

## Teachers Are in Great Demand in the Digital Age

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### Abstract

It is claimed that technology in the digital age can shoulder the responsibility of teaching and that teachers are no longer needed. Rejecting this claim, this study that employs argumentation as a method and makes much use of the author's experience as a teacher comprises an original work devoted to demonstrating that teachers are in great demand in this age. The reason for this contention is that teachers inspire students to be lifelong learners, motivate them ,nurture passion and creativity, and create a culture of excellence. This means that teachers are facilitators and innovators who can facilitate using and integrating technology into education. This integration is necessary not only for learning and teaching purposes but also reforming today's worthless education based on rote learning .This study recommends that video games be incorporated into English classes to equip learners with the life skills they badly need for survival in this world marked by competition and everlasting change.

*Key Words:* equip, facilitate, integrate, reform, technology

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### Teachers Are in Great Demand in the Digital Age

Technology has been progressing at a phenomenal rate. This progress has been dramatically changing all aspects of human life. An important realm that has been immensely influenced by technology is education. Teachers, parents, and educators who are concerned with developing the teaching-learning process have been debating over the role of technology. Whereas some of them argue for integrating technology into classes, others argue against that probably out of their realization that proper training is needed before this integration occurs, and that a few teachers object to using technology on account of their refusal to change their methodology and their belief that technology does not have the potential to do them good. These arguments provide the indication that people are not of the same mind as to using technology. People's differing over this matter is normal as each one of them reflects his/her own point of view that is usually experience-based. A new group of people should be added to the preceding ones. Members of this group go a step further and demand that technology replace teachers. In my own judgment, these people don't have the slightest idea about teaching and learning. Being in the dark as to what a teacher does, they take teaching to be something akin to buying Pepsi or coke, for instance, from the vending machine, going to the laundry to wash clothes, getting a ticket from the machine after putting the required sum of money into a certain slot, and so forth.

All these jobs are done by lifeless machines that have been programmed this way. After putting the specified amount of money into the specified slot, the customer gets what he/she wants. Without putting any money into the machine, the customer cannot get anything even if he/she weeps day and night, tears up his/her clothes, or commits suicide. These machines are senseless, and, therefore, they don't sympathize with customers. This inability to sympathize with customers is a disadvantage that renders technology unfit to replace teachers that deal with humans and keep doing their utmost to help them maintain their humanity whose maintenance is central for achieving success.

As far as replacement is concerned, teachers are irreplaceable by technology for a number of reasons. Firstly, teachers can easily know if the students they are addressing are engaged or not, and act accordingly. The moment teachers realize that students are drifting off, they can arrange for attracting their attention despite the difficulty of keeping them focused on the lesson at hand. Teachers can, for instance, introduce certain changes in the lecture to revive their students' interests. They may resort to telling a joke or making a humorous remark that brings about laughter. In this way teachers can regain their control of the classroom and draw the attention of students who have drifted off. This is not the case with technology which cannot tell if students are bored or not. Secondly, teachers care for their students because they want them to succeed. This care can be best represented by teachers' doing their utmost to enhance students' learning, treating them kindly, giving them a voice and respecting their opinions, listening carefully to all that they say, facilitating learning for them, empowering them to write about what they are learning, helping them with settling their problems, and preparing them for their future careers and lives. In so doing, teachers win students over, exact their admiration, make education meaningful, set good and memorable examples for them, and provide them with new opportunities for working together, sharing their experiences with others, and achieving success. Thirdly, teachers provide students with the guidance and help they badly need. Without this guidance and

