

## THE EFFECT OF FLIPPED CLASSROOM MODELS ON 6TH GRADE STUDENTS' ENGAGEMENT AND ACHIEVEMENT IN ENGLISH LANGUAGE LEARNING

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### ABSTRACT

This study investigates the impact of flipped classroom models on the engagement and achievement of 6th grade students in English language learning. A quasi-experimental design was employed, involving two groups of students: an experimental group using the flipped classroom model and a control group using traditional teaching methods. Data were collected through pre- and post-tests, student engagement surveys, and classroom observations. The findings suggest that the flipped classroom model significantly enhances student engagement and achievement compared to conventional methods. Recommendations for educators and implications for future research are discussed.

**Key Words:** Academic achievement, Student Learning, Educational Games

### INTRODUCTION

Minology to the world and becomes very important international language (EFL) in different non-speaking English countries in such a style for students' speaking, reading, listening and writing qualities may improve has become crucial problem in those countries. Furthermore, developed, interactive and betterment styles to enhance real findings in real content, and therefore enhance pupils educating context and commitment is became vital research work (Keisha, 2017). According to (Kuhn, 2014), it is often said that the best thing about games, and the main reason to use them in educational settings, is that they are fun. There is nothing practically wrong with it. Games reduces learner's affective filter and contributing to a relaxed atmosphere where they feel relax and therefore minimum worried about making mistakes. Increasing promotions in knowing and information technologies have affected all segments of life especially in education and it has bring modification in structure and implications of education, and the personality of students in education. To this reason, many educational hubs have commencing new paradigm to meet the requirements of their pupils.

(Arslan, 2016) stated that in order to make learning activities more effective, an atmosphere rich in stimulants should be provided to students. One of the elements which can provide such an atmosphere is computers. (Donmus, 2010) elaborated that the spread of use of computer in educational settings increases more interest in educational games which may bring into the mind that using educational games in teaching and learning atmosphere may be useful. Several authors (e.g. Colby, 2015; Moberly, 2017; Owston, 2018) reveals that learning through games can be more enjoyable, affections, and, therefore more productive than conventional learning models. Papastergiou, 2017 stated that educational games have different benefits over other teaching through media, one of it is entirely compelling and involves nature, and making potential learning atmosphere for many reasons (a) it may support efficient, problem-based learning, experiential and multi-sensory (b) it supports larger impact of necessary learning given that the learners must use past learned knowledge in order to further proceed, (c) it may give necessary fast feedback making learners to test hypotheses and

seek from their experiences, (d) it may covers new opportunities for self-assessment with the help of the models of scoring and approaching different levels, and (e) they are fistedly becomes social atmosphere composes of communities players. For this, the meaning of educational games is to compel the learnt language through different practices (Shaptoshvili, 2015 and Harb, 2016). Zdybiewska (2017) reveals that "educational games are very good for practicing languages as it gives a mode of what pupils used language in their real life". (Hong, 2016) narrated that, educational games become very necessary instrument in teaching-learning process overall that may increases extrinsic commitment towards learning process. Educational games makes boring lesson exciting for both adult boys and girls.

Richard-Amato (2018) reveals that educational games not only makes the use of language apart from thinking towards learning the accurate forms, but it may decrease the pupils active sense and anxiety as well too, thus making language encompasses process more likely. Games are entertaining and motivating. It provides shy pupils the opportunity to express themselves independently. Furthermore Amato-Richard(2018) stated that games makes regular classroom activities divert and break the conventional shackle and are used 4 for new innovations as well". Therefore games was not given as other activity, filling uneven moments in the classroom when the instructor had nothing good to do. Either they used basic of instructing foreign language. Ubirman (2018) stated that "educational games promotes, entertaining, teaching and fluency. If otherwise, it should used to aid students to see beauty in foreign language but not just difficulty that seems overwhelming". Shevien, et.al (2016) stated that nourishment of the instructional experience is enhanced for all pupils when they actively take part in collaborative promising atmosphere. It is factual that Pakistani people want education, but in real the low rate of success in Government institutions all over the Pakistan is an issue which is needed to be discussed. For a reason that researcher had experience in teaching, the instructors conventional methods in teaching the English was taken as the remarkable part of the diagnosed problem.

