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# **GAMES -LIKED ACTIVITIES TO ENHANCE STUDENTS GRAMMAR COMPREHENSION**

**Case study:** Fourth Year students at Ziani Lakhder Middle School  
And English Teachers.

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment for  
the Master's Degree in Didactics.

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## *Dedication*

In the name of Allah ,the most precious , the most merciful  
i dedicate this work to the most precious people to my hear  
my beloved parents , my husband Mohamed , my sun Aness  
and all my family and friends .

## **Acknowledgment**

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## List of Graphs

Graph1. student perception toward English .....	24
Graph2. Students perception toward grammar learning.....	50
Graph3. Students level in english .....	50
Graph4. The suitable class room atmosphere to .....	51
Graph5. The preferable way to learn grammar by students .....	52
Graph6. student attitude toward using game in grammar learning .....	53
Graph7. student attitude toward both grammar and games .....	
Graph8. students preferable method to learn grammar .....	54
Graph 9. student attitude toward grammar rule. ....	55

## **List of Figures and Tables:**

Figure1. Gramma sub divition .....	4
Figure2. Games.....	24
Table 1.advantage and disadvantage of deductive approach .....	7
Table2.advantage and disadvantage of inductive approach .....	8
Table3. kind of game liked activities to use in large class.....	32
Table 4.kind of activities to use in small classes.....	33

## Table of the content

<b>Dedication .....</b>	<b>II</b>
<b>Acknowledgment.....</b>	<b>III</b>
<b>Abstract.....</b>	<b>IV</b>
<b>Table of content .....</b>	<b>IV</b>
<b>List of figures and tables .....</b>	<b>IV</b>
<b>List of graph .....</b>	<b>IV</b>

## CHAPTER ONE : grammar teaching

1. Grammar definition .....	03
1.2. Grammar and language teaching.....	05
3.grammar history.....	05
1.3.1.aproaches of grammar teaching .....	06
1.4.devlopment of methodology .....	08
2.approaches and methods for grammar teaching .....	10
2.1.grammar translation method .....	11
2.2. direct method .....	13
2.3.the audio lingual method .....	15
2.4communucative language teaching .....	17
2.5. total physical response .....	19
2.6.Conclusion .....	20
THE LITERATURE REVIEW.....	21

## **CHAPTER TWO: using games in grammar teaching**

1. Game definition .....	23
2. Game as foundation of learning .....	25
2.1 the use of games in EFL class room .....	26
3. teaching grammar with the use of games activities .....	26
4. Advantages of using games .....	27
5. disadvantages of using games .....	28
6. various types of grammar teaching .....	29
7. using games in grammar teaching according to class size .....	31
8. the appropriate situation to use games in grammar teaching .....	34
9. the impotence of using games in grammar .....	35
10. Conclusion .....	36

## **Chapter three: field work**

1. introduction .....	37
2. Research simple .....	37
3. Research methodology .....	37
2.3. the analysis of the questionnaire .....	38
2.4. discussion of the general result .....	45
3. analysis of teacher interview .....	46
3.1. description of teachers interview .....	46
3.2. analysis and interpretation of teacher interview .....	46
3.3. discussion of general result .....	49
4. Conclusion .....	50

General conclusion

Limitation

Recommendation

References

Appendices

1. students questionnaire

## 2. teacher interview



## **Abstract**

Grammar is worldwide known as a main part of any language learning , both students and their teacher find it difficult to choose which method should to apply to reach the required results. This study aims to investigate the effectiveness of the use of games like activities in grammar teaching at the middle school of Ziani Lakhdar in Saida, a small city among the 48 towns of Algeria. To obtain the necessary information for this research , one open-ended and close-ended questionnaire was administered addressed to the fourth years students of the middle school , there was about 75 participants. Furthermore, an interview was designed for to five English teachers belonging to the same middle school, composed of ten different questions to seek about their attitudes towards the use of games like activities in grammar teaching. The results of the analysis of both questionnaire and an interview shows show that the participants from teachers and students know what is a game activity, and realise its it's importance in grammar learning and teaching process, and how this these activities is are helpful in understanding grammar lessons , motivating students to learn grammar and helping students to feel relax relaxed and comfortable in the classroom. The most important point is that games help students to use the target language in a meaningful context.



# General Introduction

### 1- Introduction

In recent years , English has become language of globalisation and learning this language is an important key factor of development, political views as well as education.

English profesioncy requires a full understanding for all its patrs and aspects, among this parts , there is grammar.

Grammar is sets of rules that governs the composition of clauses , phrases , and words in any given language.

Among learners, grammar is preceived as a scary and complicated matter , therefore teachers needs to find a siutable teachinf approach to teach grammar lessons effectively.

Teachers may uses games like activities as an effective learning method , games brings fun and joy in classes and also motivate students to learn grammar.

While engaging games, teachers success to get their students to learn without feeling board , hence this could helos reduce their anxiety level. ( Krashen 1982).

### 1- Statement of Problem

The main objective of EFL teachers is to sustain a naturel mood in their classroom, However, He/she meets sevsral difficulties to engage his/ her learners in a meangful situations, where they feel interesting about the lessons, especially that each student has it own way of understanding grammar lessons ; some students understand their lessons with mechanical memorization and others prefers meangful explanation, while others enjoy fun activities, such situation has inspired us to invistigate wether game like activities helps to enhance student's grammar capacities or not.

### 2- Research Questions

On the light of last reasons , two main questions may be asked in this research

- a) What is the effect of using games liked activities on student's grammar competence
- b) What is teachers attitudes towards the use of games like activities in grammar teaching among their students ?

### 3- Research Methodology

To check the validity of these hypothesis, two main tools were used , an students questionnaire and teacher interview.

The questionnaire was addressed to fourth years students of Ziani Lakhdar middle schools in Saida town, it is aimed to investigate the effectiveness of the use of games like activities in grammar among students.

While teachers interview is ought to seek for teacher's point of views concerning the use of such activities.

### 4- Structures of The Study

The current dissertation is divided into three main chapters, the first chapter is theoretical part which highlights grammar concept in learning a foreign language, grammar history and its development among time

Furthermore more this chapter clarify grammar teaching methods and approach .

The second chapter is also a theoretical part which deals with game concept from the general to the specific, literature review about the use of games in grammar teaching among history is also included in this chapter.

Finally, the last chapter is the field work of this research, it includes data collecting tools and their results analysis and discussion, it's qualifies the interpretations of the obtained outcomes before checking the validity of the hypothesis, whereas it has been confirmed or not.



# Chapter One

Grammar Teaching

## 1-Grammar Definition

Over the years ,linguists and theorists have provided us with several definitions for the term grammar ,such as GREENBAUM 1988 who said that « grammar is the properties and the process that underline the ability of the speakers to speak and understand the language ,in addition to that ,he added in 2002 that grammar refers to the set of rules that allows us to combine words in our language into larger units .

Grammar is also defined by VR 1991 as the way language manipulates and combines words into in order to form larger units of meaning , which means that grammar guide us to understand how the rules of language works .

According to scott 2002 P 1 ,grammar is partly the study of what forms are possible in a language ,traditionally ;grammar is been concerned almost exclusively with analysis at the level of the sentence ,thus grammar is a description of the rules that govern how language sentences are formed .

Wikipedia gives us a nother definition for the word grammar , according to this website , the origins of grammar is from GREEK culture ,it is a set of structural rules governing the composition of clauses ,phrases and words in a natural lge .The term refers also to the study of such rules and this feild includes phonology,morphology and syntax,often complemented by phonetics ,semantics and pragmatics .

Grammar is a system of rules and principals for the speaking and writting a lge ,it is the study of the internal sturcture of words ,and the use of words in the consturctions of phrases and sentences . { S dictionnary youtube }

According to F .E.C Fath English Channel , grmmar is the rules by which a lge operates ,and therefore,the implicit knowledget of that lge have ,which makes them competent to use the lge also,a the account of the rules .

In linguistics grmr is the set of constructural rules governing the composition of of clauses ,phrases and words of any given lge ,the term refers also to the study of such rules.

The term grammar is often used by non linguists with a very broad meaning ,grmmar is often a general way of refering to any aspect of English ,however ;liguists use it in much more specific sence ,speakers of lge a set of interlised rules of using that lge, thirs is grammar .(THE AUDIO PEDIA YOUTUBE) .

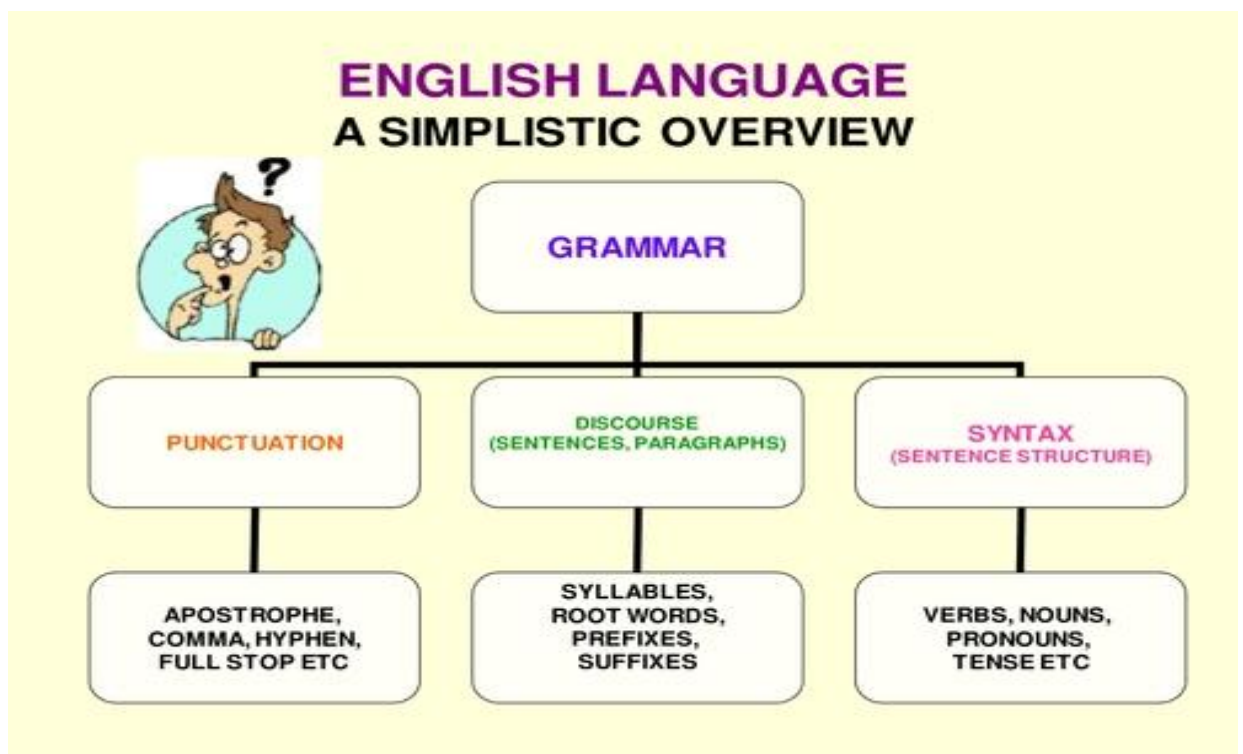
Woods (1995 P 2) indicated that authors tryed to described grmr already in the 19 th and they devided it into four main parts :orthographye ,etymology ,syntax and prosody . grmr was observe mainly as a means to make use of d words and some authors also included writting system into grmmr .