help, students will be certainly at loss. It has been claimed that a computer can give information, but a “teacher can lend a hand, or an ear, and discern what’s necessary for a student to succeed” (Dunn,2014,p.1). Teachers can instruct students on how to surf the internet and take certain notes down, to use technology to enhance their learning, learn best by doing instead of listening, to read, to write, to speak, to answer questions, to do a summary of a short story, of an essay, or of a novel, and so forth. Teachers can also give students pieces of advice about solving certain problems, being truthful, being honest, evading hypocrisy, leading their personal lives, and so forth. Fourthly, teachers help students develop their creative and critical thinking skills which are in great demand these days for they pave the way for success. These skills that are referred to as the 21<sup>st</sup> - century skills, life skills, and survival skills focus on problem solving, cross-cultural communication, critical thinking, and so forth. The value of these skills lies in empowering students and enabling them not only to compete with others but also to excel them. To help students develop these skills, teachers who are dedicated change their methodologies to let learners raise questions, make remarks about the topic discussed, make comments on a certain argument, and argue for or against a given argument. By employing this method of instruction, students regain their self-confidence and realize that they are capable of becoming better and doing something worthwhile, which infuses a new life into them and keeps them working hard. Thus, students learn from their own mistakes, and improve their performance. Fifthly, teachers inspire students to be lifelong learners. They inspire them not only by their achievements but also by their attitudes and values. They can, for instance, inspire them to live by certain principles and to stand up against inequality and injustice. Sixthly, teachers can instill many values in students’ minds and instruct them on the necessity of practicing them and living up by them. When students have been trained on how to put these values into practice, they learn at an early stage in their lives how to maintain the necessary balance between their claims and actions. Thus, these students evade being hypocrites, set good examples for others, and impact the people they mix with, which is conducive to changing the society for the better. Seventhly, teachers teach their students lessons about life. These lessons help students after graduation with facing their problems confidently and making the right choices. In this way, students build on their own learning and become more experienced than before. By virtue of this experience, they lead their lives wisely, which keeps them off troubles that characterize today’s world. Eighthly, teachers prepare their syllabi in a manner that helps them with achieving their educational and behavioral objectives, and while discussing the texts included in the syllabus, they, acting upon their knowledge of students’ individual differences, pay attention to this matter and try giving equal chances to students. This knowledge of student’s individual differences also involves knowing about their deficiencies which can be dealt with by giving extra exercises and repeating the explanation of a certain topic. By contrast, technology cannot do this job. Ninthly, teachers can bring about change. They keep taking much care of students to equip them with the skills necessary for success. This attention given to students that are catalysts of change paves the way for changing society as a whole. Tenthly, teachers can easily help students maintain their identities and humanity. This can be done by instructing them on the necessity of sticking to their own cultures and values which should determine all that they say and do, and respecting others whom they should treat as peers deserving of the same human rights regardless of their creed, sex, race, color, ideology, identity, social class, culture,

names ,and so forth . By contrast, technology robs people of their humanity, and it has been impacting personal expression.

The afore-mentioned reasons provide the evidence that teachers are irreplaceable. This argument is justified for the introduction of technology has made the teacher's role much more important than before. Commenting on the teacher's role, Wheeler(2015) maintains that teachers "perform roles that even the most powerful computers could never replicate" (1). Echoing Wheeler, Sarah Marsh(2015) quotes Woolley who claims that there are many "things that a computer will never do as a good human teacher". Wheeler and Marsh are both right because humans are endowed with capacities that guarantee their being superior to computers that are merely man-made tools. These tools along with other ones are subordinate to humans and are not expected to do the jobs limited to humans. While technology in the form of robots has taken the place of humans in certain arenas, it's not in a position to take the place of teachers who provide students with guidance, interpretation, and encouragement, which are exclusively human jobs. Technology can certainly help teachers with many repetitive and time-consuming tasks, such as "taking attendance, entering marks into a grading book", and "providing access to educational resources and opportunities" (Trucano, 2015, p.1). Repeating Trucano's words, Bebell, Russell, & O'Dwyer (2004) hold that teachers rely on technology to support lesson planning and administrative skills as well as instruction. Emphasizing the use of technology for instruction(61). Koehler & Mishra (2006) argue that teachers "need to know not just the subject matter they teach but also the manner in which the subject matter can be changed by the application of technology"(1028). Cator (2013), likewise, comments on the role of technology claiming that teachers, by using technology, can keep students engaged, improve their understanding of concepts via animation and simulation, and help them have access to people, course materials, and so forth(1). Being a tool, technology can help teachers, students, and other users. While it helps teachers with teaching and explaining subject matter to students, it can give teachers and students alike the piece of information they ask for. It can also provide access for all users to numerous articles, books, ads., games, and so forth. Technology can do the previous jobs well, but it cannot improve education on its own. In line with this argument, it's no use beefing up technology in the classroom. Equally useless also is to supply a teacher lacking training with internet-connected computers and asking him/her to use them in classes. In these two instances, hardly can one speak of any education going on simply because students are too young to learn on their own. They badly need interpretation and guidance that are both confined to humans. Therefore, the best thing to be done in this case is to train the teacher on how to make the best use of technology in the classroom. Besides training, teachers should be persuaded of the value of employing technology. If teachers are not persuaded, their use of technology in their classes becomes something doubtful. This persuasion is a prerequisite for using technology because it makes them drop their former beliefs about it, an act that precedes changing their attitudes, whose change will hopefully lead to changing their behavior.

