|---------------------------|----------|---------------------------|
| Modified model | Reading after teaching | 3.579 | 1 | 2.977 | 3.552 | 0.070 |
| | Writing after teaching | 2.868 | 1 | 2.787 | 3.845 | 0.060 |
| | Listening after teaching | 10.191 | 1 | 2.890 | 3.915 | 0.057 |
| | Speaking after teaching | 4.816 | 1 | 9.039 | 11.534 | 0.002 |
| Residue | Reading after teaching | 2.977 | 1 | 0.971 | 1.159 | 0.029 |
| | Writing after teaching | 2.787 | 1 | 0.487 | 0.672 | 0.042 |
| | Listening after teaching | 2.890 | 1 | 3.176 | 4.302 | 0.047 |
| | Speaking after teaching | 9.039 | 1 | 2.236 | 2.853 | 0.010 |
| Group | Reading after teaching | 0.971 | 1 | 0.467 | 0.557 | 0.462 |
| | Writing after teaching | 0.487 | 1 | 0.138 | 0.191 | 0.666 |
| | Listening after teaching | 3.176 | 1 | 1.540 | 2.086 | 0.159 |
| | Speaking after teaching | 2.236 | 1 | 1.550 | 1.977 | 0.170 |
| Reading before teaching | Reading after teaching | 0.467 | 1 | 0.259 | 0.309 | 0.582 |
| | Writing after teaching | 0.138 | 1 | 0.081 | 0.112 | 0.740 |
| | Listening after teaching | 1.540 | 1 | 0.042 | 0.056 | 0.814 |
| | Speaking after teaching | 1.550 | 1 | 0.016 | 0.021 | 0.887 |
| Writing before teaching | Reading after teaching | 0.259 | 1 | 0.028 | 2.419 | 0.131 |
| | Writing after teaching | 0.081 | 1 | 0.842 | 1.162 | 0.290 |
| | Listening after teaching | 0.042 | 1 | 2.528 | 3.424 | 0.074 |
| | Speaking after teaching | 0.016 | 1 | 0.012 | 0.016 | 0.900 |
| Listening before teaching | Reading after teaching | 2.028 | 1 | 0.105 | 0.125 | 0.726 |
| | Writing after teaching | 0.842 | 1 | 0.615 | 0.848 | 0.365 |
| | Listening after teaching | 2.528 | 1 | 3.645 | 4.937 | 0.034 |
| | Speaking after teaching | 0.012 | 1 | 0.072 | 0.092 | 0.763 |
| Speaking before teaching | Reading after teaching | 0.105 | 1 | 0.838 | | |
| | Writing after teaching | 0.615 | 1 | 0.725 | | |
| | Listening after teaching | 3.645 | 1 | 0.738 | | |
| | Speaking after teaching | 0.072 | 1 | 0.784 | | |
| Error | Reading after teaching | 24.307 | 29 | | | |
| | Writing after teaching | 21.017 | 29 | | | |
| | Listening after teaching | 21.409 | 29 | | | |
| | Speaking after teaching | 22.727 | 29 | | | |
| Total | Reading after teaching | 604.000 | 35 | | | |
| | Writing after teaching | 600.000 | 35 | | | |
| | Listening after teaching | 649.000 | 35 | | | |
| | Speaking after teaching | 679.000 | 35 | | | |
| Total modifications | Reading after teaching | 27.886 | 34 | | | |
| | Writing after teaching | 23.886 | 34 | | | |
| | Listening after teaching | 31.600 | 34 | | | |
| | Speaking after teaching | 27.543 | 34 | | | |

First Sub-hypothesis

According to the main hypothesis, there is a significant difference between the level of effectiveness of different types of games and exercise on the mastery of reading English texts among the 3rd -grade female elementary school students.