Greenbaun (2002) uses the word grmmr to refer to the set of rules that allows us to combine words in our lge into larger units ;whereas Batstone (1994) remarks that grmmr is

"an immensely pervasive phenomenon" which means that grammar exists and spreads throughout every part of life.

As it can be understood from the previous definition, grammar is a very complex phenomenon even for native speakers, when they face the language units, furthermore, grammar is an essential element of language that students should master, he/she must learn how to build a correct form of language.

Finally, grammar has a diversity of views, that's why Williams (2005) offers a brief and broad definition to this concept saying that "grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions".



## 1-2 Grammar and Language Teaching

The correct knowledge of grammar helps students to correct mistakes in their writing and speaking. It also helps them to improve in language learning in general. Grammar identifies and explores different parts of a language in detail. Freeman (2003, p. 13) said that "grammar is an area of knowledge that linguistics and language teachers study", which means that grammar is a field of linguistics and research for language teachers, whereas Newman (2002) indicated that grammar has a strong relation in language teaching; he said that grammar is the analysis of language structure.

In discussion of the role of grammar in language teaching, many language experts and English language teachers argued that grammar must be used in the curriculum of English language teaching in ELT settings due to its contribution in building excellent language learners.

Sing (2002) said that "the teaching of grammar is the teaching of the rules of grammar as a part of language education, in the context of the second language instruction; the teaching of grammar is generally aimed at imparting the learners' knowledge and ability to use the language grammatically correctly", which means that grammar is an inseparable part of learning any language.

Wakins and Davids (1991, 3) argued that the term grammar includes knowledge of the speaker's language, therefore communication is possible, which means that, a learner can communicate with a certain language if he/she manages its grammar rules.

Richards (2008) said that grammar is an essential part of teaching English, he also adds that nowadays grammar has been an interesting issue in teaching, whereas years ago, grammar teaching was rejected to be a part of the teaching syllabus; in contrast, people now accept that grammar should not be ignored.

Abu Jeld (2004) said that supporting students to learn English correctly and regularly is the main goal of teaching grammar because without grammar students will have limited communication abilities.

Grammar helps students to analyze and explain their language,

Thus students should be very good at grammar in order to succeed in their English learning process. (HUSMAN, R.L /2011 P. 21).

## 1.3- Grammar History

In the middle years, grammar was seen as a set of rules, usually in the form of a textbook, so in the widest and the traditional sense; grammar came to be regarded as a set of non-native and perspective rules signed to set up the correct use of a language.

The first reference of any grammar was found in 600 B.C., was a Sanskrit grammarian from Pushkalavati, Pakistan, but Plato was the first philosopher who took grammar seriously, since he was the first who classified words into parts of speech and he also defined nouns and verbs.



Later on came the the grammarian of the threen centery ,they were known as the speculative grammarian ,{speculum mirror} ,they saw grmmr as tge reflect of real life ,after that their idea were received in the 17 TH century by the grammarian of of France in their book of "GRAMMAIRE GENERAL " ,where grmmr was called tradionttionelle grmmr ,after that n the 20 th century it 's became ,new reaserches about lge teaching appeared ;linguists in the USA said that there is more than one method to teach grmmr and direct method which so popular in Europe was criticized .

Later on ,in the 1920s and 1930s ,the British approach of teaching English was developed and the main points of audiolingualism was set.

Starting from the 1960 s,many new methods and approaches appeared , and each methods has a specific goal such as the techniques of lge teaching etc.

The results of developing methods and approachs was seen until the 1950s -1980s , where the teachers were aware of the importance of the suitable choice for the right method and the effects of their choice on the results of their learners.(Richards and Rodgers ,2001).

In present time grmmr become more clear than the past , and students can easily distinguish all lge parts thanks to the gratests linguists like Noam Chomsky and others.

### 1-3-1 Approaches of Grammar Teaching

The main goal of grmmr teaching is to enables learners to speak and write a foreign lge correctly,as UR 1999 said " in the case of learners , grammatical rules enables them to know and apply how such sentences pattern should be put together ",based on this importance of grmmr teaching a researcher named HANDOYO PJY WIDODO developed a reaserch deals with the approaches used in presenting and teaching a grmmr lesson under the title of "English Teaching ,Practice and Critique " may 2006, he mentioned that there are two main approaches can be easily applied in teaching grmmr in EFL context.

#### a)- Deductive Approach

widodo said that "deductive approach is derived from the notion that deductive reasoning works from the general to the specific ",which means that to teach all what concern grammar rules from the specific point to the general idea.

Furthermore ,deductive approach can be also called rule-driven learning , where grmmr rules are explicitly presented to students and followed by the practice of these rules.

Widodo based his reaserch on other reasercher named FORTUNE ,this last wrote many self studies grmmr books in 1992,where he ensure that rule-driven approach is the joy of grmmr teaching .

Application of deductive approach

To apply this approach ,Michael swan ( Thornbury 1999p32) cite some giudlines:

- 1-the rule should be true .
  - 2-the rule should show clearly why limits are on the use of a given form.
  - 3-the rule needs to be clear .
  - 4-the rule ought to be simple .
  - 5-the rule needs to be made of concepts already familiar to the learners.
  - 6-the rule ought to be relevant .
- Finally the most important point in the deductive approach is the presentation of lesson, it should be illustrated with examples and involves students participation and allows them to have a chance to personalize the rule( H.WIDODO/p14)

ADVANTAGES	DISADVANTAGES
1 –time saving . 2-rules are more simple and clearly explained . 3-a direct practice is immediately given. 4-respects the intelligence of learners . 5- it confirms many learners expectation about classroom learning .	1-beggin the lesson with grammar presentation may be off putting for some learners. 2-young learners may not be able to understand the concepts of given grammar . 3-the explanation is seldom memorable as others forms of presentation . 4-encourages the belief that learning a lge is simply a case of knowing the grmmar rules.

**Table 01:** Advantages and Disadvantages of Deductive Approach

### **b-Inductive approach**

Felder and Henrique 1995 mentioned that the inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particular to generalities  $E_i$  : the use of indication in a manner of observing a number of specific instances and from them get a general principals or concepts .

In other words ,inductive approach is a rule-discovery learning,it suggest that a teacher should teach grammar starting with presenting some examples about the lesson ,than the learner figure out the grammatical rule from the given exapmles .

This approach tries to utilize the vety strong reward value of begging order ,clarity and meaning of a real learning experince(H.WIDODO p 16).

ADVANTAGES	DISADVANTAGES
1-train to familiarity with rule discovering and self reliance . 2-exploration of learner's degree of cognitive depth . 3-learners are more active in learning process. 4-involves problem solving abilities at learners. 5-gives the opportunity for extra language practice.	1-the approach is time and efforts consuming . 2-the approach may place emphasis on teachers in planning in lesson. 3-it may frustrate learners with their personal learning style.

**Table 02:** Advantages and Disadvantages of Inductive Approach

#### 1-4 Development of Grammar Methodology

Grammar has always played a central role in EFL classroom, and for years it was taught in a very traditional way, where the main focus was on the written part of a language, this way of teaching was called grammar translation method (GTM), or the classical method because it was first used in Latin and Greek, GTM was criticized for the lack of communicative abilities at learners, and focusing too much on the written side of the language, so a change in the ways of teaching grammar happens.

Then the direct method appeared and became popular, Larsen Freeman (2000:23) said that the direct method receives its name from the fact meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language, which means the foreign language can be learned the same way as native language, so the use of L1 was not allowed, not even to ask questions or give clarification or ask questions, and its main focus was on oral production and inductive learning.

Later, during World War Two, the need to speak foreign languages grew so the focus started to change more from writing to speaking and an oral based approach that became popular at that time was called audiolingual method (ALM), learning through method was based on repeating oral drills, and the deductive learning was applied, so students must use recorded audio and try to repeat it in order to pronounce correctly and they have to figure out the grammatical rules by themselves using examples given by their teachers, but Hall (2011:89) criticized this method; he said that the ALM works only with young learners, and failed among older ones.

In the 1960s, a new linguist named Noam Chomsky who challenged the previous methods, he believed that learning a language requires the use of one's own thinking to understand the grammar rules, and his idea was the reason of the big change in ways of teaching, it

became student's centred rather than teacher 'centred teaching' "the teacher speaks but only when necessary. Otherwise the teacher gets out of the way so that it is the students who receive the practice using the language (Larsen Freeman 2000 . p90) , then came what called the humanistic approach of language teaching , or the silent way ,this approach see teachers as guiders as Hall said "teachers are enablers or facilitators who assist learners in their self-discovery rather than instructors who transmit knowledge to learners"(Hall 2011 p 90).

A another humanistic approach is total physical response TPR which mix teaching language with movement , which means student learn commands and physical actions and it emphasis on building comprehension skills , so it really gives good results with young learners .

Using all this approach did not gives results outside classroom , students were able to use language for communicative purposes , this led to the rise of communicative –based approaches .

IN 1970s ,the communication language teaching emerged CLT ,it main goal was to help students to use target language in real life situation , as Freeman said "students should be given the chance to develop strategies for understanding target language as ones uses it in reality"

In conclusion ,there been so much changes in grammar teaching methodology ,so grammar today is a rich field that helps both student and teacher to use the target language correctly In written or speaking forms .

## 2 Approaches and Methods for Grammar Teaching

First of all it is really important to know the difference between an approach and a method :

An approach is way that people acquire their knowledge of lge and makes statements about the conditions which will promote successful lge learning ( LARSEN –FREMMAN 2011 p 13-24)

An approach refers to the way a teacher consider content while deciding how teach it , it refer to theoretical framework in general , finally an approach has to be decided before selecting the method .

A method is the practical realization of an approach ,it is the step taken to actually start learning a lge ,it is the way in which smthng is done ; we can say a method is a process , it can be decided after the approach .

Edward Anthony {1963} added that , “ an approach is set of assumptions dealing with the nature of a lge ;learning and teaching while a method is the overall plan for systematic presentation of lge based upon a selected approach “

The relationship between the approach and the method is very close , we can not apply a method without an approach and an approach is just a theory with out the method .

**2-1 Grammar Translation Method ( 1840s and 1940s)**

Grammar translation method GTM was first known in USA as the Prussian method ,it is one of the most important methods in the history of teaching a foreign lge, it was very popular in Europe in the 19 th century ,GTM is based on teaching grammar structures and vocabulary with translations .

This method focuses on the literature and grammar of the target lge , so it is a text based approach , and it is still used in situations where understanding literary texts is the primary focus of foreign lge study and there is a little need for speaking knowledge of the lge .

The original purposes of this method is to help students to read and appreciate foreign lge literature , and to became more familiar with grammar in their native lge ,also to write and speak their native lge better , furthermore ,GTM can be very helpful in mental exercises.

**Principals**

Translation is allowed in literary texts.

Reading and writing are the major focuses .

Grammar is taught deductively .

The L1 is the medium instruction .

Memorizing lists of words is used in learning vocabulary.

