

**The Effect of Using Educational Games in the
Academic Achievement and Retention
for the Fourth Grade Students at
Nablus Governmental Schools.**

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Abstract

The purpose of this study was to examine the effect of using educational games in the academic achievement and retention of English for the fourth grade students at Nablus governmental schools, in comparison with traditional method.

The study tool (exam of achievement) was prepared after having a look at the fifth and sixth units of the English curriculum for the fourth basic grade. The educational essence of these units was analyzed. The vocabularies of the exam of achievement were defined. Also six educational games were designed to teach the context. To make sure of the availability of the tool (exam of achievement) it was shown to six experienced university professors who teach at the faculty of educational college at An-najah National University, besides, the researcher calculated the exam's stability which was (0.89) and this is a good value that achieves the aims of the study. In addition to that, the factors of difficulty and distinction for each of the exams items were calculated.

The sample was consisted of 120 students, of the fourth basic grade at Nablus governmental schools. They were divided into two groups, the experimental group which was taught with the educational games, and the

control group which was taught traditionally. The application lasted for two weeks. The researcher used the (SPSS) program to analyze the data .

The results of the study have shown the followings:

1- There were statistically significant differences at ($\alpha=0.05$) between the pre, post and retention measures, of achievement of the experimental group.

The differences between levels were as follows:

- Pupils' achievement concerning the level of remembering, comprehension and application in the post measure was better than their achievement concerning the same level in the pre and retention measures.

- Pupils' achievement concerning the level of analysis and construction in the post and retention measures was better than their achievement concerning the same level in the pre measure. In addition to that, the pupils' achievement concerning the level of construction in the post measure was better than their achievement in the retention measure.

- Pupils' achievement in the post and retention measures was better than their achievement in the pre measure. Besides, the pupils' achievement in the post measure was better than their achievement in the retention measure.

2- There were statistically significant differences at ($\alpha=0.05$) in the control group, between the pre-post and retention measures, the differences were shown on these levels, (remembering, application, construction, and the total degree), The pupils' achievement concerning these levels in the post measure was better than their achievement of the same level in the pre and retention measures.

3- There were no statistically significant differences at ($\alpha = 0.05$) between the two groups in the post measure at the remembering and comprehension levels, also results have shown that the experimental group did better than the control group at the application, analysis, construction and the post measure levels.

4- There were no statistically significant differences at ($\alpha = 0.05$) in retention between the two groups concerning these levels: remembering, comprehension, application, and the total degree, while there were statistically significant differences concerning the levels of analysis and construction in the retention measure for the benefit of the experimental group.

The researcher recommended to use the educational games in teaching English as an integrated strategy to facilitate the students understanding, and to achieve the desired educational goals.