Abo Oda, 2010 narrated that the increase liability which hits the liabilities of students by dump them with complex design teaches out of frame in a doom atmosphere not suitable for collaboration and compliance may dishearten

students. The researcher, as a teacher of English as Foreign Language in Local academy at Islamabad comes up with this issue. The issue might adapt different things, but many instructors confirmed that new innovative styles may be the part of the educational system of Pakistan to cope up with this issue and enhances the student's English accomplishment. The researcher in view that Federal Directorate of Education is doing exemplary job to enhance the student's accomplishment as far it is new dynamics in schools. Every school in district Islamabad has a computer laboratory and well loaded with digital Boards that makes the students practicing the computer skills. In view of what discussed earlier, the researcher suggests a new style that contains a multiple sets of educational games in order to enhance pupils learning language 5 and to enhance their English language progress with interest and fun. The crafted educational games may contains different practices concerning to the sixth class curriculum. And implementing these I.C.T techniques may aid the pupils understanding of English and enhanced the teacher's expertise. So, the research focuses on the effect of practicing educational games on improving the sixth graders achievement in English language in Islamabad Model School for Boys I-9/4 Islamabad.

### **Educational Games Technology**

Kesha,(2018) states that Educational games have been documented since the late 80 are and were then classified into different types. In Developed countries, games based learning has already been used for decades. By today's advanced technologies games helped in educational learning processes. Digital educational games have emerged as the new teaching instrument to help the educational community. Educational games can broadly be defined as games that are designed particularly to teach people about a target subject, help enhance their concepts, reinforce their betterment or assist them in learning a skill as they play. Gungormus, (2016) stated that we shall learn in detail about the types and ideas behind educational games the educational practicality of games has become a topic of discussion for a long time. Today, it has been noticed that educational gaming is a relevant trade and discussion is now more targeted on different aspects such as game design, student progress and analysis, integration aspects and so on. The educational community is not yet mentally prepared

to accept educational games as a mean of learning but it is becoming more expanded to this idea. In this thesis, we are keen in knowing with educational games and we shall therefore more classify these games into different categories.

### **Educational Language in Games**

Donmus, (2010) narrated that these days we use educational games technology is Very vital ingredients for teaching Language to become more useful. Computer TV, video, recorded amplifier, cell phone apps and web is used in educational games innovation and in aided teaching language. 10 Dudeney and Hockely (2017) stated that use of information communication innovation in classroom is effective and is more effective, and it may be a normal part of educational language teaching use in coming times for different reason, By using a variety of Information and Communication Technologies (I.C.T's) tools gives students horizon towards use at all of four Language skills: reading, writing, listening and speaking.

### **Educational Games Benefits**

Dudeney, (2016) states that main idea behind games in education is that they aid in teaching specific learning subject and/or skills to the game player. The complex cognitive task is learning, as it demands tireless effort from the learners. Software's that is build for education is basically to aid and stimulate the learners beneficial, but now in technologically progressive world, kids and adults are fond to play games and therefore learning through computer games is more convincing and challenging. It shows to be true by researchers who had conducted empirical studies. According to Hockley, (2017) the "educational games" rise between relations of 'fun' and 'learning'. Games are fun by themselves. People enjoy fun doing things. Education is learning. However, 'play' is also a mode of learning. By combination of these concepts, a new dimension of learning through fun and exploring was developed. These types of learning have been proven to be more effective and productive. Prensky, (2015) as stated that "Play has a deep biological, evolutionarily

important, function, which has to do typically with learning" According to Orwig, (2018),it is proven scientifically that it is easy to learn when the body is relaxed, which are exactly the educational games tried to achieve. In general, game is a fun when playing, hence it is relaxed the player, and on the counterpart the learning ability will enhance. Creativity is very important. Harnessing 11 a player's creativity to get the goal of a game is more important. Every educational game being no exception has boundaries, artifacts, players, and a winning condition.

### **Psychological Use Of Technology**

Sampaith, ett.all (2017) indicates which narrates

"I listen, I forgetted totally;

I seen, I remembered totally;

I am doing,and I understand it totally"

According to Sampaith (2017), It is clear if instructor depends very well on oral Communication, it makes hurdle to the individuals to see things and event, so it is leaded them to listen and neglect. On contrary, if a student sees, they remembered totally. It's quit natural that if the learning gets by sense of viewing, it will be vivid, exact and lasting. By efficiently, if one is practically involved in any practice, he/she involved in any physical work, and the nall their senses are used to perceive learning through all the senses. Hence, the flow of learning is therefore through different channels and naturally it is quit, complete and accurate. It is called the learning by direct experiences. It is an ideal technique of making pupils to get all the understanding. What previously get, one may assumed that a student benefitted much from exposures when they have been engaged through their self-benefits and mean and this interest is beneficial when theories and concepts are comes to know him by selected educational instructional medium which may compelling through different senses. Such a student will become a creator. Therefore, text educational computer games matches pupils psychology, since it makes pupils to effectively participated in doing targets with interest and enjoyment.