Utilizing exercices and tests in constrained ways .

Explicit error correction .

Wherever possible ,verb conjugation and other grammatical paradigms should be committed to memory .

Accuracy is emphasized .

No underlining theory of lge acquisition .

**Techniques**

The technique of GTM

According to Larsen freeman 2008 ,Grammar translation method has nine techniques:

- 1- Translation is native lge .
- 2- Reading comprehension questions to help students find relationship between information in a passage and personal information.
- 3- Finding synonyms and antonyms for words.
- 4- Acquiring sounds patterns that relates between L1 and target lge.
- 5- Learn grammar rules through deductive method.

- 6- Fill in gaps exercises to learn a particular grammar rule.
- 7- Memorize vocabulary lists ,grammatical rules.
- 8- Students use the new words they learned in useful sentences to practise their vocabulary.
- 9- Students use the target lge to write passages about a specific topic.

**Advantages Of GTM**

- Grammar translation method has several advantges such as
- Easy method for teachers to use.
- GTM does not need for English profesioncy .
- Learning in large classes is possible.
- This approach can be used in all levels.
- Students find it easy with the use of their mother tongue.
- Time and energy saving.
- Helps to build a strong memory for students.

**Disadvantages of GTM**

- Disadvantages are also presents in this method .
- Its does not enhance speaking and listing skills.
- Students are passive in classroom.
- Translation is sometimes missleading and prevents students to learn lge correctly.
- The absence of pattern practice.
- GTM teaches English by rules rather thsn by use.
- Its makes English a dead lge rather a living one and learning is just a mechanical process .

**2-2 The Direct Method**

This method is also called the natural method, it became popular in the late of the nineteenth century because the grammar translation method was not effective, the goal of this method is to use Lge for communicative purposes and it has one important rule: no translation is allowed, the lesson must be presented directly with the use of the target Lge .

The famous linguists F Gouin and others reformers tried to create a new method based on the observations of child Lge learning, it was spread in Germany and France in 1900; the method was based on the direct involvement of students during the course and unlike GTM teacher must be professional in target Lge.

**Principals of Direct Method**

The use of the target Lge is obligatory.

Only daily vocabulary and words are taught.

Grammar is taught inductively .

Reading skills are developed through the practise of speaking skills.

Objects and pictures can be used in course presentation for more explanation to new words and sentences.

No translation is allowed.

Emphasise on oral work.

Communication between classroom members must be with the target Lge.

**Techniques of Direct Method**

Practice conversation using target Lge only .

Learn grammar using fill in the blanks exercises.

Questions and answers exercises.

The use of dictation to develop listening and writing skills.

Reading aloud protocols for more practise on speaking and reading skills.

Students draw map using directions of their teachers.

**Advantages Of Direct Method**

Direct method is considered as time saving method.

This method is based on psychological principles.

Encourages students to use target Lge even outside classroom.



Give students opportunity to understand what they learn.

Since direct method encourages using realia ,it makes learning process fun and interesting.

Using this methods teachers helps to develop fluency of speech,good pronunciation and power of expression.

**Disadvantages of Direct Method**

Direct method makes leaning target lge difficult with the absence of the use of L1.

It doesn't woks with young learners.

It may not be siutable for large classes.

It needs for competent teachers.

Teachers find it difficult to find enough sources to substitu the use of mother tongue

### 2-3 The audio Lingual Method

The ALM method appeared during world war two, when USA asks its linguists to provide universities with a special training program that helps its soldiers to learn languages to become language experts in war, so it was known as the army method, later on 1960 the great professor Nelson Brooks named it the audio lingual method.

For the sake of providing war with language masters, American linguistics such as Leonard Bloomfield drew a new history of language teaching, that focus on listening and speaking more and more.

And for the same reasons, behaviourists and psychologists also gave a huge importance on oral skills in learning a language, B.F Skinner was one of them, he formed a principle that all behaviours including learning a language was learnt by repetition. This principle was called imitation or reinforcement theory.

The ALM method was based on this principle, it relied on the use of dialogues and memorization, extensive repetitions and drills. As Noam Chomsky said "we are designed to walk... That we are taught to walk is impossible. And pretty much the same true of language. In fact you can't prevent child from learning it" which means that learning a language is a natural behaviour that born with a child.

#### Principals of Audio Lingual Method

The language used in classroom is the target language.

Teachers guide, conduct and control students behaviour in the target language.

The major objectives of language teaching is to acquire structural patterns and the new vocabulary is learned through dialogue.

Prevent students from errors making because errors become habits

Language forms occur within a context.

Positive reinforcement helps students to correct wrong habits.

Language learning is a habit formation.

For ALM, a language is what its native speakers say, not what someone else thinks they ought to say.

The meaning of words can be learned in special situations.

#### The Techniques of Audio Lingual Method

ALM has different methods from GTM and direct method because its emphasis was on learning the language not about language.

The use of repetitions drills.

The use of transformation drills.

Dialogue memorization using mimicry and applied role playing.

Students use chain drills by asking questions around the classroom.

The use of simple grammar games to learn new vocabulary.

Complete the dialogues activities to check students repertoire of give words.

### **Advantages Of ALM**

Its permit all people to learn new lge.

Speaking and listening skill are more developped.

It is the first method that has a theory .

It emphasis is on oral skills and pronunciation.

Accessible for large group of learners

### **Disadvantages of ALM**

Alm may bring boring and unsatisfying atmosphere in classroom.

It is a teacher centred approach.

Students are not active in classroom.

Reading and writing skills are ignored.

Students are not allowed to do mistakes.

It is not suitable for advanced students.

## 2-4 Communication Language Teaching

CLT is a natural methods that appered during the 70s against the last methods . And before that it was found during the 60s in the British language teaching tradition,the teacher in this method is a communicator in his classroom ,he /she have to create activities that allows his/her students to communicate using the target lge ,thus involving learners in a mental process for lge acquisition and in the same time creating an interst toward the target lge

Richards and Rodger highlights some features of CLT approach:

- a) It focus on meaning rather form.
- b) Acheivement of communicative competence is a designed goal.
- c) It implies learner centred approach.
- d) Fluency is the primary goal of communicative approach.
- e) Students are expected to intercat with their followers to use lge.
- f) Use of dialogues focusing on communicative functions.
- g) Intrestinc motivation makes learninis g process more interesting.
- h) Task based teaching method is preferred to accomplish some objectives.

### Techniques of CLT method

In teaching lage with CLT method ,almost all activities are used to ensue genuine communication between students. For example teachers may give their students passages with scramble word order ; this passages may be new or already known for the students and ask them to unscramble the sentences so they can remember the correct order of words for a future use.

The role of the teacher isto facilitate communication in classroom,in addition to that ,he/she acts like a giuder and an adviser for his/her students.

Student engage with their teacher and acts as communicators; the target lge should be used and when it is necessary the mother tongue can be used.

Learners work in group or pairs to solve problems.,and the material are developed according to student's needs.

### Advantages of CLT method

CLT gives students chance to known their level and ability and how to used it.

It present enjoyable way for anEFL learning.

CLT increases relationship between students and their teacher .

CLT provide motivation in classroom.

Enable students to use target lge in real life situations.

**Disadvantages of CLT method**

CLT method focuses on fluency not on accuracy.

It is not very applicable in crowded classes

It is hard to find all the requirements available in each class .

Teacher must prepar the syllubus according to student's needs .

Teacher's time and energy are limited.

No grammar rules are presented.

CLT doesn't focus on errors correction.

**2-5 Total physical Response**

TPR is a language teaching method developed by the professor of psychology Dr. James Asher in 1977, this method is based on coordination between speech and action.

Learners in TPR are performers of speech acts and at the same time listeners, they can evaluate their own progress in the learning process, so they are more active.

The objectives of the Total Physical Response method are to teach oral skills at primary levels and to use comprehension skills to promote speaking skills in addition to that TPR uses action-based skills in the imperative form.

**Techniques of TPR**

Teachers play an active role and direct their students.

He/she decides what to teach, model and present new material.

He/she provides opportunities for learning.

Students do the listening process then perform one.

They listen attentively and physically respond to commands of their teachers.

Students monitor and evaluate their own progress.

So the teacher is a model and students are imitators.

**Advantages Of TPR method**

TPR adds a fun element to the classroom atmosphere.

It helps students to build their vocabulary repertoire.

It doesn't need a lot of effort in preparations.

It helps to remove pressure and stress.

It is applicable in small and large classes.

TPR is a suitable method for kinesthetic children who need more movement in the classroom.

Works well with beginners and advanced learners.

**Disadvantages of TPR method**

TPR method is not suitable for shy students.

It doesn't allow learners to express their thoughts.

The overuse of this method may cause boredom in the classroom.

It focuses only on listening comprehension and speaking skills.

Teacher find it difficult to prepare courses in higher level of EFL learning.

### **2-6 Conclusion**

Over the years,new teaching method have emerged with the development of lingiusts and theorists,each method had it pioneers and its critics ,also eachof its had it valuable technique that should be used in the right time,amd here came the role of the teacher ,he/she needs to be clever and spontaneous , teacher must control his /her student's educational needs as Margaret Mead(1901-1978) an American cultural anthropologist said" the most extraordinary thing about good teacher is that he or she transcends and accepted educational methods “.



Literature  
Review



### **Literature Review concerning games in Grammar teaching.**

Games are considered as one of the most effective and useful methods in grammar teaching, but the correct use of these activities needs a qualified teacher who has a complete understanding of what is a game, how and when we can use them.

In an EFL context, games are known as a form of play with rules, competition and element of fun (Mania Mayoud Mubalat 2011\_2012).

There are many claims in literature for or against the use of games-like activities in grammar teaching; it is asserted that the use of such games can stimulate the enjoyment, motivation and engagement of users, more than that, games encourage the development of various social cognitive skills, as Richard Amato 1996 said « games are another useful strategy to promote student's language proficiency, this paper aims to give a clear understanding of games, when and how they can be used.

To support this theory many researchers presented their evidences in a form of researches.

Ersoz 2000 said that « games are highly motivated tool because they are amusing and interesting, they can be used to give practice in all language skills, and it can be used to practice many types of communication » ; which means that the use of games is not limited with grammar teaching only, but it can be used in all skills teaching such as reading or writing.

Games activities are mainly aimed to break the ice between students and their teacher, Byone 1995 gave another definition, he said that games are a form of play governed by rules, (they) should be enjoyable and carry fun, games are not just a division or a break from routine activities, but a way to get learners uses the target language.

Jill Hadfield 1990 also defines games as an activity with rules, a goal and an element of fun.

Some teachers think that lge games are a waste of time and prefer not to use it in their classroom, since games are seen as extra tool to add fun, in fact games are more than that, because it can be used to improve student's proficiency, it is a useful strategy to promote the use of target in classroom.

Hadfield 1990 said that playing games in classroom can enormously increase student's ability to use, games provided as much concertâtes practice as traditional drill, and more importantly, they provide a opportunity for real communication in classroom.

Chen 2005 said that games create a different world for learners voluntary participation in learning process, they are a device to activate lge in classroom, permit pupils to practise forms learned during the courses. This brings students out of their confort zone, and create new contexts for lge use.

