

**ENGLISH TEACHERS' SKILLS USING PLAY IN TEACHING ENGLISH TO
INITIAL GRADES OF PRIMARY EDUCATION LEVEL THROUGHOUT IRBID
FIRST EDUCATION DIRECTORATE, FROM TEACHERS' VIEWPOINT IN
JORDAN**

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ABSTRACT: *The study aimed to discover to what level English teachers enjoyed using play to teach skills (choice of game skill, classroom control efficiency, game execution skill, evaluation skill) in teaching English to initial grades of the primary education level throughout Irbid First Education Directorate, from teachers' viewpoint. The study population consisted of 145 teachers in initial grades of primary education schools throughout Irbid First Education Directorate schools for the academic year 2017. The study sample was the whole population for results to be generalized to teachers of other subjects, 145 questionnaires were distributed with 123 returned and 3 disqualified leaving 120 completed questionnaire responses for analysis. The study found that the overall skill of using play in teaching English was of a medium level. However, choice of game skill and evaluation skill were a medium level, classroom control efficiency a low level, game execution skill was of a high level.*

KEYWORDS: Skills, English language teachers, Play, First primary level, Irbid First Directorate.

INTRODUCTION

Teaching is an interactive activity between teacher and student factoring in elements of the teaching environment prepared by the teacher. Methods, whether in interactive or traditional teaching differ although educational institutions and modern orientation are focusing on the importance of the interactive learning dimension, for example learning through play, whereby this strengthens learning, develops interaction and communication skills with the external environment while allowing students some freedom to express themselves within a socially accepted framework and fun environment. Since it is not the familiar learning method, it develops mental, social and internal aspects, Sarayrah, (2011, Pp :13).

Play is a child-based activity method and an educational aid contributing to the formation and development of a child's character and contributing to qualitative changes in a child's social and behavioral formation. Play is not merely a tool for children to spend time or have fun, it is a form of human behavior simulating thinking in children so that they arrive at cognitive levels regarding the world around them, discovering their environment, language, values, ethics and identifying what characteristics distinguish items from one another, what they may have in common and what their functions are. If we take a close look at this subject and review studies of prominent researchers such as Gross, Miller, Brands & Philips and others, we find they confirm that children learn as they play and without losing their spontaneity or their constant curiosity to discover things around them, thus satisfying their mental activity needs and development through learning-oriented play, Oweis, Abu Al Nour (2005, Pp:369). Play also has an important role in overcoming learning difficulties, mitigating and attempting to remedy them. Students tend to retain what they learn through play because it is embedded in behavior and thinking and is recalled in their day-to-day life. Vos, Meijden, Denessen, (2011, Pp:127)

helping students to attempt to form an unforgettable cognitive background through multiple attempts to learn through play while also evaluating themselves, based on the knowledge gained becoming the benchmark for students' self-assessment of their cognitive behavior against acting, also as learning behavior motivation if the assessment is within lower learning parameters ,Papastergiou, (2009, Pp:2).

Learning through play is a behavior during which incoming information is converted to match individual needs. When practiced with no coercion it evokes pleasure, is based on imagination, integrates active participation and a form of fun and includes objectives that lead to results beneficial to learning. Play also helps mental growth in a child. It is the extra curricula activity outside the daily teaching routine which stimulates educational work and allows space for contemplation, rest and return to play once again, depending on the student's energy level. Here is where the teacher's role comes in whereby it should be based on well-managed educational work serving educational objectives, and appropriate to the educational plan and objectives of the games. The teacher is responsible for choosing and implementing games and then assessing, Barri,(2011,Pp:24).

Learning through play also has a part in changing the traditional roles of teachers and students, whereby the teacher becomes a guide who prepares the learning environment in such a way as to ensure the game is executed successfully and desired results are achieved. The student's role becomes positive and interactive through thinking, analyzing and participating in decision-making rather than just receiving and listening Flateh(2008, Pp:44). This learning changes student behavior in dealing with educational and practical problems while creating a better understanding of the surrounding culture, because games in fact mimic the existing culture within the student's educational environment and customs, Kebritchi, Hirumi, Bai(2010, Pp:427).

