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TEACHING ENGLISH GRAMMAR THROUGH GAMES

The case of third year of middle school at Tarik Ibn Ziad in Boussemghoun

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Dedication

First and foremost, I dedicate this modest work to my beloved mother Malika and my father Othman, to my dear brothers and sister

Nadir, younuss, Wafaa, Mouhamed

To my favorite friends whom I love so much, I dedicated to everyone who has helped me in fulfilling this work.

Rokaia

Acknowledgement

My thanks is given to all those who helped me greatly to achieve the present project and particularly to my supervisor M. Berrahoui for her support, help, and precious advice.

To my teachers for their generosity and helpfulness

To all best friends who helped me.

Abstract

The main purpose of this study is to explore the effects of the using games as a teaching strategy for raising the grammatical accuracy level of middle school student as a second language. This thesis seeks also to examine the effects of grammar games on students' motivation. Data were collected using the following instruments: questionnaires on the role of grammar and grammar instruction, on motivation, the interviews with English teachers, direct observation. The main result of this research was positive somehow according to the hypotheses especially the result of students' questionnaires. It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition, even the result of teacher's interviews, they were agree with teaching English grammar through games.

List of Abbreviations :

EFL	English as Foriegn Language.
ESL	English as Second Language.
CLL	Community Language Learning.
TPR	Totale Physical Response.
CLT	Communicative Language Teaching.
L1	Mother Tongue.
L2	Second Language.

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CHAPTER ONE

LITERATURE

REVIEW

1.1. INTRODUCTION

In order to learn a language, students require a free and relaxed atmosphere that is highly motivating and often this can be achieved\created through games. Using games in teaching not only helps learners to learn better but also increase learners' motivation, rapport, cooperation and social interaction. On the one hand, playing games will help the students to have good language ability and, this good language ability helps students to express themselves in their future life. Indeed, having a good language ability does not mean just mastering four language skills, having a good grammatical competence is necessary too. So this part of the paper is going to review the literature on teaching English grammar encompassing an overview of grammar definitions and teaching grammar approaches, as well as definitions of games, classification of games, and the influence of using games on the language learners' performance.

1.2. DEFINITIONS OF GRAMMAR

Grammar is defined by Ur (1991: 4) as **“the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.”**

This definition is quite close to the common understanding of what grammar is. The main difference is that it tells us how the rules of language actually work – they arrange and shape words. Nevertheless, knowing what these rules does not a very motivating factor alone. According to Crystal (2004) grammars the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we know the meaning and effectiveness of the way of using our and other's language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. In addition, it can help everyone, not only teachers of English.

As it can be seen from the above definitions, grammar is not an unimportant set of rules that can be ignored without consequences. It is a very complex phenomenon and even though learners may find it a difficult thing to master, the time devoted to that is certainly not wasted. Making students realize it, however, is only the first step in teaching grammar, and the following activities can take many different forms, based on a selected approach and method.

1.3. OVERVIEW OF GRAMMAR TEACHING APPROACHES

There are some milestones which chart the journey in the development of teaching English methodology through recent history in which a language item is grammar taught in various approaches which have their own positive and negative aspects. Yet, it is necessary to have a review of all the approaches in order that we can understand more clearly about the development and the history of grammar teaching and the aspects of each approach as well.

1.3.1. THE GRAMMAR-TRANSLATION METHOD

The Grammar Translation Method is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries; it offered little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

Prator and Celce-Murcia (1979: 3) feature the position of grammar in a lesson of the Grammar Translation Method as follows:

- Long elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

Or as pointed out in Lu et al. (2009:23)

“In the Grammar Translation Method, grammar is emphasized and taught deductively (Larsen-Freeman, 1986: 10-14). In addition, as Brown (2000: 15-16), long and detailed explanations of the intricacies of grammatical rules and forms are supplied for students to memorize and apply the syntactic rules to other examples.”

Grammar is an important position. However, its contribution to language learning has been limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, failing to generate the communicativeness in grammar lessons. Although the method is still a standard method for a long time, it is necessary to find a new method for an innovation in language teaching

1.3.2. THE DIRECT METHOD

As with the Grammar Translation Method, the Direct Method, sometimes called the Natural Method is not new. The Direct Method, an answer to the dissatisfaction with the older Grammar Translation Method, teaches students grammar and vocabulary through direct translations and thus focuses on the written language. Its principles have been applied by the language teachers for many years. Since the Grammar –translation Method is not effective in preparing learners to use the languages communicatively, the Direct Method became popular .Larsen-Freeman, (2000: 23). The principles of the Direct Method were as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

The Direct Method had great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of another method, the Audio-lingual Method.

1.3.3. THE AUDIO-LINGUAL METHOD

The Audio-Lingual Method was developed in the 1940s and dominated foreign language teaching in the 1950s and 1960s in an attempt to address some of the perceived weaknesses of the Direct Method.

The Audio-lingual Method, like the Direct Method, is also an oral-based approach. However, the method drills learners in the use of grammatical sentence patterns. It was also based on linguistic and psychological theory; one of its main premises was the scientific descriptive analysis of a wide assortment of languages. According to Skinner (1957), In the Audio-Lingual Method, grammar is most important for the student; the teacher drills grammar, the student must repeat grammar patterns after the teacher.

The method fell short of promoting communicative ability as it paid undue attention to memorization and drilling, while downgrading the role of context and world knowledge in language learning in general and in grammar in particular. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious. Due to weaknesses in performance, and more importantly because of Noam Chomsky's theoretical attack on language learning as a set of habits, Audio-Lingual Method is rarely the primary method of instruction today.

1.3.4. COMMUNITY LANGUAGE LEARNING (CLL)

CLL is one of the so-called ‘designer’ methods which arose in the flurry of methodological experimentation in the 1970’s (along with The Silent Way, Suggestopedia, TPR, etc).

“In Community Language Learning (CLL), grammar is not focused. Grammatical patterns are perceived in the teacher’s transcription of the students’ conversations and examined in their native language with the teacher’s help. (Larsen -Freeman, 1986: 99-104)” (cited in Lu, 2008:23)

The CLL approach seems useful for listening, speaking and also useful for adult learners. In addition, it is found that the CLL approach is effective for students whose anxiety is often high because English is far different from their mother tongue. Therefore, the CLL approach should be especially effective in cases where students' native languages a non cognate language of the target language.

