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Entitled

*ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF IMPLEMENTING DIGITAL GAME-BASED LEARNING
IN THE UAE MIDDLE SCHOOLS*

by

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Date & Venue

10:00 AM

Friday, April 29th, 2022

(Online)

<https://eu.bbcollab.com/guest/d50aa2beb99340bfa428b5e556d008db>

Abstract

The purpose of this study is to investigate how English teachers perceive the use and implementation of DGBL in middle schools in the UAE. Digital game-based learning is a relatively new method integrated into the classroom. This method requires ICT skills in line with pedagogy to be practiced meaningfully. The main objective of this study is to shed light on the positive aspects and the obstacles teachers might face when using DGBL in the classrooms. The study used a mix-method to dig further to answer the research questions. The first phase used the quantitative method through a questionnaire administered to English teachers (n=70). In the second phase, the qualitative approach was used in a semi-structured interview with English teachers (n=10) selected from the quantitative data population of this study. The results of this study show that English teachers like to use and employ digital games in the classroom because they motivate students and contribute to class management, which helps students process the subject matter better. The results of this study pave the way for further research on the use of digital games in the classroom from teachers' perspectives to overcome the negative aspects of integrating DGBL in the classroom. Moreover, the quantitative and qualitative data results show the consistencies and inconsistencies of the results. Most teachers agreed that DGBL is a source of motivation. Thus, it facilitates the learning process and they indicated that the biggest stumbling block in using DGBL is technical problems such as internet connection and lack of time.

Keywords: Digital game-based learning, motivation, engagement, ICT, perspective, implementation.