The stage this study addresses is the initial incubation stage for students when they are forming a general view of learning at school which may create a permanent impression in liking or disliking the educational system, which in turn will influence their academic future and academic achievement. There is no secret of the difficulties faced by students in learning English especially in the early years, and the importance of this language in a student's educational trajectory. The current study is imperative to identify English teacher skills to use play in teaching students in the first year of primary school, in order to arrive at results and recommendations that may be generalize throughout the Hashemite Kingdom of Jordan's schools, especially since the Kingdom is a country highly dependent on its human resources and consequently, producing highly educated individuals who are capable of securing both the development and structuring of a stronger country; these are aspects of particular focus especially in view of openness policies with regard to global markets, as well as the multi-national companies operating in the Kingdom which require well-educated students who are employable and benefit both the company, the economy, and the personnel. This study is undertaken as an assessment of English language teachers' skills in teaching through play. Although a review of past literature has confirmed the importance of learning through play, the role of the teacher and teacher-skills in this teaching method has not been satisfactorily addressed and discussed.

Statement of Problem and Questions:

Use of play in teaching produces favorable results and reflects on student academic achievement and desire to learn. This has been supported by many studies conducted

worldwide. However, it is not merely play that achieves this there are important additional factors, such as how a teacher prepares an appropriate environment, executes steps, and generally prepares the student in order that the learning goal is reached. The practical stage of this study addresses the influence of play in primary education in Irbid First Education Directorate, from the point of view of its effect on student academic achievement, resulting in a generation possessing better learning skills. The study problem is the nature of the Jordanian teacher's rigidly traditional conservatism and the firmly entrenched view that play diminishes a teacher's standing or status whereby basically the teacher, whether in the classroom or outside it, projects his own personality. Thus, play is not capturing teacher interest because of its role in transgressing existing barriers between teacher and student. This stems from inherited thinking in the Jordanian community affecting English language school teachers' skills in applying play as a teaching method in teaching primary school English, and thereby robbing students of the opportunity to achieve the desired results of learning through play.

Questions of the Study

This study is an assessment of the above mentioned try to answer the primary study question and the following Subsidiary questions:

Main Q: Do English teachers possess the skills required to use play in teaching English to primary students in schools throughout Irbid First Directorate from the teachers' viewpoint?

Q1: Do English teachers enjoy the skill to choose games in teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Q2: Do English teachers enjoy the skill to efficiently control the classroom while teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Q3: Do English teachers possess the skill to execute games in teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Q4: Do English teachers possess the skill to evaluate in teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Significance of the Study:

The importance of this study rises from its cognitive and subject's importance as an attempted assessment of English teachers' skills in using play to teach and whether the skills demonstrated by the teachers serve and achieve the desired learning benefit or are merely a change in teaching method which is not achieving better results than traditional teaching methods. The current study addresses these skills, identifying how to determine weaknesses in order that they may be overcome in the interest of a teaching process that has a positive and desired effect on students.

The importance of this study is compounded by the fact that a good standard of ability in the English language is important in staying abreast of development and knowledge; this has been noted by the researcher particularly in view of students' general weakness in the English

language whereby parents are paying for private tuition to strengthen their children in English. This study ultimately attempts to alleviate the financial and educational burdens faced by the Jordanian citizen in this regard, given that this phenomenon is prevalent especially in face of difficult economic circumstances for citizens in general and particularly so in Irbid; education is highly regarded in the city and despite its generally meager resources in comparison to Amman, it is one of the most education-conscious regions and consequently, students' lack of English language proficiency has become a prevalent concern throughout the Irbid community.

Finally, this study may benefit in finding a solution for low income families to avoid additional pressures thus its importance lies in benefitting both society and the educational process through arriving at results which it is hoped, will contribute to a more successful educational process resulting in improved English language proficiency.

Objectives of the study:

- This study aimed to discover the skills practiced, how English teachers acquire them and whether they are appropriate to teachers' teaching ability or that behavior towards managing skills in play to teach English negatively affect in managing teaching through play.
- The study also assesses teachers' work in their possession of high skills in managing play-oriented learning and whether these skills serve the Ministry of Education's viewpoint in showing whether great interest is shown in developing these skills, to achieve higher quality learning thus achieving More goals.
- The study also aimed to discover teachers' self-assessment of their skills in teaching through play. This stems from a higher level of cognitive and knowledge levels whereby individuals are constantly assessing themselves and weighing up rights and wrongs serving to obtain skills necessary to avoid disorders that need to be overcome. Do teachers do this or not? This is what this study strives to find out through the results it yields, thus helping researchers interested in similar research to develop fields that will serve student interest, raise their academic standard and aid in resolving educational challenges through teaching with play.
- Finally, the main objective of the current study is: to discover to what extent primary level education teachers of English language at schools throughout Irbid's First Education Directorate possess the necessary skills to use play in teaching (represented by the following skills: choice of game, adequate control of classroom, adequate game execution, assessment) from the teachers' viewpoint.