1-3-5 TOTAL PHYSICAL RESPONSE (TPR)

TPR (Total Physical Response), developed by Dr. James Asher, is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. TPR reflects a grammar-based view of language. Asher states, **“...most of the grammatical structure of the target language and hundreds of vocabulary items can be learnt from the skillful use of the imperative by the instructor”.** (Asher, 1977:4)

TPR makes students use grammar in their daily life, also helps them to be successful. It helps reduce students’ stress, yet students gain successful grammar acquisition. However, it is a type of method for only beginners (children) because students learn the language with the objects, pictures and kits and they are treated as if they don’t have prior knowledge. This method helps students internalize grammar in a perfect way and uses psychomotor systems to teach grammatical points.

1.3.6. COMMUNICATIVE LANGUAGE TEACHING (CLT)

Developed in the 1970s, and in critical reaction to the formal and boring types of exercises used under the Audio-lingual Method ('drill-and-kill' exercises), Communicative language teaching (CLT), also referred to as "communicative approach, is an approach that emphasizes interaction as both the means and the ultimate goal of learning a language.

"In Communicative Language Teaching (CLT), grammar is taught as a means to help learners convey their intended meaning appropriately. The teaching of grammar can be managed either deductively or inductively but focuses on meanings and functions of forms in situational context and the roles of the interlocutors." (Larsen- Freeman, 1986: 132-133)

It can be concluded that Grammar can be taught inductively or deductively in Communicative Language Teaching. Some learners learn better by being given the context and then are presented with the grammar rules afterwards while others need the rule in order to understand the rationale for the new grammatical structure. Besides, it depends on the kinds of grammatical points, which help teachers decide the ways of presenting grammar effectively.

In Communicative Language Teaching (CLT), the teacher spends less time on the structures of the language and more time encouraging the learners to use the language. It is frequent that communication activities such as games and puzzles which are often carried out in pairs or group are encouraged in teaching with no much correction or intervention during the activity.

From all the above, the history of grammar teaching, the ways teachers experienced in teaching foreign languages have seen enormous changes over the past centuries. Each method has its own strengths and weaknesses, and it provides a 'recipe' for various practical classroom ideas and procedures; a good method that stems from a good theory can produce a number of ideas. Depending on the content and the purpose of the lesson, teachers choose and combine many methods in a lesson as long as these methods are suitable and affective in their grammar teaching.

1.4. THE APPLICATION OF TECHNOLOGY IN TEACHING AND LEARNING GRAMMAR

Nowadays, the integration of technology into the foreign language teaching becomes popular. As more and more technological advances with their resources become available, it is necessary that teachers become aware of how those advances might be used to enhance foreign language teaching and learning. As Chapelle (2001: 1) states,

“As we enter the 21st century, everyday language use is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facets of second language acquisition”.

Grammar is usually taught by using traditional method before the availability of computer in the classroom teaching. Grammar lesson seems complex to students, and teaching grammar is challenging. Teachers always rely on blackboard and poster as their teaching aid. According to Barr (2006), Computer enhanced grammar teaching and learning, using computer technology to teach grammar to first- year students achieved the success. Barr has some concerns about how students would react to the technology like if the students would be enthused by grammar classes or if technology would help in grammar teaching. But after a semester, he got positive feedback in which 70% of the respondents felt technology made positive contribution to learning grammar, and students wanted more exercises, especially those available online. Further, in contributing to motivational value, computer technology made students appreciate why they studied the areas they did as the diagnostics test revealed their weaknesses.

With the finding on the effectiveness of computer in grammar teaching, computer with all the multimedia can be effectively used for the teaching of grammar. Graphic images, clear photos, sounds and videos can be used to help teachers in grammar teaching. Grammar lessons will become more effective, motivating and interesting.

Teachers can creatively design the content of the course in making teaching and learning more useful. Even Students can use the course to study grammar and with the guidance from a proficient teacher, however; grammar can be learned effectively and interestingly. The course to teach grammar can be strengthened with other multimedia elements like video and animations and these will help students to understand the much more complex concept in grammar lesson.

In short, the use of technology is fast developing in language teaching and learning. Language educationists have been integrating the use of technology, most particularly computer in teaching. Educational software is creatively developed to help teaching and learning of English. However, it is best to remember that computer is not a substitution for teachers but rather it is an enabler to help both teachers and students have more opportunities to experience various innovative methods in teaching and learning.

1-5 THE ADVANTAGES OF INSTRUCTIONAL TECHNOLOGY IN LANGUAGE TEACHING AND LEARNING

Many researchers have showed the advantages of technology in language teaching and learning. Roblyer and Edwards (2000: 12) stated **“Technology-based methods have successfully promoted several kinds of motivational strategies that can be used individually or in combination.”**

However, many students may be fearful from making mistakes and this may keep them away from participating in classroom activities. Instructional technology including computers and other media can help dealing with this kind of problem. Roblyer and Edwards (2000: 84) assert,

“Computer-based practice may motivate students to do the practice they need. Computers don’t get patient or give disgusted look when students give wrong answers”

Technology not only facilitates the teachers’ tasks and saves their time and effort but also gives immediate, accurate and individual feedback which interests

students and benefits students who are not confident doing their tasks in front of the class. Technology with the presence of the Internet also provides teachers and learners with a tremendous resource in which the materials required can be retrieved and with some simple manipulations as Warschauer (1996) puts it, The use of the World Wide Web (WWW), students can search through millions of files around the world within minutes to locate and access authentic materials exactly tailored to their own interests. Not only students, but also teachers can benefit much more from the Internet because, **“Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.” (Brinton, 2001: 461)**

1-6 DEFINITIONS OF GAMES

According to Haldfield (1999):A game is an activity with rules, a goal and an element of fun to entertain the learner, games should be counted as an integral part of the language syllabus in the texts book of education , not as an amusing activity for wasting time. This definition highly evaluates the importance of games in teaching. It adds to teachers’ techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusingly as well.

Haldfield further emphasizes the effective use of games. Students are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that students can play and learn at the same time. Therefore, games comprise many factors such as rules, competition, relaxation, and learning. The main focus of using game in class is not only to help students to learn more effectively but also to have fun. However, to use games in classrooms, it is equally important that before playing, the rules of the games are clearly explained and well understood by the students. There

should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the game and help them follow the rules.