As far as persuasion is concerned, persuading teachers of using technology also involves integrating it into course materials and meeting the concomitant challenges. This integration is becoming a necessity these days bearing in mind the limitations of rote learning that is employed on a wide scale in many countries worldwide. This education has been useless.

Therefore, integrating technology, especially games, is a great step towards reforming education and changing it into an investment. By integrating games, learners acquire many skills that pave the way for their becoming productive and successful in their future lives. To begin with, games have been defined as a “system in which players engage in artificial conflict, defined by rules, that results in a quantifiable outcome” (Salen & Zimmerman, 2004, p.80). They have been at the center of people’s attention. While people of the past have played games to pass the time and enjoy themselves, today’s people have discovered that games have the potential to teach players a number of skills that can easily change them into life learners. These people have also found out that games, compared to rote learning, enable learners to learn better and to retain the information gained through playing. The reason underlying this contention is that people hold learning through playing games to be more motivating, more enjoyable, more useful, and more engaging than rote learning that changes them into parrots, divests them of their self-confidence, wastes their time and money, deprives them of the right to express their minds, teaches them no skills, and, consequently, leads to their becoming failures. Conversely, games motivate players, promote communication, reduce anxiety, encourage players to use the language, urge them to cooperate with other players, keep them involved, give them the opportunity to make choices, allow them to take a stand and defend it, demand that they work as a team, and train them on how to take the initiative, solve a problem, and evade running into troubles. Arguing in support of this argument, Dewey (1916) maintains that play is “a process of discovery and learning” the means by which all learning is made possible. In *Democracy and Education*, he argues: “Were it not for the accompanying play of imagination, there would be no road from a direct activity to representative knowledge; for it is by imagination that symbols are translated over into a direct meaning and integrated with a narrower activity so as to expand and enrich it” (2). Echoing Dewey, Curry (2016) claims in “The Best Way to Learn a Language: Playing Games,” that nowadays “we can learn languages through social media, movies, or even by playing games” (1). Following Dewey and Curry’s steps, the authors of *The Play of Imagination: Extending the Literary Mind*, contend that “the kind of learning that happens” in games “is fundamentally different from the learning experiences associated with standard pedagogical practice” (Thomas & Seely, 2007, p.149). These two authors claim that this difference is that games offer a new form of learning that concentrates on how “to be”, but the traditional paradigms of instruction focus on “learning about.” This type of learning that excludes how “to be” is no longer needed in today’s world that is constantly changing. The reason behind this claim is that this sort of learning does not do learners any good. Arguing in favor of this contention, Bill Gates (2005) maintains, in an address at the National Educational Summit on High Schools, that “[t]raining the workforce of tomorrow with the high schools of today is like trying to teach kids about today’s computers on a 50-year-old mainframe. It’s the wrong tool for the times” (1). In other words, Gates maintains that classical education is worthless and that it represents a “wrong tool” that we should get ourselves rid of simply because it provides students with a type of knowledge which does not prepare them for future jobs, does not provide learning opportunities for them, does not equip them with any skills, and, thus, does not help them with achieving success. Classical education that gives birth to these worthless outcomes should be reformed so that we can have better outcomes. Finding faults with this education, Brown and Duguid (1996) both argue that learning “is not simply a matter of acquiring information; it requires developing