Howard Gardner the owner of the eight levels of intelligence said that teachers should have six different methods to teach any topic in classroom, one of these methods is the personal way, in this method the main goal is to see if we approach a specific topic by using : a role play or others interactions (Gardner 2006 p 145).

Many theorists justify their opinion toward games, such Langren and Purcell (1994 p 12 14) said that by using games in classroom teacher is giving his students a an important role, and

he is stepping of a frontline which is a positive thing because it allows students to take on more responsibility.

Igvar sigurgursson 1999 p 80 mentioned that games could be a good strategy when teaching various subjects because they are very likely to spark interest among students. They can be used with students in all ages ,and when they are used with others teaching method ,they create diversity which is ideal for school work.

So ,games are considered as a source of joy and fun , which must be provided in each classroom environment.

In contrast , games disadvantages are few in EFL history , as Chuang (2007 ) said « using games is not productive due to generation of anxiety which makes children nervous and even depressed ,attitudes that can drive to losing games or being blamed by peers for bad performance.

Wu 2002 conducted a research investigation under the titli of « Children's Foreign Language Anxiety » ,he employed a questionnaire,interviews and classroom observations with 601 participants, the results shows that the competitiveness in games is one of the main reasons to lge anxiety,through these experiments,the author states that when it comes to games, students not only have to compare ,but have also to score points for themselves or their teams that causes cause a high level of stress ,fear and anxiety (International Journal of Learning and Development 2011 p 131 [www.macrothink .org/jld](http://www.macrothink.org/jld)).

According to previous studies ,using games like activities in grammar teaching help to enhance student's motivation, confidence and language acquisition,because games are a great tool to capture learners attention than traditional learning ,furthermore, using games is so important because many students do not get enough opportunities to play during their free time,which can be traced to rapid changes in our society. ( Cole And Cole Lightfoot .



# Chapter Two

The Use of Games In Grammar Teaching

## Games

### 1 -Game Definition

Almost everybody loves playing whether are young or old ,from early childhood playing is enormous part of most children's lives, and it plays a big part in their development as well( Sigridurdogy 2010 ) .

And so it is in educational field ,games are seen as relaxable method for both students and their teachers ,so what is game in teaching a foreign language ?

According to Longman dictionary of lge ,teaching and applied lingiusts (Richards Platt 1995 p 89 ) games are defined as « an organized activity that usually has the following properties,a particular task or objectives,a set of rules ,compitition between players and communication between them by spoken or written lge" .

Hadfeild (1992 p 23 ) added that « games are not activities to kill time,or a break the ice between students and their teachers ,games are an activities with goal andan element of fun « » ».

Hadfeild 1990 said that games are one of the most important components in EFL classroom .they include activities .it includes activities with goal and rules and at the same time fun.

Lge games are a special kind of teaching activities that a teacher may rely on to raise student's proficiency and makes his course more fun and interesting,it is really hard to find a specific definition of games, but generally games are exercises that has a certain rules and specific objectives.

Mac Millen dictionary defines games as « games are a great way to learn all sorts of things about English « » » .which means that games a type of strategy to teach all aspects of the language

The French sociologist Rodger Cailloins 1957 said in his book « les jeux et les hommes" (Games and Men), « a game ia an activity that must have the following characteristics :

- 1- Fun : an activity with fun element.
- 2- Seperate : it is circumscribed in time and place .  
Uncertain : the outcomes of an activity is enforceable.
- 3- Non-productive : participation is not productive.
- 4- Governed by rules : an activity has rules that are different from every day life activities.
- 5- Fictitious :it is accompanied by the awareness of different reality.

The earliest game that was used in education was a computer pro-gramming games developped in 1970 by Seymow Papert and Wally Fuerzeig called logo-logo , blended mathematics and programming to teach the basic mathematics (the history of educational games p 09 )

Another study was carried out by dr Margret 2007 was also based on using games in teaching to improve college students ' wriiting skills . The researcher found out that games do help students to be creative and at the same time improve their writing skills..

Hadfeild (1999 p 7 ) added that games should be regarded as an integral part of language syllabus. Not as amusing activities for Friday afternoon , they can be used in all stages of progression From controlled to free practice,serving at one end of the range as memory aids and repetition drills .

According to the above definition , a game in EFL teaching is natural method of learning , because playing games can give students a meaningful way to learn new things , their interst towards target language, and help them retain information better than traditional learning.



## 2- Games As Foundation of Learning

The foundation of game based learning emphasis on outcomes of learning process with playing games, they give learners a chance to fill in new context with new information, then apply these information in problem solving.

Games based learning give chances to students to try new learning methods and practice their knowledge to find different types of solutions.

This process can be guided with the use of three questions asked by the teacher :

1) what change do i need to see in my students ?

the type of change is based on where are students now and where their teacher want them to be in the near future. What knowledge that they have already known , if the teacher can answer these questions than he /she needs to think what they need to make this change .

2) what kinds of activities can create that change ?

creating lists with all activities that learners need can be challenging, but it helps to asks them about what are the hard things to understand during the lesson ,than create activities to reinforce those gaps .

3) How can games help with those activities ?

The big challenge for the teacher is to find the suitable game that fit with the educational context and helps students to better understand the rules .

Quizzes and rewarded games may do the job perfectly, because they help students to understand questions and memorize facts.

When a good educational game matches the educational approach , it gives a great game based learning advantages.

(Barbara Ghanberlin and Jessi schall ,may 14 2010) .

According to a UNICEF foundation(2018) ,children learn critical thinking and develop it as they are playing , because when they are playing , they do not think ( now , i am going to learn something from this activity ) , yet their play create powerful learning opportunities across all areas of development.

Furthermore, learning through playing does help students to master academic concepts, and build a power of motivation that pushes him/her to learn more and more.

In conclusion , playing games is a natural human need that helps to release brain imagination and creativity which are the resources of the basic knowledge and the most important point is that games help students to build a private personality in his social world.

### 2-1 The Use of Games in EFL Classroom

An EFL classroom is an educational environment where English is not the dominant language, it is a foreign one, students do not have many opportunities to be exposed to English outside school.

In this environment, students do a lot of practice using the target language especially oral practices, and must use this language in real situations that stimulate outside environment. Here comes the role of games, they give a huge opportunity for students to use and practice the target language with the presence of fun and enjoyment.

According to Cypriot Journal of Educational Science, games provide many advantages in an EFL classroom, they decrease student's anxiety towards target language, they increase positive feelings and improve self-confidence.

Games in EFL Classroom are called student's centred activities because they involve learners in games actively. S.M Silver the author of the book of Game for the classroom and English speaking club said that, many teachers agreed that games are tools which stop monotonous repetitions during the courses, whereas others miss the fact that students can absorb more information in a relaxing environment, which games may provide in an EFL classroom.

Lee 1995 mentioned that games give chances to escape from usual routine, but they are very important in terms of motivation and challenge, moreover games provide encouragement and courage to students to interact with each other.

Finally, games should be the heart of foreign language teaching not as an additional activity, because they truly serve the benefits of learners and their teachers.

### 3-Teaching Grammar with The Use Of Games Activities

Grammar is seen as a very hard and complex field to be learned, most teachers find it difficult to deliver grammar rules for their students, and always wonder what is the suitable method to use in their grammar courses, the method that helps students to understand, practice and remember grammar rules. Ellis (2006 p 86) said that grammar teaching involves any instructional techniques that draw student's attention to some grammatical form in such a way that it helps them to understand.

The main goal for teachers during a grammar course is to enable their students to understand, that's why many teachers find it helpful to use extra techniques such as game playing to practise grammar rules, so what is the meaning of using games in teaching grammar and how it can be used?

According to Techreen University Journal for Arts and Human Science, games like activities can be very helpful for teachers of L2, they provide them with a framework for the suitable use of a language, and enable students to use communication and conversation using target language, furthermore game is a motivational means to learn more (series 2009. P 6).

The use of such activities during teaching was an experience that had very advantages for teachers, as Celcia Murcia (1979 p 54) said « games help to bring classroom to the real world no matter how contrived may be .

Games are considered a special way that teachers can use to keep control over their students, also they enable them to be courageous and not be afraid to use all kinds of methods in their teaching programmes .

For students, using these activities is very useful because it helps them to engage with their teachers in fun and interesting atmosphere, which helps to raise their motivation level, concentration ability and learning level.

Games comprises every fun and life activity in the classroom, as Greenall (1999 p 6) said that the term games is used whenever there is an element of competition between individuals students or teams in a language activity.

Wright, Bettredge and Bubcky (1984 p 2) said that games help teachers to create context in which language is useful and meaningful. The learners want to take part and in order to do so must understand what others use saying or have written, which means that games involve the use of all four skills in language and help to promote it.

Furthermore, Vernon (1980) said that EFL teachers wonder how they can employ games in grammar teaching because grammar is difficult than other modules, for that reason teachers should have an organized plan about the suitable strategies to use games, He must organize his time and prepare everything he needs in advance, and the important point is that he must control his classroom in order to not turn game to a noisy event without any benefits.

By using these steps, grammar games will become an amusing and happy time for students, and they will be able to understand grammar rules easily.

#### 4-Advantages of Using Games

According to a research done by Mei and Yu-Jing, games are fun activities and children like them, through games children experiment, discover and interact with their environment, they can learn English the way they learn their mother tongue without being aware that they are studying, furthermore an educational game in EFL Classroom has many advantages such as :

- 1- Games are fun break from educational routine .
- 2- Games motivates children to learn new language .
- 3- Games presents a new challenge to students and their teachers .
- 4- Learning a foreign language require a great efforts, games helps students to make and sustain the efforts of learning.
- 5- Games encourages students to interact and communicate.
- 6- Games create a meaningful context for language use.
- 7- Games provide language practice in the various skills ( speaking listening writing and reading ).
- 8- Games are learners centred activities where the focus is on students.
- 9- Games promote communicative competence.
- 10 - Games increases learning motivation.



- 10- Games provide a cooperative learning environment.
- 11- Games create faster participatory attitudes in students.
- 12- Games provide a real world practice.
- 13- Games adds a variety to the range of learning situation.
- 14- Games can be used to punctuate ling formal teaching units and renew student's energy before returning to more formal activities.
- 15- Games can acts as a testing mechanism, it will expose area of weakness and the need of remedial work ( Carrier and The center for British Teacher 1980 : 6 ).

Finally, the valuable role of including games as a teaching activity has been considered by Buck ( 1984 p 1 ) as the following :

"games can provide intense and meangful practice of language, then they must be regarded as a centreal to teacher repertoire and they are not inly for wet days or in the end of each term « .

### **5-Disadvantages of Using Games**

According to Vernom . S (1980) games are just time fillers because they do not focus on principal skills , he said that games are only to have fun and waste the teaching time.

The opinions about the disadvantages of using games are few and here are some of it

Some students may not like games and prefer other activities to learn grammar.

The competative of some students may effects on the participation of other class membres and make them feel uncomfortable.

Some students can not accept losing in a game and may react in bad way with their teacher and classmates.

Games need a great of time planning.

Games requires a double efforts from trachers .

Playing games may cause a mess and disorder in classroom environment.

Finally, teachers needs to take in their consideration all these points to avoid bad results for using games in grammar teaching.