In a nutshell, as mentioned by Caillois (1957) a game is an activity that must have the following characteristics:

- fun: the activity is chosen for its light-hearted character
- separate: it is circumscribed in time and place
- uncertain: the outcome of the activity is unforeseeable
- non-productive: participation is not productive
- governed by rules: the activity has rules that are different from everyday life
- fictitious: it is accompanied by the awareness of a different reality”

There are many kinds of games designed for different levels as well as topics, so that students with different language proficiency levels can enjoy and gain the best results from them.

1.7. CLASSIFICATION OF GAMES

Classifying games into categories can be difficult because categories often overlap. Haldfield (1999) explains two ways of classifying language games. First, language games are divided into two types: linguistic games and communicative games.

- Linguistic games focus on accuracy, such as supplying the correct antonym.
- Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Second, Hadfield (ibid.) classifies language games into more categories. Together with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

Sorting, ordering, or arranging games: For example, students have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

Information gap games: In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information.

Guessing games: These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

Search games: These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

Labeling games: These are a form of matching, in that participants match labels and pictures.

Exchanging game: In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game Go Fish.¹

¹Game "Go Fish" at <http://www.pagat.com/quartet/gofish.htmls>.

Board games: Scrabble² is one of the most popular board games that specifically highlight language.

Role-play games: The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

Another distinction among games is that between competitive games and cooperative. According to Lee (2000) (cited in Pham, 2007), games have been classified into ten kinds:

- Structure games which provide experience of the use of particular patterns of syntax in communication
- Vocabulary games in which the learners' attention is focused mainly on words
- Spelling games
- Pronunciation games
- Number games
- Listen-and-do games
- Games and writing
- Miming and role play
- Discussion games

Another classification of games by McCallum (1980) consists of seven kinds:

- Structure games
- Vocabulary games

²Game “Scrabble” at http://www.hasbro.com/scrabble/en_US/scrabbleGame.cfm

- Number games
- Spelling games
- Conversation games
- Writing games
- Role play and dramatics

It is shown that the classifications of games from the above linguists are common in a way that each kind of games focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful of choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games.

1.8. THE ADVENTAGES FROM USING GAMES IN LANGUAGE TEACHING AND LEARNING

According to Wright, Betteridge and Buckby (1984), Language learning is the most difficult work in the field of education. Effort is required at every moment and be maintained over a long period of time so games help and encourage many learners to sustain their interest. The author explained the role of games on learning, especially on their interest. Besides to Richard-Amato (1996: 10), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication. Yet, there has been much prejudice that games are just for fun, not for educational purposes.

Conversely, Kim (1995: 23) disagrees with the above prejudice. He says that there is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

Though different in the viewpoints, the linguists want to emphasize the ultimate aim of using games in teaching is that teachers want a better lesson in which their students benefit much. Some of the common advantages of using games in language teaching and learning language are recapitulated as follows:

1.8.1. GAMES MOTIVATE LEARNERS

Harmer (1998: 3) asserts **“Motivation is some kind of internal drive that encourages somebody to pursue a course of action....The motivation students bring to class is the biggest factor affecting their success.”**

Finding an effective way to motivate learners is always the interest of teachers, researchers and linguists. Games are highly motivating since they are amusing, interesting and at the same time challenging. The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention. At that time, students who are shy also attend the activities with fun, forgetting their shyness and feeling of fear. Further, games add interest to what students might not find interesting. Sustaining interest can mean sustaining effort, the grammar lesson which is considered as a boring one in a traditional way as a typical example. If the teacher just follows the tasks given in the textbook, students have to do the tasks in writing and reading, then the teacher herself will lead a grammar lesson to a boring, hard-digesting experience to their students and surely, do not meet the need for a more interesting and effective grammar class. At that time, game is the most useful. Games employ meaningful and useful language in real contexts. They can be used to give practice in all language skills and grammar points in this case, and be used to practice many types of communication. If these games are good then learners will be learning while they are playing. It can be clearly seen that games can capture students' attention and participation. Thus, they can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

1.8.2. GAMES PROMOTE LEARNERS' INTERACTION

Interaction comprises the nature of classroom pedagogy and classroom behavior. Pair or group work is one of the main ways to promote interaction. As Jacobs & Kline Liu (1996) express, most of games can be played in pairs or in small groups, thereby providing a venue for students to develop their skills in working with others such as the issue of disagreeing an idea politely and the issue of asking for help. In most games, learners should to play in groups in where everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others. Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing since they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities. Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss with their partners and think creatively about how to use English to achieve the goal. The competition in the games gives students a natural opportunity to work together and communicate in English with each other a lot.

1.8.3. GAMES IMPROVE LEARNERS' LANGUAGE ACQUISITION

Thanks to the motivation and interaction created by games, students can acquire their lessons better and more interestedly than other ways. Games can stimulate and encourage students to participate in the activity since naturally they want to beat the other teams... Apart from having fun, students learn at the same time they acquire new language. Students begin to realize that they have to use the language if they want others to understand what they are saying.

According to Nguyen and Khuat (2003) stated that learners learn better, when it is applied in a relaxed environment like playing games. In fact it has been proved that an interested and involved class, learning through several fun-filled English language games takes in 100% of the lesson and retains 80% of it. The meaning of

the language students listen to, read, speak and write will be more vividly experienced in a game and, therefore, then they will better remember the language they learnt.

1.8.4. GAMES INCREASE LEARNERS' ACHIEVEMENT

As far as we know, games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game. Further support comes from Zdybiewska (1994: 6)

“...games are 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 exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension.”

As strongly emphasized above, games can motivate learners, promote learners' interaction, and improve learners' acquisition. As a result, games can increase learners' achievement, which means that learners' test scores, ability of communication, some skills, knowledge of vocabulary, or other language skills can be improved.

1.9. CONCLUSION

In brief, games are useful tools employed regularly in language teaching, and learning. Games not only offer learners a highly motivating, relaxing class, but most importantly meaningful practice to all language skills. Consequently, games can motivate learners, promote learners' interaction, improve their acquisition and increase their achievement.

CHAPTER TWO

METHODOLOGY

OF THE STUDY

2.1. INTRODUCTION

This chapter gives an overview of the research approach adopted in the memoire. It presents the research design, controlled variables, data collection, and the instrumentation. It further looks at the research methodology and the practical approach adopted to achieve objectives. Case study was used as a research strategy to investigate the phenomenon of using games in teaching grammar and rationalizes the sampling strategies. In addition to a discussion and the interpretation of this work such as diagrams and tables of the instrumentation results.