Following table indicates change

Practices in Education	From	To
Practices in schools Instructors part	Teachers oriented Readers with actual that he may be the part of educational materials	Students oriented Collateral teaching
Learner's part Instructional targets	Communication listening Target the reality	Master discovery Manipulating relevance to aid invention in performances
Knowing Cognition	Pending many concepts	Construct beneficiary
Victory path Analysis	Remember in reality Normating context	Evaluate Linear Comprehensive class Non-direct

(Effect of gamification thesis: Gordan, 2013).

### LITERATURE REVIEW

#### EDUCATIONAL GAMES TECHNOLOGY

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### EDUCATIONAL

#### LANGUAGE IN GAMES

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#### EDUCATIONAL GAMES BENEFIT

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empirical studies. According to Hockley, (2017) the "educational games" rise between relations of 'fun' and 'learning'. Games are fun by themselves. People enjoy fun doing things. Education is learning. However, 'play' is also a mode of learning. By combination of these concepts, a new dimension of learning through fun and exploring was developed. These types of learning have been proven to be more effective and productive. Prensky, (2015) as stated that "Play has a deep biological, evolutionarily important, function, which has to do typically with learning". According to Orwig, (2018), it is proven scientifically that it is easy to learn when the body is relaxed, which are exactly the educational games tried to achieve. In general, game is a fun when playing, hence it is relaxed the player, and on the counterpart the learning ability will enhance. Creativity is very important.

Harnessing a player's creativity to get the goal of a game is more important. Every educational game being no exception has boundaries, artifacts, players, and a winning condition. Orwig, (2018) narrated that goal encourages the player to play to their strengths and enhance their chances of victory. Educational games exist in a wide variety, such as computer games, card games and board games. The focus of this thesis is computer games. A computer game usually has different levels; each with an enhanced stage of difficulty, to ensure player can play it for a maximum time. Gungormus, (2016) states that in instructional games, different stages can also be used to enhance the difficulty of understanding as the levels increases.

### **LEARNING COOPERATIVELY**

Keisha, (2018) narrated that, even though there has been a rapid progression in communication technology, educational games still not used in schools widely. It maybe the result of different factors, such as, not every teachers and parents are fully convinced that educational games may be beneficial to their pupil's.

### **SKILLS THROUGH COMMUNICATION**

Stewart, (2016) states that, games experts and relevant communities stated that games aid to produce their social and cognitive skills. But practicing games as educational tools need understanding of the game skill designed and game stages as individual likes.

### **INTER-CULTURAL EDUCATION**

Sampath, (2017) narrates that; the rapid progression in innovation may aid students to get higher degree of understanding cultures. i.e., phonic communications made it easier to inter-connect the pupils and instructors in domestic and foreign exchanges. This technique helps pupils to built culture bridges by knowing common issues for many reasons. Commitment Hockley, (2016, p.9) stated that, communication technology may inspired student and (instructors) by makes learning interesting and enjoyable. i.e., learners searched it much committed to write through educational games. According to Sampaith (2017), It is clear if instructor depends very well on oral communication, it makes hurdle to the individuals to see things and event, so it is leaded them to listen and neglect. On contrary, if a student sees, they remembered totally. It's quit natural that if the learning gets by sense of viewing, it will be vivid, exact and lasting. By efficiently, if one is practically involved in any practice, he/she involved in any physical work, and the null their senses are used to perceive learning through all the senses. Hence, the flow of learning is therefore through different channels and naturally it is quit, complete and accurate. It is called the learning by direct experiences. It is an ideal technique of making pupils to get all the understanding. What previously get, one may assumed that a student benefitted much from exposures when they have been engaged through their self-benefits and mean and this interest is beneficial when theories and concepts are comes to know him by selected educational instructional medium which may compelling through different senses. Such a student will become a creator. Therefore, text educational computer games matches' pupils psychology, since it makes pupils to effectively participate in doing targets with interest and enjoyment.

