THE DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF ABDELHAMID IBN BADID MOSTAGANEM

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Effectiveness of Using Games in Teaching English Grammar

Case of Secondary schools' pupils of Adda Ben Ouda and technikon. Relizane.

A dissertation submitted in partial fulfilment for the requirement of

Master Degree in

Didactics and Applied Linguistics.

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Academic Year: 2018-2019.

Dedication

I dedicate this modest work

To the "Queen of hearts", dear mother, for her endless love, sacrifice and support. She is my source of inspiration and encouragement.

To the greatest father on earth, I will be always grateful for his support and confidence in me. All the words will stand frozen when it comes to their estimation.

"Mom and Dad, Thank you for everything."

To my dearest brothers: Saif Eddine and Abouabedellah.

I dedicate it to all my teachers in all levels and to all people who know and love me.

Thank You.

Acknowledgement

Firstly, I would like to express my sincere gratitude to my teacher and supervisor Mrs.Benstaali Leila, for her continuous support, motivation, tenderness and valuable comments. Her guidance helped me in all the time of my research. I really thank her for her advice and encouragement.

Also, I would never forget to address my most sincere thanks to all my teachers who taught me during my university studies at department of English at Mostaganem.

My profound thanks go to the secondary schools' pupils as well as the teachers for being completely collaborative within the observation, the games and the questionnaire.

Abstract

The aim of the present work is to check the effectiveness of using educational games in teaching grammar. Furthermore, the study aims to find out the effects that games can bring to EFL classrooms. Another aim is to discover the usefulness of games in making the pupils learn and memorize the grammatical rules in an amusing way. Hence, to achieve the mentioned objectives, a descriptive study is conducted, by collecting data from a questionnaire which was addressed to EFL teachers. In addition to the use of classroom observation and the use of some games to identify the pupils' reaction after presenting the games for them. Therefore, the results reveal that games can have an influential role in the teaching learning process. In the sense that, they reinforce grammar and improve the learners' ability to understand the grammar rules in an easy and funny way. Nevertheless, games need to be well selected by the teachers and they have to fit to the learners' background, cultural context and learning styles. Yet, teachers should not rely on games all the time, because over using them may lead to having some drawbacks.

Keywords: grammar rules, educational games, teachers, secondary schools' pupils.

List of Abbreviations

EFL: English as Foreign Language.

ELT: English Language Teaching.

GTM: Grammar Translation Method.

TBA: Task Based Approach.

MCQ: Multiple Choice Questions.

ICT: Information and Communications Technology (or technologies).

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General Introduction

Since language is the core of the human, social concern and a road map of culture, it is vital to find suitable and efficient techniques that may help to improve it. However, at the same level of its importance, it is a challenging language that needs a lot of hard work to develop and enhance it. The English language is the primary language in many countries. It is taught as a second or foreign language at different levels all over the world. Today, English has dominated all the fields in general and education in particular and that is the case in Algeria. The educational system in Algeria is divided into different levels: basic (middle school) which is a period of four years, Secondary school which is for three years and higher education that can last from three up to five years.

The crucial role that English plays in education has made it significant for learners to know more about grammar, which is the basis of the English language in order to achieve their goals. However, most of learners have unpleasant memories of learning some of the grammatical rules because they view them as complex and difficult to learn. For this reason, language teachers were and still looking for the effective and useful methods to strengthen grammar, so that learners will be able to memorize the rules easily.

Grammar helps in learning the basic four skills, especially speaking and writing. Thus, in order to speak and write more clearly and concisely, learners seek to find a way in which they will be able to keep in mind the grammatical rules. English grammar can be developed in different ways through reading books, practising online activities, interacting with native speakers and playing educational games. Nowadays, educational games are highly implemented in the EFL classrooms; because they are considered as an engaging strategy to assist learners learn different subjects and they help in developing certain skills during playing the game. Furthermore, educational games provide the teacher and learners as well the chance to have a relaxed atmosphere full of fun and joy.

Playing games is another way for making grammar an easy task to accomplish for English language learners, EFL learners can use grammar games to help enhancing their level. By playing fun games, learners who use English as a second or foreign language can easily remember difficult language rules, as well as developing the other skills (speaking, writing, listening and reading).

At the secondary school level, it is becoming so important for learners to get more knowledge about grammar, simply because it is the stage where learners have to know about the basic rules of the English grammar as much as possible. Through this research one has

noticed that, teachers in Adda Ben Aouda high school and technikon are aware of the role that educational games can have to enhance learning grammar.

The main objective of the present study is to check the effectiveness of integrating educational games in teaching grammar for pupils. The study also aims to find out the outcomes that games can bring to EFL classrooms. Moreover, the investigation intends to discover the usefulness of games in making the pupils learn and memorize the grammatical rules in an amusing way. Thus, to achieve our goal, some research questions have been asked.

1-Do educational games motivate pupils and engage them in the teaching-learning process?

2-Can educational games make the learners grasp grammar rules easily and in a fun way?

3-Can educational games be negatively used by either the teacher or the student?

Then, we have suggested some hypotheses to the research questions:

1- Games can make learning an easy task to accomplish, interesting, dynamic and they make the students motivated and more attentive.

2-Games can help the learners to memorize the grammatical rules faster and they will be unconscious of this process because they are amused and pleased of what they are learning.

3-Educational game can have negative impact, if they are misused by the teacher or the students.

As any scientific research and in order to be systematic, we followed some steps to collect data. The case study is undertaken with 2nd year pupils at Adda Ben Aouda secondary school and technikon of Relizane .With the purpose of proving our hypotheses, we used some data collection tools; we provided the learners with some grammar games, and we made an observation before and during the presentation of the games. There was also a questionnaire addressed to teachers in order to gain detailed information about their reaction to grammar.

The study is organized in three chapters. The first one is a theoretical chapter, and it starts by defining the English grammar including its role in ELT, the methods / approaches and the difficulties that teachers and student face when teaching- learning grammar. Then, there is a shift to the educational games, starting with the definition and how to use games in teaching grammar, the purpose of using them and what influences the choice of the game. In the end of this chapter, we attempt to give a general idea of the different games played in the EFL classrooms by providing some instructions about how games should be presented.

The second chapter centres on the practical side of the work. It includes a questionnaire that is addressed to EFL teachers. An observation was also incorporated about the influence of educational games on the English learners. In addition to this, a detailed description of the games that the investigator used in the classrooms is provided.

The third chapter includes the data analysis of the questionnaire and also contains the results of all the tools that were used in the practical side. Moreover, we tried to propose some recommendations for teachers and learners about how to use games effectively in the classroom.

Chapter one

Teaching Grammar through Game

1.1. Introduction

Grammar seems to be the less enjoyable topic in English as a Foreign Language (EFL) subject. The majority of secondary school students tend to associate it to complicated theoretical explanations and consider it boring. Although the grammatical explanations and the written exercises are important and should not be forgotten, teachers should integrate innovative resources in the classroom. Regarding English grammar, an applicable tool to engage pupils would be by teaching grammar through games. However, secondary school teachers do not seem to be familiarized with these new resources. Instead, they tend to use games as time fillers most of times after finishing the lesson.

This chapter sets the theoretical background behind teaching grammar through the use of games in the classroom. First, there are various definitions about grammar and its important role in English language teaching .In addition to mentioning some methods and approaches of teaching grammar and other conceptions. Moreover, the focus is shifted to the games, how should they be used and why it is a necessity to implement them in teaching grammar.

1.2. Definition of Grammar

Before defining what grammar is, it is essential to refer to its etymology first. The term grammar comes from the Greek expression *"Grammatik tekhne*" which means the *"art of letters"*. Yet, throughout time the meaning of grammar has changed to the one that is known nowadays.

Thornbury (1999, p.1) mentions that *"grammar is partly the study of what forms (or structures) are possible in a language."* In other words, grammar is seen as the science of studying the arrangement of language parts (words and sentences) in general.

Furthermore, it is suggested that grammar has to do with different aspects of the language such as syntax (the study of words and phrases and how they are formed together to construct a sentence), morphology (the study of words' forms and their components), semantics (the study of words' meaning) and sometimes phonology (the study of speech sounds of human beings).By tackling all these aspects, then it is possible to express a particular meaning of grammar.

Additionally, Harmer (2007, p. 32) concludes that to be an expert in grammar is related with understanding how the grammatical parts are joined together to form a chain of

words. Therefore, it is a necessity to focus on the components of grammar to be able to know how it functions effectively.

According to Penny Ur (1998, p.4), grammar can be defined by changing and joining different words so that longer units of meaning can be constructed. She also mentions that knowledge of grammar is essential for learning any language.

1.3. Grammar in English Language Teaching

English is a worldwide language that helps individuals from different places to connect and communicate in several conversations. This includes also colleges and universities in which international students from different backgrounds are able to communicate freely. Even lectures in major universities are conducted in English. Therefore, it is necessary to possess a good command over the language. However, one among the main aspects of spoken and written English is its grammar. Only when the grammar is correct, the sentences can convey an accurate meaning. Thus, it is compulsory to value the importance of grammar in language teaching.

1.3.1. Role of Grammar in Language Teaching

In English language teaching, the role of grammar continues to be a controversial subject. Many English language teachers and language experts argue that grammar can be used as an essential subject for teaching English in ELT setting. When it comes to language teaching methods, the grammar translation method is still taught by many English language teachers in many EFL classrooms such as Iran, Arab countries, and Germany. Grammar is taught deductively and there is less and almost no emphasis on listening and speaking skills.

Furthermore, the most important goal of teaching grammar is to facilitate speaking and writing English in organized and proper structures. If students learn English accurately and in the right structures when they are young, they would be good communicators in the future. Without grammar, students are able to communicate in an effective way but only in limited situations. Besides, grammar is seen as a very crucial part when learning any language. It helps humans to analyze and describe their language in a successful way.

1.3.2. Methods and Approaches of Grammar Teaching

There are many approaches that the teacher can decide upon to teach with, but it is always vital to select the one that meets the learner's needs, abilities, age and experiences. Moreover, there are other factors that control and influence the selection of the right approach; for instance, the relationship between the teacher and the learners which has a great influence in maximizing the learning opportunities. It is also known that using only one approach may lead to the fact that learners would not be motivated to study, the best option in this case is to use a variety of different approaches when planning for the lesson(to be flexible teacher). The main difference between an approach and method is that the first one is mainly about the theoretical aspect and it is related to the aim of the teacher .As for the method is a tool or a way that helps the teacher to apply particular approach in practice.

In the past several decades, many methods and approaches have been evolved about teaching grammar and have been built upon teaching students how to communicate and how to use the English language more effectively. Due to the grammatical complexity of English, each method has its own advantages and disadvantages. Therefore, it is the teacher responsibility to know how to be flexible when using these methods and approaches, because some lessons are less likely to be remembered, while others may require more in-depth explanation and practice.

1.3.2.1. The Diagramming Sentences Method

It is considered as one of the oldest forms of teaching grammar and it was first presented in the ninetieth century. This method entails the visual mapping of the structures and relationships between the aspects of the sentence .Different forms of diagramming are used to visualize sentences and organize the functions of a sentence in a way that illustrates the grammatical relationships between words. Moreover, many grammarians and English instructors believe that analyzing a sentence and describing its structure with a reliable visual scheme can be helpful for the learners, especially for language learners who have a tendency to learn by seeing and visualizing things. Nevertheless, this method disappeared from modern teaching at least 30 years ago.

1.3.2.2. Grammar Translation Method (GTM)

Grammar Translation Method (GTM) was the traditional way Latin and Greek were taught in Europe. In the eightieth century, it started to be used in teaching "the modern"

languages at that time which were French, German and English. However, this method is still used in some countries in the present day. A typical lesson of this method used to be mainly based on two notions: grammar and translation. To illustrate more; first, the teacher presents the lesson which consists of a set of grammatical rules, and then the learners study a list of certain terminologies. Finally, the learners accomplish excessive tasks about translation. The teacher's role here is very strict and he is perceived as the only source of knowledge (teacher centered).As for the learners' role is totally passive; they just receive the knowledge given to them (spoon-fed). The teacher begins the activities and directs them, and then they are supposed to learn by heart the rules and the new vocabulary with its meanings.

1.3.2.3. Learning through Writing Method

Within this method, the learners used to give much importance to writing skills rather than reading skills and the ones who mastered writing were considered more successful than the others. The learners at this stage are supposed to learn and discover the language through practicing and mastering writing and selecting the proper grammar usage at the same time. If there are difficulties with certain grammatical rules, they would be tackled and planned in other lessons. Also, it has been noticed that learning grammar by heart does not work well and that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their own writing). Repeated practice (drilling) is also important and easily achieved through creative and personal writing exercises. These are the most known methods dealing with grammar and how it was seen before. Therefore, there are other well known approaches which are: the deductive and inductive in grammar teaching.

1.3.2.4. The deductive approach

According to Thornbury, (1999, p.29):*''A deductive approach (rule-driven) starts with the presentation of a rule and is followed by examples in which the rule is applied''*

The deductive approach of teaching grammar is more of a bottom-up approach which is moving from the more specific to the more general, that is the students make specific observations, detect patterns, formulate hypotheses and draw conclusions. In other words, it is an approach that based mainly on providing instructions before practicing the rule; the teacher gives students an in-depth explanation of a grammatical rule after that the learners encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just learnt through worksheets and exercises.
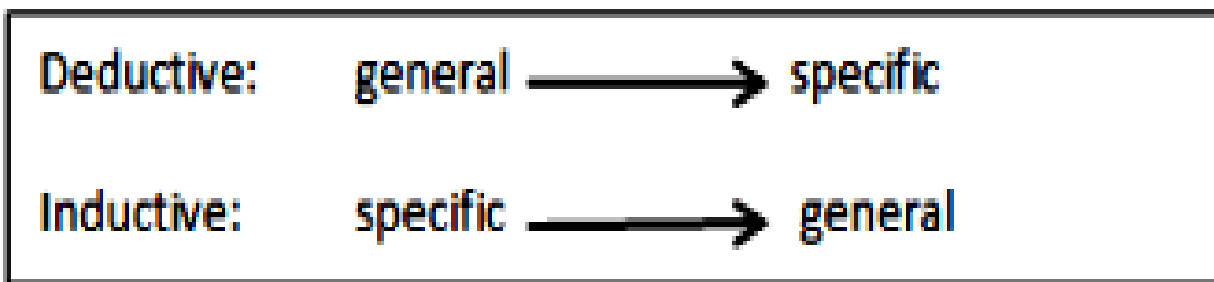
Figure1.1.How the deductive and the inductive approaches function.

1.3.2.5. The inductive approach

Thornbury, (1999, p.29) adds: *''an inductive approach (rule-discovery) starts with some examples from which a rule is inferred.''*

The inductive approach of teaching grammar is essentially a top-down approach which moves from the more general to the more specific. The teacher here presents some examples that demonstrate a certain grammatical rule and students have to notice and expect how the rule functions from those examples. The teacher should provide no explanation; it is the job of the students to guess how the rule is formed and how it works. The aim of this method is to give the students the chance to recognize the rules of grammar in a more natural way during their own reading and writing.