2.2. RESEARCH DESIGN

The research study utilizes an experimental design. It employs both quantitative and qualitative elements. It is seeking both to quantify aspects of students learning in L2 grammar, as a result of a game-based grammatical practice, and to discuss some qualitative aspects. Some of the concerns of educational researchers in the use of quantitative approaches are that education contexts are complex and it is difficult to measure variables and to establish strict controls. In this research, an attempt is made to consider the possible variables that may affect the research outcomes. This research is also seeking to contribute to a theoretical perspective on the use of game-based grammatical practice: if game-based practice does contribute to learning. This requires the use of qualitative methods, thus; the use of multiple methods has been recommended as a way of securing a more in-depth phenomenon studied. In an attempt to explore how games-based grammatical practice affects the learning of grammar, this study has collected student's responses on their level of motivation and classroom atmosphere. These were investigated by means of appropriate questionnaires, focus group interviews.

2.2.1. CONTROLLED VARIABLES

There are often some confounding variables that can threaten the internal validity of an experiment. The researcher tried to control these in order to reach the conclusions. The controlled variables in this study were the teacher, the students, and the teaching itself. They are controlled variables because everything was possible to control and discuss.

2.2.2. THE SETTING

The setting for this study was in “Boussemghoun” village, located in “El Bayadh” city. The English structure lessons were given five times a week for all classes in middle school and the duration was forty-five minutes for each session. The experiment lasted for six weeks altogether. It began in the third week of January in the Academic Year of 2016 and ended in the last of March 2016

2.3.Data Collection

Information from a variety of sources was collected in order to highlight the effects of using games in teaching grammar on students’ motivations and on the learning and teaching processes and also the role of grammar in learning languages besides to the role of games while learning grammar through designing many different questionnaires such as questionnaires on motivation and on class atmosphere which have been prepared by the researcher and some teachers of English language. After designing the questionnaires the researcher proceeded for two teachers of English to check them, to ensure that the students could understand and complete all the questions.

Different articles of English language the researcher used it for help in order to reach the first chapter, which is about literature review besides to websites from Internet, also used the library of “Naama” center, and took many different books of English grammar that talks about the topic. The data was collected from the middle of November 2015 to the middle of March. The researcher designed an overview of data collection as follow: the first week, start with searching about the books that can help in the research work from many

different libraries especially the library of "Naama" center besides to the Internet websites all these for the part of literature review; chapter one till the third week of January. In addition to designing the second chapter which was about the practical experiment in middle school level.

2.3.1. THE CASE STUDY/SAMPLING

The third year of middle school was the case study of the work, which is called "TAREK IBN ZIYAD" middle school that is located in "Boussemgoun" village.

2.3.2. THE INSTRUMENTATION

The instrumentation is a tool for data collection. They include Questionnaire, Interview, and Observation. Essentially the researcher must insure that the instrument chosen is valid and reliable. The validity and reliability for any research project depends to a large extent on the appropriateness of the instruments. Whatever procedure one uses to collect data, it must critically examined to check the extent to which is likely to give the expected result.

2.3.2.1. THE QUESTIONNAIRES

The researcher, used the practical part of the project, in order to examine the student, asking them about the grammar and games specifically, and about learning in general; there are two types of questionnaires, the "close-ended" form and the "open ended" form. The "close-ended" form is those in which some control or guidance is given for the answer. This may be described as closed form because the questions are basically short, requiring the respondent to provide "yes" or "no" response or checking an item out of a list of given responses. Questions that require yes or no answers are also termed as "Dichotomous" questions. It may also be multiple choice options from which the respondent selects the answer closer to their own opinion. The respondent's choices are limited to the set of options provided. While the "open ended" form is termed as "open ended" or "unrestricted" type of questionnaire calls for a free

response in the respondent's own words. The respondent frames and supplies the answer to the question raised in the questionnaire. It also constitutes questions which give the respondent an opportunity to express his or her opinions from a set of opinions. Spaces are often provided for respondents to make their input. The practical part of this work, the two types of questionnaires were used, because to enlarge the result of practical part, the students were given the opportunity to express themselves while answering the questions. The researcher designed the questionnaires according to many factors such as the age, sex, gender, and the social background as the case of "Boussemghoun" village, one of these questions was what was their mother tongue because most of them was neither Arabic nor French even not English, most of them their mother tongue was "Tamazight" for this reason, questionnaire was designed orderly just in order to make the result logical and reliable.

2.3.2.2. THE INTERVIEW

An interview is a goal-driven transaction characterized by questions and answers, clear structure, control, and imbalance. An interview is usually a dyadic transaction, meaning that it takes place between two people. The interview includes three teachers, two from middle school and one from secondary school. And the duration of the interviews was about 30 minutes for each interview, and the questions were first about their experience in teaching also about their assessment, classroom management...etc, the question of these interviews were mixed between close-ended and open ended one in order to enrich the result of this interview, as usual there are many kinds of interviews, such as phone interview, internet interview and one on one interview this later type is called also face to face interview, the researcher used the face to face interview, i.e., structured interview.

2.3.2.3. CLASSROOM OBSERVATION

The researcher attended sessions as an observer with one teacher of English (female; T.A) in middle school in order to see what grammar teaching methods the teacher use to teach grammar, and to have an idea about learner's

attitudes towards these methods. After observing classes of the teacher teaching grammar using the traditional approach, the following findings were observed:

The researcher noticed that the teacher was teaching grammar implicitly by giving a daily life situations based on the school text book of the third level. During explaining and discussing the situation, learners were supposed to pick up the grammar rules by themselves according to their understanding. The following is an example of grammar session that was taught by the teacher (**T.A**), the lesson was about the modal “**can**”. The teacher during the session which allocated for 60 mn did the following