### **Promotion and Support of Continuous Motives of Learning**

E-learning enhanced student's abilities and commitment and aids them depends upon themselves at education. Practices are important traits that educational learning depends on. Students may refer to different segments any time to get traits and information needed. Contrary, it assures that teachers get information according to their motivation.

### **Computer Based E-Learning Tools**

Smaldino, et.al (2016) cited that P.C's are key instructional technology used in education. The P.C's has a multiple roles to play in curriculum, completing from instructor to learner and learning tool. P.C's have multiple tasking instruments in teaching and learning, since it has been considered an efficient machine that aided in took lots of multi-tasking regularly such as writing, saving huge data, etc. So, it can managed all the things. Following are points that shaded lighten this multi-purposive tool:

### **P.C As An Instructor**

Newbey, ett.all (2016) reveals that P.C is a device which gives commands directly to learners. This type of use is normally termed as P.C assistance instruction (PAI), Computers Based Instruments (C.B.I), It may give instruction, uses different channels (audio, video, graphics, and text), provides activities, tasks, quizzes and situations, or on the other hand requires interactivity from students, assessed and analyze students responses, give.

### **Equality and Flexibility**

According to Smaldino (2016) narrated that the Communication Network aided the users to skim and scans electronic pages easily. ELearning is a type of elastic learning as it gives favor to students to learn at their favorable time and at their suitable environment according to their ability.

### **Learning Cooperatively**

The instructors as facilitator able, with aid of the Students, to practice different instructional techniques to aided and achieved the collaborative learning, as brainstorming through regular discussions and solution of the problems. response, and examine suitable feedback activities.

### **Computer As A Learner**

Smaldino, et.al (2017) stated that teaching learners have shifted from giving Information to learners to open doors for them to find and to create peers learning experience for them. P.C's technologies have been incorporated into this phase. The implication is what that the teachers are moving from the concept that school as a place to acquire knowledge to that context that school is a place to learn that how to learn. Abd Al- Azzez (2018) narrated that the computers may play the learner's role and to be as teacher. It meant that computer becomes a learner and the student becomes an

instructor to the computers. The objective of the user is to taught computers to done its targets. In order to get this aspect, the user must learnt how to complete the target, then this accomplishment could reached computer in such a way that makes it to accommodate.

### **ENGLISH LANGUAGE AND COMPUTER INSTRUCTIONS IN CLASSROOMS**

Egbert and Jessup, (2016) revealed that the teaching of English is totally different in schools from other subjects specifically for the pupils at the elementary level. The teachers of English subject used specific instructions while they were dealing with the English textbooks because pupils found difficulty to learn it with them. As of language instruction, the computer has a remarkable impact on education,

1. Information Collecting
2. Teacher facilitating with a teaching Experimental learning is involved Two way communication, Creativity is expanded
3. New knowledge is tested
4. Murphy (2018) summarizes following learning outcomes which results in classrooms by using of computers:

1. Growth Socially
2. Solving the problem
- 3-Teaching Peers
3. Exploration.
4. Work independently as of result by using computers in classrooms to build choices which initiate their activities, learner's looks computer technology as necessary active learning. This environment is computer for them to view as a "commemoration of learning"(Murphy,2018). Bennett (2017) narrated that he had collect vital data about the computer use of specifically teaching in foreign language. The Computers support the learning atmosphere and is predicted to be an authorized learning atmosphere and it aids learners to learnt English better than daily classroom text. Change in direction of the educational system to commit onto the social perspective opens wider chances to implement computers in learning.

### **COMPUTER AND ENGLISH CURRICULUM FOR ELEMENTARY PUPILS**

Mcdonald and Hershman (2017) reveal that, a new edition of educational advancement dominates all necessary parts of teaching/ learning includes curriculum. Instructors need to be ready to when

using a new technological software and hardware when instructing learners through computers. Morton (2015) stated that when used computers; the following learning processes are indulged: advanced technology in a Native American classrooms. She is of the view that computers were a visual tool and it gives "concreteness" which is aided for many pupils, specifically those who are in special education. Learners learn very fast when they have visual and verbal clues; concept picturing aided learners to see and to remembered it. Bennett also narrates that promotion of communication skills may be another benefit of using computers at the classrooms. Computers working in sets and groups helped learners to talk with each other and participated to the "team spirit" and approach. Bennett finds that computers encouraged learner's eagerness to complete given targets, even when the process required very long periods of time.