1.3.3. Challenges and Difficulties of Teaching Grammar

One of the difficulties that the teachers face in teaching grammar is the selection of suitable examples to teach grammatical rules and forms. In the old traditional grammar, the examples used for explaining the rules were of foreign contexts for the students.

So to make things more accessible, the teacher of grammar has to make his teaching significant and it should meet his learner's needs through contextualizing his teaching using examples derived from the learner's own lives and experiences (socio-cultural situations). A vital element of grammar instruction is to give correct and appropriate examples that should focus on a particular topic ,so that the students are interested, motivated and in contact with the information they have .Also, they would be more engaged and involved in the teaching process .

Furthermore, another challenge for the teacher is to decide the amount of rules to be taught to the learners. The teacher should select those grammatical rules and patterns which have greater communicative potential. Because, overloading the learners with rules would make the learning process of the language difficult and it would have a retarding effect on the learners. Moreover, it is the teacher duty to choose only the significant grammatical rules and patterns which help the students to manage with the different communicational situations.

In addition to that, one of the problems generally faced by most of the teachers of English is the weak level of the students. Sometimes, students are unaware of the basic rules and structural patterns of grammar which they are supposed to have learnt at previous levels. So in this case, if the teacher directly starts his explanation about a certain rule without knowing the level of the students, his efforts would be pointless (waste of time) and it will not bear any fruits. To avoid this widely spread problem, the teacher should start from the simple grammatical terms and then he advances towards the complex ones. Besides, the teacher has to provide regular practice of the grammatical rules to the students by asking them to use and relate those rules to their real life situations.

1.3.4. Difficulties in Learning Grammar

Most of time, the majority of students of English face various difficulties when it comes to grammar. According to J. Harmer the most common difficulties for students in learning English grammar are:

First, the mismatch between the form and function; many grammatical forms are used to perform different functions; for example, the present continuous describes actions taking place now but it can also refer to a future. On the contrary, it is possible to find that several different forms are available in English to express what seems to be a single function; as an example, the variety of verb forms that can be used to refer to future tense. The second challenge that may face most of learners is the contrast between English and mother tongue of the students, when the English grammar system functions differently from the learner's native language, difficulties arise very easily. For example, the structure of tenses in English and other languages. The last point to mention is the fact that English is full of exceptions of the grammatical rules; probably in every language there are exceptions to its grammar rules and so it is the case in English; for instance, the past tense is usually created by adding –ed to the stem form of the verb and they are called the regular verbs but there are as well the irregular verbs which change completely; such as:

to see   → saw

To drink → drank

To feel   → felt …

1.4. Games in Teaching Grammar

Grammar has always played a significant role in the English Language Teaching simply because it is the heart of any language. However, most of the learners do not really appreciate and value grammar .The obvious reason is that because they consider it as a difficult task to accomplish, due to the rules and the structures that they have to keep in mind all the time when using the language .Therefore, it is the teachers' duty to help their learners to find a suitable method to overcome this problem and use the language correctly. In this case, using games seems to be the most fitting tool to do that .Moreover, the teachers should know much about their learner's weaknesses in grammar and select the most appropriate game to help them use the language effectively and also maximize the learner's knowledge about grammar correctness.

1.4.1. What is a Game in Education?

Games have a long rich history, they are divided into two main periods: before and after the 19th century. Their beginning was mainly based on physical activities. They were related to special occasions such as religious rituals, celebrations and festivals. However, after the 19th century, the European people tried to modify some of their games' principles since they saw them as a waste of time. From that time, games started to construct their *''educational instruction''*. The first educational game was *''The Mansion of Happiness''*, it aimed on teaching children the difference between good and bad. In addition, after many improvements, games have acquired their significance to be used in the teaching and learning process.

Educational games are those games that are intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values. They are designed to help the learners to understand concepts, learn different domain of knowledge, and develop problem solving skills as they play games. Games bring a kind of enjoyable experience and for that reason information is easily remembered. Some experts describe that games bring a meaningful communication to the lessons. Additionally, they can focus on all

the four fundamental skills (speaking, reading, writing and listening) and they can be used for learners of any age.

According to Haldfield (1999):

> *"A game is an activity with rules, a goal and an element of fun…. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term."*

(Haldfield (1999)

This definition evaluates the crucial role of games and it shows the necessity of integrating them in the teaching program .It adds to teachers' techniques in teaching that games serve not only as an *'amusing activity'* for the sack of fill the remaining time or at the end of the semester, but as a technique to carry out tasks to the students to learn in an enjoyable way as well.

Haldfield (1999) adds: (ibid)

> *"Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to used the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action."*

Haldfield further stresses in his statement the valuable use of games and since most of students are always lazy and indolent to do their activities, games are there to be used properly in the way that lead the students to participate in the games, and they have the chance to practice and use the new language items which they have learnt keenly and willingly, instead of forcing them to do the tasks against their will. It is more successful in a way that students can play, enjoy and learn at the same time.

Moreover ,Harmer (2007) states that one basic element for a successful teaching and learning in class is engaging the students in the lesson itself; that is making the topic of the lesson about their interests, emotions and experiences ;for instance: games, music discussions (when handle challengingly), funny anecdotes, stimulation pictures, dramatic stories…etc.

1.4.2. The Application of Games in Teaching

Despite the fact that games are generally used with the aim of breaking the same routine and having fun, they can in some cases end badly, for instance, a student may get carried away with all the fun and says or does something that hurts someone else's feelings. When playing games in the classroom, the teacher has to keep such situations in mind and he/she should know how to deal and control it immediately. Moreover, the teacher has to make sure that every student is having a positive and an entertaining experience, because when playing the game, the classroom must not become a place where the learners feel vulnerable or like being victimized (picked on).

Another point to mention is that, it is essential to confess the fact that not all games can match the classroom environment, or all types of learners. In fact, it is good to keep in mind that a good formula for a suitable educational game is selecting the one that balances both fun and challenge (Steve Sugar.1998). Furthermore, teachers need to take into account the idea of choosing the game wisely, because; one game might be ideal for one teacher or for certain group of students. Nevertheless, it can be awful and unpleasant for other group of students (Ingvar Sigurgeirsson.1995)

Besides, teachers must make sure that they explain all the instructions of the game in details and that all the rules are clear and understood before starting the game. During the game, it is a necessity for the teachers to observe and be ready to help and guide, but without interrupting the flow of the game because that might affect the fluency which could affect in discouraging students from participating. After the game, it is good idea to have a follow up activity planned to provide time for students to reflect upon the game (Langran & Purcell.1994)

Even though games can usually be tailored to suit students' age, there are certain characteristics in games that appeal to children within specific age groups. For children aged from 6 – 8 years old, repetition is very common in games, rules are often few, easy and do not take much time. When it comes to pupils aged 9-11years old, they have more tolerance for longer games, which often include suspense and challenge. As for the learners older than 12

years old, games are much more planned and they often put emphasis on teams and teamwork.

1.4.3. The Purpose of Using Games in Grammar

At the present time, the notion of teaching has changed a lot over the past years. Traditionally, it was all about learners being passive and just receiving knowledge in the classroom (spoon-fed), but nowadays learners are normally much more active in the classroom and they are autonomous and not depending on the teacher only. So, what is better than playing games to be active? (Steve Sugar.1998.p. 3).

Many people claim that games are just for enjoyment of the students but in fact it is beyond that. Games can function as a very meaningful practice of language. Betteridge *et al.* (1983, p. 1) clarify how significant the role of games in language learning can be, and they mention that games can boost the learners' encouragement to continue in their study. Additionally*, "many games provide repeated use of language form and its frequent use during a limited period of time"*. (Betteridge *et al.*, 1983, p. 1)

Moreover, the most important reasons of grammar game are to integrate the practice of grammar in an encouraging and a motivating way and to raise the level of positive competition between the learners which leads to learning.

Games are associated with "relaxed and stress-free" atmosphere and even the introvert (shy) students have the chance to express themselves more than in the traditional activities. Uberman (1998, online) concludes that games *"encourage, entertain, teach and promote fluency"*.

In addition to that, repetition is very essential to learn, practice and internalize vocabulary, grammar and structures extensively. Repetition is considered as the mother of skills. It is only through drilling; grammar can be memorized for long-term. During the game, the learners focus more on the task and absorb the grammar rules subconsciously.

There are other reasons why games are beneficial for teaching grammar. They allow meaningful and an accurate use of the language in various contexts. Games add excitement, co-operative learning, raising challenge, motivating environment, lowering students' stress and give language learners the opportunity for real communication.

1.4.4. Factors Influencing the Choice of the Game

Although games are not limited by age, teacher must always consider the suitability of the chosen game. In addition to that, younger learners are more likely to take pleasure in playing the games but for some teenagers; it is something silly and ridiculous and they would not participate to play games at all. Uberman also (1998, online) suggests that not any random game is appropriate for all students considering their age. Apart from for age, teacher has to bear in mind the language level, interests and the educational background of the pupils.

An additional point is that the learners need to be convinced that games are useful for them and that they would learn in an easy and non stressful way. Because if they believe that the game is pointless and unnecessary, the result will be unsatisfactory and disappointing.

Before the decision of selecting the game, the teacher should be mindful of other essentials such as the period of the preparation for the game, possibility of realization, time needed for completion, and the enthusiasm of the learners.

Moreover, the element of time is very crucial and it should be well managed when planning for the game; time for preparation, time for organization and time for the game itself. The teacher ought to plan for some extra time, in case something unexpected happens during the activity and that time cannot be precised, because it not possible to know how much time the learners will take to complete the task. However, this is not really a problem for the experienced teachers who know their students well.

When selecting a good game for the lesson, teacher should take into account the proportion of luck in a game. It should not be considered as the most important thing, but alternatively it brings a kind of exhilaration into the game. (Rixon, 1981)

One of the most predominant factors that affect the whole course of the game is the learners' motivation. Harmer (2007, p. 98) stresses that *"for most fields of learning motivation is essential to success"*. Motivation is an abstract concept that is quite hard to define. Ur (1991, p. 274) suggests that motivated learners can be described as excited or disposed to make more effort in the activity. According to her, motivation is strongly linked with achievement (or success) and it is teacher's role to reinforce the learners' motivation while presenting the lesson.

1.4.5. Types of Games

Games are a welcome break from the usual routine of learning the English language in the classroom. As they provide great help to the whole teaching/learning process. Using various games can help students to be aware of many skills including grammar .In addition to that, games can eliminate the anxiety that arouse from using a foreign language or the uncertainty about the correctness of the output.

Rixon (1981, p. 1) states that *"the most obvious way of classifying games from a language teacher's point of view is according to the language they practise."* Thus, there are listening games, spelling games, games for practicing vocabulary, games concerning a structure or a function, and so on. Then, it can be divided according to different criteria, the examples are as follows, according to:

1.4.5.1. General Character and Spirit

Under these criteria, there are other games such as 'True and false games', 'Guessing and speculating games', 'Memory games', etc. In addition to that, (Betteridge et al., 1983, p. 4) point out that there are other types of games and activities which are:

- Communication Games with Pictures

The use of pictures and images is incredibly helpful for different kinds of communication activities in the classroom. This type of tasks includes for example "describe and draw" activities, in which one student describes or portrays a drawing on a given picture and his/her partner has to guess and draw it. This type of game is very beneficial when it is played in a group work activity. This category of game is not only restricted to grammar, it is also possible that teachers use pictures as a basis of creative writing. (Harmer, 2007, p.178)

- Card Games

Within this type, the teacher has many options concerning the card games. It is frequently used for a pair work because cards are ideal for this purpose. Harmer (2007, p.180) suggests: *"A simple vocabulary game can be played in which students have cards with pictures on one side and words on the other."* Furthermore, Lengeling and Malarcher (1997), highlight the important role of card games. They name them "index cards" which can contain words, sentences or pictures. Additionally, it can be used for any level of English.

- Board Games

There are a lot of games that can be played with the usage of the board. One of the examples is a game labeled noughts and crosses (Tic-tac-toe).It is a well-known paper and pencil game that can be performed as a pair-work in the classroom or the teacher can separate the classroom into two groups and each group can get only a half the board and they need to complete their side of the board with as many words as possible, and this is done according to certain instructions.

1.4.5.2. Form of Class Organization

Within this type, there are many forms that can help the teacher to introduce the game and they facilitate playing in the classroom. This type includes: group work, pair work, individual work and class work (The pair and group work games are very important for oral practice Betteridge et al., (1983, p. 5).

- Pair Work

The major advantage of pair work is that it is easy and rapid when organizing it. It is very suitable for practicing intensive listening and speaking. Regarding some discipline problems such as noise, pair work is not as convoluted as for instance group work is. Betteridge et al., (1983, p. 5)

Harmer (2007, p. 168) mentions that when applying pair work in the classroom, teachers should take into account some particulars, such as friendship between pupils who should work together, streaming of the learner which is based on supposition that there are learners of different levels (weak and strong). The easy way is to choose the pairs by chance. Hence, it is not really guaranteed.

- Group Work

Group work is ideal for four to six players. Betteridge et al. (1983, p.5) add that *"membership of groups should be constant for the sake of goodwill and efficiency."* by way of explanation, the selection of certain learners is essential with the consideration of all the strategies. The teacher usually selects the member of groups according to their abilities and levels. Some educators also believe that it is rational to have a leader of the group. However, on the contrary it is demonstrated that students can manage and cooperate even without having a leader. In any case, teacher has to observe, guide and evaluate the work of all the groups.

Harmer (2007, p. 173) also depicts some challenges that might take place during pair or group work. A very common problem is when some pairs/groups end their work before the others, they may cause noise. So in this case, the teacher should be ready to handle situations like this.

- Whole-Class Activity

Whole-class activities are about activities that involve all the learners in the classroom, Harmer (2007, p. 161) points out that the whole-class grouping can function perfectly when playing games. It helps the students to be bound and work together. This way, it is easy for the teacher to control and keep an eye on all the groups in the classroom. A good example of this activity can be "finding partners" game or bingo.

1.4.5.3. Genre of the Activity

Watcyn-Jones (2000) emphasizes mainly on grammar games and he classified them into eleven sections according to the type of students' activity such as, 'Information-gap activities' , 'Jigsaw reading activities', 'Asking and answering questions activities', 'Bingo activities', 'Find the differences activities', 'Board and card games', 'Giving and receiving instructions', 'Questionnaires and surveys', 'Find someone activities', etc.

Other classifications are possible, for instance; Mario Rinvolucri in his book 'Grammar Games' (1984) divides games into five main sections − 'Competitive games', 'Collaborative sentence-making games', 'Awareness activities', 'Grammar through drama' and the last section is called 'Miscellany'.