- 1- Greeted her learners and wrote the date.
- 2- Warming up, by asking her learners if they are able to hold heavy weight or not. After the teacher asked them to answer the following question “**are you able to hold heavy weight such a more than 50 Kg?**” and she gave them 5 mn to write the answer on their exercises copy books. During that time the teacher was checking pupils’ answers one by one and tried to help them. After that, the teacher asked some pupils to write their sentences on the board and she corrected them.
- 3-The teacher then, asked the pupils to open their copy books, write the date, and the examples from the board. Next, she explained the use and the function of “can” by adding more examples and showing them the correct sentence structure when using the model. In addition, she asked the pupils to give their own examples.
- 4- During all that interaction the teacher was: explaining the meaning of the new words and its pronunciation, the negative form of the model. In addition, she was relying so much on the first language (Arabic) for clarifying everything during all the session’s time.
- 5- Finally, the teacher gave them an activity concerning the negative form of “can” During this session, the researcher took same notes such as:

a-For the teacher, these strategies were effective as the lessons were usually given in a limited time class. But unfortunately as it was observed at the end of the lesson, most of the learners did not participate effectively and some of them could not even understand what the teacher was explaining, even though she was explaining in the mother tongue.

b- Also, it was observed that just a very little number of pupils participated in solving the exercises and interacting with the teacher. Pupils who were sitting in the front of the class participated well, while those who were sitting at the back were passive, and they were not concentrated with the teacher. Pupils especially in the afternoon sessions suffered from several factors like: lack of motivation and interesting, boredom. Generally, there was a negative atmosphere inside the classroom, and there were not any positive interaction in learner-learner interaction or learner-teacher interaction.

The researcher attended another session with the same teacher, but the session was with the use of games while teaching grammar concept, the session was about “Adverbs of frequency”.

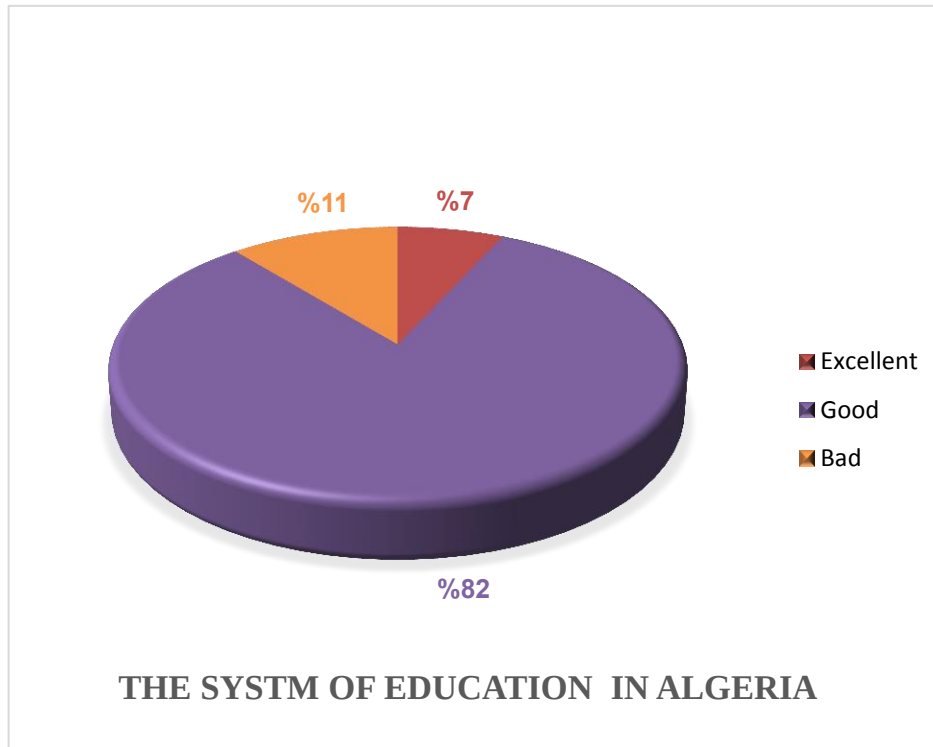
The same first steps of the first session, after that the teacher started to explain the lesson what are the adverbs of frequency, when we should use it, she even use the mother tongue while explaining and then she brainstorms a series of basic actions with the students and she wrote them on the board (for example, “go to school”, “brush my teeth”, “read a book”, “do homework”, etc)and then she wrote the adverbs of frequency with percentages such as “always 90%”, “never 0%”, “sometimes50%”, “rarely10%”...etc.

Next she made a small groups of students contains of 5 students and ask them to seat in a circle and she gave them a ball, and she wrote a question on the board” how often you brush your teeth?” each time the student answered the question s/he trope the ball to the next student and the next student should choose different adverb of frequency and the teacher gave them 5 mn to finish the game and the winner will have a gift at the end of the lesson.

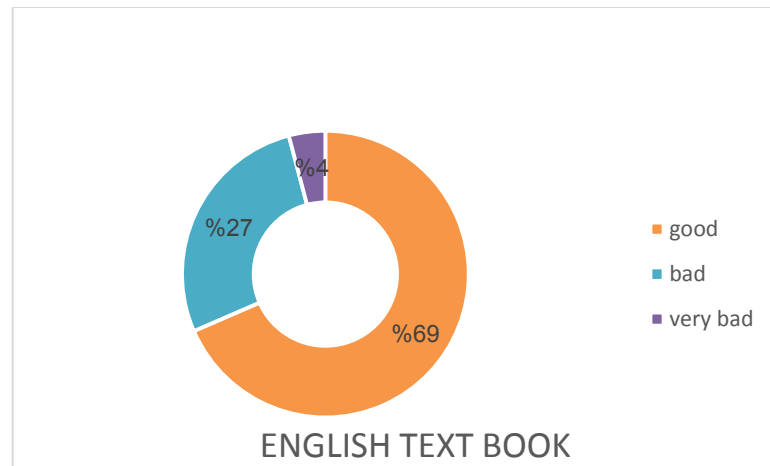
The researcher noticed that the atmosphere of the class completely changed and all the students were participating with each other they were challenging each other in oared to win, after that the teacher changed the question but with the same game till the duration finished.