**METHODOLOGY**

**Introduction**

This chapter contains the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, a description of language games used in the study and the research design. Moreover, it introduces the statistical treatment for the study findings.

**3.1 Research design**

Table 3.2 Population

S. NO	Name of School	Total no of students
1	I.M.C.B G-8/4 Islamabad	184

Source: School record on November, 11, 2022.

**3.3 Sample and Sampling Techniques**

A sample of the study was (60) male students distributed into two groups. One experimental group consist of (30) students. One control male group of students consist of (30) students. The researcher was used random sampling from 8th grade students from

Table 3.3 Sample

S.NO	Name of School	Group	Experimental	Control	Total no of Students
1	I.M.C.B G-8/4	Male	30	30	60

Since the sample had been chosen from Islamabad Model School for Boys (I.M.C.B) I-9/4, Islamabad,

Experimental research design was used in this study. It requires two groups of the students; an experimental group and a control one. The strategy of educational games was used in teaching the subjects of the experimental group while the traditional method was used with the control group subjects. According to (Gay 2017) "In Experimental research the researcher manipulates at least one independent variable, control other relevant variable and observe the effects on one or more dependent variables". The research design was based on a two group's pretest and posttest design. The students were tested on words and sentence reading before and after teaching by traditional and through educational games instruction.

Sample	O1	X	O2
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Sample = Grade 8th students from Islamabad Model School for Boys I-9/4 Islamabad

O1 = Pretest

X = Educational Games Instruction

O2 = Posttest

**3.2 Population**

The Population of this study was consisted of 6th grade (male) students at the Islamabad Table Model College for Boys G-8/4 for the year (2021-2022). The total population of the study was (184) students male. Table 01 shows population and total No of students.

Islamabad Model School for Boys G-8/4 Islamabad where the researcher administered the experiment by himself with the latest teaching technique through educational games. Random Sampling techniques were used to select the sample.

the two groups were equivalent in the cultural, economic, and social level. They were balanced in

their general accomplishment according to their statistical treatment of their results in the academic term of the school year (2021-2022). Variables of the age sample were also controlled before the experimental application.

### **3.4 Research Hypothesis**

There was no significant difference between the pupils who learnt English language through games (experimental group) and those who learnt English language through the traditional method (control group). H1: There was no significant relationship between the pupils who learnt English language through games (experimental group) and those who learnt English language through the traditional method (control group).

### **3.5 Variables of the study**

This study includes following variables:

#### **A- Independent Variable: represented in**

1. Teaching Method
2. Educational Computer Games method
3. Traditional Method
4. Gender
5. Male
6. Students General Ability of English Language
7. High Achievers
8. Low Achievers

#### **B- Dependent Variable:**

Represented in The student's achievement in English language

### **3.6 Controlling the variables**

Before the study the researcher tried to controlled some variables, for assurance of the results accuracy and avoid any marginal interference.

#### **1- Age Variables**

The researcher recorded the student's ages from their school files at the beginning of the School year (2021-2022). T-Test and One Way ANOVA was used to measure any statistical differences.

### **3.7 Achievement tests**

A pre-test completion arranged by the researcher and a gathering of master educators and bosses showed their proposals and recommendations to gauge the subject's achievement. It was utilized as a pretest applied before the investigation and as a posttest applied after the analysis.

### **1. General Aims of the Test**

The test was aimed to measuring the effects of the educational computer games strategy on the subject's achievement in English language. It was built as per criteria of test Specification.

2- The items of the test the items of the test fell into following scope

#### **3.7.1 E- Language (structures and words)**

This scope incorporates fifteen things that measure student's information cognizance, applications and thinking abilities. The things are isolated into four classifications; pick the right answers.

#### **The validity of the test**

Al Agha (2016) narrated that a test is valid that measures what it is designed to measure. The study used the reference validity and the internal consistency validity.

#### **A) The Referral Validity**

The test was introduced to panel of specialists in English language and methodology in NUML University, Ministry of Education and experienced supervisors and teachers in different Islamabad Model Schools under Federal Directorate of Education Islamabad. The items of the test were modified according to their recommendations.