According to the results of Table 4 and the calculated significant value of 0.029, which is less than 0.05 ($p < 0.05$), there is a significant difference between the mean scores of students in both groups taught using the game and those taught through traditional methods at 5% error level. Therefore, with a 95% confidence level, the null hypothesis based on the existence of a significant difference between the mastery of reading English texts among the 3rd-grade female elementary school students taught using both the game and traditional methods has been confirmed. In addition, the mean reading scores of students taught using the game were calculated to be 4.128 and those students using the traditional method was 3.63, suggesting that students who received the training using the game received a higher score than those students who received the training via the traditional method. The results have been displayed in Table 5.

Table 5: Total Score of all Teaching Methods

| Reading | Pretest | | | | Posttest | | | |
|----------------------|---------|---------|---------|------|----------|---------|---------|------|
| | Number | Minimum | Maximum | Mean | Number | Minimum | Maximum | Mean |
| Computer | 5 | 3 | 5 | 3.60 | 5 | 4 | 5 | 4.60 |
| Painting | 5 | 3 | 3 | 3.00 | 5 | 5 | 5 | 5.00 |
| Flashcard | 5 | 2 | 3 | 2.80 | 5 | 4 | 5 | 4.60 |
| Action Game | 5 | 2 | 4 | 3.20 | 5 | 3 | 5 | 4.60 |
| Movies and cartoons | 5 | 2 | 4 | 2.80 | 5 | 2 | 4 | 3.00 |
| Poetry | 5 | 3 | 4 | 3.20 | 5 | 3 | 4 | 3.20 |
| Traditional teaching | 5 | 3 | 4 | 3.40 | 5 | 3 | 4 | 3.60 |

Second Sub-hypothesis

According to the main hypothesis, there is a significant difference between the level of effectiveness of different types of games and exercise on the mastery of writing English texts among the 3rd -grade female elementary school students.

According to the results of Table 4 and the calculated significant value of 0.042, which is less than 0.05 ($p < 0.05$), there is a significant difference between the mean scores of students in both groups taught using the game and those taught through traditional methods at 5% error level. Therefore, with a 95% confidence level, the null hypothesis based on the existence of a significant difference between the mastery of writing English texts among the 3rd-grade female elementary school students taught using both the game and traditional methods has been confirmed. In addition, the writing mean scores of students taught using the game were calculated to be 4.108 and those students using the traditional method was 3.755, suggesting that students who received the training using the game received a higher score. Therefore, the writing scores of trained categories in pre-teaching and post-teaching phases have been displayed in Table 6.

Table 6: Writing Scores for Teaching Methods

| Writing | Pretest | | | | Posttest | | | |
|----------------------|---------|---------|---------|------|----------|---------|---------|------|
| | Number | Minimum | Maximum | Mean | Number | Minimum | Maximum | Mean |
| Computer | 5 | 3 | 4 | 3.20 | 5 | 3 | 4 | 3.40 |
| Painting | 5 | 3 | 3 | 3.00 | 5 | 4 | 5 | 4.80 |
| Flashcard | 5 | 2 | 3 | 2.80 | 5 | 4 | 5 | 4.60 |
| Action Game | 5 | 3 | 4 | 3.20 | 5 | 4 | 5 | 4.80 |
| Movies and cartoons | 5 | 2 | 3 | 2.80 | 5 | 3 | 5 | 3.60 |
| Poetry | 5 | 2 | 4 | 3.20 | 5 | 3 | 4 | 3.40 |
| Traditional teaching | 5 | 2 | 5 | 3.40 | 5 | 3 | 5 | 3.80 |

Third Sub-hypothesis

According to the main hypothesis, there is a significant difference between the level of effectiveness of different types of games and exercise on the familiarity of English words to the ear among the 3rd-grade female elementary school students.