Definition of terms:

Skills: A set of orientations and forms of understanding possessed by a teacher to achieve objectives successfully and effectively when using educational games in teaching, Dahlawi, Dheidan, (2011, Pp:6). Procedurally, these are defined as the teachers' ability to achieve what is required of them in the classroom, achieving primary level education student understanding of delivered information in a simple and appropriate way while overcoming obstacles where found, throughout Irbid First Educational Directorate schools.

English language teachers: Teachers employed by the Ministry of Education/ Irbid First Educational Directorate in Jordan who teach the English language at the primary level.

Play: An educational tool usable in the classroom to increase motivation and stimulate thinking through repetition of play/ games providing students, rapidly or slowly, with information based on student background and required directives that ensure benefit and enjoyment, Charsky, Ressler, 2011, Pp:604). It is also defined as a set of interesting, enjoyable and purposeful activities a teacher uses to teach students the alphabet and vocabulary to achieve desired educational goals Al Ahmadi, Ahmad, (2010, Pp:8). Procedurally, it may be defined as an English language teacher in Irbid First Directorate schools diverting from the norm in play sessions in singing or entertaining role play within parameters outside the usual classroom parameters, aiming for the success of educational games in teaching the English language.

First primary level: Primary education level including first, second and third primary level classes in schools throughout Irbid First Directorate.

Irbid First Directorate: One of the subsidiary directorates of the Ministry of Education/ Irbid Education Directorate in the Hashemite Kingdom of Jordan that includes both government and private schools.

Study limitations:

Subjective limits: These include the subjective limitations of English language teachers' skills in using play in teaching.

Spatial limitation: Irbid First Directorate in the Hashemite Kingdom of Jordan.

Time limitation: within the academic year 2017.

Human limitation: English language teachers.

REVIEW OF LITERATURE

A study by Sung, H. (2013) aimed to identify a teaching curriculum based on cooperative games to develop a teaching tool in science subjects in biology curricula in elementary schools in Taiwan. The study showed that cooperation teaching games did not benefit student attitudes or motivation towards learning neither did they develop students' skills either academically or in self-efficiency, in an environment that combined entertainment and learning.

A study by Dahlawi, D.(2012) aimed to discover teachers' teaching skills required to teach Mathematics at primary level schools in Riyadh through using educational games. A study sample of 414 teachers was randomly chosen and results showed that there is importance of the choice and required skill of executing educational games within the study sample for its impact on students.

A study by Aghlara, T. (2011) aimed to identify what impact digital games have on Iranian students when learning foreign languages. The study sample was divided into a control group where they learned using usual methods and an experimental group where SHAIEX, a digital learning game, was used. Each group numbered 20 students who were taught lessons throughout the week with the experimental group using the game and the control group using traditional method. The study found a positive correlation when using digital games to teach English vocabulary to children.

In a study by Berri, Q. (2011) that aimed to discover the impact of playing linguistic games in developing primary level education students' language patterns. A study sample of 80 male and female students was made up of four sections: two experimental groups, one female and the other male students and two control sections, also one for female students and the other for male students. Section participants were intentionally chosen as were the sections themselves because of the choice of schools. The two control groups were taught using the regular method whereas the two experimental groups were taught using linguistic games. The study found differences of statistical significance between students in the experimental and control sections attributable to the study method in favour of linguistic games.

Charskey, R. (2011) conducted research into determining students' motivation to learn history concepts through computer games. The study sample comprised 553 students from 1,475 students at a school in a small town in Northern Colorado in the United States of America. The students were divided into three groups. The first used conceptual maps, the second acted as those with conceptual maps in the game while the third group were the control group who didn't play with conceptual maps for concepts in history. The study found that students amongst the first and second groups were less motivated to learn due to the concentration on learning how to make conceptual maps and because conceptual maps aren't based on play to any great level, margins of freedom and fun are limited and there is not much space for creativity, in addition to their level of difficulty.