the disposition, demeanor ,and outlook of the practitioners”(47-56). Similarly, David Berio (1975) claims that “... Education needs to be geared toward the handling of data rather than the accumulation of data”. Reiterating the same problem, the report that outlines the vision for education in the United States and that is prepared by Partnership for 21<sup>st</sup> Century Skills highlights irrelevance as a problem that today’s education system faces, and calls for bridging the gap between how students live and how they learn. This report adds that schools are struggling to keep pace with the astonishing rate of change in students’ lives outside of school. These arguments are all reasonable and acceptable .Bill Gates, Brown and Duguid, and Berio are saying a mouthful. Their claims are indicative of their being experienced, wise, knowledgeable ,frank, and daring. It is true that learning does not lie in accumulating and memorizing information, which is true of today’s learning that is useless. It is also true that this variety of learning is to blame for today’s learners’ being frustrated and unprepared for their future lives in a world that is competitive , technology-driven , and characterized by various trends in teaching , such as flipped learning, student-centered learning, online learning, and so forth. To these trends in teaching, learning through playing games should be added because it has become proven that games have their own appeal and that people enjoy playing them for reasons not related to enjoyment. To take an example, it has been claimed that video games provide entertainment and have the potential to “evolve into effective learning environments for the twenty-first century in both in-school and out-of-school contexts “(Gee,2007). Commenting on the significance of gaming, Buckley(2012)contends that it “teaches students survival skills that they use in school and throughout their lives”(1). Games can also “give shy students more opportunity to express their opinions and feelings” ( Hansen,1994,p.118). Moreover, they “add diversion to the regular classroom activities ,” break the ice, “[but also] they are used to introduce new ideas”(Richard- Amato, 1988,p.147). Parallel to these arguments is the contention that games constitute a “good way of practicing language, for they provide a model of what learners will use the language for in real life in the future” (Zdybiewska,1994,p.6).This idea is further repeated in the claim that “most language games make learners use the language instead of thinking about learning the correct forms”(Lee,1979,p.2). A new value attached to games is that they create a “relaxed atmosphere” in which students “remember things faster and better” (Wierus & Wierus, 1994,p. 218). The preceding arguments made by Buckley, Hansen, Zdybiewska , and Wierus do make sense and seem to be the fruit of experience, knowledge, and wisdom. Buckley’s claim that games teach learners survival skills is right. Like Buckley’s claim, Hansen’s that games give students the opportunity to express their opinions and feelings, add diversion to regular classroom activities ,break the ice and introduce new ideas is also reasonable and realistic. Just as Buckley and Hansen’s arguments make sense and do players /learners good ,so do Zdybiewska and Wierus’s. While Zdybiewska emphasizes the role games play as to facilitating language practice, Wierus stresses the relaxed atmosphere games create. This atmosphere allows learners to act normally and willingly. Feeling relieved, learners learn by doing. They speak the language to communicate with others and express their own feelings and opinions. Taken together, these arguments provide the indication that a number of values can be safely attached to games which are in great demand these days. One of these values is that games provide new ideas and introduce them to players. To take an example, certain games focus on the idea of greed; other games deal with selfishness, envy, jealousy, treachery, war, hostility, conspiracy, cooperation, and so forth. By watching the games dealing with these subjects, players will be initiated

into this world where they are dominant. Thus, these players become more experienced than before and more capable than other ones of the same age of talking about the evils begotten by, for instance, treachery, conspiracy, betrayal, dishonesty, greed, and so forth. These players also learn something new that humans are not angels, and the moment it's claimed that they are so, they directly respond, arguing that they are not. This means that games help innocent players with socialization by introducing them to ideas they hear of for the first time. Besides introducing new ideas, games give shy players the chance to express their feelings and opinions. This is true because shy players object to talking and making remarks in public, but when playing with their mates who are of the same age they talk because they know well that there is no one to ridicule, rebuke, or criticize them. This situation is similar to learners' responding or refusing to respond in classes. When learners, for instance, realize that their responses beget ridicule, laughter, and criticism, they object to responding and expressing their minds, and however hard you try convincing them of doing that, they don't listen to you. In contrast with this situation, when learners realize that their responses bring about praise and appreciation, they respond normally and confidently, which is true of the author's classes in which learners are urged to voice their opinions and to make whatever comments they want on the topic discussed. This author also makes it clear to these learners that their own mistakes do lead to learning, and that the more mistakes they make, the better. The reason for this is that when learners respond and make mistakes he shoulders the responsibility of commenting on their mistakes and the way of correcting them. This feedback is helpful because it consists of "more than the provision of correct answers" (SFAA, 1990). The author also promises to award respondents regardless of whether their responses are right or wrong. A third value that can be safely attached to games is that gaming provides a non-threatening environment that enables learners to relax and feel relieved.