According to the results of Table 4 and the calculated significant value of 0.047, which is less than 0.05 ($p < 0.05$), there is no significant difference between the mean scores of students in both groups taught using the game and those taught through traditional methods at 5% error level. Therefore, with a 95% confidence level, the null hypothesis based on the existence of a significant difference between the familiarity of English words to the ear among the 3rd-grade female elementary school students taught using both the game and traditional methods has been rejected. In addition, the listening mean scores of students taught using the game were calculated to be 4.329 and those students using the traditional method was 3.427, suggesting that students who received the training using the game received a higher score. Therefore, the listening scores of trained categories in pre-teaching and post-teaching phases have been displayed in Table 7.

Table 7: Listening Scores for Teaching Methods

| Listening | Pretest | | | | Posttest | | | |
|----------------------|---------|---------|---------|------|----------|---------|---------|------|
| | Number | Minimum | Maximum | Mean | Number | Minimum | Maximum | Mean |
| Computer | 5 | 2 | 3 | 2.80 | 5 | 4 | 5 | 4.80 |
| Painting | 5 | 2 | 4 | 3.00 | 5 | 3 | 4 | 3.20 |
| Flashcard | 5 | 3 | 4 | 3.20 | 5 | 3 | 4 | 3.80 |
| Action Game | 5 | 3 | 4 | 3.60 | 5 | 5 | 5 | 5.00 |
| Movies and cartoons | 5 | 2 | 3 | 2.80 | 5 | 5 | 5 | 5.00 |
| Poetry | 5 | 2 | 4 | 3.20 | 5 | 4 | 5 | 4.60 |
| Traditional teaching | 5 | 2 | 4 | 3.00 | 5 | 2 | 5 | 3.40 |

Fourth Sub-hypothesis

According to the main hypothesis, there is a significant difference between the level of effectiveness of different types of games and exercise on the mastery of speaking English language among the 3rd-grade female elementary school students. According to the results of Table 4 and the calculated significant value of 0.010, which is less than 0.05 ($p < 0.05$), there is a significant difference between the mean scores of students in both groups taught using the game and those taught through traditional methods at 5% error level. Therefore, with a 95% confidence level, the null hypothesis based on the existence of a significant difference between the mastery of speaking the English language among the 3rd-grade female elementary school students taught using both the game and traditional

methods has been confirmed. In addition, the speaking mean scores of students taught using the game were calculated to be 4.422 and those students using the traditional method was 3.666, suggesting that students who received the training using the game received a higher score. Therefore, the speaking scores of trained categories in pre-teaching and post-teaching phases have been displayed in Table 8.

Table 8: Speaking Scores for Teaching Methods

| <i>Speaking</i> | <i>Pre-teaching</i> | | | | <i>Post-teaching</i> | | | |
|----------------------|---------------------|----------------|----------------|-------------|----------------------|----------------|----------------|-------------|
| | <i>Number</i> | <i>Minimum</i> | <i>Maximum</i> | <i>Mean</i> | <i>Number</i> | <i>Minimum</i> | <i>Maximum</i> | <i>Mean</i> |
| Computer | 5 | 2 | 4 | 2.80 | 5 | 3 | 5 | 4.00 |
| Painting | 5 | 3 | 3 | 3.00 | 5 | 2 | 5 | 3.20 |
| Flash card | 5 | 2 | 4 | 3.00 | 5 | 4 | 5 | 4.80 |
| Action Game | 5 | 2 | 4 | 3.00 | 5 | 4 | 5 | 4.80 |
| Movies and cartoons | 5 | 2 | 3 | 2.80 | 5 | 4 | 5 | 4.80 |
| Poetry | 5 | 2 | 4 | 3.00 | 5 | 5 | 5 | 5.00 |
| Traditional teaching | 5 | 2 | 4 | 3.20 | 5 | 2 | 4 | 3.60 |

