

Introduction

Computer-assisted language learning (CALL) aims to enhance language awareness and acquisition through applications of the computer in language teaching and learning (Levy, 1997). CALL can take place through direct activity of structured lessons or by activities that are peripheral to the study of language (Beatty, 2013). In addition to educational website or software, researchers have also investigated the potential for games to be used for educational purposes (Gee, 2003; Shaffer, 2007; Squire, 2006, 2011; Steinkuehler, 2006). Several studies have attempted to leverage computer games to connect students' prior knowledge to core concepts of learning (Bereiter & Scardamalia, 1993; Hmelo & Williams, 1998; Kafai, 1995; Schwartz, Lin, Brophy, & Bransford, 1999). Learning environments provided through games deliver clear goals, give prompt responses, and offer secure platforms in which learners are willing to make mistakes (Chapelle, 2005; Egbert, 2005; Miyagi, 2006; Nunan, 2006; Warschauer & Healey, 1998). These studies have suggested that games can help transform traditional linear progression of the language class content to bidirectional and individualized learning (Brown, 2007; Chapelle, 2005).

Although computer games can be used formally or informally to teach different components of language such as vocabulary, grammar, pronunciation and spelling, few studies discuss the relationship between games and English as a foreign language (EFL) teachers (Mukundan, Kalajahi, & Naghclipour, 2014). EFL teachers take critical roles of incorporating games in language teaching because their computer literacy,

teaching beliefs, and perceptions of games can either foster or limit game uses in EFL contexts (Kennedy-Clark, 2011; Ketelhut & Schifter, 2011). To enhance their awareness of the potential for digital game-based teaching, EFL teachers need to understand the new developments of digital game-based learning and reexamine current language curricula (Mukundan et al., 2014). EFL teachers should seize the opportunity of integrating computer games in their classes since they should constantly keep up with the technological advancement in order to better accommodate learners' needs.

It is essential to understand EFL teachers' perspectives of using games for teaching because their perspectives affect the materials and activities they choose for the classroom (Hampton, 1994). Teachers' perspectives refer to their particular ways of thinking, especially for what is influenced by their beliefs or experiences. Examining teachers' beliefs helps clarify how they adjust their approaches to teaching and learning over time. Accordingly, this study aims to understand how EFL teachers perceive using online edutainment games in their language teaching. "Edutainment" is a contraction of education and entertainment (Veenstra, van Geert, & van der Meulen, 2009). Learning activities in edutainment games are aimed at helping users understand essential concepts through entertainment (Egenfeldt-Nielsen, 2007). Edutainment software is usually presented in the form of educational electronic games, focusing on teaching and learning concepts and processes. Its game format depends on visuals and narratives to incorporate some learning objectives such as principles or patterns (Buckingham & Scanlon, 2000; Okan, 2003). To trigger learning, edutainment games are devised to motivate and sustain learners' attention by demonstrating ample displays of vividly animations (Embi & Hussain, 2005). The games used in the study are