#### **B) The Content Validity**

The test specifications were designed according to the general objectives of the content, the content analysis and the weight age of learning through game skills and the objectives of the test. The sixth grade English subject syllabus consists of (20) units each consists of (4) lessons; reading lesson, listening, language structures and words lesson with the proportion of 25% for each lesson. From these the words structure and grammar lesson were represented in the test specification and therefore their items in the test. The test items of words structure and English grammar skill accord with the general objectives of the skill and its nature according to the syllabus, structures are taught in the form of application so there is a consistency between the items of the test and the cognitive levels according to the Bloom's Taxonomy.



### **C) The Internal Consistency Validity**

Al Agha (2016) revealed that the internal consistency validity demonstrates the relationship of the level of everything with the complete normal of the test. It likewise shows the relationship coefficient of the normal of every extension with the all out normal. This legitimacy was determined by utilizing Pearson Equation. The relationship coefficient of everything inside its extension is huge at levels (0.01) and (0.05).

#### **3.7.4 The reliability of the test**

The test is solid when it gives similar outcomes on the off chance that it is reapplied in similar conditions. The unwavering quality of the test was estimated by KR20 and the Split-half strategies.

### **Validity of the Educational Computer Games Program**

To test the games validity, the researcher submitted CD rounds of the educational games first plan to a gathering of English Language administrators and instructors. The researcher did the necessary change as indicated by the experts.

#### **1. Words Story Game**

It is a group language game that is utilized as an arouser at the pre-essential stage. It intends to help students review words applicable to the exercise. There is a rundown of letters on the tablet screen. Students need to pick and tap the tablet screen on the right letters to finish and recall words. Students work two by two. They find criticism for their solutions from the tablet right away. The champ is the pair with the most right answers.

#### **2. Wonster Words game**

It is a word game utilized in the pre-essential stage. In this game the students conclude the Words through working out riddles at that point rework the letters to frame the word. In addition, the game builds up the student's transcription expertise. It is a simple and recognizable game as the students are utilized to it in their book. The victor is the pair that work out all the riddles and structure the words accurately inside the most limited time.

#### **3. Hidden Words Game**

This game is familiar to the students for they have numerous in their exercise manual. The game depends on the student's capacity to discover some concealed words applicable to a specific theme whether vertically or on a level plane. Each pair cooperates to discover and tap on all letters of the shrouded word to be surrounded. The students cooperate to discover the words. The gathering with the most right discoveries is the champ.

#### **3.9 The statistical analysis**

The data were collected and computed through (SPSS) Statistical Package for Social Sciences, Pearson correlation, (KR20) and Split half coefficients of the test domains were used to confirm the test validity and reliability. On the other hand, T-Test, and One Way ANOVA were used to measure the statistical differences in mean between the experimental and the control groups due to the teaching method, the students' level in English language whether high or low achievers.

#### **3.10 Limitations of the study**

The study aimed to develop English language achievement for the sixth graders (male) in Islamabad Model School for Boys I-9/4 Islamabad. The study was applied during the academic school year (2021 - 2022) The study was limited to teaching English language textbook for elementary level students (sixth grades) of 5" units through implementing educational computer games. The experiment lasted within four weeks in December 2022.

### **4. DATA ANALYSIS**

The study aimed to investigate the Effects of Educational Games on Students learning ability in English Language at Elementary School Level on the sixth graders at Islamabad Model School for Boys I-9/4 Islamabad. This part presents the factual treatment of the data outcomes and information examination just as its measurable importance. T-test and One Way ANOVA, mean, and Standard Deviation were utilized to test the speculations of the investigation.

Table (4.1)

Scope	Groups	N	Mean	Std.	T	Sig. value	Sig.level
Words, Structure and Grammar	Experimental	30	4.693	1.824	2.361	0.000	Sig.at0.01
	Control	30	3.185	1.949	2.361		
<b>Total</b>		60	7.878	3.773	2.361	0.000	Sig. at 0.01

“t” table values at (60) d f. at (0.05) sig. level the control group in the post-test results of the equals 0.98 “t” table values at (60) d f. at (0.01) experiment”. sig. level equals 1.29

To mention the impact size of the Table 4.1 shown the “t-test results in educational games strategy, the researcher differences between the experimental group and computed “ $\eta^2$ ” by using the following formula:

$$\eta^2 = \frac{t^2}{t^2 + df}$$

And the value of "d" using the following formula:

Table (4.2)