1.4.6. Game Application in the Classroom

As any learning tool, games have to be also presented in an organized way so that the aim will be reached, it is important for teachers to follow some steps in order to make learners benefit from playing language games**:**

1.4.6.1. Planning for the Game

The teacher should accomplish this process outside the classroom and before starting the lesson, through selecting and planning for game which determines the learner's needs as well as fulfill their lacks. It is a pre-stage as it aims on programming and selecting the appropriate game.

1.4.6.2. Introducing the Game

The introduction is the second step for beginning the game .It is a presentation of what learners are supposed to do. It should be in an intelligent way, in the sense that the teacher tries to make the introduction easy, clear, motivating, informative and attractive.

In this phase the teacher needs to show some enthusiasm, so that his learners will feel so .He needs also to hear the learner's feedback about what the game is about. Besides, the teacher should explain the instructions by asking the learners to follow some rules, and making sure that the instructions are understood by everyone. Therefore, the teacher should make an attractive presentation of the game, because if he introduces the game in an appropriate way, he may achieve the desire objectives .Hence, after presenting the game and giving all the information the teacher can ask students to start playing.

1.4.6.3. Monitoring the Game

The teacher's role in this stage is observing the classroom, by seeing how learners are motivating, integrating, progressing, speaking, reacting, and learning. At this phase, he can facilitate the game, or explain once again which rules that they have to follow. He needs to encourage more students and why not giving them some guidance if the game is difficult. Then, when time is over the teacher asks students to stop playing.

1.4.6.4. Checking the Game

The last step that the teacher does is debriefing the game by checking the learners' understanding; for example, testing them about the rules that they have been familiar with and examining their memorization through using games. Furthermore, the teacher is supposed to get their feedback; he discusses with learners how did they feel while playing the game. He sees whether the method is effective and beneficial, or not. Sometimes, He can score them and gives some rewards, in order to encourage them. Also, this step should include the teacher's evaluation and additional comments.

1.4.7. When / When not to Use Games

On one hand, it is important for the teachers to be aware when playing the game and also to determine the time as well as the situation of using them, although the entertaining activities help to encourage the learners to interact and communicate effectively. However, the use of them in teaching English is not appropriate and fitting at all times. We can expect that students will not learn from the game, unless they understand it well. In addition to that, there may be some situations where the game may not serve its purpose as well as the

teacher's educational aim. At this phase teachers need to determine when, why, and how to deal with the process of gaming.

On the other hand, there are several situations that allow teachers to deal with games since they create a meaningful context for language use; for example: when the learners are not following with the grammar lesson, the teacher can use the game as a warm-up activity or when there is no cooperation and interaction between students, the game is a means to make the learners close to each other. Also, in some cases, when there is still time left, short games can serve as time fillers.

1.4.8. Advantages and Disadvantages of Using Games

Rinvolucri (1984, p. 4) declares that games usually do not necessitate a lot of preparation and they are highly effectual at the same time. He brings up some advantageous of using grammar games in the classroom. The first one is that *"the students have to take individual responsibility for what they think the grammar is about"* (1984, p. 4).It is a great pleasure for the teacher to see that his students learned quickly the lesson without excessive and repeated explanation. In this case, the students are not conscious that they are learning grammar and doing an actual task.

Finally, language games create a bound between the teachers and their students, which is suitable for both teachers and the students alike. In short, if used properly by the teacher ,games are excellent ways whereby learners have fun and acquire the language and its rules at the same time .So, it can be said that English games actually give students a reason to communicate and practice grammar in any given context.

However, with the advantages, come the disadvantages, games do not have just points of strengths ,yet they have also some points of weaknesses which can be ;for instance, an increase in the level of noise in the classroom, long duration for preparation or too much time for the game itself. Games may make the students distracted and in some cases the teacher might have problems when selecting the suitable game for the learners considering their age and abilities.

1.5. Conclusion

The main purpose of this chapter is to highlight the theoretical aspect of the effectiveness of integrating games in teaching grammar to secondary school pupils which had and still has a great importance in EFL classrooms .It is one of the major elements that allow the learners to practice the language effectively as well as they are interculturally competent. In one hand, games play a vital role in exercising the grammar rules for the learners. On the other hand, these games need to be well selected by teachers and well understood by learners, so that they will master the use and the function of the English grammar rules.

The second chapter is about the presentation of the tools used which are: the pre/post test, the games, the classroom observation which is devoted for the pupils and a questionnaire for the teachers, in order to investigate what has been mentioned in this part. The next chapter is considered as the practical part of the first chapter which is all about the theoretical part of the main topic.

Chapter Two

Research Methodology

2.1. Introduction

This section seeks to explore the effectiveness of using educational games when teaching grammar inside the classrooms of Adda Ben Aouda secondary school and technikon in Relizane. It includes the methods and the methodology used to collect data. Furthermore, this chapter presents the population, context of the study and data collection tools; a classroom observation for the learners, a questionnaire for teachers, and an experiment.

2.2. Research Methodology

The empirical study took place at the level of "Adda Ben Aouda" secondary school and technikon at the centre of Relizane. Three classes of second year were chosen to conduct the study. The purpose behind choosing only the second year pupils is that the first year students are considered as beginners, and they are not really aware of most of the grammatical rules. As for the third year students, they were not really interested and the majority of their teachers refused because they were busy with finishing the program and preparing their students for the baccalaureate exam. In order to construct the study, forty three (43) pupils (philosophy and foreign languages streams), and three (03) teachers from the first secondary school were chosen to work with. Also, thirty (30) pupils (scientific streams) and four (04) teachers were selected from the second secondary school. The study lasted for four weeks in order to meet all the classes.

The main purpose of the present research work is to investigate the credibility of the educational games in enhancing the learners' ability to understand the grammatical rules easily and in an amusing way. As far as, this research is based on two different approaches: quantitative and qualitative research. They aim at getting rich and authentic data to our main topic which is about the effectiveness of using games in teaching English grammar to secondary school pupils, as well as answering the main research questions which are:

1-Do educational games motivate pupils and engage them in the teaching-learning process?

2-Can educational games make the learners grasp grammar rules easily and in a fun way?

3-Can educational games be negatively used by either the teacher or the student?

In order to make the research systematic, the researcher has assumed a number of hypotheses; a hypothesis is a guess or suggestion to the solution of a certain problem:

1- Games can make learning an easy task to accomplish, interesting, dynamic and they make the pupils motivated and more attentive.

2-Games can help the learners to memorize the grammatical rules faster and they will be unconscious of this process because they are amused and pleased of what they are learning.

3-Educational games can have negative impact, if they are misused by the teacher or the students.

The researcher has used the quantitative method in order to provide numerical values (statistics) about the teachers' opinions toward the use of games in teaching grammar. As for the qualitative method, an observation is devoted for the learners in order to examine their attitudes in their usual learning environment, before and during the use of the games in the learning process. Moreover, an experiment is done to reinforce the validity of the work. In order to obtain quantitative insights and statistical analysis, a questionnaire is delivered to the teachers with different types of questions (open-ended, close-ended, yes or no questions and multiple choice questions).The participants are supposed to select an answer from the given multiple choices that he/she feels is the suitable one.

2.3. Research instruments

To collect data, the researcher has selected three different research tools (observation, questionnaire and experiment) in order to verify and measure the credibility of the present study, as well as observing the pupils' interaction with the games .On one hand the researcher's aim was to obtain a quantitative data through the use of questionnaires; by knowing the outcomes that games may bring to EFL teaching /learning process. On the other hand, qualitative data was used to explore this phenomenon.

2.3.1 Classroom Observation

Observation is an approach of data collection; it is very challenging method for gathering systematic information about people, places and things. Observational research is a used when the researcher observes an ongoing behaviour.

Cardwell points out:

> *''Observation is a general term used to describe*
> *any situation in which an observer records*
> *behaviour that is exhibited by a participant. The*
> *term ''observation'' may be used as a technique of*
> *gathering information''*

(Cardwell, 2013, p.159)

Observation is a technique used to describe the area under study .It is an illustration or an explanation of what and how the research should be done. The classroom observation gives the researcher a rich understanding of the pupils' behaviours and attitudes in their naturalistic environment.

The process of observing was divided into two phases; before and during the presentation of the games to the learners (pre/post test). The pre-observation sessions took place on 17th and 24th of February 2019. It was for the philosophy and foreign languages streams of second year of Adda Ben Ouda secondary school. The unit was named science or fiction?

When the investigator and the teacher entered the classroom, the pupils rearranged the classroom setting and they formed them into groups. After the students took their places, the teacher started asking the pupils about the previous lesson in order to refresh their minds. Then, the learners were exposed to a picture of aliens and they were asked to describe that picture by using ''if clause''. Later, they wrote their answers on the whiteboard (there were some mistakes but the teacher corrected them).Afterwards, the pupils tried to generate the rule with the help and guidance of the teacher.

After that, the pupils wrote the lesson and the teacher started writing the first task, she explained the instructions of the activity and divided them into groups. During the classroom observation, we could notice that there were some groups doing the task in collaboration, while the other groups were disconnected and completely detached from the classroom. They were noisy, playing with their smart phones and there were two pupils fighting and offending each other. In all this, the teacher was just trying to smoothen the atmosphere by saying some expressions like ''Please pay attention'' -''This is important''- ''I will start propel some of you out''. Also, there were some passive elements who were too shy/stressed (introvert

pupils).Hence, number of them were too exited till they became noisy. Moreover, the teacher used some Arabic language to explain few grammatical rules. Then the bell rang before the teacher finished the second activity.

Regarding the other observation session, it took place on the 3rd of March 2019.It was devoted for the scientific stream of second year of the technikon ''Adda Ben Ouda'' secondary school.

After the teacher entered and the researcher took a place at the back of the classroom, the teacher asked her pupils about the previous lesson and although it was in the afternoon and the classroom number was numerous yet they succeed to recall all the previous information (it was about the conditional type two) .Later than, the teacher started the new grammar lesson by doing a sort of a vivid scientific examples using water and mirrors. Then, the pupils were answering the teacher's questions, participating and interacting with the teacher; they generated the rule and wrote down the lesson on their copybooks. Afterwards, the teacher assigned an activity. The pupils rearranged the tables to work in groups and the teacher started explaining the instructions of the activity which was about writing a paragraph using certain grammatical rule. During the classroom observation, the researcher could notice that the learners' level was very good. Yet, there were some noisy elements but the teacher was claver enough to get them involved by asking them to answer the activity.

Furthermore, we have noticed that the teacher was successfully interacting with her pupils. When something was difficult to understand, she was re-explaining the activity individually. The teacher was monitoring and checking if they are on the right path. When time was up for the learners, the teacher was selecting the ones to answer and she asked them to write down their answers on the whiteboard. Feedback was given immediately after the pupil gave the answer. When a pupil provided a wrong answer, the teacher asked the others to correct him/her. The pupils were very attentive to their classmates' mistakes.

Regarding the second phase of the observation, that was during the presentation of the games. It aimed at describing the attitudes and the behaviours of the learners when playing the games and these are some of the remarks that the researcher have noticed in the classroom while dealing with the process of gaming:

- It was noticeable that the learners were learning better through group work, indeed games raised their motivation and excitement.
- They were participating, as they answered most of time correctly.

- There were two male pupils setting at the back and they refused to participate in the first game, but when they saw how entertaining it was, they asked me to involve them in the second game.

- When they failed to answer correctly, some pupils got angry and unsatisfied.

- The learners seemed to learn better through having fun and they were amazed by the games.

- The level of competition was raised.

- They were relaxed, laughing, no stress and no shyness.

- They were asking for more chances to answer and also they were asking for more games.

- At the end of the session, the pupils asked their teacher to do the same thing in the next grammar lesson and use games for them.

2.3.2. Teacher 'Questionnaire

The questionnaire is a technique; it has been widely recognized by researchers as an effective means of collecting data, since it provides the researcher with information, opinions, beliefs and attitudes.

> *''The questionnaire has become one of the used means of collecting information .If well constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner''*

(Anderson and arsenaul, 2005, p.170)

The questionnaire is considered as the most useful tool to collect data. Certainly, the questionnaire of this work aimed at knowing the impact of using educational games in teaching grammar in EFL classrooms.

This questionnaire is a written document with different types of questions like open-ended, close-ended, yes or no questions and multiple choice questions (MCQ). The participants (teachers) were asked to tick the suitable answer and they were asked also to explain their points of view. Teachers' questionnaire was categorized into two parts. The first part was about what the teachers think of using games in teaching grammar. As for the second part, it was about whether the teachers actually use the games or not. Each question has the

purpose of collecting certain information to support the researcher's hypotheses. It was given to twenty one (21) teachers of English from different secondary schools at the wilaya of Relizane and the majority of them were females.

As a primary part of data collection tools, the teachers' questionnaire was designed to evaluate their attitudes toward the use of games mainly in teaching grammar, as a new educational tool in the classroom. The teachers' questionnaire consists of ten (10) main questions. As for the other questions, they were related to the tenth question.

Question 01: How long have you been teaching in this high school?

Most of teachers, who were given the questionnaire, are highly experienced educators, and have been teaching English as a subject in secondary schools for decades. Hence, some of them have recently stepped into the field .They were both males and females with different ages. The aim of this question is to know to what extent the teachers are experienced and this would help the researcher to narrow the issue and also to provide potential solutions.

Question 02/03: Do you teach all levels? Do you teach all the skills (listening, speaking, writing and reading?)

The aim behind asking these questions is to verify if grammar is included in all levels or there are some levels that do not study the English grammar. In addition to that, the researcher wanted to check if grammar is taught within context or they teach it in isolation.

Question 04: How often do you teach grammar?

This question was designed to evaluate the amount and the quantity of teaching grammar in the classroom.

Question 05: In which skill is grammar included?

This question is structured to know where grammar is integrated and implemented within the four skills, whether in listening, speaking, reading or writing or for some teachers, it is integrated within all the skills.

Question06: Do you consider teaching grammar a hard task to accomplish?

This question tends to know whether teachers consider the process of teaching grammar easy or they face difficulties when presenting the grammar lesson. Also, they are asked to clarify and explain their answer.

Question 07: What are the methods that you use to facilitate teaching grammar?

The purpose behind asking this question is to seek the ways that the teachers use to simplify the grammar rules for the learners, in order understand them quickly and in an effective way.

Question 08: In case your pupils are disengaged or bored, what do usually do to get them involved in the teaching process?

The above question aims at knowing the alternative ways that the teachers use to attract the attention of the learners when they are not really following the explanation of the grammatical rules.

Question 09: Using educational games is beneficial for maximizing the learning opportunities for the pupils

This was designed to see what teachers think of the use of games in teaching grammar, whether they consider them as a positive or a negative tool for helping the students to learn better the language and its components.

Question 10: Do you use educational games in teaching grammar?

This part will divide the participants into two parts, the ones who use games in teaching grammar and the ones who do not use them. For teachers who use the games, the researcher asked the following questions:

➢ How often do you use games when teaching grammar in the classroom?

The purpose behind this question is to check the how many times the teachers make use of games when teaching grammar.

➢ What are the games that you use? Please name them.
➢ When giving the instructions of the game, your pupils are: motivated, not interested or anxious?