A study by Sarayreh, M. (2011) aimed to identify the impact of using educational games in teaching, on developing geography concepts and academic achievement of seventh grade female students in Karak area. The study consisted of 63 female students 31 of whom were in an experimental group while 32 were in the control group. The study found that learning through play was effective in seventh grade student academic achievement regarding geography concepts. No interaction between either groups and previous academic achievement regarding understanding of geographic concepts.

Sbei'ie, T. (2011) conducted a study that aimed to identify the efficacy of the teaching through play strategy in students in acquiring some skills, such as mentally challenged students counting numbers in mathematics. The sample comprised 3 mentally challenged students enrolled in mental development programmes within a normal school. They suffered from slight mental retardation and were of ages between 8 and 9. The study found a positive functional relationship between learning through play and mentally challenged students' counting skills whereby these students managed to obtain the mentioned skill and retain it.

In a study by Vos, M., D., (2011) the aim was to identify what impact organized education in comparison with educational games had on student motivation and identify the depth of use of education strategies. The study sample included 235 students from primary schools in Holland divided into one group of 128 students who were taught according to regular organized education while the remaining 107 were taught using educational games. The study showed that practicing educational games had a greater impact on student motivation and the depth of use of teaching strategies.

Bourgonjon J. et al, (2010) conducted a study to determine student perception in use of video games in the classroom. The study sample comprised two groups, one of 455 male high school students and the other of 413 female high school students at schools in the town of Ghent in Belgium. After analysis of data collected through a survey, the study found that students preferred to use video games in the classroom due to a set of factors including: student

perception of the desired benefit of the game, ease of use of the video game, learning opportunities available in the video game and finally, personal experience in the level of student benefit from video games.

In a study by Kebritchi, M., Hirumi, A. & Bia, H. (2010) the aim was to discover what impact computer games had on mathematics students' scientific achievement and their motivation towards scientific knowledge of mathematics, computer skills and learning English skills. The study sample consisted of 193 students and 10 teachers in the science department of an Education College concerned with testing reading and mathematics digital products' efficacy in the United States of America. Teachers were randomly distributed to the student control and experimental groups. The study found that students who played educational games in both the classroom and computer labs were more motivated to learn in comparison with those who played educational games in computer labs alone. Additionally, the study discovered that neither computer games nor learning English language skills were of importance in achieving student motivation in the experimental group, whereas, in contrast, computer games did have a positive effect on academic achievement.

Najdi, R. (2010), conducted a study that aimed to find out the impact of educational mathematics games on teacher attitude towards teaching mathematics, from the viewpoints of both teacher and student in primary education levels. The study group consisted of 54 male and female teachers for sixth, seventh and tenth grade classes in Jerusalem who were intentionally chosen. The study concluded that learning mathematics through play in various forms was of importance in forming positive attitudes amongst students, a conclusion supported by a consensus of the teachers.

Papastergiou, M. (2009) conducted a study that aimed to evaluate education based on digital games in teaching computer science in high schools and what impact this had on both teaching efficacy and student motivation to learn. Questionnaires were distributed to 88 randomly chosen high school students attending Greek high schools. This sample of 88 students was divided into two groups, the first group played computer gambling games while the second group played non-gambling games. The study found that digital games related to gambling were more motivating and educational and were taught more effectively due to these game content that included gambling, sense of adventure and the simulation of adults playing real gambling games.

A study by Flateh, R. (2008) aimed to discover statistically significant differences between the means of student grades in control and experimental groups; comparing before and after academic achievement in Fiqh to test knowledge achievement at recall level, after determining initial achievement attributable to use of educational games with fourth grade female students in two primary schools within the Female Education Directorate in Mecca, whereby two schools were chosen through a simple random selection method. These schools were the Seventh Elementary school in Hindawiyyah neighborhood and the Eleventh School in Al Hafayer neighborhood. The female students numbered 46. Results showed that students in the experimental group excelled over those in the control group in their average post cognitive achievement scores at separate recall, understanding and application levels.

Tuzun & et al (2008) aimed to identify what impact computer games had on both student academic achievement and motivation towards Geography at primary schools. The study sample consisted of 24 fourth and fifth grade students at private primary schools in Ankara, Turkey. The study was based on sample student interviews, observation and open questions for

three weeks. The study concluded that games in themselves did not generate motivation and academic achievement, however the environment surrounding the game had a pivotal role in both students' motivation and student attitude towards learning through interaction with teachers during these games which may be used towards increasing academic achievement.