Volume Effect			
Test	Small	Medium	Large
$\eta^2$	0.02	0.05	0.12
D	0.1	0.6	0.7

“Table 4.2 shown the references to find out the “d” of the volume effect in the study’. level size effect of eta square and the value of the

Table (4.3)

Domain	T value	$\eta^2$	D	Effect Volume
Words And Structure	2.361	0.135	0.604	Large

Table 4.3 shown the significant “t” value, eta square”  $\eta^2$  "and “d” for the total degree and each domain

### 5.1 Findings

On the basis on results of this study, following findings have been observed: 1- There is a statistically significant difference in sixth graders accomplishment of English language because of the technique for educational games methodology. Question inquired about the following: Are there statistically significant difference at ( $\alpha \leq 0.05$ ) in the accomplishment level between the students who learn English language through educational games (experimental group) and the individuals who learn English language through the traditional technique (control group) To answer it, the researcher tested following null hypothesis: There was no statistically significant difference at ( $\alpha \leq 0.05$ ) in the

accomplishment level between the students who learn English language through educational games (experimental group) and the individuals who learn English language through the traditional technique (control group) To test this theory, mean and standard deviation of the experimental and the control groups results was figured. (T- Test) was used to figure the significance of difference. Moreover "d “and“ $\eta^2$  ” value was figured to calculate the effect margin of the educational games strategy. The findings of the investigation was restricted to the test "Educational games program" since all factors, for example, age, general accomplishment and general accomplishment of

English language was controlled before the experiment

Finding indicated that "t" test value is larger than "t" table value on the whole extents of the test and the absolute degree. This implied that there were contrasts of factual importance in the students overall accomplishment of all the language abilities in the post test for the experimental group. This outcome concurred with the after effects of practically all the past examinations like; Kangas (2017), Suh et.al (2017), Paraskeva et.al (2015), Falloon (2016), that all uncovered the constructive outcome of Educational games on the student's accomplishment and execution. Liu and Chu (2016) stated that uncovered the adequacy of educational games system on the accomplishment of learning abilities. Turgut and Irgin (2018) stated that uncovered the viability of educational games procedure on the accomplishment of English language jargon. Warrens and Donglingers (2018), Rutherford (2016), Colby (2018) and Moberly (2018) narrated that the effectiveness of educational games strategy on the achievement learning skills. Thomas and Austin (2015) revealed that the effectiveness of educational games strategy on the accomplishment of structures. As per "d" and "I<sub>2</sub>" values appeared in tables, it was seen that the effect size of the educational games system was enormous on the students collective accomplishment including tuning in, composing and jargon and constructions. The impact size was medium on understanding ability. It can be attributed to perusing ability being an intricate expertise that needs a larger and regular practice. Moreover, perusing ability has many sub abilities which are not previously procured for young students yet.

### 5.2 Discussions

One of the more pressing questions that an educator needs to ask in the initial stages of a game-based learning project is what kinds of gaming sessions their schedule and curriculum allows for. In the studied cases, the curriculum demands and the availability of hardware informed both the choice of game and the plans of how gaming sessions were to be scheduled and conducted. In the class of 6th graders, the abundance of laptops, short classroom periods (45-60 minutes), and the stricter demands and educational goals established in the curriculum made the teacher gravitate towards shorter stand-alone sessions. In the stand-alone session setup, students collaborated in groups of two or played

individually on assignments with fixed starting-and end points, which allowed for easier assessments of students' progress. Viewing each classroom session as a stand-alone exercise also had the benefit of allowing for changes in the design of the game assignments according to the rate with which the students mastered both game play and details of the taught subject matter.

### 5.3 Conclusions

As per findings, computed from the results of this study, following conclusions were given: 1. Educational games strategy had predominance over the conventional strategy in teaching English language. 2. Educational games changes up the rang of learning situation. 3. Educational games give students a better learning environment which reflects their accomplishment of English language. 4. Educational games expanded student correspondence which gives familiarity rehearses and lessen the control of the class by the teacher. 5. Educational ga' 6. mes empower students towards a independent practice of English language rather than direct guidance. 7. Educational games built up the helpful learning inside similar gathering and competition with other groups. 8. Through educational games the students assumed several roles as scholars, issue solvers, observer, and researcher. These jobs assisted them with obtaining and utilize English language in various circumstances more easily without any problem. Educational games methodology changes the speed of an exercise and help to keep students inspiration.

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