2.4. THAE ANALYSIS OF QUESTIONNAIRES

2.4.1. STUDENETS' POINTVIEW OF THE SYSTEM OF EDUCATION

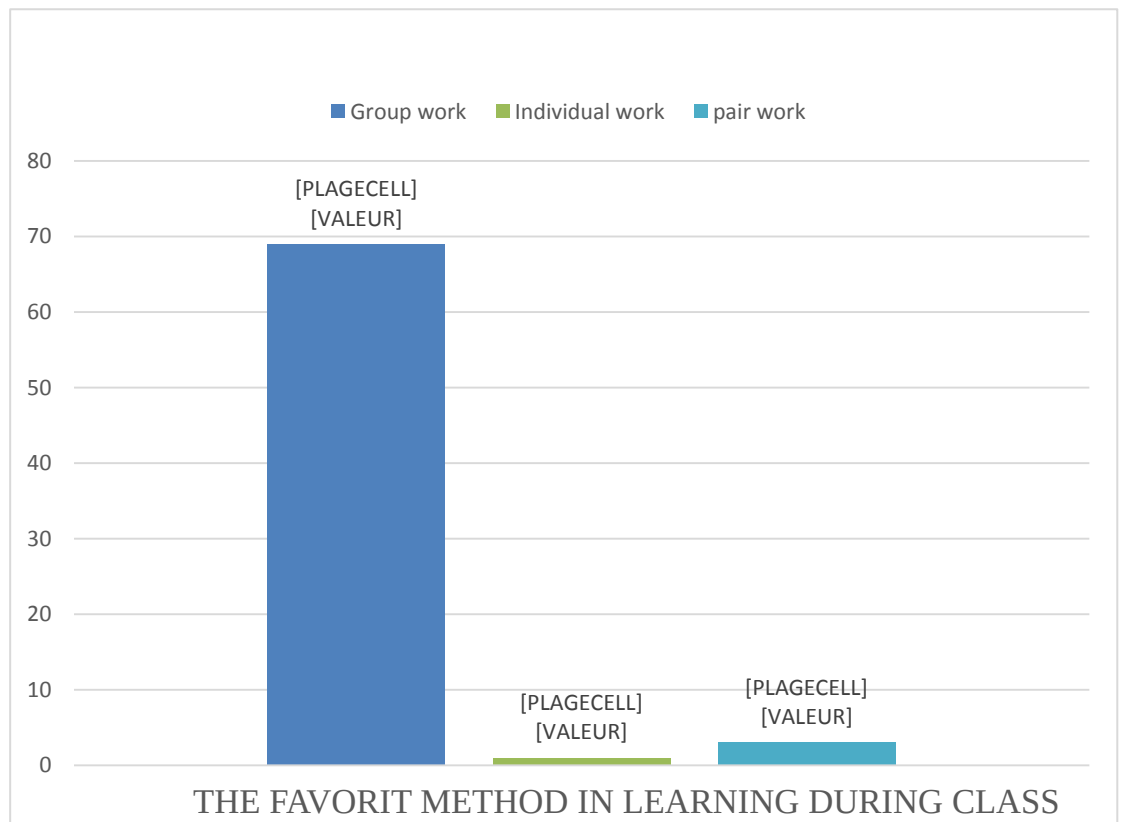


This diagram presents the result of the question about the system of education in Algeria, 82% of students said that the system of education is good, 11% of them said is bad, however; 7% choose that the system is excellent from this result we can conclude that the system of education in Algeria is good and the problem is not in the system its self, there are some other factors cause these problems.

2.4.2. STUDENT'S POINT VIEW OF ENGLISH TEXT BOOK

The second diagram is about English text book, the question was asked for third year middle school as a case study, the result was 69% of students said that the English text book is good, 27% them said it is bad, 4% said very bad. Here most of the students like the English textbook so that they will be interested in learning English grammar more easily and this will motivate them to learn effectively because the learner when he or she likes what he or she learn they will learn it by heart because they like it they will make an effort to acquire it as possible as they can.

2.4.3. THE FAVORITE METHOD IN LEARNING DURING CLASS FOR STUDENDETS.



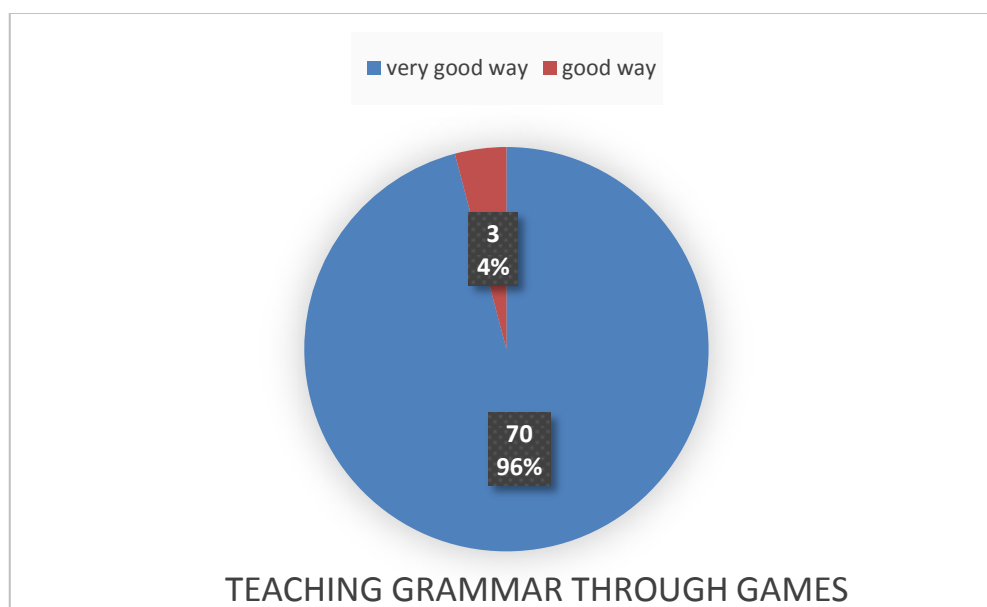
The major of students answered for group work 69% of students said that they prefer to learn in groups, here the researcher asked them to justify their answers, they said, in order to exchange the information and to help each other, because there are some students who feel shy and some embarrassment when he or she answer the question especially orally, so when they are in groups they feel safe and interested to learn and to interact effectively. However; 9% of them said they like pair work, pair work each student has a special student as a best friend so even in learning they like to learn together.

YES	96%
NO	4%

Table:1 students were asked if they like their teachers' method

96% of students answered positively, and 4% of them answered negatively. The researcher can conclude that if the student likes the method of his or her teacher, there will be more opportunities of understanding.