A study by Aamiri, F. (2007) aimed to determine what impact a play programme had on developing innovative thinking in kindergarten children in the town of Taiz in Yemen. The study sample comprised 50 five-year-old male and female government kindergarten school children randomly chosen and divided into control and experimental groups by random selection, with 25 children per group. The study discovered differences of statistical significance between the control and experimental group scores indicating the efficacy of the play programme in developing innovative thinking.

Basheer, F.(2007) conducted a study aimed at identifying the case of using games in kindergartens in Khartoum considering scientific standards, child development needs and characteristics as well as educational objectives from kindergarten teachers and educational supervisors' viewpoints. The study concluded that play activities were available and used at a medium level which was low when compared with children's needs at this development stage. An additional finding was that kindergarten teachers and educational supervisors were knowledgeable to an above medium level on play in respect of scientific standards in all dimensions, although results identified insufficient application of these standards.

Ijaz, F. & Nimeh, N.(2006) conducted a study that addressed identifying the impact of a play method in remedying sensory mobility coordination and general mobility balance. The study sample was made up of intentionally selected elementary level students suffering from learning disabilities at Safad Elementary School in Babel governorate whereby the sample numbered 16 nine-year-old students. The study found that the play method effectively helped to remedy and alleviate some learning disabilities.

In a study by Yip, Kwan(2006) the aim was to identify word games as an educational tool for learning English terminology. The study sample consisted of 100 Bachelor level engineering students in Hong Kong. The sample was divided into two groups: one experimental and the other a control group. Study results showed that students in the experimental group learning through terminology games excelled in learning English terminology over those in the control group who were taught in the usual way in the class rooms.

Oweis, R. & Abu AlNour, H.(2005) conducted a study to test play as an educational means for kindergarten children to acquire a set of mathematical concepts. The study sample comprised 128 male and female children at a kindergarten in Damascus. The study found differences of statistical significance between the semi-experimental group and the control group regarding mathematical concepts in the post testing in favour of the semi-experimental group. The study agreed with results from other research in that play has an important role in children acquiring many different skills and experiences.

In research by Shboul, A.(2004), the aim was to determine what impact teaching through play had on developing tenth grade students' critical thinking skills. The study sample numbered 66 male and 50 female students from North Shuneh High School for Girls and Manshiyyeh Comprehensive High School for Girls in the North Ghor District for the academic year 2003/2004. Results indicated that the critical thinking skills application that was prepared by

the researcher to verify that both experimental and control groups were equivalent in their performance on the critical thinking test in their critical thinking levels.

In a study by Toorah, H.(2004)the objective of the research was to discover what impact a teaching programme based on the use of play had on developing oral composition skills for students in the first stage of elementary education. The study sample included 97 male and female students at Sukeinah Bint Al Hussein Mixed School and Um Amarah Mixed School in Shobak district. They were divided into a control group comprising 44 male and female students from first, second and third grades who were taught oral composition in the traditional method, while the experimental group included 53 male and female students from the first, second and third grades at Sukeinaj Bin Al Hussein school, who were taught oral composition through drama. The study showed that that the experimental group excelled over the control group in oral composition skills with differences of statistical significance indicating efficacy of play in the form of drama in teaching.

What characterizes this current study?

Having reviewed many related previous studies, the current study illustrates that it was characterized by identifying English teacher skills when using play to teach English to primary level students in schools throughout Irbid First Education Directorate, from the teachers' viewpoint. This contrasted with the reviewed literature where most attempted to identify what impact play had on learning. Previous studies showed that a positive impact existed when play was executed correctly in serving the educational process. The study by Dahlawi, D. (2012) was different in its aim to identify teacher skills required to teach mathematics using educational games in elementary level schools in Riyadh. However, it did not differ from other studies in its execution and did not reflect teacher skills and role in teaching mathematics using educational games, nor approach elements that aimed to measure teacher skills in teaching through play, which is the aim of the present study in focusing on the following elements: skill in choosing the appropriate game, adequacy of classroom control, executing game and evaluation skills.