These two questions are designed to know the games that the teachers use, and also they seek to know the attitudes, behaviours and the reactions of the learners towards the use of games.

➢ As a language teacher, you use educational games when:

-You feel that the game simplifies the grammar lesson.

- You want the learners to memorize the grammar rules easily.

- You want the classroom to be more dynamic and interesting.

- Just for fun.

The purpose behind using games differs from one teacher to another. Indeed everyone wants to achieve something from making the students play. So, the aim of this question was to determine the reasons why teachers deal with the games.

➢ In your opinion, how does the game influence the pupil's performance?
➢ After giving your feedback to the pupils, are they likely to repeat the same mistakes in other activities?
➢ According to you, what are the advantageous of using games in teaching grammar?

The reason behind asking these questions is to assess the teachers' perception about the effectiveness of educational games as a learning tool.

As for the teachers who do not use educational games in their teaching. The following questions were devoted for them:

➢ So, what do you use instead of using games to make the pupils comprehend the grammar rules easily?
➢ How do you check their understanding of the grammar rules?

These questions were devoted to see the teachers' alternatives of games and how to make sure that the grammar rules are understood by the learners.

➢ Do you believe that using the traditional activities is enough?
➢ According to you, what are the disadvantageous of using games in teaching grammar?

These questions seek to examine the teachers' disagreement about the utility of educational games in learning grammar.

2.3.3. The experiment

As a very important aspect of the present work, an experiment was conducted with the aim of testing the researcher's hypotheses. During the research and in order to get data from different classes, the researcher had 3 classes (all second year); the purpose was to teach them a grammar lesson (the simple past) and practice the rules by using educational games. The researcher taught 1 hour for each classroom.

Within this present work, the researcher first presented the lesson of grammar using the data projector for only two classrooms, within the third classroom, the data projector was

not available for the pupils .So, the researcher did the grammar lesson just from her personal computer screen, for the sake of saving time for the educational games.

Before the researcher started the experiment, the participants (the pupils) were given a short activity to do and gave it back once they finished. The activity was given to ten (10) pupils from each classroom and this was considered as a pre-test. After presenting the lesson and the educational games, the same activity was given to the same pupils once again and it was considered as a post-test.

- Put the past simple of each verb into the spaces. Some of the verbs are regular and some are irregular:

1. Last year I (go) _____ to England on holiday.

2. It (not / rain) _____ a lot yesterday, but we (see) _____some beautiful rainbows.

3. Jane _____ (get) the best score in the English test.

4. The party _____ (begin) at eight o'clock and _____ (finish) at midnight.

5. We _____ (walk) along the beach until we _____ (arrive) to the cafe.

Consequently, the ultimate aim of this pre-test is to check whether the educational games actually have an impact on the learners or not. This pre-test helps the researcher to prove or disprove her hypotheses. Before everything, since the researcher worked with three classrooms, she asked each teacher from each classroom to choose ten (10) pupils who are neither too advanced nor too weak but average learners. These pupils were given the activity to do in classroom, and it was collected as soon as they finished. Only 10 minutes were given to them to do the activity since it is not long.

2.3.4. Grammar lesson (The Past Simple)

Figure 2.2 : Introduction to the Past Simple.

The use of the simple past

The **simple past** is used principally to describe events in the past, but it also has some other uses. Here are the main uses of the simple past.

Finished events in the past
- William Shakespeare **wrote** *Hamlet*.
- Christopher Columbus **discovered** America in1492.

Past habitual action
- I **visited** them every day for a year.
- I **drove** to work every day when I worked with that company.

Events that were true for some time in the past
- He **lived** in Paris for 20 years.
- They **talked** on the phone for ten minutes.

Figure 2.3: Use of Simple Past.

The form of the simple past

1. To form the affirmative(positive), we usually add -ed to the infinitive form of the verb:

visit ⟶ visit**ed**   look ⟶ look**ed**   talk ⟶ talk**ed**

If the verb ends in **-e**, we add -d:
        like ⟶ like**d**   use ⟶ use**d**
If the verb ends in **-y**, we change y to i and add -ed:
    copy ⟶ cop**ied**   study ⟶ stud**ied**

2. To form the negative, we use did not and the infinitive form of the verb: didn't stay   didn't like

Note that the simple past form is the same for all persons: I walked. She walked. He didn't stay. We didn't stay

Figure 2.4: Form of the Simple Past.

❖Within the past simple we have 2 kinds of the verbs
Regular verbs have *-ed* at the end of the simple past.

In contrast, **irregular verbs** are verbs which don't follow the regular pattern of conjugation. Yet they change completely:

Infinitive	simple past
To break	broke
To drive	drove
To put	put
To tell	told
To meet	met
To swim	swam

Figure 2.5: Examples of Some Irregular Verbs.

2.3.5. Games Used in the Classroom

The first thing that the researcher did after presenting herself was to show the needs as well as the aim of the lesson. After that, the learners were told that they have some games to play afterwards. Indeed, the paramount aim behind applying the grammar games on EFL learners was to make them understand the grammar rules easily and have fun at the same time. So, the researcher has planned for two games.

2.3.5.1. Game name: Board Race**.**

- **Grammar practised:** past simple (regular and irregular verbs).

- **Level:** second year of secondary school.

- **Time:** 25minutes.

- **Materials:** white board - marker pens.

- **Aim:** to practise regular and irregular verbs of the past simple by means of competition.
- **Classroom organization:** group work.

Description

1. The first thing to do was to divide the white board into two sections to write the following task on both sides:

Regular verbs   The verbs   Irregular verbs

To work

To sing

To cut

To study

To come

To drink

To want

To break

To use

To like

2. The researcher divided the pupils into two teams and asked them to form two lines. Each line should face one section of the white board.

3. The researcher explained the instructions of how to play the game; each pupil from each group had to run to the white board to write the correct verb, whether it is regular or irregular and also he/she had to conjugate the verbs at the same time.

4. Once he/she finished, he/she ran back to his/her team to handover the marker to the next pupil to do the same thing and so on and so forth.

5. After they finished, the researcher corrected the mistakes and announced the team that won. Their reward was adding pluses from their teacher in the test.

2.3.5.2. Game name: Act It Out! (Miming)

- **Grammar practised:** past simple (conjugation of the verbs).
- **Level:** second year of secondary school.
- **Time:** 20 minutes.
- **Materials:** pieces of paper that contain actions to be performed.
- **Aim:** to perform in front of the class and to practise simple past verbs.
- **Classroom organization:** group work/ Pair work.

Description

1. Primary, the researcher divided the class to groups into four or five groups or just pairs.

2. One student from each group is selected to go in front of the classroom and he/she is given a piece of paper with a sentence (or draw) and has to act the sentence out. The rest of his/her group should guess what was written on that piece of paper.

| To catch a butterfly | To write a letter | To drink water |

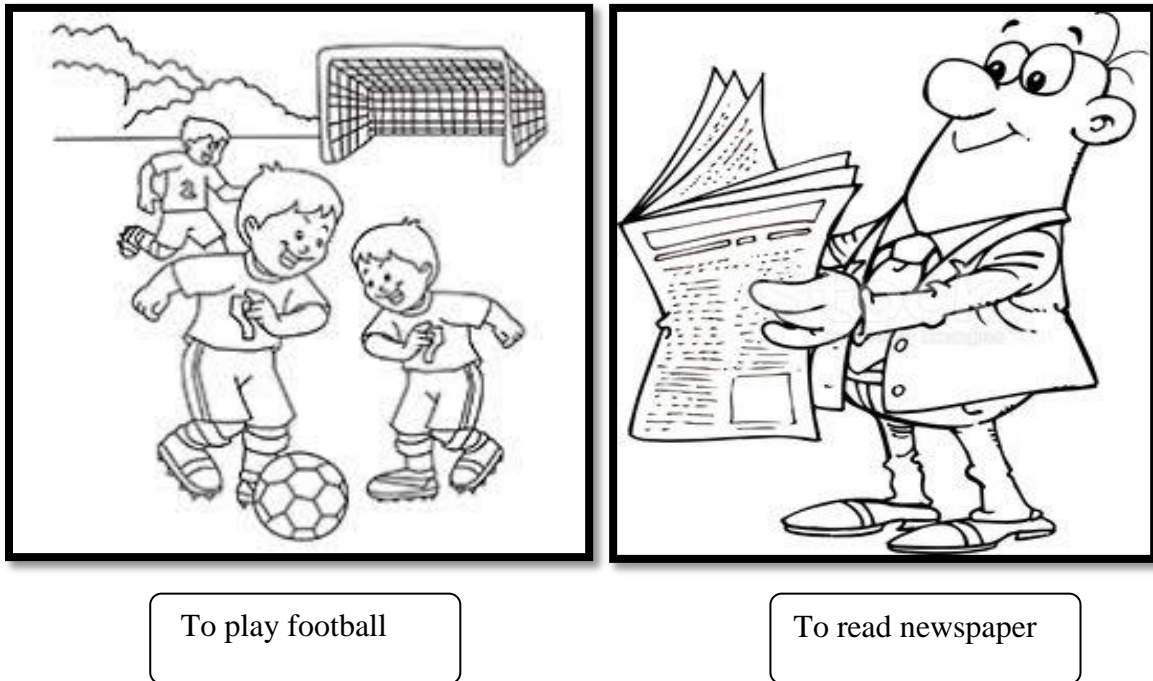To play football   To read newspaper

Figure 2.6: Drawings of the Second Game (Act it out).

3. After all the groups pass, each group has to write the full sentence on the white board with the conjugation of the verb that was performed.

4. Then, the researcher did the correction of the mistakes along with the learners, after that there were the announcement of the wining team.

All in all, the games that were used in the presentation of the grammar lesson were greatly appreciated by both the teachers and the learners. On the one hand, for the learners it was something new, energetic and amusing since the games were about moving around and being free. In addition to that, the games were considered as tools that fitted with all kinds of pupils' learning styles; for the visual, the auditory and mainly the kinaesthetic learners since the games included a lot of actions. Furthermore, the games helped encouraging the introvert and the stressful learners to overcome their fear and participate in the classroom to be part of the group. On the other hand, teachers knew about the vital role of grammar games in helping the pupils to learn grammar easily and in entertaining way. However, the majority of them did not use games in order to teach the grammatical rules for their learners; yet, they used games most of time to teach vocabulary and other skills.

2.4. Conclusion

Through this chapter, the researcher has presented some educational games to pupils of Adda Ben Aouda secondary school and technikon, with the purpose of facilitating the grammatical rules for the learners and giving them the chance to learn in an entertaining and an engaging atmosphere. Besides, this chapter was devoted to describe the sample chosen, the context of the study, experiment procedures and the methodology adopted. In order to obtain an objective data, the investigator used and explained the research tools which were: classroom observation and a questionnaire that was for the teachers. As for the results and the analysis of our work will be further discussed and studied within the following chapter.

Chapter Three

Data Findings and Recommendations

3.1 Introduction

In this chapter, the researcher will interpret and discuss the analysis of the questionnaire in relation to our main research questions. Also, it focuses on testing our hypotheses with an attempt to provide some effective suggestions and recommendations that may contribute in the improvement of the pupils' level in learning the grammatical rules, through our data collection instruments (observation, experiment, and questionnaire).

3.2. Teachers' Questionnaire Analysis

To come up with reasonable answers to the research questions, data analysis shows that:

Question one: How long have you been teaching in this high school?
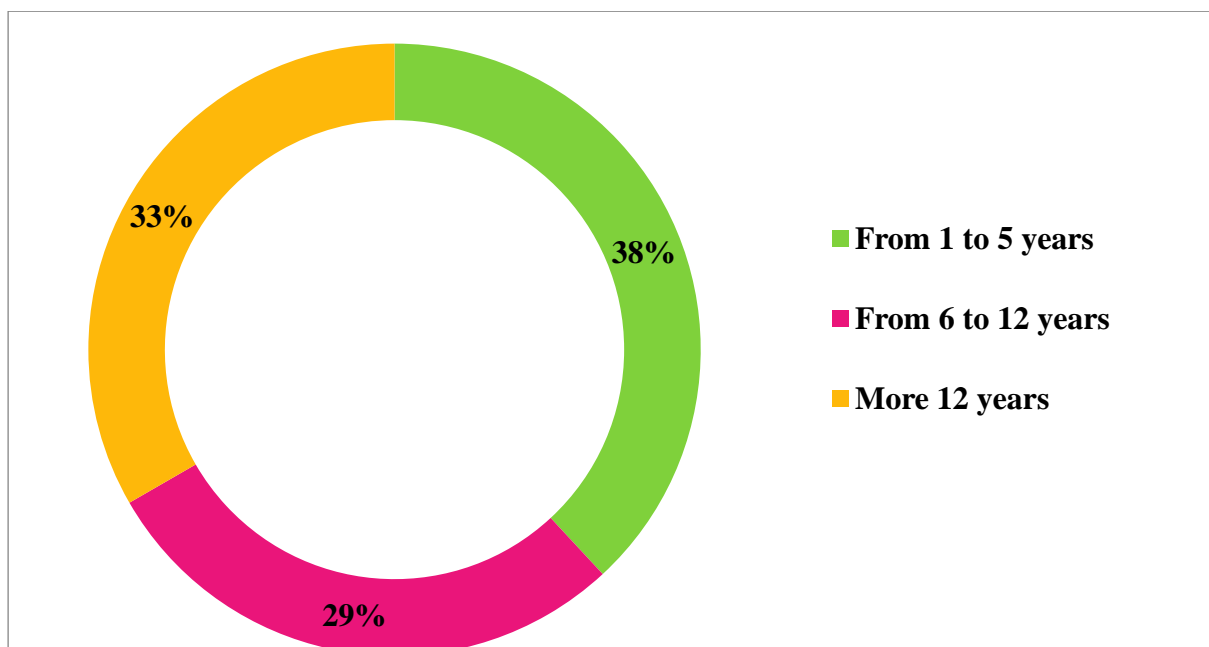
Figure 3.7: Teachers' Experiences.

The teachers that were given the questionnaire had different experiences in the educational field. There were novice, expert and experienced educators. They were both males and females with different ages. This question is close-ended; it aimed at knowing the experience of the teachers. So, **38%** taught from one to five years and they are considered as novice teachers. While, **29%** taught as well from six to twelve years. Whereas, **33%** taught more than twelve years and they are seen as experienced educators.