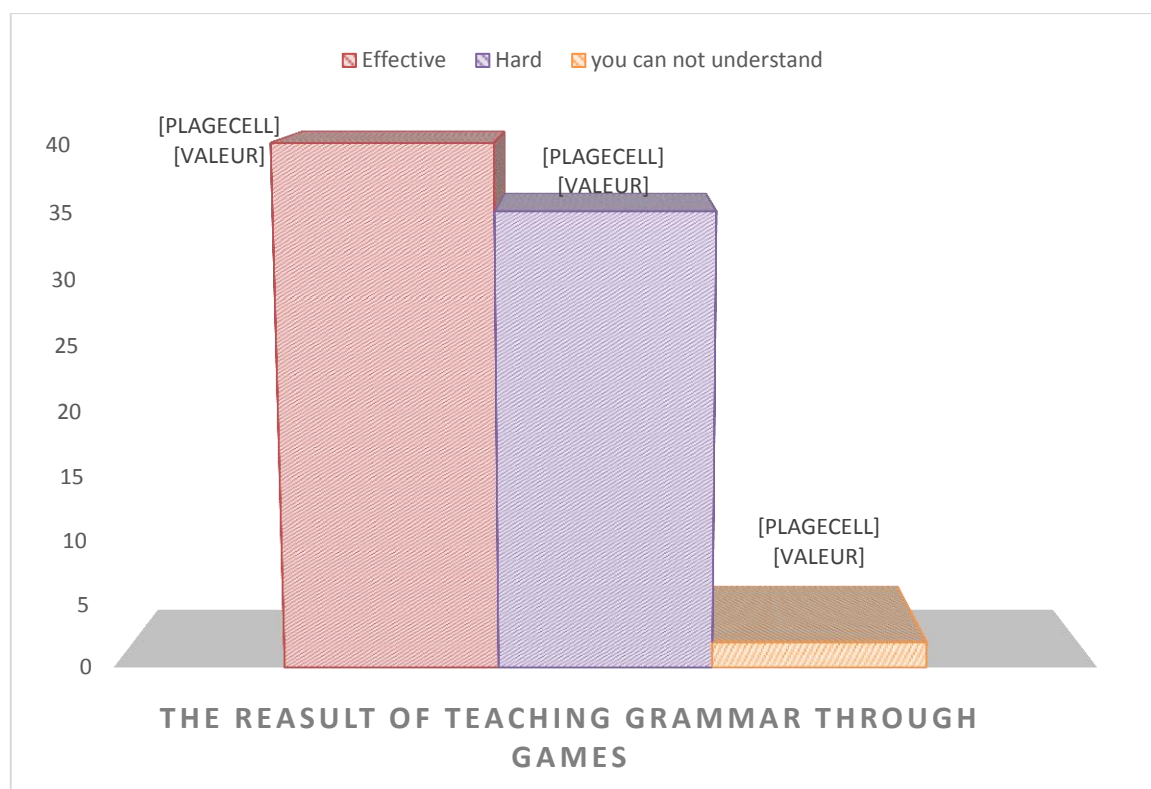
2.4.4. TEACHING GRAMMAR THROUGH GAMES.



When the learners were asked about using games in teaching English grammar, 96% of them answered that the way is very good, and 4% of them said is a good way according to the options they had asked for after this result the researcher asked them to tell her why did they think the use of games is a very good way? In justification the learners answered that when they play this kind of games which is the educational one they feel free from any problems such as shyness or embarrassment or misunderstanding, they motivate and support each other while answering, and some of them said that they feel interested in learning English grammar with some of enjoyment at the same time they are learning new items.

Since the students answered that the use of games in teaching grammar is a very good way, the researcher asked them about the level of their understanding when their teacher follow this method ,i.e. if they understand quickly or there are some exceptions or some problems.

2.4.5. THE EFFECTS OF USING IN LEARNING ENGLISH GRAMMAR



Most of pupils' answers were divided between effective and hard because there are some problems that face the pupils when the teacher uses games while explaining the lesson and this result because there are some rules of English grammar needs the effort from the teacher to explain and the use of games is not enough to send the message to the learner, so this rules needs the teacher's explanation and then the practical way which is the activity via games. Here the games help the teacher and even the learner to get the target structure.

2.5. THE ANALYSIS OF TEACHERS' INTERVIEW

The researcher use the interview as an instrument with three teachers, tow from middle school and one from secondary school. The three teachers said that teaching is a good job but it's a very hard job at the same time. They said education in Algeria is in the average, because the contents of the textbook are in the good level, even the curriculum is in the needs of the learners. The researcher asked them about English language, they said that English is a fresh language, is the most active language, the course of English language make the students feel more interested and motivated because English language create a relaxed atmosphere for the students and all that according to many factors.

Every one of them said that they use many different methods because each lesson needs a suitable method, according to the concepts, the biggest problem that face the teacher while teaching is the misunderstanding, i.e. if the learners cannot understand the lesson . According to the technological aids, they said they use some of them but just in some lessons those needs these aids such as computers, data show, and even smart phones...etc

According to the use of games in teaching and learning they said that

When the teacher is searching for games to use in his classroom, he should not just pick something which does not have a definite linguistic outcome. These games may entertain the students, but when the teacher doesn't have much time with them each day as it is,s/he wants his/her game to do double duty to get the most of the time the teacher spends playing games. Thus, a clear linguistic outcome is required for each game. The game can be a listening game to allow the students to repeatedly hear a new grammatical structure in use, or it can be a speaking game to allow practice of the grammar. There are degrees of difficulty with speaking games from basic repetition in a fun context to more creative sentence creation for revision or more advanced practice once the basics have been mastered. The teacher should lead the learners through this progression so that the game at hand is always well within the grasp of the students. This makes

games fun rather than boring one. It is a mistake to play a speaking game immediately after the new grammar has been presented. Reading, spelling and writing games come after the new grammar has been absorbed and the students can use it orally.

Another thing to watch out for with grammar games is that a maximum of students are involved. If the teacher has forty students s/he wants to avoid a game where only two or three students are speaking all the time. What are the other students supposed to do in the meantime other than get bored? games that cause chaos in class and make teachers unpopular with colleagues because of high noise levels.

Also the teacher needs to make sure that the rules of the games are well explained and fully understood, so that the game develops naturally and correctly. Some games may contain variations or suggest other grammar points to be played with. Teachers should not interrupt the game to correct any mistake. If otherwise, all the fun and learning will be ruined. To begin with, when learners are not familiar with the new approach, games could be used to supplement the main course. Later as teachers and learners acquire greater familiarity, they may be used as substitute for parts of the course. We must remember to choose a game appropriate to the level of the learners. The instructions should be clear. It's not a problem to use the mother tongue to explain the rules of the game, if necessary. At the beginning, all learners may not participate enthusiastically. Some may feel shy and inhibited. Do not compel them to participate. A time will come when they would be willing to participate. The teacher should note when learners begin to get tired of a game. At this stage, s/he should stop and change to another activity. Otherwise learners may develop grammar game fatigue. In the course of playing the game, learners are sure to make mistakes. However, the teacher should not stop the game in order to correct the mistakes. S/he should quietly note down the mistakes without interrupting the game, and let them to discuss.