Study methodology: Population and Sample

The study adopted the descriptive analytical method to clarify the theoretical aspect of and help form the study tool. Analysis included statistical analyses of the study sample individuals' responses to quantify answers to the study questions followed by deduction of results. The study was prepared following these steps: Review of relevant educational administrative literature to benefit researcher in defining and evolving the study problem and study tool, definition of main dimensions of study tool, and writing of study tool paragraphs for each field.

Design of questionnaire.

Review of questionnaire paragraphs by a panel of specialized referees to determine level of questionnaire item and field propriety to study goals. The questionnaire was amended based on comments by the panel whereby some items were rewritten, others deleted and adjustments to some items were made before arriving at the final questionnaire format.

Questionnaire consistency was verified upon calculating Cronbach's Alpha coefficient for each field and the overall questionnaire. The questionnaire was distributed to the study community of 145. The researcher used SPSS with input of questionnaire responses. Considering the study questions, statistical analyses were run.

Study results were deduced from interpretation of statistical analyses of repetitions and percentages regarding study variables to determine skill levels of English teachers using play in teaching English to first years of primary education in schools throughout Irbid First Directorate from teachers' viewpoint.

Instrumentation:

Study population

Study population consisted of: all 145 male and female teachers of preliminary years of primary education at schools throughout Irbid First Education Directorate during the 2016 academic year. A study sample was the whole population in order that results might be generalized to other teachers. One hundred and forty-five questionnaires were distributed with a return of 123. Three questionnaires were disqualified leaving 120 that were analysed.

Study tool:

The researcher used a questionnaire to be directed to measure English teachers' skill levels in utilizing play in teaching English to early stages of primary education throughout Irbid First Education Directorate schools.

Study tool validity:

To verify validity questionnaire was reviewed by a panel of referees from several Jordanian universities.

Study tool reliability:

To verify study tool reliability, internal consistency coefficient was calculated using Cronbach's Alpha equation. Table 1 shows the calculated internal consistency coefficient values for each skill and overall value for all skills which were regarded as appropriate to this study's goals.

Table 1

Field	Consistency Coefficient
Choice of game skill	0.71
Classroom control efficiency	0.77
Game execution skill	0.73
Evaluation skill	0.75
Overall English teacher skill	0.84

Statistical Analysis:

Statistical SPSS program is used to answer the questions of this study; the following statistical analysis methods were used: Data collection from the questionnaire was analyzed using the SPSS statistical package used in Human Sciences. The 5 level Likert scale was used, with levels as follows: Strongly agree, agree, Neither/Nor agree, disagree, strongly disagree.

Results for study questions

Results for First Main Question: Do English teachers enjoy skills of using play in teaching English to first levels of primary education in schools throughout Irbid First Directorate?

To answer this question means and standard deviations were calculated for the skill level of English teachers in choosing games to teach English for initial grades of primary level education in schools throughout Irbid First Education Directorate.

Table 2

Means and standard deviations for the skill level of using play in teaching English to early grades of primary level students at Irbid First Education Directorate schools, sorted descended per means

No.	Rank	Field	Mean	Degree
1	3	Game execution skill	3.93	High
2	1	Choice of game skill	2.19	Medium
3	2	Classroom control efficiency	2.14	Low
4	4	Evaluation skill	2.32	Low
Overall skill of using play in teaching English			2.89	Medium

Table 2 shows that means were 2.32 – 3.93 and that game execution skill ranked first with the highest mean of 3.93 while evaluation skill ranked last with a mean of 2.32. Mean for overall skills in utilizing play in teaching English was 2.89.

Means and standard deviations were also calculated for study sample individuals' responses for each item per each field, these results were as follows:

Results for Question Subsidiary One: Do English teachers enjoy the skill to choose games in teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Choice of game skill:

Table 3: Means and standard deviations for items in choice of game skill sorted descended per means

No.	Rank	Item	Mean	Standard deviation	Degree
1	5	Game is chosen based on students' interests	3.52	0.921	Medium
2	2	Game is chosen appropriate to student age	3.48	0.876	Medium
3	7	A variety of appropriate games are used	3.36	0.803	Medium
4	1	Game objectives are accurately defined	3.31	0.876	Medium
5	3	Game is chosen that is appropriate to lesson subject.	3.25	0.862	Medium
6	10	Roles of the game are prepared prior to execution with students	3.15	0.807	Medium

7	9	Game is rehearsed before execution in front of students	3.09	0.816	Medium
8	6	Educational importance of the game is defined	3.01	0.887	Medium
9	4	Game is chosen that is appropriate to student abilities	2.94	0.824	Medium
10	8	A clear perception of game rules and regulations exists	2.86	0.810	Medium
Choice of game skill			3.19	0.711	Medium

Table 3 shows that means were 2.86 – 3.52 and that item 5 "Game is chosen based on students' interests" ranked first with the highest mean of 3.52 whereas item 8 " A clear perception of game rules and regulations exists " ranked last with a mean of 2.86. Mean for the overall field was 3.19.