Question two: Do you teach all levels?
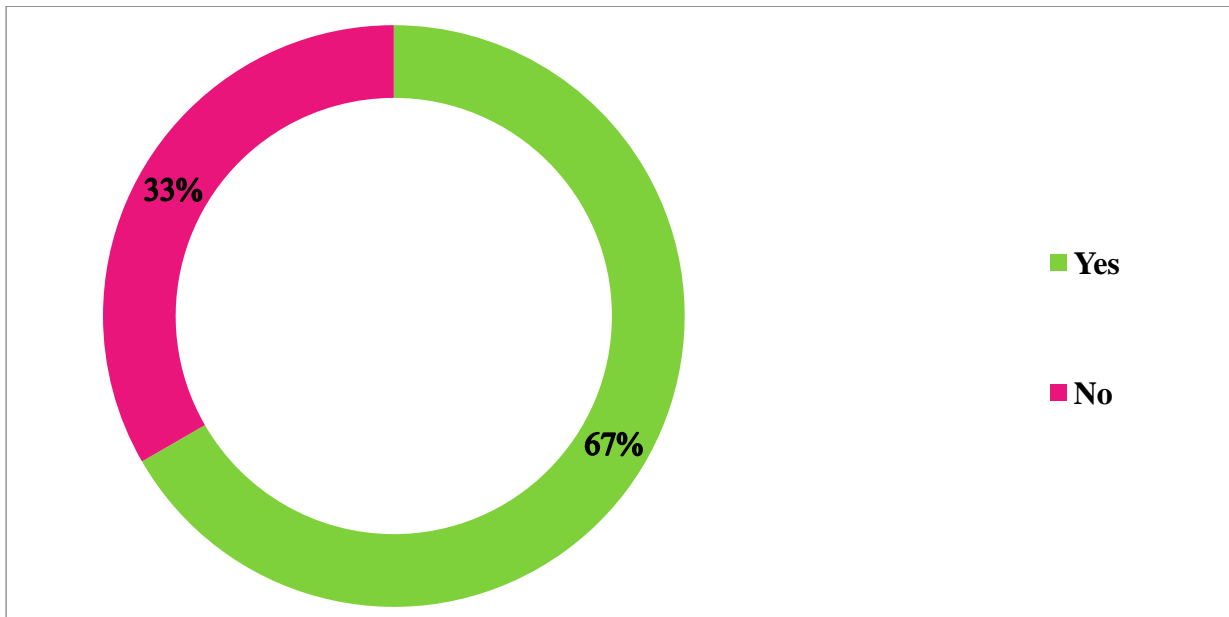
 Figure 3.8: Do Teachers teach all Levels?

From the above figure, we can see that most of teaches teach all the levels that is the first year, second year and the third year of secondary school. While, **67%** of teachers said that they do teach all the levels. As for the remaining **33%**of teachers, they declared that they teach only two levels at the maximum.

Question three: Do you teach all the skills (listening, speaking, writing and reading?)
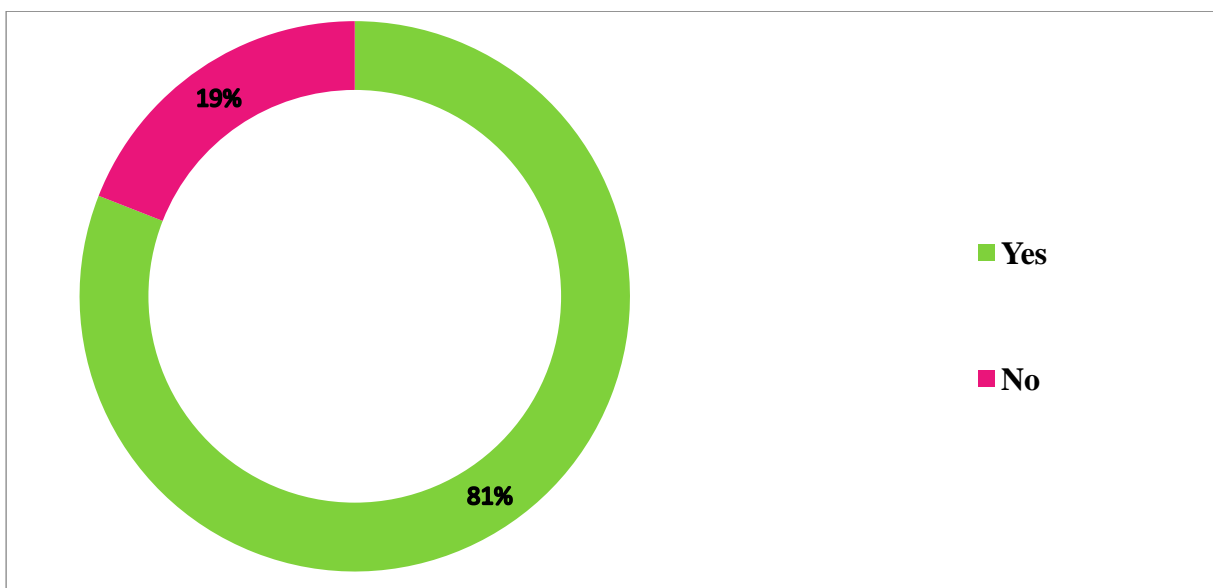
Figure3.9: Teachers' Responses about the Skills They Teach.

The paramount goal of any English teacher is to make his/her students listen carefully, speak fluently, read critically and write correctly. This question is open-ended; it aimed at knowing if the teachers give importance to these skills. It is apparent that **81%** of the total number of teachers claimed that the actually teach and use all the four skills, but the remaining **19%** they do not teach all the skills only some of them.

Question four: How often do you teach grammar?
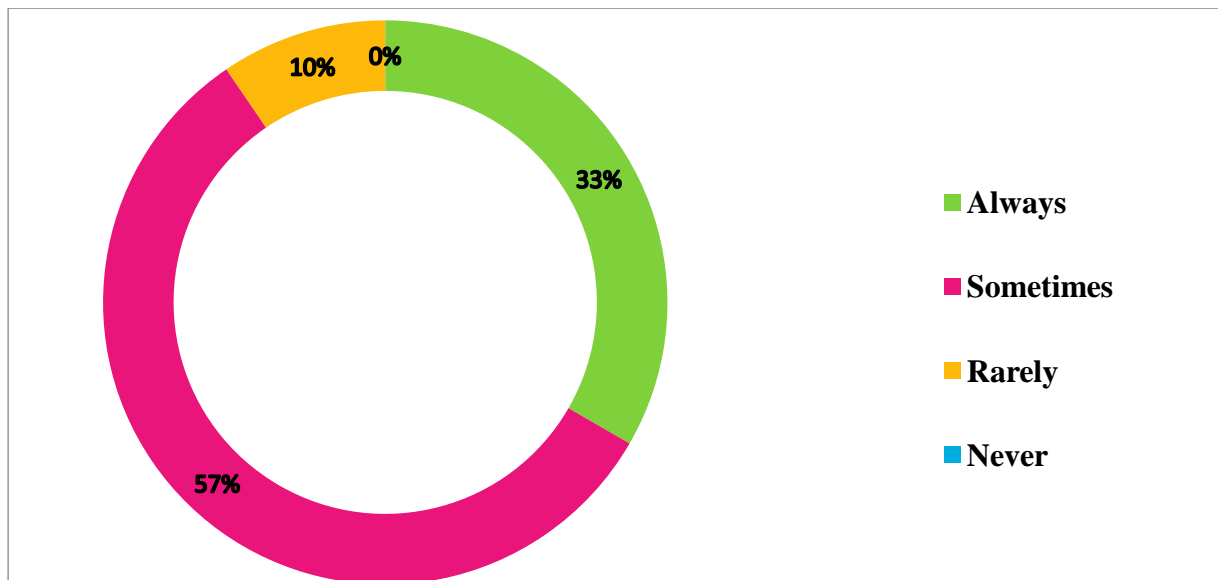
Figure 3.10: The Frequency of Teaching Grammar.

Grammar is the first and foremost important stage in language learning. In classroom where students are not comfortable and anxious with the target language, language learning can be made interactive and interesting with the presentation of the appropriate grammar tasks. This question is close-ended; it tackled how many times the teachers teach grammar. For **33%** of them answered that they teach it all the time. While **57%** of teachers declared that they sometimes teach grammar. The remaining **10%** is devoted for the teachers who teach grammar once in a blue moon.

Question five: In which skill is grammar included?
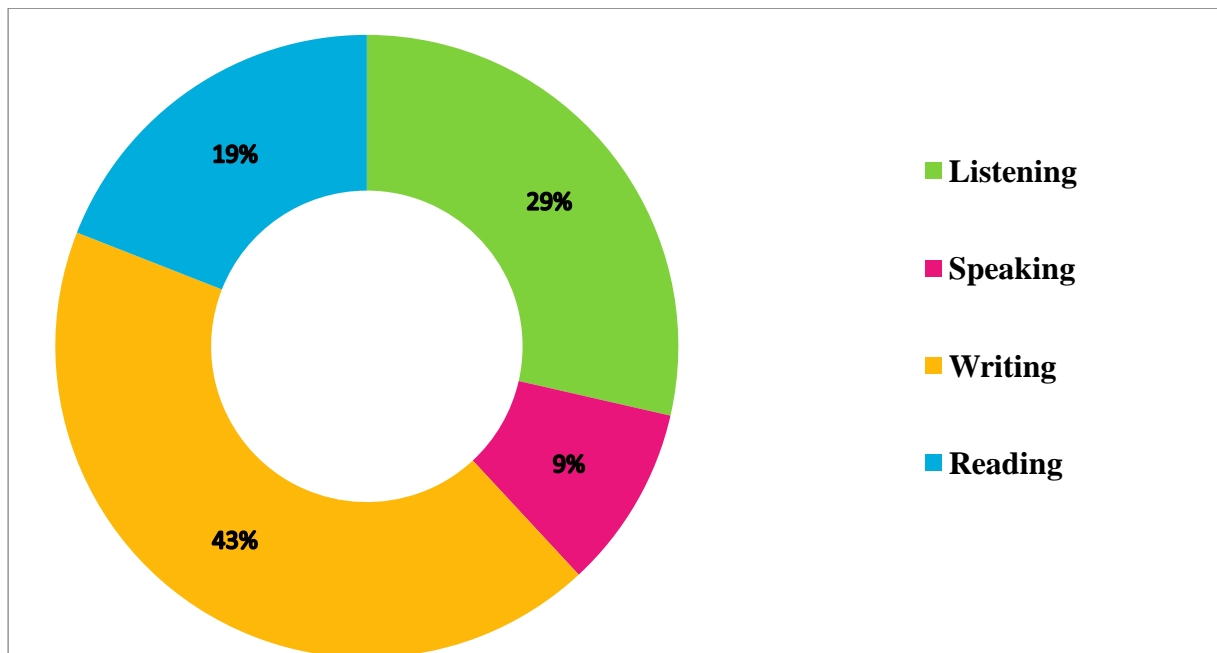
Figure 3.11: The Placement of Grammar within the Four Skills.

       Grammar has a vital role in language teaching but teaching it in isolation is not really effective, instead grammar should be taught in context that is within one of the four skills (listening, speaking, writing and reading). The aim behind this question is to figure out where grammar is included. As it is notice in the above figure; **29%** of teachers teach grammar using the listening skill. While, **9%** of teachers prefer to introduce the grammar lesson through the speaking skill. Whereas, **43%** of teachers see that the writing skill is another way to present the grammar lesson. Finally, **19%** of teachers use the reading skill to begin the grammar lesson.

Question six: Do you consider teaching grammar a hard task to accomplish? (Explain)
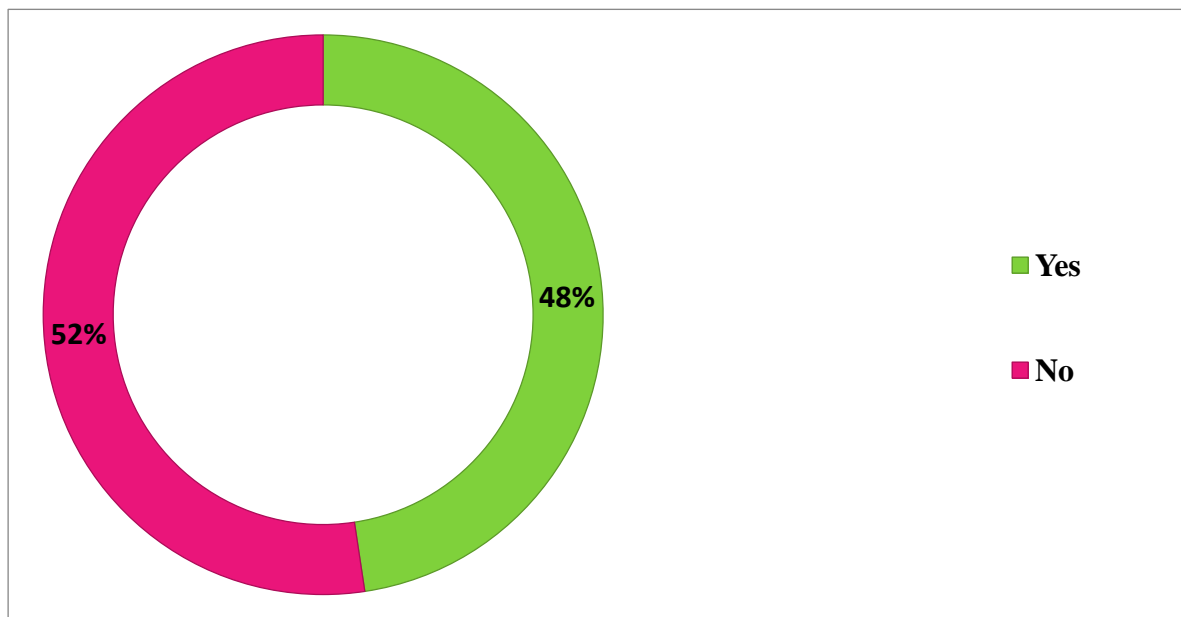
Figure 3.12: Is Grammar Difficult to Teach?

Teaching grammar is an important element in English language teaching, and it is considered as significant element that must be learnt to master the language. The question sought to find if teachers find teaching grammar difficult or not. So, **48%** answered yes, it is difficult and they justified their answer as follows:

- Because, some pupils take more time to grasp the rules and that waste time and energy.
- Due to the complexity of the rules and the kind of pupils that make teaching grammar difficult and very tiring task.
- I see it difficult because, it is challenging for the pupils due to the lack of the necessarily rules which they should have already acquired at the middle school.Besides, the difficulty also emanates from the pupils' inability to apply the rules.
- Because, there is a mismatch between the lesson and the time devoted to it.
- I personally consider it a hard task to accomplish because most of time my pupils know the rules but they don't know how to use them and that because they don't apply what they have learnt in their daily life.

As for the remaining, **52%** of teachers who answered 'no' gave the following justifications:

- Because it is the learners' role to deduce the rules by themselves, my role is just to guide and direct.
- In fact, high school English grammar is not that complex and can be really understood by pupils since the teacher is carefully using various techniques and methods.
- It is easy for me, since I focus on the language form .pupils are given exponents in contextual examples and they deduce the rule with the teacher's help.

Question seven: What are the methods that you use to facilitate teaching grammar?