## 6 - Various Types of Games In Grammar Teaching

It is really a great work to classify games into categories, and that what Hadfield did in 1984, where he divided games into categories, linguistics games and communicative games.

Linguistics games focus on accuracy and oral performance whereas communicative games focus on the exchange of information between players.

Different Types of Games

### a) Memory Games

This kind of activities are presented to help students practise on sentences building, and to how to form a grammatical structures in a fun way, here students may draw and drop words to finish and compose a coherent sentence with correct grammatical function.

Eg

Subject : Describing verbs in terms of manner.

The teachers write a list of verbs for everyday action on one side of the white board and a list of adverbs of manner on the other side of the board ( how the action is done ), then they start a memory rotation sequence in the following way

Teacher : I write messily

Student 01 : I write messily and speak loudly.

Student 02 : I write messily, speak loudly and dance badly.

( [www.English.ragen.com](http://www.English.ragen.com) ).

And so on continues the sequence between students until the end.

### b) Match games

As the name implies, students need to find the correct match for a word, picture or a card.

Eg : students place 30 word cards, composed of 15 pairs, face down in a random order, each pupil turns over two cards at a time, the goal is to turn over a matching pair by using their memory ( Christopher Louis Pelman)..

### c) Search Games

It is an activity to find and seek for new information.

Eg : identifying nouns.

Ask students to imagine that they are in someone's famous house, ask one of them to search about things and their names in that house, allowing them to identify any thing they like.

Student 01 : In Mike's house, I can see a table.

Student 02 : In Mike's house, I can see a table and an apple.

Student 03 : In Mike's house I can see a table and an apple and a spoon .

#### d) Guessing games

This activity is a sort of information gap games, it is a situation involving uncertainty over others actions, according to Mere

Webster Dictionary a guessing game is where the players need to correct or guess the answer.

Eg : Expressing actions happening « now ' » .

One student take turn and perform an action in front of others,, one of them try to guess about what his classmate is doing using present continues.

Teacher can make this game more competitive by accounting each inccorect answer as a penalty , with the goal of keeping numbers of penalties to an absolute minimum. ( [www.Englishraven.com](http://www.Englishraven.com)).

Aaccording to Dr Johansson and Stanne Slavin 1995 , their is another distinction among games which are competitive games and cooperative ones .

Millis 2005 outlines a number of advantages to the cooperative games such ad appropriate anxiety levels and high level of constructive feedback.

Lee 2000 ( cited i Plams 2007 ) classifies games into Nine kinds : .

- 1) Structure games which provides experience of the use of a particular pattern of syntax in communication.
- 2) Vocabulary games in which the learners' attention is focused on words.
- 3) Spelling games which focusses on words composition and oral performance.
- 4) Pronunciation games .
- 5) Numbers games.
- 6) Listen and do games.
- 7) Games and wrtting.
- 8) Mining games.
- 9) Disscution games.

Another classification of games like activities given by McCollum 1980 consists of seven kinds :

- 1) Structure games.
- 2) Vocabulary games.
- 3) Number games.
- 4) Spelling games.
- 5) Conversation games.
- 6) Writing games.
- 7) Role play and drama games.

As it shown above , the classification of game like activities many , therefore teachers should be careful when it comes to chosing the suitable game so that the students benefit the most of this activities. (Studies in Literature and Language p 61 75 ).

### 7 -Using Games in Grammar Teaching According to Class Size

a ) Large classes has no exact size, it is usually measured by the numbers of students per teacher ( student teacher ratio ) .

For many of us faced with large classes , we might be tempted to give up thinking that there is no chance of getting so many students to learn.

The problem is learning occurs in properties to class size , the smaller the class , the more students learn.

Teaching large classes is a challenge , but it can also offer many opportunities for teachers to improve their teaching methodology and make it more enjoyable and rewarding for their students.

Students may also benefit from large classes , because when there are more students in class , they can share many different ideas and interesting life experiences.

Furthermore, teacher must be able to control his / her classroom , in order to use game activities in a successful way such as :

Gives and defines game's rule at the beginning of the course .

Rewards good behaviours by simple praises or a smile face sticker.

Uses a mixture of noisy game ( actions games ) and quiet games ( listening and speaking).

#### a) Kinds of Games-Liked Activities to use In Large Classes

##### 1- Hangman

Hangman is a great game for large classes and can be used by beginner learners to teach alphabet.

##### 2- Monster – Munch

This game can be used to practice language structures.

##### 3- Sitting Relay Race

This game may be used to practice a hard grammar course .

Hangman Present continuous	Monster Munch	Sitting Relay Race
<ol style="list-style-type: none"> <li>1) The teacher should divide the classroom into groups and make one child stand at the board .</li> <li>2) The students standing on the board must think of a person in school who is always present ( teacher , principal....) .</li> <li>3) If it is the principal, he can say :it is a man who is working in school .</li> <li>4) Class must ask questions using present continuous Eg :is he wearing jeans ?, is he sitting on a desk ?</li> <li>5) Until one student guesses who the person is .</li> <li>6) For each wrong guess , student standing on the board must draw the hangman scaffold and victim until one of the students guess the answer.</li> </ol>	<ol style="list-style-type: none"> <li>1) Students sit in their places and one of them is the monster, he stands at the front of the class.</li> <li>2) If students are learning regular verbs for example, each student must choose a verb and write it down on a piece of paper.</li> <li>3) Then they stand up and wait the monster to call the list of irregular verbs .</li> <li>4) All students who have those verbs are eaten by the monster and must sit down.</li> <li>5) This can continue until no student is up.</li> </ol>	<ol style="list-style-type: none"> <li>1) Students stay in their seats , as the game is playing .</li> <li>2) The first student writes a sentence at the top of a piece of paper, such as i like candy .</li> <li>3) Then passes it to next student who will add an adjective to the sentence such as :I like sweet candy .</li> <li>4) Then paper passes to all class .</li> <li>5) Students are allowed to add a verb to continue in the game</li> <li>6) And the chains continues until the end .</li> </ol>

**Table 03 :** Kinds of Games-Liked Activities to use In Large Classes

( Adapted from the website : [www.researchgate.com](http://www.researchgate.com) ).

### Conclusion

In a large class size students have troubles in completing tasks and getting the attention they need from their teacher ,that is why teachers need to work more in this classes, else he / she is required to design a suitable game and special activities in teaching grammar, this may facilitate the learning process in a big size classroom.

#### b ) Small Size Classes

A small size a class is classroom with a limited students numbers, usually it does passes 17 students, in this kind of classes , learners have big benefits, because all of them are under the attention of their teacher.

Some teachers enjoy in teaching small EFL classroom, whereas others find it challenging since the activities end quickly.

Small EFL classes give teachers opportunities to devote more time for each student and enhance the grammar learning process.

Alphabet soup	The action race	Airplane compition
Students make some alphabet cards ( with capital lettered and small letters) on paper , then cut them up . Once prepared they put it into a bag and asks students to pick one out and pronounce the letter then use it in a word , one point if he is right , no point if it is incorrect.	This is a lovely game because it makes them feel active in classroom. Have children split into two teams and sit them into two rows on floor than pur a chair in front . One student from each team stands besides the chair and you yell an action verb such as jump . The two children jump until you say sit , the first one who sit is the winner. The game continue with the rest of team numbers using diffrent action verbs.	First have yout students make paper airplanes, stand the students in a line side by side and let them test if their airplanes do fly , then put different classroom objects in front of them , then you yell with the name of an object, the first one who know it and hit with its airplane is the winner.

**Table 04 :** Kinds of Activities to Use in Small Size Classes

Adapted from the website ( [www.researchgate.com](http://www.researchgate.com)).

### 8 - The Appropriate Situation To Use Games In Grammar Teaching

Usually , grammar games are used in the end of lesson in order to keep students quite, however Lee ( 1979 p 3 ) proposef that games should not regarded as a marginal activity filling in the moment when teacher and students have nothing better to do.

Rinvoluin 1996 p 3 clarifies that a game can be used in any of these stages while using them as a part of grammar lesson :

- 1) Before presenting a given structure , especilly to find oit diagnostically how much knowledge is already known by students.
- 2) After a grammar presentation to see how much the students have grasped.
- 3) As a revision of grammar lesson.

Furthermore, Mccullum (1989 p 2, 3 )asserts that learners should be in the same team all year long ,because it saves teacher 's time and helps to manage the use of activities.

In addition , he added that teacher may need a special equipment or materials to use games like activities, he/ she must set the environment ready before starting games .

To teach grammar with the use of games , the teacher should have a plan in mind about how to organize a beneficial grammar game lesson using different methods, so the more the teacher is careful about choosing the appropriate game , the more advantages he will get which means that the game should be compatible with students' level , age and class size , and it should serve the the lesson objectives and must present a challenge for both of teachers and students.

Based on Rinvolucris sayings in 1984 , games can be used in all stages of a lesson , the teacher may use it to start the lesson or in the middle of the process , as it can be used as a practice in the lesson.

## 9 - The Importance of Using Games in Grammar

Games are known as the most natural way to learn anything, and so it is in classroom environment, playing is considered the most effective method to teach grammar in an EFL classroom.

Games are a great method to maintain student's interest in grammar, since they are fun and enjoyable, furthermore games are a present a big motivation power as Harmer 1998 p 3 said « motivation is some kind of internal drive that encourages somebody to present a course of action.. » .

The motivated student

Hansman 1994 p 188 states that games are highly motivating and interesting, and it can give shy learners more opportunities to express their opinions and feelings.

In addition to that, games help to promote learners interactions with each others, because they compromise the nature of classroom pedagogy and classroom behaviour.

A game can be used in groups or pairs work which promotes the interactions in classroom, also games do improve learners grammar learning because it can stimulate and encourages learners to participate and use target language easily as Schultz and Fisher 1988 said « a part of having fun, students learn at the same time, they acquire new language, students become to rely that they have to use the language if they want others to understand what they are saying « .

As conclusion, games are proved to be a useful tool to teach and learn grammar, because they do not offer only motivation and relax mood, but most important is the meaningful practice to all language skills.



**10 -Conclusion**

Games Liked activities have many characteristics which make it the best modern method to teach and learn grammar, they replace the traditional methods and make teachers a leader and a guide, and give students chance to be active and relax .

Games are fun and flexible, and easy to understand any rule with the use of games, but to reach those advantages, teachers must be intelligent and know when and how to use them , and more importantly is to know what kinds of activities create that change in classroom environment.



# **Chapter Three**

## **Feild Work**

## 1-Introduction

The current study is carried out to test the effectiveness of teaching grammar with the use of games like activities in at middle school, and to see how this kinds of activities create a change in classroom atmosphere and helpa students to love grammar, devellopp its capacities in learning such a context and increases his / her level in EFL learning.

## 2 Research Simple

The research simple was selected from Ziani Lakhdar middle school in Saida town , Algeria . Fourth years claasses were chosen due to their advanced level in English language, which was helpful in answers the Questionnaire.

The simple contain 122 students, so looking for the big numbers , only too classes cooperates in answering the Questionnaire, so their was about 75 participants, 23 boys and 52 girls .

Furthermore, all teachers of English at Ziani Lakhdar middle schools participated in this reearch , five teachers was the number of teacher participants in the interview, 3 women and too men.