This feeling certainly differs when the same learners sit in a classroom to attend a lecture. Defeated within and transformed into figures, these learners are obligated to be tongue-tied, attentive, and cooped up. To me, this description makes the ones transformed into figures more like prisoners than learners. These learners are silenced as if they were sitting in an interrogation room with an investigator who is in control of not only the oxygen taken in but also the words coming out of mouths. It is ironic that some people use euphemism to describe students' sitting in classes and attending lectures. Instead of calling a spade a spade, these people use indirect expressions in place of the direct ones that hurt feelings. They speak of classroom management, which, in their judgment, means "transforming students into figures," forcing students to sit on chairs fixed to the ground by screws, and stopping them from making remarks or comments. In this way, instructors keep learners managed. The questions that pose themselves are:

Are these classrooms or prisons? Are the people divested of their names prisoners or students? Are the people managing the ones "transformed into figures" jailers or instructors? In response to these queries, it can be sadly said that our classrooms are becoming prisons where learners' freedom is confiscated and their rights to learn, to ask, and to be are all violated. This atmosphere is threatening and suffocating and does not help learners with learning anything. Learners are disempowered and forbidden to raise any question or to make any remark about the topic commented on by the instructor who sometimes changes the whole

class into one on “Reading” to conceal his own deficiencies. In this case, he asks learners to open their books at a certain page. Then he starts reading and asks learners to follow and to keep looking at that page. When he has read a paragraph, for instance, he stops reading to check if learners have any queries or not. The problem is that if a learner says that he/she has a query, he bursts into shouting loudly at this learner telling him/her that he/she is too foolish to learn and, therefore, he/she should not be in that class. This instructor may also go on with cursing or recriminating that learner using obscene words describing him/her as being donkey-like, mule-like, and so forth. This instructor acts this way to teach learners a memorable lesson that this is the way he deals with those who raise questions and whom he holds to be trouble-makers wasteful of the time of class that he is anxious to spend on teaching. Similar to this foolish instructor are other ones who, being fools, change the whole class into one on “Dictation” or “Copying” and spend it either dictating notes to learners who put them down in their copybooks or asking learners to copy notes written on the white board. He also explains that it is the learners’ job to memorize these notes that the exam will be certainly based on. Learners that learn the notes by heart or cheat do well in the exam; others who don’t memorize them fail to do well in the exam. The questions that pose themselves are:

What good do these classes do learners? What good do these instructors do learners?

Frankly speaking, these instructors don’t do learners any good, and classes such as these are worthless. Such foolish instructors waste learners’ time and money. The least that can be said about them is that they are irresponsible and unaccountable. They do learners harm and make them believe that they learn something. In fact, these instructors pass on failure to learners. They are blameworthy because they don’t try equipping learners with skills that they badly need for their future careers. These instructors know well that they are incompetent and that they are not in a position to teach. To promote themselves, they start giving learners full marks in the subjects they teach, which maddens learners who are all after marks. This behavior makes learners jump to enrolling for any course they offer. Learners’ acting this way justifies their having high marks in their transcripts regardless of their weaknesses, their refusing to enroll for classes with other instructors under the pretext that they don’t give them high marks, and their not making any progress. In other words, these learners are as blameworthy for their weaknesses as their instructors are. They have been more driven by their fondness for marks than their urge for learning. Just as these foolish learners and instructors are to blame for their numerous weaknesses, so is the university president who should employ competent people that are capable of doing their jobs thoroughly, who should be responsible and accountable, who shouldn’t let nepotism and favoritism sway their decisions, and who should check whether learners’ needs are met or not. A fourth value that can be attached to games is that they help players speak the language as they like because there is no one to criticize them or to make any remarks about their mistakes. This absence of censorship urges them to use the language and not to think of the “correct forms” (Lee, 1979, p.2). This situation is opposed to what occurs in the classroom where learners are not allowed to speak or raise any questions. When learners are allowed to speak, they keep hesitating because of their problems with the grammar of English, especially the correct forms of verbs which they have not grasped yet. It is this failure to master the grammar of English that stops them from raising questions and