IV. DISCUSSION AND CONCLUSION

The present study aimed to design game techniques, specific exercises for English language teaching and their impact on learning and retention of 3rd-grade elementary school students in Bafqh, Iran. First, game-based teaching methods were examined to offer appropriate games for student learning. For this purpose, the students in the experimental group received different types of techniques including computer games, painting, flashcards, action games, cartoons, movies, and poetry through two 45-minute sessions and the control group received the traditional English training techniques. The results of the main hypothesis revealed that the students who received the training using the game gained a higher score. The implication is that learning using game-related methodologies provides more engagement opportunities for children and as a result, students can learn and retain educational content more efficiently. In addition, many traditional-based approaches require learners to participate in language-learning activities using games, which are consistent with those results of the studies by William et al. (2015), Sakaluda (2013), and Seif (1999). In accordance with the results of the first sub-hypothesis, the students who received the training through the game gained a higher score. It can be inferred that learning through games provides opportunities for students to practice reading through fun and pleasant techniques, transfer their learning more efficiently, participate more actively in-class activities, improve their performance compared to other students and increase their English language proficiency; which is congruent with the results of the study by Rezai et al. (2012). According to the results of the second sub-hypothesis, the students who received the training using the game gained a higher score. The implication is that since writing activities offer more practice opportunities for the students to be able to gain higher skill and proficiency, therefore, doing fun activities such as playing and painting can help students to achieve a higher level of mastery in writing, which is in line with those results of research by Moradian Fard Jonghani (2014). The results of the third sub-hypothesis indicated that the students who received the training using the game gained a higher score. Increased students' attention and focus on listening to English texts improve their familiarity with English words; therefore, the students are more interested in listening to cartoons and poetry, which is consistent with those results of the study by Roach and Utami (2017). Finally, the results of the fourth sub-hypothesis revealed that the students who received the training through the game gained a higher score. A

possible explanation for the finding is that since the classroom learning environment provides the students with the opportunities to practice poetry, an increased speaking activity can empower students to take advantage of this skill, which corroborates the results of the studies by Khodaie and Memarbashie (2016) and Roach and Utami (2017).

Practical Suggestions

Games allow learners to master the skills necessary for each language in the most creative and fun way possible. As a result, in addition to enjoying games unconsciously, learners can learn different skills of a language in the most effective way; however, it should be considered that all games have the same effect or benefit. Therefore, in order to be more successful, it is recommended that the games be selected according to the gender and age of the girls studying in the Poya And is he English institute and emphasis should be put on the games that receive more positive results and feedback *compared to other teaching methods*. This makes it possible to strengthen their learning motivation and develop their skills while they can make optimal use of the time available to them. In addition, in order to have more successful language teaching, it is necessary to use games that simultaneously influence students' listening, speaking, writing and reading skills. Some games make the student read the texts while playing them; this helps them to learn English most effectively and easily and enjoy it. These games include computer games or flashcard games. Holding competitions such as short stories or competitions focused on student's writing skills can help them improve their writing skills and raise students' lexical and grammatical proficiency. Moreover, some mobile and computer games also require students to type or manuscript their conversation with the competitor that may be useful for this purpose. In addition to using conventional games while teaching English, it is recommended to language institutions to take advantage of computer games and also watch videos to enhance the learner's familiarity with English words and sentences. Through providing English movies and games tailored to the age of the students, language institutes can make the learning process enjoyable and a lot more fun for their learners and enhance their English listening capability. Getting students to use English through game and practice can decrease their anxiety level and inability to speak; this, in turn, eliminates the stress caused by possible and common mistakes made during the English language conversation. Finally, the game is a fun way to get students to talk with each other promoting the continuous improvement of learning and retention skills in the learners.