### 2-1 Research Methodology

To obtain necessary data for this study, too main tools were used with the mentioned participants.

To check student's attitudes towards the use of games like activities in grammar teaching grammar learning, an simple questionnaire was give to children to answer by shorts answers thats match its level in English language.

The questionnaire was distributed to students after they saw two diffrent ways of explaining a grammar course , the first method was used by their teacher , who explained the course « present continuous « using the old traditional way .he stars by given an examples than give students the rule , finally he gave them a practice to see if they understood or not .

After that the lesson of present continuous was explained with the use of games like activities, the used was called (Simons says ) where students are asked to splits into too groups, each group have a respesenter that stands on white board , the students who represents the team must gives an examples about a person who exist in shool environment, for example he can says , he is sitting in desk , and the teams numbers must guesses who is the person.

Verbs with Ing must be used in students examples ;; and the game continue until one team find who is the person.

After finishing the explanation, the rules of present continuous was presented to students and they clearly understood how to apply it.

The questionnaire was composed of 12 open – ended questions that focuses on student's reaction towards the use of games like activities in their classroom.

The interview was done eith five teaches from school , it was oral and qiuck , composed of 10 shorts questions, to see their opinions towards the use of games like activities in their classes , how , when and why they use it or not.

## 2-3 Analysys of The Questionnaire

### Description of Students Questionnaire

The questionnaire was included 12 open- ended and and close – ended questions , divided into three sections .

The first section contains four questions( Q 1 – Q 4 ) includes general information about students level and attitudes against English language and grammar learning.

The second section involves five questions ( Q 5 – Q 9 ) which aims to invistigate student's attitudes towards the use of game like activities in learning grammar process, if they considered playing is a waste of time Q7 or not .

Section three contains three Questions ( Q10 – Q 12 ) its objectives is to gather information about to see student's preferable method to learn grammar .

### Analysis and Interpretation of Student's Questionnaire

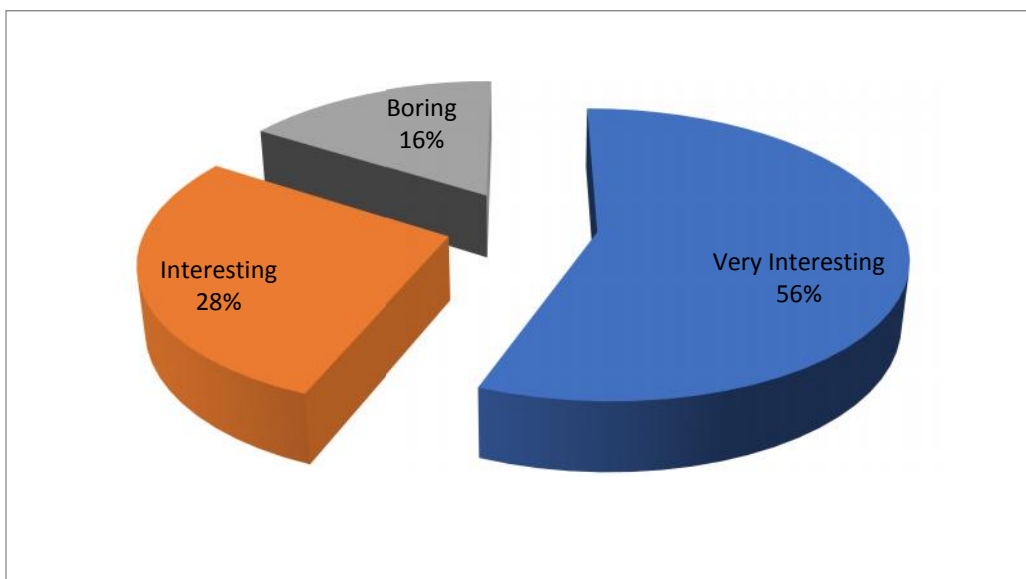
Section one : General Information

Q1 : How do find the module of English.

Very Interesting 42 students .( 56 %)

Interesting 21 students. (28 % )

Boring 12 students.( 16 %).



**Graphe 01** : Student's Perseption Towards English

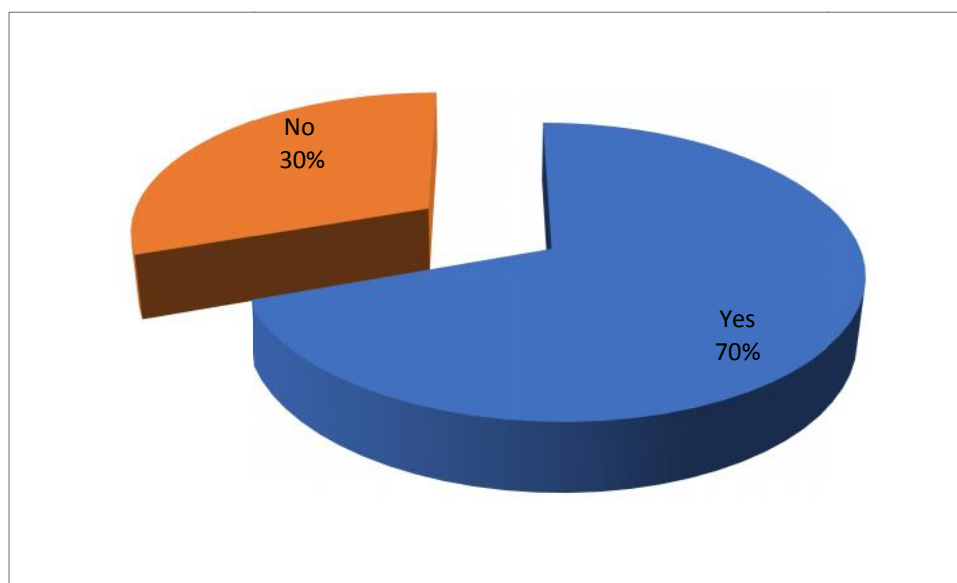
As the results of the first question shoes , 42 students out of 75 find the module of English very intersting , 21 students findbit intersting whereas 12 ones see it as a boring module , this shows that the majority of students like learning English and only few of the do not care about it .

Q2 : English grammar is difficult.

Yes ; 52 students. ( 69.34%)

No : 23 students (30.33%)

According to the results above 52 students from the research simple find that English is difficult to understand, whereas 23 others see it as an easy matter, which is a negative thing.



**Graph 02** : Student's Perception Towards Grammar Learning

Q3 : please explain why

The 52 students who said that grammar is difficult for them, justify their answers as follows:

I find it difficult to remember all grammar rules.

Grammar tenses are complicated.

Teachers never use the mother tongue when it is hard to understand the rules.

Grammar lessons are too many.

Others did not justify their answers.

Concerning the students who said that they find grammar matter easy to understand justify their answers as follows:

They love learning English in general.

They love their teacher of English.

It is easy matter to understand.

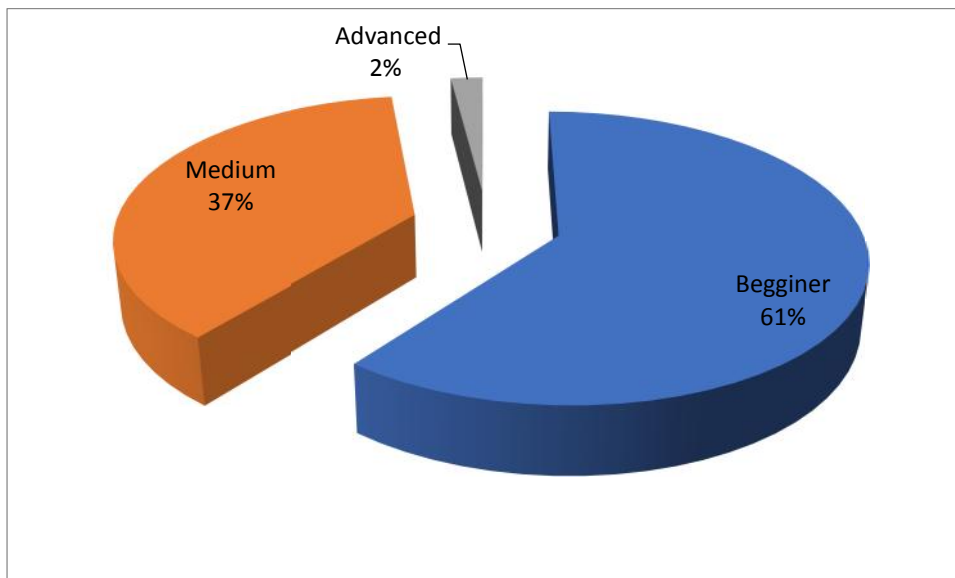
The rules are simple .

Q4 : your actual level in grammar is :

Begginer 45 students. ( 60%)

Medium 28 students. ( 37.33%)

Advanced 02 students. (2.66%)



**Graphe 03** :Students Level In English

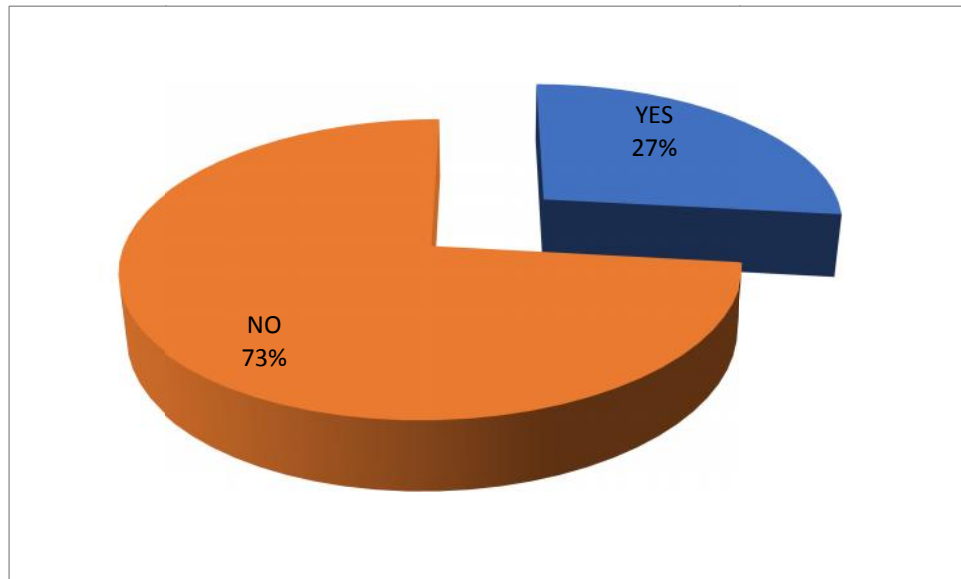
Looking to the results above , 45 students evaluate themselves as bigginers, 28 said that their level is medium, wherase only too students sees that they are advanced in grammar. Which means that students evaluate them selves according to their previous tests results , so their evaluation is reliable.

Section too : Learning Grammar With games.

Q5 : does the atmosphere of classes helps you to learn grammar rules ?