Results for Question Subsidiary Two: Do English teachers enjoy the skill to efficiently control the classroom while teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Classroom control efficiency skill:

Table 4: Means and standard deviations for items in Efficient control of classroom skill sorted descended per means

No.	Rank	Item	Mean	Standard deviation	Degree
1	2	Classroom environment elements are arranged to help achieve goals	2.51	0.815	Medium
2	10	Students are helped to gain positive social behavior such as team work	2.45	0.831	Medium
3	8	Students are treated in a friendly way	2.34	0.872	Medium
4	6	Minute by minute notes are taken	2.24	0.810	Low
5	1	A coordinator is assigned to each group	2.17	0.828	Low
6	5	Discipline and organization are maintained throughout the game	2.08	0.912	Low
7	9	Non-participating students are encouraged and supported	2.01	0.814	Low
8	4	Roles are assigned to students to achieve desired game goals	1.94	0.910	Low
9	7	A system is in place to punish noncompliance with the rules (disqualification, deduction of points)	1.87	0.854	Low
10	3	Players are defined/ chosen in orderly fashion	1.77	0.837	Low
classroom control efficiency skill			2.14	0.712	Low

Table 4 shows that means were 1.77– 2.51 and that item 2 " Classroom environment elements are arranged to help achieve goals " ranked first with the highest mean of 2.51 whereas item 3

" Players are defined/ chosen in orderly fashion " ranked last with a mean of 1.77. Mean for the overall field was 2.14.

Results for Question Subsidiary Three: Do English teachers possess the skill to execute games in teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Game execution skill:

Table 5: Means and standard deviations for items in game execution skill sorted descended per means

No.	Rank	Item	Mean	Standard deviation	Degree
1	4	Preparation for game is done to attract students	4.31	0.812	High
2	1	Appropriate timing for the game during the lesson is chosen	4.28	.814	High
3	7	Game is simplified for students	4.18	0.875	High
4	3	Alternative plans are in place in case they are needed	4.07	0.842	High
5	9	Game rules are explained clearly	3.98	0.875	High
6	6	Classroom environment is organized to accommodate game execution	3.87	0.824	High
7	5	An appropriate number of participants are determined	3.79	0.838	High
8	8	Simple language and understandable language is used with students	3.71	0.911	High
9	10	Game execution methods are diversified	3.65	0.887	Medium
10	2	Adequate time for game execution is assigned	3.54	0.918	Medium
Game execution skill			3.93	0.726	High

Table 5 shows that means were 3.54– 4.31 and that item 4 " Preparation for game is done to attract students " ranked first with the highest mean of 4.31 whereas item 2 " Adequate time for game execution is assigned " ranked last with a mean of 3.93. Mean for the overall field was 3.93.

Results for Question Subsidiary Four: Do English teachers possess the skill to assess in teaching English to initial grades of primary education throughout Irbid First Education Directorate schools from teachers' viewpoint themselves?

Evolution skill**Table 6: Means and standard deviations for items in evaluation skill sorted descended per means**

No.	Rank	Item	Mean	Standard deviation	Degree
1	6	An assessment program is designed to discover game impact on students	2.75	0.947	Medium
2	4	Game and lesson material are connected	2.62	0.887	Medium
3	1	Discussion is held with students about game components after game execution	2.54	0.931	Medium
4	3	There is the ability to redesign the game	2.41	0.931	Medium
No.	Rank	Item	Mean	Standard deviation	Degree
5	2	Game rules are reviewed after execution to determine how appropriate they were to student level	2.36	0.890	Medium
6	10	Plans to avoid common mistakes are made	2.27	0.864	Low
7	7	Because of assessment, weak points are remedied	2.18	0.930	Low
8	9	Game influence on students is followed throughout future lessons	2.10	0.941	Low
9	8	Assessment tools appropriate to educational games are designed	2.02	0.869	Low
10	5	Strengths and weaknesses of the game are defined	1.96	0.907	Low
Evolution skill			2.32	0.768	Low

Table 6 shows that means were 1.96– 2.75 and that item 6 " An assessment program is designed to discover game impact on students " ranked first with the highest mean of 2.75 whereas item 5 " Strengths and weaknesses of the game are defined " ranked last with a mean of 1.96. Mean for the overall field was 2.32.