REFERENCES

- [1] Aghajan Beigi, Mahshid; Sharifie Darmadi, Parviz (2015) "The Effectiveness of Sand Play Therapy on Anxiety and Aggression in Children aged 5 to 7 Years" The First Iranian Scientific Congress on Development and Promotion of Educational, Psychological, Sociological and Social Sciences.
- [2] AmiriBarmakuhi, Ali (2009): Life skills training for decreasing depression, *Journal of Scientific-research Developmental Psychology*, Volume 5, Number 20, pp. 297 - 306.
- [3] Asadi, Saeed ;Ghobadie, Elham 1 (2012) "Multimedia-style teaching and its effect on learning and memorization of English grammar structure" *Iranian Journal of Information and Communication Technology*, Vol. 4, No. 11 and 12, pp. 9- 17.
- [4] Bagheri, Nasser; ShahaniYeilagh, Manijeh; Alipour, Sirous; Zargar, Yadollah (2016): "The Effectiveness of school-based group activity therapy on behavior problems of shahrekord male elementary school students", *Journal of Shahrekord University of Medical Sciences / Volume 19, No. 1*, pp. 148-157.
- [5] Bratton, S.C., Ray, D., Rhine, T., & Jones, L. (2005). The efficacy of play therapy with children: A meta-analytic review of treatment outcomes. *Professional Psychology: Research and Practice*, 36, 376-390.
- [6] Hughes, F.P. (2012). *Play psychology, children, play and development*.

- [7] James Stigler & James Hibert (2011): "Educational gap: the best ideas of world teachers for improving classroom teaching" Translated by Mohammad Reza Sarkar Arani and Ali Reza Moghaddam, Sixth Edition, Tehran: Madreseh Publications.
- [8] Khodaie, Solmaz and Akbar Memarbashi (2016): Evaluating the effectiveness of English language learning education among the child learners (pre-school and school) in the English language institutes of Miandoab city (2015-16), Third World Conference on Psychology and Educational Sciences, Law and Social Sciences at the beginning of the third millennium, Shiraz, in collaboration with the *Allameh Khoei Higher Education Institute*, Zarghan University, Research Branch of Afarin Researchers.
- [9] Mei-Hsiang Tsai, (2013), Research in play therapy: A 10-year review in Taiwan«, *Children and Youth Services Review*, Volume 35, Issue 1, January 2013, Pages 25–32.
- [10] Rahimzadegan Zahra, ShabanVorki Bakhtiar, Kohan Amirhossein (2009), *Journal of Educational Sciences* (ShahidChamran University of Ahvaz, Fifth Volume, Sixteenth Year, Number 2, pp. 21-40.
- [11] Rezaei, Saeed; Khodabakhshi Koulaie, Anahit ; Taghawaie, Davood (2015): "The Effectiveness of painting therapy on reduction of anxiety and aggression in male preschool children with externalized disorders ", *Journal of Pediatric Nursing*, Volume 2, pp. 10-19.
- [12] Rezaei, Zeinab, Peivasteh Gar, Mehrangiz; Ghadiri, Fatemeh (2012): "The Effectiveness of cognitive-behavioral play therapy with parents' participation in reducing child social fear" *Journal of Behavioral Sciences*, Volume 6, Number 4, pp. 355-361.
- [13] Roach, A., &Utami, Y. (2017). Using Video Game to Enhance English Communication Skills. *Proceedings of ISELT FBS UniversitasNegeri Padang*, 5, 200-204.
- [14] Sakaluda B.Y. (2013) *The Use of Descriptve feedback by the Teacher in English Teaching and Learning Process* (A research conducted at SMP Neger 5 Gorontalo). State University of Gorontalo.
- [15] Seif, Ali Akbar (2008): *Modern Developmental Psychology: Psychology of Education and Learning*. Tehran: Doran publishing house.
- [16] William Taboas, Rachel Ojserkis, Dean McKay, (2015), Change in disgust reactions following cognitive-behavioral therapy for childhood anxiety disorders, *International Journal of Clinical and Health Psychology*, Volume 15, Issue 1, January–April 2015, Pages 1–7.
- [17] Wilson K, Ryan V. *Play Therapy. (2006). A Non-directive Approach for Children and Adolescents*. 2nd ed. Oxford (UK)/Burlington (MA): Baillière Tindall, Elsevier.