Yes : 20 students. ( 26.66% )

No : 55 students. ( 73.33%)



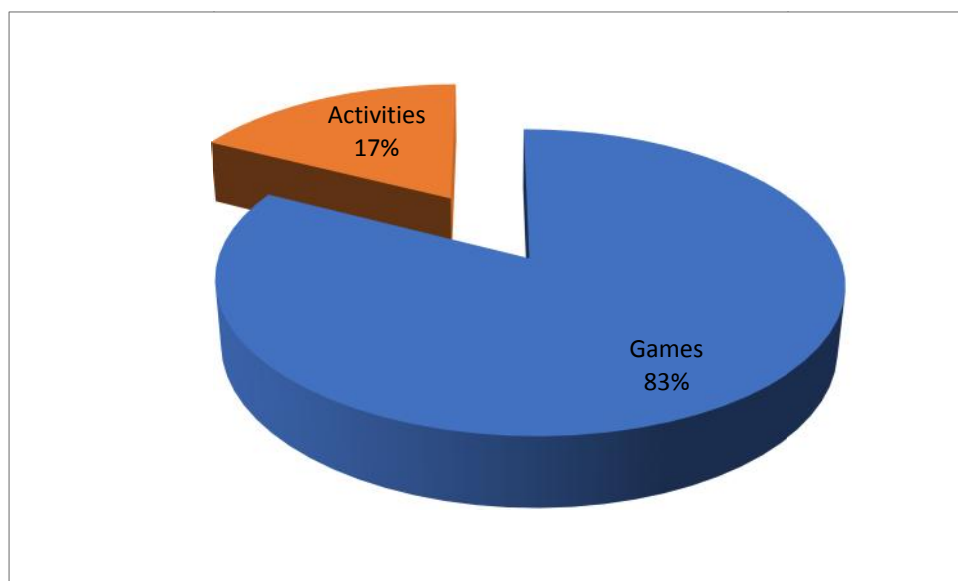
**Graphe 04 :** The Siutable Classroom Atmosphere

The results of the fifth questions shows that 20 students find classroom atmosphere suitable and helpful to learn grammar, wheras 55 students does not agree with their classmates .

Q6 : Do you prefer games while learning grammar or its better to practise written activities ?

Games : 62 students ( 82.66% )

Activities : 13 students. ( 17.33%).



**Graphe 05 :**The Preferable Way To Learn Grammar By Students

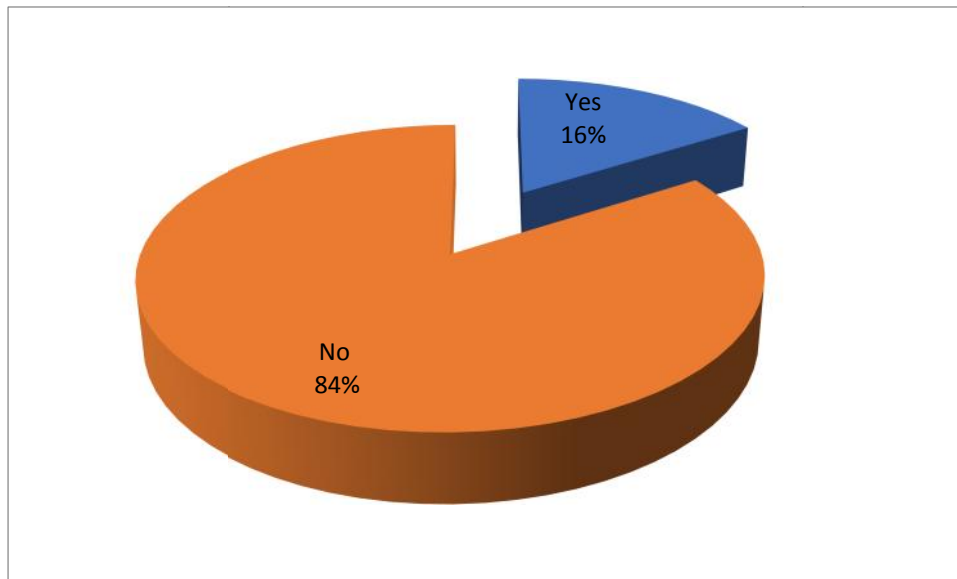
Here 62 students prefer to learn grammar with the use of games and the remaining students like to use written activities.

This results shows that students like to use game like activities in grammar learning because its makes them feel relax in classroom.

Q7 : Learning English grammar throught games is a waste of time.

Yes : 12 students .( 16% )

No : 63 students .( 84%).



**Graphe 06 :**Students Attitude Towars Using Games In Grammar Learning

These answers confirmés the results of above question, and shows that the majority of students like learning throught games and does not consider it a waste of time .

Q8 : Explain why

Students who said that they prefer learn throught written activities justify their answers as the following :

Written activities are better when revision for exams .

Games are for playing outside the class .

Games create noise in classroom.



While students who prefer using games in teaching grammar said :

Games are more interesting and fun .

Games makes me feel relax and comfortable.

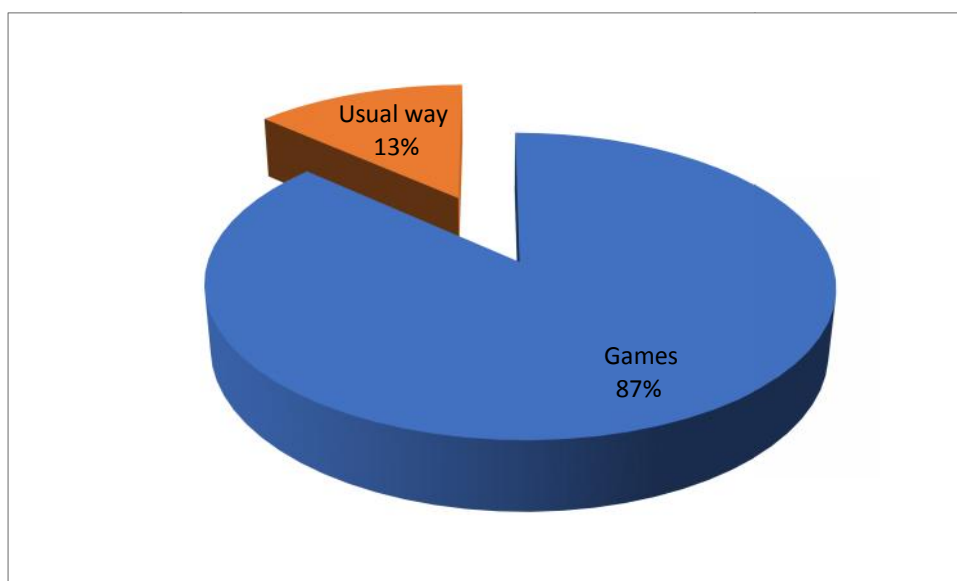
I can remember the rules with the use of games.

Games helps me to understand better than written activities.

Q9 : Do you think that you can learn more by playing games or by usual way ?

Games : 65 students ( 86.66%)

Usual way : 10 students. (13.33 %).



**Graph 07 : Students Attitude Toward Both Grammar And Games**

According to this results, games activities are the most preferable way among participants , so learning through games is the best method.

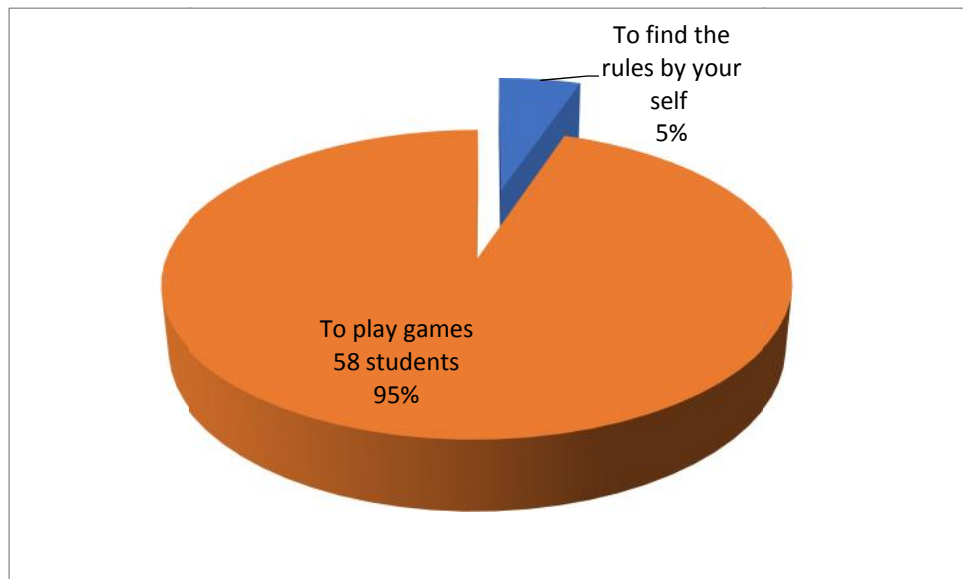
Section Three : Grammar Learning

Q10 : In learning grammar you prefer

To be given the rules directly by the teacher : 15 students. (20%)

To find the rules by your self : 03 students. ( 04 %)

To play games 58 students. ( 73.33%)



Graph 08. Students Preferable Method to Learn Grammar

The following results shows that 15 students prefer to be given the rules directly , which called deductive method, maybe because they are to lazy to find the rules by themselves.

While only three students choose to find the rules by themselves maybe because they love challenge and have an advanced level which inductive method

Wheras, the majority of students prefer to find rules by the use of game games like activities, because they simply loves this activities.

Q11 :Games rules are difficult to remember

Yes :72 students. ( 96%)

No : 03 students. (04%)



Graph 09. Students attitude toward grammar rules .

From the previous results ; it is confirmed that students find grammar terminology very difficult ,which require a big efforts of preparation from theirs teachers

Q 12 : Explain why

Students explained their answers like this :

Grammar has many rules .

I do not understand English.

I hate grammar lessons .

And others did not justify their answers

#### **2-4 Disscution of The General Results :**

According to the results of the first section shows nearly all the students ( 69.33% ) find the module of grammar difficult, which require a serious attention from the teachers , they should make grammar more interesting and fun for their students and helps them to love it.

In the same section , students said the are not comfortable in their classroom atmosphere (75%) which is a serious issue for the teachers , they needs to find what is the problem with their classroom atmosphere and try to fix it.

In the second section ( learn grammar with games ) , the findings shows that half of the students find grammar games interesting and fun , furthermore, they do not consider those activities as a waste of time , this attitudes towards games , must take into consideration and teachers should includes games like activities more in their classroom activities.

Concering student's preferable way to learn grammar ( Q 10) , most of participants said that they prefer games more than inductive and deductive methods , ehigh confirms the previous findings, it's also proof that students are not ready to relay on theirselves and they still needs their teachers as a giuders in learning process.

As a final conclusion, the majority of students find grammar lessons too difficult for them, they find it boring especially when it is taught with the old traditional way, but when using games liked activities, their attitudes towards grammar change , they said that those games helps them to better understand the rules of grammar, furthermore its helps them to remember what they have learnt , this surly leads them to more progression in learning grammar .

It is totally confirmed that games liked activities are important for students improvement in grammar learning , and teachers must take into consideration those results, and tries to includes it more in EFL curriculum.

### **3 – Analysis of Teachers Interview**

#### **3-1 Description of Teachers Interview**

The teachers interview is the second tool to collect data in this study , itsincludes ten various questions administrated to five middle school English teachers.

The questions are intended in an oral form, to know teacher's points of view about the of games like activities in grammar teaching, wether they prefer to use it or they think that are just for fun and consider them as an extra activities in break time.