This question is an open-ended question. It tends to show the methods and the ways that the teachers use to present the grammatical rules in a simple and easy way .The participants answered the questions as follows:

- In my teaching I use both of inductive and deductive methods within a certain context.
- I use pictures and videos to present the grammar rule.
- Through reading and scanning texts then extracting the grammatical rules.
- Learning through writing (production).
- I prefer to introduce the lesson by giving real life examples about the pupils 'life.
- Most of the time I use handouts with pictures and drawings on them and we study the examples together then they generate the rule.

Question eight: In case your pupils are disengaged or bored, what do usually do to get them involved in the teaching process?

Losing the attention span of the pupils is seen as a nightmare for every teacher when presenting the lesson .The purpose behind this question is to seek the alternatives that the teachers use when their learners are not following. The participants answered that they keep their learners focused by:

- Watching short educational videos, playing games, using technology, songs, listening to natives' conversations, working in pairs and groups, using anecdotes and short stories ,adding motivational pluses, asking to paraphrase the main points of the lesson or raising the pupils 'curiosity about something that is related to the lesson.

Question nine: Using educational games is beneficial for maximizing the learning opportunities for the pupils. (Explain).
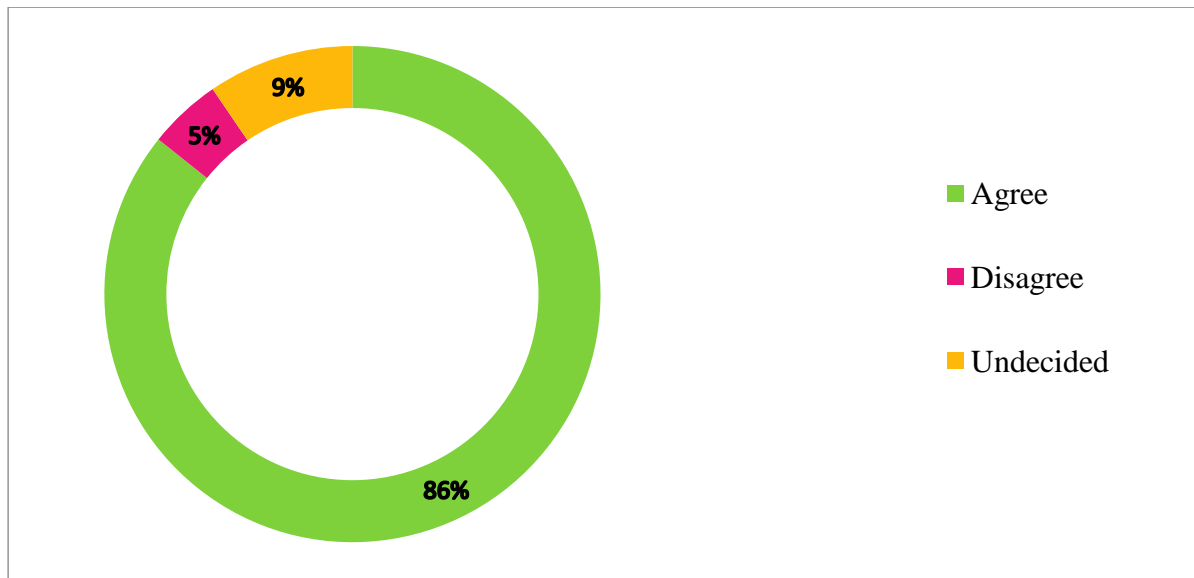
Figure 3.13: Participants' Points of View about the Educational Games.

Some teachers prefer to use the educational games as a tool to facilitate the presentation of the grammatical rules. As it is apparent in the above figure **86%** of teachers agreed that games have a positive impact on the learners' performance. They justified their answers by declaring that:

- Games change the classical methods to more interesting and enjoyable ones.
- The learners are more engaged and motivated to learn when playing games. (Tools of motivation)
- Games are a primordial and effective technique to get every learner (all types) involved in the learning process. They act like icebreakers to get the learner in the teaching process.
- Games motivate even the weak elements and they attract the pupils 'attention because they break the routine.
- Games act like a stimulation; they awake the learners' readiness to work in order to acquire the information.
- Games make students eager to find solutions and this creates a kind of positive challenge and competition between the learners.

As for the **5%,** was devoted to only one teacher who disagreed because he thought that games are not beneficial since they have disadvantages .Whereas, the minority of teachers **9%** claimed that they were undecided since games have strengths and weaknesses.

Question ten: Do you use educational games in teaching grammar?
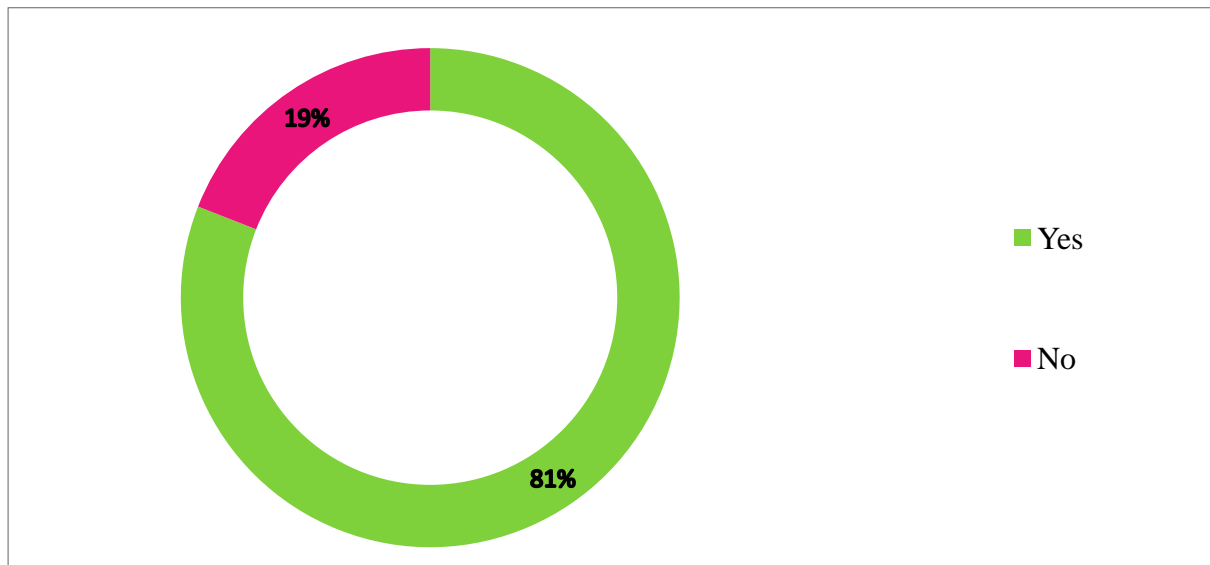
Figure3.14: Do Teachers Use Games or Not?

Games make learning fun, they engage and motivate pupils, and help them pay attention and stay focused on the subject. The process of gaming is not used by all teachers. So, the aim behind asking this question is to figure out if teachers actually use games in their classrooms or not. As it obvious in the above figure **81%** of teachers prefer to use games when teaching grammar. Whereas, **19 %** claimed that they do not use games in their classes.

After the tenth question the answers will be divided into two main sections: the ones who answer 'yes' and the ones who answered 'no'. The following analysis is concerned with participants who use games in teaching grammar.

➢ **How often do you use games when teaching grammar in class?**
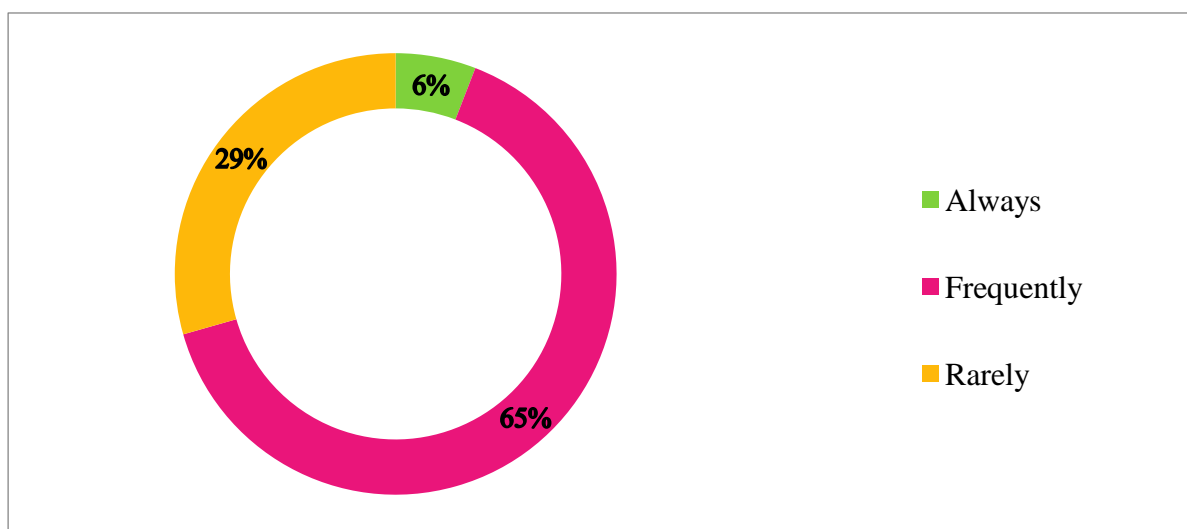
Figure 3.15: Teachers 'Responses about the Application of Games.

The process of using games in teaching grammar is not used by all teachers, and even if they are used in the classroom; the frequency differs from one teacher to another. The question tackeled how many times teaches give the chance to their learners to learn through games.Consequently, **65%** use them frequently, from time to time. While, **29%** of teachers used games just once in a blue moon. Finally, **06%** answered that they use games in all grammar lessons.

➢ **What are the games that you use? Please name them**

Within this question, the participants were asked to mention and name the games that they used in order to facilitate delivering the grammatical rules. Therefore, these are the games that the teachers use:

Domino puzzle – Board games – Chain games – Hanging body – Role play – Chart puzzle – Crosswords – Guessing what? – Quizzes – Flashcard games – Bingo games - Word scramble – Riddles and tongue twisters.

➢ **As a language teacher, you use educational games to:**
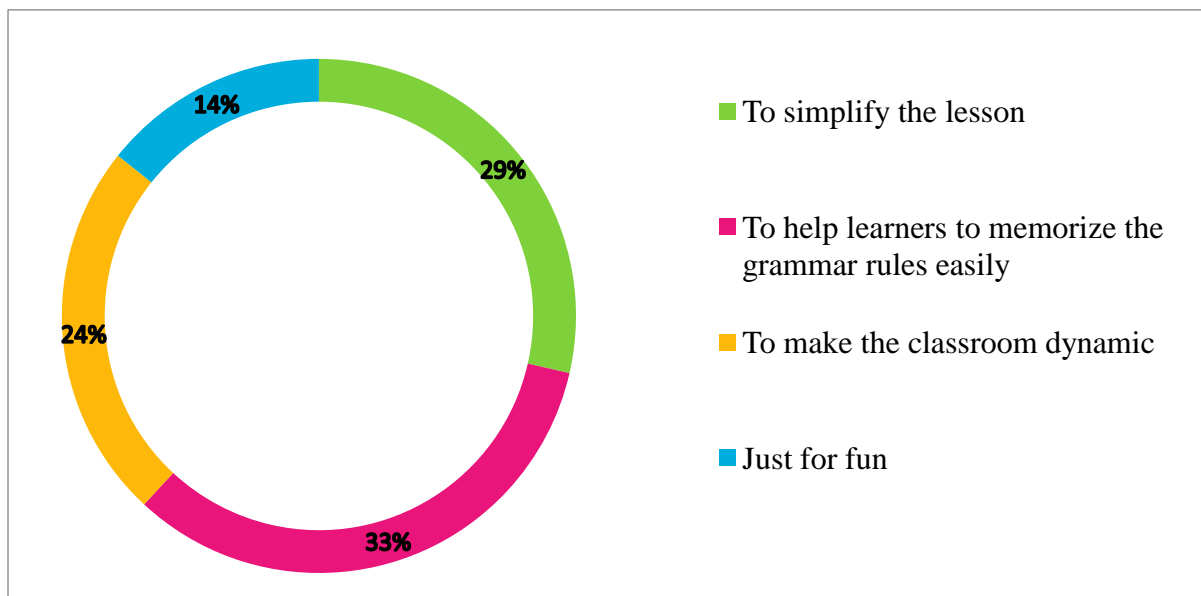
Figure3.16: What is the Aim behind Using Games?

The purpose of using games differs from one teacher to another. Indeed every teacher wants to achieve a certain goal from making the students play games. As a result, this question was designed to determine the reasons why teachers deal with games. **29%** agreed that games are a way to simplify the lesson. While, **33%** use them to help their learners to grasp the rules easily. By contrast to others, **24%** who answered that they use the process of

gaming so that the classroom will be more dynamic. As a final point, **14%** of the population claimed that they use games just for the sake having fun.

➢ **When giving the instructions of the game, your pupils are:**
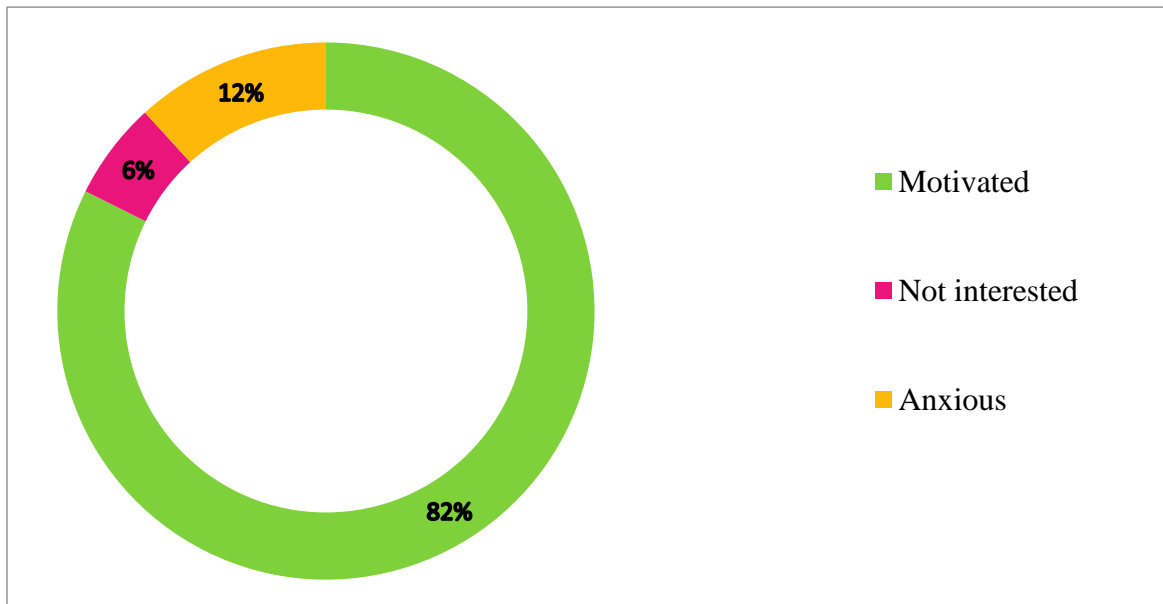
Figure: 3.17: The Learners' Attitude towards Games

Most of learners feel bored when dealing with the traditional language teaching methods. Indeed they prefer to have fun when practicing the language rules. The question sought to find out the learners' attitudes and behaviors towards learning through having fun. So, **82%** of teachers confessed that their learners are motivated. While **06%** claimed that some of their pupils are not interested in taking part in the gaming process. As for the remaining **14%** declared that there were some elements that were stressed when they played the game because they wanted to win.