making remarks about the subject discussed. This failure represents the norm as they are still learning English, but, unfortunately, some instructors object to learners' making mistakes and stipulate, for instance, that they make no mistakes when doing a report, reading, speaking, and writing. In my opinion, these instructors' stipulation is unjustified for these learners are still learning and however hard they try they cannot but make mistakes for they are bound to err and to keep erring until they die. Humans themselves, be they educated or not, make mistakes and go on with doing that and learning until death. This physical death is different from the variety of death experienced by graduates lacking the survival skills of the 21<sup>st</sup> century. When we say that employees lacking survival skills perish, "perishing" in this case functions as a metaphor for the difficulties the employee has to surmount in order to survive. To help learners evade these difficulties, education should be reformed by incorporating games that teach players/learners these skills, which is the fifth value, into the course materials. The significance of these skills lies in the possibility of using them both at school and throughout their lives. These skills are becoming the cynosure in the 21<sup>st</sup> century. They are represented by creativity, innovation, collaboration, communication, critical thinking, problem solving, taking the initiative, and so forth. These skills are essential for survival, and are also referred to as life skills. In a sense, they constitute the means of survival. In this capacity, people equipped with them can survive; others who lack them are certain to have trouble with living peacefully and happily. In a sense, the ones lacking them will have difficulty with getting jobs and drawing reasonable salaries that enable them to live honorably. This argument about survival and death in connection with skills shows the dire need for these skills in this century marked by rapid technological change and increased globalization. These skills are connected with future jobs, and employers stipulate that employees be equipped with them. The employees equipped with them can compete with others and excel them. As for the employees that are not equipped with them, they are not in a position to compete with others, and their chances of getting jobs are slight. In brief, these skills facilitate achieving success not only on the personal level but also the workplace and country levels.

As far as gaming is concerned, games that teach these skills are legion. To take an example, games in *The Legend of Zelda* teach life skills, such as "perseverance and critical thinking" (Kilgore, 2012, p.1). In the first game of the series, Ganon breaks free from the Dark World, his army attacks Hyrule, steals the Triforce of Power, and captures the ruling princess. In other competitive sports games, such as *Madden NFL* and puzzle games like *Portal 2* players learn about the value of good "decision making", planning, and communicating effectively" (Kilgore, 2012, p.1). Similarly, games, such as *Minecraft*, *Warcraft* and *StarCraft* are based on problem-solving models requiring that users tackle complex puzzles, draw up plans and implement them to advance and be successful. Like these games, *Call of Duty* requires the ability to adapt to situations, and react quickly to events. *Civilization V*, *Endless Space*, and *Age of Empires*, likewise, help players develop a sense of planning and strategy. Just as the preceding games present challenges calling for thinking, adapting, acting according to different situations, and solving problems, so do video games in which players are confronted with complex problems for which they must formulate solutions and take appropriate action" (Armstrong, 2015, p.1). It is worth noting that the alternatives presented to players do "force them to make quick choices (Armstrong, 2015, p.1). This argument about players is also true of students that "must exercise critical thinking,

resilience, and creative problem solving to succeed in an Alternate reality games” (Loo,2014,p.1). Speaking of students who play video games, Loo (2014) maintains that games “enable” them “to put themselves in shoes of a character or immerse themselves in a place or culture that they are learning about in the classroom”(p.1). Like Loo, Lee(2014) holds that “gaming enables stereotypically introspective individuals to be more social , ultimately improving social skills”(1). A quick look at Loo and Lees’ arguments reveals that games are of great value. Loo maintains that games enable players/learners to take the place of others and immerse themselves in a culture they are learning about. The significance of this behavior is that it helps learners gain a better understanding not only of others but also of themselves, provides them with a new perspective, leads to their having empathy for other people’s problems, stops them from making snap judgments, enables them to develop patience and tolerance and see the world the same way others do, which may impact their own view ( Beck,1993). Like Loo, Lee(2014) claims that games enable introspective individuals to be more social, and improve social skills (1).Being introspective, these individuals shun others and isolate themselves to reflect upon their own feelings, problems, choices, and so forth. They look inward. When these individuals play games, they start going out of their cocoons and mixing with others. Lee adds that games have changed him into a productive member of the society(1), and Loo claims that players must exercise resilience, critical thinking, and problem solving to succeed, which is also true of learners who have been exposed to rote learning . In brief, games that teach players such valuable skills are worth considering.