#### **3-2 Analysis and Interpretation of Teachers Interview**

Q1 : How long have you been teaching English

T1 : three years

T2 : seven years

T3 : twelfth years

T4 : four years

T5 : one year.

The above results shows three teachers among the participants have a medium experience in teaching ( between one to four years ) , while too of them have an advanced experience ( seven until twelve years) .

Q2 : what method do you use in your classroom while teaching grammar ?

T1 : GTM.

T2 : Direct Method

T3 : a mixed approachs

T4 : GTM

T5 : GTM

The findings shows that the majority of participants used GMT in grammar teaching , that maybe because of low English level of their students they certainly needs to translate a lpt in order to enable them to understand.

Q3 : please explain why

T1 : I use the grammar translation method because it is easy to apply in EFL Classroom, and it enable my students to understand grammar rules.

T2 : I use the direct method since i do not encourages the use of the target language in my classroom, and its really helpful for me.

T3 : I choose to use a mixed approach in my classroom to evold bored students and tries every way to dilever the rules for my students.

T4 : I used the grammar translation method because my students have a medium level in English , they sometimes needs to translation into their mother tongue to understand grammar rules.

T5 : I prefer GMT because it focuses on grammatical structures more than others methods and it enable me to use the target language when it is necessary.

Q4 : Do you usually use games like activities in grammar teaching ?

T1 : YES

T2 : yes

T3 : Sometimes

T4 : yes .

T5 : yes.

The results reveals that all teachers uses games like activities in grammar teaching among their students which is good thing. And it also proof that games are an effective method.

Q5 : How many time pair month do use this activities ?

T1 : once a month .

T2 : IN the of each units.

T3 : once a week.

T4 : twice a month .

T5 : in the of each unit.

The results of this questions shows that teachers follow the government curriculum, which involves the use of games in the end of each units, only one teachers gives those activities more importance and tries to use it every week .

Q6 : what is your students reaction towards this games ?

T1 : they like it and enjoy playing in classroom.

T2 : They feel relaxed and comfortable when using games.

T3 : They enjoy playing in classroom.

T4 : They find it fun and relaxing.

T5 : They love playing time.

This results shows that all teachers agree that learning with playing makes their students happy and helps them to relax and feel much comfortable.

Q7 : what kinds of activities do you prefer ?

T1 : Memory games.

T2 : Action games.

T3 : Group games.

T4 : written games

T5 : Action games.

In this questions, every participants said that he / she prefer a special kinds of games like activities in grammar teaching , they also justify that , their get use of a typical kind of games and they interact more with the use that type of games.

Q8 : What are the problems that faces you when using games in teaching grammar ?

T1 : Time manegement .

T2 : Luck of equipment and crouded classroom.

T3 : Noisy and clouded classes.

T4 : Time manegement and crouded classes.

T5 : It causes noise in my classroom and needs a lot of preparation.

The results of the eight questions shows that all teachers jave a common problem which is crouded classes, where the class contains about 40 students which is really a big challenge to prepare and use games in such crouded classes.

Q9 : what are the advantages of games like activities in grammar teaching ?

T1 : It motivate my students to learn grammar.

T2 : It encourages students to interact with each other and uses the target language.

T3 : It's enable my students to understand the rules and also they really enjoy in such playing games.

T4 : It's enable my students to communicate using the target language and get rid of shy problems .

T5 : It's really helpful to release stress and feer among students and helps them to understand grammar rules easily.

This results shows that using games in grammar teaching gives a lot of advantages among EFL classes and effects in a positive way on grammar developped, furthermore games break usuall routines and enable students to participate more in classes.

Q10 : what are your needs and whiches to apply this activities in a continuous way in your classroom ?

T1 : decrease the number of students in each classroom.

T2 : Includes those activities in English curriculum more and more .

T3 : decrease the student's numbers.

T4 : Providind necessary equipememts to use games.

T5 : uses these activities in the curriculum of English among all levels.

The above findings reveal that crouded classes prevents teachers for the sequence use of games like activities in grammar teaching, and they needs to small size classes to avoid noise and garanties better experience with better advantages.

### **3-3 Disscution of The General Results**

From the teachers answers , we notice that they prefer GTM as a usuall method to teach grammar in their classroom Q2 , and that because they find it very helpful among their students, but they also frequently use games like activities in grammar teaching, at special times .

This frequent use is due to the luck of time and materials , crouded classes and the absence of this games in the government curriculum.

Furthermore , each teacher prefer a special type of game , because they notice their good impact on their learners.

Teachers said that games create different atmosphere in classroom, its helps students to interact with each other, communicative using target language, understand grammar rules easily and motivate them to learn grammar structures in a fun way.

Participants adds that they need to involves grammar games more and more in their teaching methodolgy due to their enormous advantages, but they need to less crouded classes, more time and an available equipment to a correct application of these methods.

Finally, the results of this nterviews shows that teachers share the awarness with their students ( compared with students answers) of the necessity of using games in teaching grammar to encrease grammar level in EFL Classrooms.

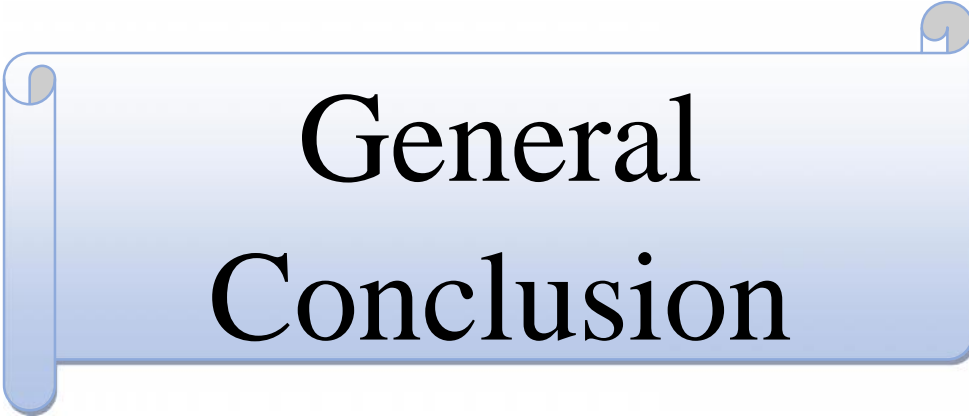
#### **4- Conclusion**

The analysis of both questionnaire and an interview reveals that all the participants realize the importance of including games in learning grammar process ,and they consider them a necessity in their classroom activities .

On the whole , teachers and students shows a positive attitudes towards the use of games like activities in grammar teaching , for students they are fun and helpful , and for teachers they are benefecial and facilitators of grammar teaching.

Ultimately, it is clearly confirmed the validity of the set of hypothesis by all participants who defended this activities and announce their advantages and positive effect on student's grammar performance.





# General Conclusion

## General Conclusion

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The main goal of this study was to explore the effectiveness of game like activities in grammar teaching among middle school learners.

Games are so important because as Vernom ( 2006 p 1 ) said , as young learners plays a game they focuses on the activity and ends up absorbing the language subconsciously. So as the findings of this study shows , games are considered a main part of grammar lessons, due to their several advantages and positive effect on student's grammar competence , it also increases students communicative performance using target language, as Dereesi ( 2002 p 3 ) said , with the help of grammar games, students can develop their ability of using language as they are given a chance to use language in a meaningful situations which have a clear purpose. Although that this study wad in a small feild, but its reveals on important points , like the validity of the use of games in grammar teaching, the advantages of them in EFL Classroom, and the importance of including games in learning grammar process, not only grammar but in learning as a whole because they really deserves a siutable .

## General Conclusion

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### **Limitation :**

This study faced many problems , first of all , there was a lack of the previous study in the research area , it took a lot of time to find some sources , also there is the sample size which was big and uncontrolled,time manegement was a nother problem during this research , furthermore a financial issues faced the progression of this study , finally, there was also a luck of cooperation among some participants in research data collecting.

### Recommendations

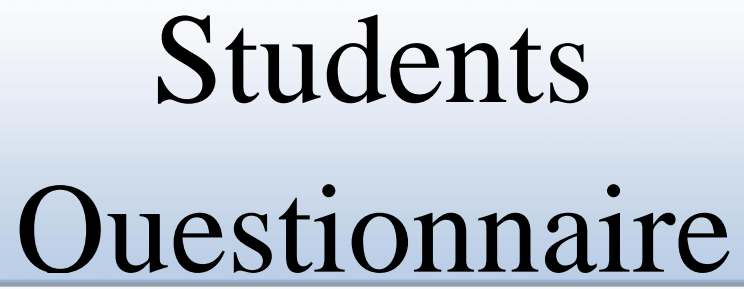
This study focuses on the use of games like activities in grammar teaching, and it does not give an importance for the effects of these activities to enhance student's capacities in others skills such as writing and reading skills, for that reason , the following studies can focuses more on this side of research.

Furthermore, games activities helps to improve students motivation power and pushes him/her to learn more , this point was not including in this research also , it can be a good research theme for the future studies.

Finally, the findings of this study shows that game like activities does enhance student's grammar capacities, but unfortunately, this activities does accurs much in Algerian middle schools , so it should be more focus on this type of learning methods , and take into consideration its advantages and positive effect on learning process .

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**Students  
Questionnaire**

# Students Questionnaire

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## Students Questionnaire

**Theme:** the use of grammar, liked activities to enhance grammar capacities of middle school students.

**Case study:** forth group student from ziani lakhder middle school students Saida Algerie.

### Introduction:

This questionnaire is indented to collect data about teaching grammar at middle school with the use of game. Liked activities, and how this activities helps to enhance and develop students grammar comprehension.

\_please answer the following question honestly.

Thank you for your cooperation, we are very great full for your helps .

## Student Questionnaire

**Please cross the correct answer**

### Part one:

1) How do find the modules of English

Very interesting       interesting       Borry

2)English Grammar in different ?  Yes       no

\_please explain why !

3)your actual level in Grammar is :

Beginner

Intermediate

Average

**part two** : learning grammar through games .

# Students Questionnaire

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1) Does the atmosphere in the class help you learn grammar rules

Yes

NO

## **Part three:** Grammar learning

\_In dering Grammar you prefer to

A\_ To be given rules differently by the teacher

B\_ To find the rules by your own self

C\_ To play game

2)\_Grammar rules are different to remember

YES

NO

If yes , explain why ?





# Teacher's Interview

## Teacher's Interview

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Dear Teachers

THE following interview is a part of a research work that deals with the impact of teaching grammar games your middle school .

Your answers will be a great contribution for this study because its provides us with the needed information concerning the use of games liked activities to enhance students grammar capacities .

Q1 : How long have you been teaching English ?

Q2 : What method do you use in your classroom ?

Q3 : Please explain why .

Q4 : do you usually use games liked activities in grammar teaching ?

Q5 : How many time pair month do use this activities ?

Q6 : What is your students reaction towards the use of games in grammar learning ?

Q7 :What kind of activities do you prefer ?

Q8 :What are the advantages of games in grammar teaching ?

Q9 :What are the problems that faces you when teaching grammar with games ?

Q10 :What are your needs and wishes to apply these activities in a continuous way in your classroom ?