➢ **In your opinion, how does the game influence the pupil's performance?**

Games can influence the learner's performance in many ways. Therefore, the question' goal was to determine how educational games can influence on the learners 'performance in the classroom. Here are the clarifications of the teachers, listed below:

- The game clear up any mysterious points in grammar and pupils are always excited which results in high performance of their learning.
- A lot! They are the reason why student love the module, I consider them as the best equation to make them learn grammar.

- By playing games, pupils become more motivated and less stressful to learn; they pay attention, participate and compete against each other during some learning activities.

- Games have positive impact on the pupils; they feel free (not controlled), they get more self-esteem to participate more in the classroom and they reduce the level of shyness.

- I think that games help students to understand, memorize and remember the rules without difficulty.

- Most games require pupils to think quickly. Moreover, they have to utilize their logic in order to solve problems and complete the stages. This is great because it is something which helps pupils in later life as they develop their logic, their accuracy and their ability to think on their feet and outside the box.

> **After giving your feedback to the pupils, are they likely to repeat the same mistakes in other activities?**
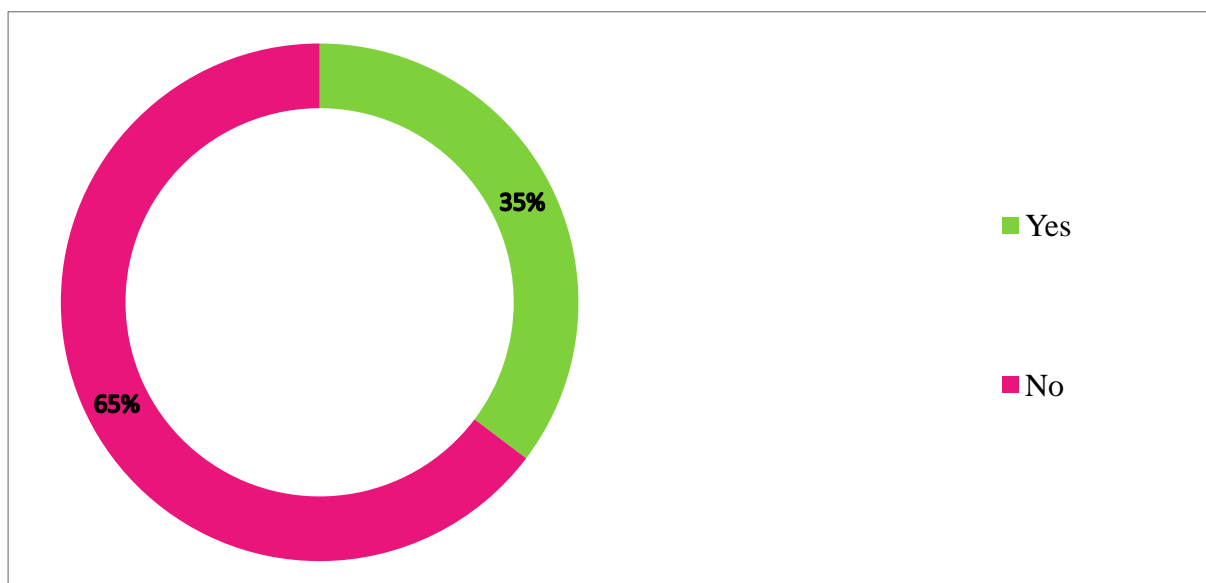
Figure 3.18: Do Pupils repeat the Same Mistakes after Playing Games?

The ultimate goal of most teachers when using games is to learn the grammatical rules in an effective and accurate way. Therefore, this question was structured to see whether games actually have an impact or not. As a result, **65%** of teachers saw that games can help the pupils to avoid having the same mistakes again. Whereas, 35% answered that yes; that is the pupils repeated the same mistakes in other activities.

> ➢ **According to you, what are the advantageous of using games in teaching grammar?**

Recent research shows that students learn easily when they are having fun. So, this question was tackled to figure out the benefits and the advantages that the games can bring to the EFL classrooms. The participants replied as follows:

- Decrease anxiety and reduces shyness for students.

- Games are the best way to involve learners and contribute greatly in the diversity of the learning styles.

- Games gather two main factors: having fun as well as learning unconsciously the language.

- Game creates competition in the classroom; gets the learners to be more motivated, and it gives them the chance to know each other better through working in groups or in pairs.

- They alert attention, keep up the levels of energy and motivation, increase memory, reduce stress, positive attitude towards learning, and enhance communication skills.
- Games are very helpful in allowing the students to learn at their own pace and get all types of learners (advanced, struggling and the spanning) involved in the teaching-learning process.
- Some of the advantages that I see very important when teaching grammar:
- Make learners feel at ease.
- Break the obstacles between the learners and their teacher.
- Let the learners reinforce their background about the different skills they dealt with.
- Change the routine.
- Help understand, memorize and remember the rules.

On the one hand, these analyses were devoted for the teachers who declared that they do use games in their teaching of grammar. On the other hand, the following investigations were concerned with the participants who answered that they do not use games:

> ➢ **So, what do you use instead of using games to make the pupils comprehend the grammar rules easily?**

Games cannot be the cup of tea of all teachers mainly when it comes to teaching grammar. Moreover, this question seeks to examine the alternative tools for playing games in teaching grammar, and these are the responses of the participants:

- Most of time I just assign activities of matching, reordering the sentences or just I give them a passage full of mistakes and they are asked to correct it.

- When I have grammar lecture I ask pupils to memorize and learn by heart the rules because I see it as the only way to understand the grammar rules.
- I expose them to realistic situations, practice using different groupings such as Cooperative work (pair, group), dialogues (examples from audio and video), interviews and stories.
- I use authentic materials, using objects, dictation, drilling, role play or TPR (total physical response), acting a story or a play, videos, songs, pictures, board work presentation.

➢ **How do you check their understanding of the grammar rules?**

The most important role of the teacher is not just lecturing and providing the pupils with the needed grammatical rules, yet it is a must to make sure that his/her learners grasp completely those rules. Moreover, this question aimed at knowing what the teachers do in order to know if their pupils understand or not. The participants answered as follows:

- I check their understanding of the grammar rules via setting tasks to practice including the four skills, giving a feedback and through error correction.

- I do so by using formatives assessment during the presentation phase with the aim of checking their understanding of form and meaning, then comes practice phase and production one with the same early mentioned aim.

- By assigning practice (oral or written tasks), and from their performance I can tell if they understood or not.

➢ **Do you believe that using the traditional activities is enough?(Explain)**
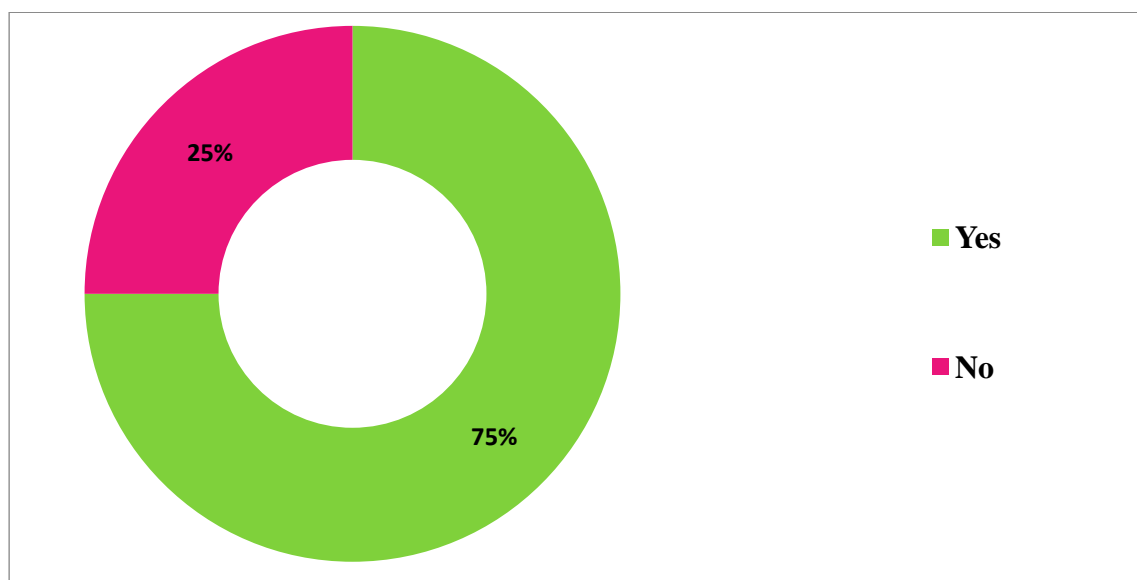
➢ **Figure 3.19: Are the Traditional Activities Enough?**

The usual activities are indeed important when teaching. However, they are not the only option for the pupils to practice the rules of grammar. This question aimed at knowing the

points of view of teachers toward the use of the traditional activities and whether they are enough or not. After asking this question, as it is apparent in the above figure, **75%** of teachers who do not use the games in their teaching believe that the activities are sufficient for the pupils to practice the rules. While, only **25%** believe that those activities are no enough. The participants' clarification was as follows:

- Yes, they are enough most of time, but still it depends on the kind of the lesson itself.

- No, because it's boring, for both teachers and pupils, as long as there is something new, things will always be interesting.

- Traditional activities become a boring routine and create a negative attitude towards learning, so that the pupils find it hard to communicate even though they know the language well.

- Giving a task or an activity is enough because learners are going to use the rule in a free writing.

➢ **According to you, what are the disadvantageous of using games in teaching grammar?**

For every advantage there is a disadvantage, when it comes to the use of games, they actually do have some drawbacks .This question was structured to know what teachers think of the shortcomings of the use of games in the classroom. The participants mentioned the following clarifications:

- Using games in teaching grammar can sometimes become too noisy and out of control and it may not benefit all pupils because some of them may not like games at all and prefer other activities instead.

- Using games in the classroom need so many tools and materials which usually are not available, accordingly getting used on it may create some disappointment for the learners and the teachers.

- According to me there are disadvantages, the games we use in teaching grammar could be successful in one class and could fail in another .The level of pupils differ from one to another, the weakness of some of them might be troubling and the game for them could be also unexciting, so we can't satisfy each and every one of them.

- Personally I consider them as an obstacle and I do not use them because:

-They are time consuming and aimless, the instructions are misunderstood, they may be useless in some lessons, they are not adaptable, either too easy or too difficult, noisy classes and they lead to chaos in the classroom.

- Some student may be too competitive (violent) and make other students uncomfortable. Not all students may understand the game which can cause frustration. Some students may think games are a waste of time and immature.

- They cause confusion, noise, misbehavior and waste time.

3.3. Data Discussion

In order to be systematic and organized, the researcher has followed some instructions and used some tools of gathering information. Indeed through these data collection instruments we have found that on the whole, the majority of teachers and learners are aware of the effectiveness of the educational games.

3.3.1. Classroom Observation

To start with, observation was one of our conducted tools to collect data. During the observation of the learners in their naturalistic setting (their classroom), the researcher could provide great amount of information about the pupils and teachers' daily behaviours and attitudes during the observation sessions. Moreover, we observed the negative attitudes that most of learners showed towards the group work tasks. Also, the researcher has observed during her attendance that the majority of learners were detached from the task that was given to them, demotivated and making noise. They lacked empathy, communication and collaboration among each other.

However, after the presentation of the lesson and the educational games, it was noticeable that negative attitudes that the pupils had towards each other changed into a positive and an effective one. We have observed that playing games can be a very useful technique for helping the pupils to grasp the grammatical rules easily and reinforce their learning. When we presented the games, we have observed the pupils' excitement and enthusiasm. It was noticeable that they were learning better through group work and they were working as a collaborative teamwork as they were relaxed and enjoyed. The level of stress and shyness was also reduced. As for the teachers, it seemed that most of do use games in their teaching of grammar, not only when they have time left but to facilitate the understanding of the grammar rules for their pupils.

3.3.2. Questionnaire

Another tool that was conducted is a questionnaire for the teachers. The teachers' questionnaire shows that teachers are aware of the importance of the educational games in EFL classrooms. It demonstrates that teachers know the vital role of grammar and how it is the basis to construct accurate language learning. In fact, they believe that games are one of the most effective methods that can help the learners to grasp the grammar rules easily and it an amusing way.

Through the questionnaire analysis, one has answered the main research questions and proved the hypotheses suggested:

- It is true that educational games can make the learners motivated and engaged in the teaching-learning process.
- Games make the learning process easier, dynamic and interesting.
- They foster student's interaction and collaboration.
- Learning grammar through games seemed to be interesting for teachers for the sack of enhancing and improving the pupils' level.
- Games can decrease the learners' frustration, shyness and anxiety.

Games are very helpful means for simplifying the grammar lesson for the learners and keep them encouraged and involved in the teaching process. Nevertheless, games can cause problems if they are misused either by the teacher or the pupils. So, they cannot be used all the time since it is not possible to rely only on them, especially when teaching grammar. As a result, it is better for teachers to be able to recognize the appropriate situation when a game is needed to be introduced in order to change the classroom atmosphere and break the usual routine. Therefore, from the analysis of the data collection tools we can say that games are very effective in teaching and learning grammar for both learners and teachers.

3.3.3. Pre / Post -test

The analysis of the pre-test was successfully conducted with thirty (30) pupils, ten (10) pupils from each classroom. During the correction of the pre-test, the researcher could notice during the first correction there were seventeen (17) pupils out of thirty (30) answered correctly, as for the remaining thirteen(13) they made mistakes especially for the regular and irregular verbs and also they made several spelling mistakes.

However, the second correction of the post-test was considered as a better attempt for them and it had better results. The same activity was given to them again after presenting the games and out of thirty (30) pupils, twenty-four (24) of them answered correctly and there were less spelling mistakes this time which means that the games could impact the learners' capacity of understanding the grammatical rules. Nevertheless, we cannot generalize the results from what we have found, since we dealt only with small number of pupils and not all of them.

3.4. Limitations of the Study

Limitations of the research are those occurrences and obstacles that arise in study which are out of the researcher's control. These obstacles can have a negative impact on the results and the conclusion of this work. As any researcher, one has faced some issues. Sometimes, the researcher found some difficulties in finding references related to her topic. Also, because of special circumstances related to the current situation in the country and the strikes, we faced some obstacles and could not conduct and finish our work with the forth classroom .Besides, within the questionnaire, some questions needed justification but some participants did not justify their points of view. Nevertheless, all the questionnaires were completed and collected from all the participants.