Reckoning with all that has been said ,it becomes clear that games are not a waste of time and money. This is a misconception that some uneducated people have been firmly holding onto. Contrary to this argument, studies done on gaming have found out that games constitute an important educational tool that helps learners acquire a number of skills applicable to real life situations. Arguing in favor of this contention, Lee (2014) ,in 5 Life Skills That Video Games Can Help You Develop, attests that “games have helped shape [him] into a more productive member of society”(1). Lee adds that [s]ynchronizing schedules, mobilizing people toward a goal, inspiring motivation, and resolving interpersonal conflicts are all skills that can be learned from gaming and applied to real life” (p.1). Echoing Lee, Brockway(2011) argues that video “games have been teaching us all sorts of skills for years now, it’s just that we don’t always think to thank them for it”(p.1). Lee and Brockway’s arguments reveal that games have the potential to teach players/learners a lot of skills that can be applied to real life situations. These skills have been lacking, which means that traditional education has not been doing learners any good, and, therefore, it should be reformed.

This reform of education necessitates that games be incorporated into English classes in which students have been wrestling with knotty problems related to acquiring skills. Denied the right to make remarks and comments and raise questions, students haven’t been able to acquire any skill. This denial itself has been solely responsible for their being frustrated, helpless, passive, desperate, inattentive, silent, lacking self-confidence, and fed up with learning. These students badly need the skills central for achieving success. Without these skills, such poor students will certainly have trouble with earning their living simply because employers attach many great values to skills, such as communication, collaboration,

innovation, creativity, productivity, team work, problem solving, and so forth. To equip students with these skills, games should be integrated into English classes as soon as possible. This integration facilitates students' becoming fluent in English that globalization has changed into an indispensable life skill. This fluency also necessitates that students look up the difficult words that pop up in the dialogue in the dictionary, learn what they mean, and use them the same way. By learning the pronunciation of difficult words along with their meanings and using them in good sentences, students can enrich their wealth of vocabularies. This wealth of vocabularies together with their mastery of the grammar of English can, through practice, lead in the long run to their becoming fluent. Besides fluency, games, when designed well, can also teach players/ students other lessons related to life and people, such as patience, perseverance, saving money, tolerance, planning, driving habits, design, organization, and so forth. Games that teach such valuable skills are certainly worth integrating into English classes. To me, these games represent the last resort as instructors have been reluctant to change their methods of instruction that have been, unfortunately, without avail. When asked about students' weaknesses, many instructors foolishly claim that it is not their fault that students are poor in speaking, reading, and writing. They also add that their job is, for instance, to teach English literature or American literature and that it is not their responsibility to teach students how to use English structures or how to write English well. Arguments of this sort are unjustified and unacceptable. These arguments themselves have been responsible for learners' leaving schools empty-handed.

## Conclusion

It has been demonstrated that technology in the digital world is not in a position to replace teachers who motivate students, inspire them, help them with becoming successful, can create a culture of excellence, and who can certainly facilitate learning. Teachers can easily harness technology that is a tool at their disposal to improve upon their methods of instruction to provide more effective teaching for learners who have their own needs. As long as instructors have been anxious to adopt rote learning as a method of instruction, learners have been unable to acquire the skills deeply connected with their future careers. It is the job and the responsibility of instructors to facilitate learning and to empower learners to help them learn English which is becoming indispensable in the digital world marked by competition and everlasting change. Instructors should also be innovative as to using technology in a manner conducive to better outcomes. These instructors are responsible for reforming education by integrating video games into English classes. These games are of great value. They add a diversion to regular classroom activities, and, thus, make classes interesting. They also contribute to keeping learners engaged by stopping them from drifting off. Moreover, they can teach learners the 21<sup>st</sup>-century skills that they have been lacking and that are in great demand in this world where jobs demand that applicants be good at communicating with others, expressing their own views, taking the initiative, solving problems, working as a team, making quick decisions, critical thinking, cooperating with others, planning, and so forth. Learners are in dire need for these skills which they can use both at school and throughout their lives. These skills are becoming the cynosure in this century because they comprise the means of success not only on the personal level but also the workplace and country levels. In view of this value, these skills are often referred to as "life" skills or "survival" skills, which is indicative of the deep connection between life and survival and

them. This connection itself equally justifies employers' stipulating that employees be equipped with them ,educators' demanding that they be the outcomes of the teaching-learning process, and this paper's arguing that reforming education occurs only when video games that teach these skills have been incorporated into English classes in which instructors use them not only for instruction but also facilitating learners' acquisition of the language that is gaining more and more momentum.

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