DISCUSSION OF STUDY

To answer the study main question "Do English teachers enjoy skills of using play in teaching English to first levels of primary education in schools throughout Irbid First Directorate?", each element of each component skill making up the overall use of paly in teaching skills was addressed. Four component skills were defined: Choice of game, classroom control efficiency, game execution, evaluation skill, overall English teacher skill. Means for these component skills varied however the overall level of practice for the overall skill of using play in teaching English to first levels of primary education in schools throughout Irbid First

Directorate was medium. English teachers in Irbid First Directorate schools used play in teaching as a matter of duty without assigning much importance to working on play skills, despite many studies focusing on this. Choice of game to play skill was of medium practice level although it holds great importance whether as a game itself or its desired reflection on student achievement. This, the researcher attributed to the teachers not searching for something new, instead they taught the game as they did each year without considering changes to curriculum objectives and student benefit. In game executions skills, teachers practiced the game before execution, defined its objectives, chose suitable simple language and defied its importance at a medium level. This is just routine practice for teachers; they do not try to develop or enrich their knowledge nor try to benefit from previous years' experience. Teachers have no material or incorporeal incentives to choose a game or look for something new.

Efficient control of classroom skill was practiced only at a low level by English teachers using play in teaching at Irbid First Education Directorate schools. This reflected the confusion teachers had about their understanding of the importance of the game in teaching to increase student achievement through learning with play. Teachers did not efficiently control the classroom and in turn this reflected on game execution skills which was shown to be of a high level of practice but only due to teachers teaching the same game for several years which gave them a high level of experience. Additionally, although teachers executed games, this did not mean that students viewed game execution with the same level of importance resulting in failure to reach desired objectives. It is important to note that if game choice is not parallel to game execution, classroom control and assessment then using play in teaching English skills in schools throughout Irbid First Education Directorate is not on the right track. The assessment skill was also of a low level of practice thus confirming what has been reached, in that teachers do not develop games, game methods or roles. Teachers have already presumed what benefit students will gain to the point where plans to avoid common mistakes are practiced only at the lowest level, again confirming what was mentioned above. Results for assessment skills did not reflect on remedying weaknesses or diagnosing them which in turn does not lead to follow up of what impact the game had on students. The game was very far from any educational objective.

CONCLUSION

The researcher concludes that the game was very far from any educational objective. It was observed that the current study agreed with previous studies, that using play in teaching is of importance regardless of the teaching material or educational objective. It is different to previous studies however in: addressing an evaluation of teachers' skills in this regard, teachers' roles in enhancing play's importance as a pathway serving education objectives on one hand and the Ministry of Education's broader objective of molding an aware generation of distinguished educational quality. This was not covered in past research.

RECOMMENDATIONS

- It is a duty to emphasize the importance of game choice that is appropriate to student needs, helps them enhance their academic achievement and has a positive influence.

- Novel use of play in teaching should be researched while striving for compatibility between play and educational objectives.
- Improving teacher skills of English teachers in schools throughout Irbid First Education Directorate teaching using play should be a focus of school administration and educational supervisors to the point of changing existing culture towards learning through play.
- A special department should be created in the Ministry's directorates to carry out the above duties, set new game objects and emphasize teachers' roles in this endeavor.
- Training courses, coordination conferences with supervision and observation from the Ministry of Education should be held to reiterate play importance in teaching English whereby this method may be adopted in teaching other subjects. Additionally, attempts should be made to work in the importance of play in teaching into a teacher's assessment by his/ her direct supervisor, namely the school headmaster, to motivate teachers' incentive.
- Creation of incorporeal and material incentives for those teachers interested in teaching through play. this could be in the form of educational game competitions with material and non-material honors awarded to teachers.
- The skill in game execution should reflect on other component skills such as choice of game, control of classroom and game assessment.
- English teachers must integrate and emphasize the assessment process within the educational objective.

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