3.5. Recommendations

Teaching is not an easy task, it is both an art and a science, and indeed it is not given to anyone. The sake of doing this work was to make leaning grammar an easy task to accomplish for pupils, through the use of educational games. Also, the purpose was to make the language more practical and useful.

From the experiment conducted at Adda Ben Ouda secondary school and technikon and from the data collected which were the teachers' questionnaire and the classroom observation, we can say that games had an effective influence on the language use of the students. Besides, games have helped on making the learners more interactive, cooperative and dynamic.

The games that have been used in the classrooms succeeded on creating a relaxed, entertaining and an informative atmosphere. Therefore, a professional teacher is the one who knows well his students and their learning styles in order to identify their lacks, needs and wants. He should be aware of when, how, why and what kind of games should be used.

3.5.1. Teacher's Role

As any other professions, teaching needs many parameters such as patience, flexibility and caring for the others and all these parameters demonstrate that the teacher's role is not easy.

Therefore, it is recommended for teachers to follow a certain guidelines to have a successful gaming process in the classroom:

- The teacher has to select the appropriate time for using the games, because using them all the time with all kind of lessons, would not bear any fruit because things may be out of control.

- Use of other supporting tools such as videos, pictures, gestures…etc.

- The game should not be too complicated yet it has to be challenging and informative.

- Offer the chance to all the students so that the main aim would be achieved.

- When the answers are wrong, do not shout at them but ask them not to be disappointed and encourage them to accept their mistakes.

- Use games that are related to the learners 'cultural context and social background

Without doubt, the learner is the basic element while playing the game. Indeed, he is the one who speaks, plays, acts and performs. However, the teacher's position is still present. In the sense that, he is the one who guides, monitors and facilitates the instructions of the games.

Another point that should be focused on is that the teachers must get rid of their strict and severe role in the classroom and try to be friendlier to his learners, they should act like a psychologists more than trainers. To illustrate, when a pupil makes a mistake during the game, the teacher should corrects him gently and encourage him to do it again till he do it correctly. In this case the learners' self-confidence and self-esteem will be reinforced and their shyness and anxiety will be reduced.

Additionally, an effective teacher needs to be creative in his classroom. From time to time, he has to come up with regenerated new activities ;such as, providing some games, idioms, anecdotes, jokes, integrating some ICTs in the classroom…in order to avoid boredom and disengagement of the learners.

3.5.2. Learners' Role

One of the ultimate aims of implementing games in the classroom is to reinforce the learners' skills including grammar. For that reason, the learners must to be actively involved in the process of gaming in order to achieve the purpose. Students' role is to make learning more dynamic and they have to overcome their fear and shyness by giving their opinions about the game, agree and disagree, to add their personal touch, simply because they are considered as a solid pillar for the games to be successful.

Moreover, pupils have to be autonomous learners in the sense that they should look for other chances to learn outside the classroom, look for creative ideas to enrich their memory and practice what have they learnt in the classroom. We are in the 21st century, there are uncountable resources to practice grammar; for instance, the internet, television, books...etc. Learners are invited to consult wide range of websites, channels, online practice, programs…etc. In other words, they have to find their own way to be a motivated and independent learners.

Furthermore, the learners are asked to be more aware of the importance of practicing the grammatical rules. In one hand, they have to make the games' goal informative more than having fun. In others words, they have to bear in mind that are dealing with the games not only to be amused but for the sake of enhancing their level as well as exercising the English grammar. On the other hand, the learners should not to rely only on games as practice. Yet, they are supposed to use more tools and other sources of knowledge.

3.5.3. Game Selection

It is claimed that games can have a great influence on the learners mainly to make them more motivated and stimulated to learn. Moreover, Researchers confirmed that games reinforce learning. From what we have observed, learners prefer to deal with games more than other techniques, simply because they find themselves free and behaving unconsciously. Since, learners preferred the gaming process, and teachers agreed that the use of the task is very essential in the learning process; we recommend the teachers to select challenging yet simple games that suit the students' level. Additionally, in order to attract learners' attention and raise their motivation, it is recommended for teachers to take the learners' opinion for choosing the kind of game that they prefer.

Most importantly, teachers need to rely on books and websites where they find number of games and suggested ideas. However, teachers should adjust and adapt the games according to the content, the cultural background, the context, the need and the objectives of the lesson itself. Besides, it is essential for teachers to choose games that:

- Keep all the learners involved, motivated and interested.
- Give the students the chance to learn, practice and have fun at the same time.
- Increase the learners' use of English in a meaningful and flexible way.
- Are related to the students' proficiency level, cultural context and prior knowledge.

- Stimulate learners to focus on the use of language rather than the language itself.

Consequently, teachers may get inspired of games from different websites and books that may serve the teacher's aim. But they have to choose the suitable to the context that suits the objectives of the lesson. To assist teachers to choose grammar games, we suggested some books and websites that can be helpful for presenting the games for learners. The suggested books are about activities and worksheets of actual grammar games that the teachers can use in the classroom. This way, teachers will gain time, so instead of creating games that suit the needed grammatical rule, he /she can print the readymade activities in order to facilitate the learning-teaching process. (See bibliography)

3.5.4. Students' Learning Styles.

It well known that learners have dissimilar learning styles: that some who are auditory learners; they prefer to do listening activities such as listening to music, or to native speakers. While others are visual; these kinds of learners prefer to learn through seeing pictures or videos. Tactile or kinaesthetic learners; are those who learn by touching objects or engaging in project, they desire to work by moving around the classroom. Whereas, analytical learners choose information presented in sequential steps.

In order to make learners feel relaxed and comfortable, it is a necessity for the teachers to be aware of learner's learning style and they have to keep in mind that student are different on many parameters. So, it is recommended for the teachers to present information in multiple ways and also keep in mind that not all students prefer dealing with the process of gaming the same way.

3.6. Conclusion

This section shed light on how can teaching grammar be more interesting through the use of educational games. Moreover, the data we have collected and which were administered to Adda Ben Aouda secondary school and technikon confirmed our hypotheses which state that games have an influential role in the teaching-learning process. Within this chapter, we have attempted to suggest some desirable recommendations for both teachers and learners in order to facilitate the teaching-learning process and to make it more dynamic and encouraging. As we have grabbed the teachers' attention to focus on the different parameters that the learners have, and to take into consideration their learning styles when playing the game in the classroom.

General Conclusion

The English grammar is the basis of all the other aspects of the language, in the sense that more the learners master the grammatical rules the more they enhance the other skills. Actually, there are several techniques that may reinforce grammar. Through their studies, scholars found that pleasant and motivating atmosphere can greatly contribute in enhancing the learning process. Moreover, one of the techniques that make learners, improved and engaged is using games. The aim of this work is to examine the usefulness of integrating educational games with the purpose of improving the grammar learning. For this reason, we have followed some instructions in order to be systematic and to have reliable information.

The work has attempted to make use of some grammar games to 2nd year pupils of Adda Ben Ouda secondary school and technikon. Firstly, it shed light on the importance of the English grammar .and its main role in the learning process. Then we focused on the educational games and how they should be used in teaching grammar. Furthermore, the work deals with the practical part of the study .Hence, one has used some data collection tools to prove the hypotheses suggested. There was a questionnaire given to the teachers and an observation was used as well, in order to check the efficiency of the games used. The analysis of the questionnaire and the discussion of the data findings also took an important part in the present work. In addition, some suggestions have been recommended that can be useful for teachers and the learners.

The results obtained show the significance of educational games and clarifie that the learners' level can be improved more via the use of amusing and entertaining ways. They would be more engaged and involved in the teaching –learning process. After analyzing the data tools, one can realize that our suggested hypotheses are proved and validated in the sense that games can make learning the grammatical rules easy, pleasant, interesting, and dynamic, as they can increase the memorization of the grammatical rules, foster the pupils' motivation and enthusiasm. Nevertheless, those games can be used negatively by the pupils who may deal with the activity just for the sake of having fun and also by some teachers who do not select the appropriate game for the learners.

On the light of this modest work, we can say that our goal is achieved, in the sense that games that have been used succeeded in creating a relaxed, funny and informative atmosphere. Indeed, we cannot ignore the usefulness of learning through having fun. Yet, games should be adjusted according to the content, the cultural aspect, the context and of

course to the learners' needs. Thus, games can change the classroom atmosphere when learning becomes dull; however, they may not fit the learners' needs all the time, as we cannot rely on them each time when teaching something new.

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http://languageinindia.com/feb2016/khansirplaceofgrammar.pdf

Suggested Books for Teachers

- ➢ WATCYN-JONES, P. (2000).*Grammar games and activities for teachers.* Harlow: Penguin Books.
- ➢ OBEE, B. (1999).*The Grammar Activity Book: A resource book of grammar games for young students*. Cambridge: Cambridge University Press.
- ➢ GARRIS, R., AHLERS, R., & DRISKELL, J. E. (2002). *Games, motivation and learning: A research and practice model*. Simulation & Gaming, 33(4), pp. 441-467.
- ➢ ZAOROB, M. L., & CHIN. E. (2001). Games for Grammar Practice. Cambridge university press. Retrieved March 29, 2019, from http://elibrary.bsu.az/books_250/N_7.pdf-

Suggested Websites for Teachers

- ➢ www.gamesgofree.com
- ➢ Gamestolearnenglish.com
- ➢ www.onestopenglish.com.
- ➢ http://www.eslgamesworld.com.

Appendices

Appendix one: Teachers' Questionnaire.

Dear teachers

This is a part of my master project, your cooperation in answering the following questions honestly and frankly would be greatly appreciated. Please tick your answer and do not put your name since the responses are anonymous.

1. How long have you been teaching in this high school?

From 1 to 5 years [ ]   from 6 to 12 [ ]   more than 12 years [ ]

2. Do you teach all levels?

　　　Yes [ ]　　　　　　　　No [ ]

3. Do you teach all the skills (listening, speaking, writing and reading?)

　　　Yes [ ]　　　　　　No [ ]

4. How often do you teach grammar?

Always [ ]   Sometimes [ ]   Rarely [ ]   Never [ ]

5. In which skill is grammar included?

Listening [ ]   Speaking [ ]   Writing [ ]   Reading [ ]

6. Do you consider teaching grammar a hard task to accomplish?

　　　Yes [ ]　　　　　　　　No [ ]

Please explain:

……………………………………………………………………………………………………
……………………………………………………………………………………………………

7. What are the methods that you use to facilitate teaching grammar?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

8. In case your pupils are disengaged or bored, what do usually do to get them involved in the teaching process?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

9. Using educational games is beneficial for maximizing the learning opportunities for the pupils.

　Agree [ ]　　　　　　　　Disagree [ ]　　　　　Undecided [ ]

please explain

…………...……………………………………………………………………………………...........

....

10. Do you use educational games in teaching grammar?

Yes [ ]   No [ ]

If *Yes*:

 ➢ How often do you use games when teaching grammar in the classroom?

Always [ ]   Frequently [ ]   Rarely [ ]

 ➢ What are the games that you use? Please name them:

………………………………………………………………………………………………

………………………………………………………………………………………………

 ➢ As a language teacher, you use educational games when:

 - You feel that the game simplifies the grammar lesson.   [ ]

 - You want the learners to memorize the grammar rules easily.   [ ]

 - You want the classroom to be more dynamic and interesting   [ ]

 - Just for fun   [ ]

   Others……………………………………………………………………………….
   .

 ➢ When giving the instructions of the game, your pupils are:

   Motivated   [ ]

   Not interested   [ ]

   Anxious   [ ]

Others: ……………………………………………………………………..

 ➢ In your opinion, how does the game influence the pupil's performance?

………………………………………………………………………………………………

………………………………………………………………………………………………

 ➢ After giving your feedback to the pupils, are they likely to repeat the same mistakes in other activities?

Yes [ ]   No [ ]

 ➢ According to you, what are the advantageous of using games in teaching grammar?

………………………………………………………………………………………………

………………………………………………………………………………………………

……......
.

  ➢ So, what do you use instead of using games to make the pupils comprehend the
    grammar rules easily?

    ……
    ……

  ➢ How do you check their understanding of the grammar rules?

……
……

  ➢ Do you believe that using the traditional activities is enough?
            Yes [¦]   No   [¦]

  Explain

    ……
    ……

  ➢ According to you, what are the disadvantageous of using games in teaching grammar?

....
....
....

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Thank you for your cooperation.

Appendix two: classroom observation

The observed behaviour	Before using the game			While playing the game		
	Low	Average	High	Low	Average	High
The pupils pay attention to the grammar lesson.						
Learners are motivated and taking part in the teaching -learning process.						
Enthusiasm towards the group/pair work.						
Interaction between the teacher and the learners in the classroom.						
The level of noise and disturbance by some of the pupils.						
Some pupils are completely disconnected and detached from the lesson.						
The use of the Arabic language to explain the grammatical rule.						
The level of competition among the pupils.						

Appendix three: Games Used.

1. Board race

Regular verbs	the verbs	Irregular verbs
	To work	
	To sing	
	To cut	
	To study	
	To come	
	To drink	
	To want	
	To break	
	To use	
	To like	

2. Act it out

To catch a butterfly

To write a letter

To drink water

To play football

To read newspaper
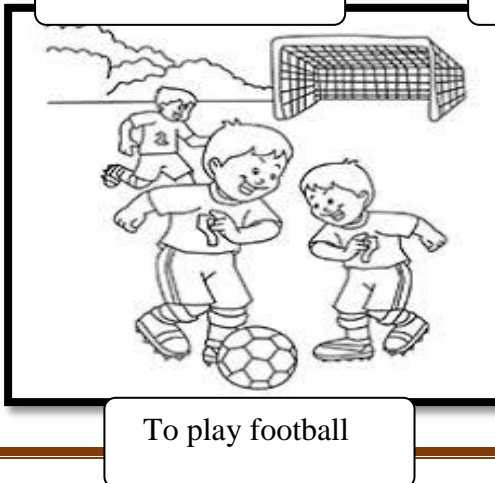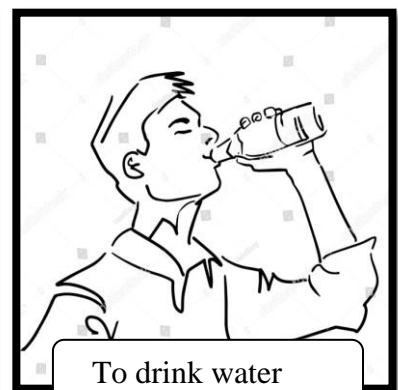
Appendix four: The Pre-test.

- Put the past simple of each verb into the spaces. Some of the verbs are regular and some are irregular:

1. Last year I (go) _____ to England on holiday.

2. It (not / rain) _____ a lot yesterday, but we (see) _____ some beautiful rainbows.

3. Jane _____ (get) the best score in the English test.

4. The party _____ (begin) at eight o'clock and _____ (finish) at midnight.

5. We _____ (walk) along the beach until we _____ (arrive) to the cafe.