Before presenting a structure test learner's knowledge after presenting a structure – as feedback to find out how much learning has taken place as revision. It is possible to play many games with the spirit of challenge to achieve, rather than to defeat someone, the less able learner may „give up“ and the more able learner develops a false sense of his/her ability. It may not be a good idea to force the learner to participate. For many such learners there will be point of „readiness“ to participate later, if the teacher wants to make sure his/her activities (games) appeal to all sorts learning styles, the teacher will have to vary the types of things you expect your students to do. At the end of the interviews they all concluded that games are the most effective strategy that can help the teacher and the learner to achieve their goals in the process of teaching and learning English language especially teaching and learning grammar.

2.6. DISCISSION AND INTERPRETATION

This study carried out to investigate the effects of using grammar games to enhance students' acquisition of English grammar. In addition, the study also examined the effects of games on students' motivation level while learning the form and rules of these games. It also looked at the teachers' reactions towards the use of games in the teaching and learning of grammar. A total of 73 Form One students of Boussemghoun were chosen as the respondents of this study. In addition, two English language teachers from the middel school were selected to provide insights on the use of games in enhancing grammar teaching and learning. The data were analyzed using both the qualitative and quantitative methods. From the analysis, it can be concluded that the use of grammar games had a positive effect on the students' acquisition. Games were particularly useful in grammar learning according to the questionnaires and even the teachers interviews because they provided a mechanism which gave students an incentive to go on practicing a structure beyond the point where they would normally tire of repeating it. The games also presented the students with an authentic environment to learn. Language use and practice in an authentic environment provided an effective reinforcement in the learning process.

Students also enjoyed the competitive games and these served as a motivation for successful participation. In addition, the feedback received from the English teachers through interviews was positive. They extremely agreed that games played an important role in the teaching and learning process. Although the unavailability of games was cited as a common problem, the teachers in Boussemghoun expressed interest in conducting games. With proper organization and planning, language games could be utilized in teaching grammar effectively. It must be emphasized however that the above study does not provide sufficient evidence to reach a firm conclusion regarding the use of games in grammar teaching in general. The question of whether games are appropriate for a variety of subject areas in grammar remains to be answered. Furthermore, this study was limited to the Form One students enrolled in Boussemghoun, a middle school located in Boussemghoun. Therefore, the results of this study are not generalizable to all schools in Algeria. The small sample size limits the extent to which conclusions can be generalized

2.7.CONCLUSION

From the above result as a conclusion, games can provide personalization practice as they offer the students the chance to be actively and personally engaged in the lesson and pleasurable tension especially when games are in focus, it is the teacher's job, and sometimes desire, to look for other funny resources and to make use of his/her creativity in transforming a boring grammar drill into an entertaining, challenging, motivating and efficient one, so games help the teacher to achieve this relaxed atmosphere inside the classroom.

GENERAL CONCLUSION

The present study presented an alternative strategy to minimize learners' problems of grammar. The strategy is about teaching grammar through language games as a motivational way to make learners more excited and engaged with grammar lessons, games according to many linguists are an activity with rules, academic goals and objectives, and an element of fun, enjoyable, and motivation. Games in the teaching process in a source that creates an interesting atmosphere under disciplinary conditions. Also, games supposed to be a good method to practicing grammar patterns. In addition, teachers must know the appropriate games for their learners, materials available for them, and to be devoted to such activities. Besides, they should be aware about how to maintain suitable environment to deal with them in side classroom. Based on the finding and discussing in the field work, it is proved that games are a useful and successful strategy which helps to enhance learners' proficiency and performance in grammar that help in achieving the goals of the learning-teaching process in general. The suggested strategy may obtain more benefits under different conditions if it is included as part of the teaching program. Learners during practicing games are so motivated and they are working in an interest and positive conditions which proved the hypothesis and the teachers said that, learners' prohibition and hesitation to participate, and their fear of making errors were minimized when they are playing language games. In addition, they engage more with grammar lessons. All what teachers said in the interviews proved and supports the research hypothesis

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APPENDIX
TEACHERS' AND
STUDENTS'
QUESTIONNAIRE

Teacher's questions

1. How do you find teaching as a job?
2. What do you think of education in Algeria?
3. What do you think of the curriculum in Algeria?
4. Would you describe English as a language?
5. Would you describe your style of teaching?
6. What is your biggest problem in student teaching?
7. Do you use technological aids when teaching?
8. What are these aids?
9. Do you think teaching English grammar easy or there is some difficulties?
10. What you think about using games when teaching grammar?
11. Do you use it?
12. What are these games that can help you in teaching grammar?
13. Can games affect the student's interest to understand the lesson?
14. What is the different between using games in teaching and teaching without games?
15. Are you agree and convinced about the result of teaching through games?

Students' questionnaire

The present questionnaire aims at exploring the effects of using games in teaching English grammar, You are kindly invited to answer the following question:

-level : third year

1/ sex Male ☐ Female ☐

2/ age ☐

3/what is your mother tongue?

a/Arabic ☐

b/Frensh ☐

c/English ☐

d/other language ☐

4/what is your favorite language?

a/Arabic ☐

b/Frensh ☐

c/English ☐

5/what is your point of view about the system of Education in Algeria?

a/Excellent ☐

b/Good ☐

c/Bad ☐

6/what do you think about your English text book ?

a/very good ☐

c/good ☐

d/bad ☐

E/very bad ☐

7/what is your favorite method in learning during class?

a/group work ☐

b/Individual work ☐

c/pair work ☐

- justify your answer

.....

.....

8/Do you like your teachers' method in teaching?

-Yes ☐

-No ☐

-justify your answer

.....

.....

9/what do you think about using games in teaching grammar?

a/Excellent way ☐

b/very good way ☐

c/good way ☐

d/bad way ☐

E/very way ☐

10/How do you find your teachers' method when he/she uses games in teaching grammar?

a/Effective ☐

c/Hard ☐

d/you can not understand ☐

11/what are the games that you prefer in learning grammar?