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Board Race Game as a Strategy to Boost EFL Learners' Engagement to Learn Grammar
The case of first year EFL LMD Students at Mohamed Kheider University of Biskra

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Dedication

*I dedicate this work to my beloved mother**NACIRA** who gave me all the support*

to carry out and never give up.

*To the soul of my dearest absent, my beloved father**MOSTEFA**who would have*

been so proud and thankful

*To my dear brothers **LAMINE, SALAMA, ZAKARIYA***

To my sisters and all my nieces and nephews

*Most of all to my little sister**AYA***

To all my friends

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Abstract

Most EFL students of the Algerian University and particularly those of first year are incapable of using the language accurately; accordingly, they face deficiencies when speaking or writing in the target language mainly because of their level in grammar which is far from satisfactory. Furthermore, students face difficulties with learning grammar due to the lack of motivation inside grammar classes which makes it a challenging task to achieve. This study attempts to give a clear picture of the effect of educational games on teaching grammar to first year EFL students in the English department of Biskra University. Therefore, in the present study, we hypothesize that students would be highly engaged if they learn grammar through board race game; consequently, their grammatical proficiency will be enhanced. To test this hypothesis, we opted for a mixed method approach to conduct this study. We used two semi-structured questionnaires for both EFL teachers and students at the UMKB as data-gathering instruments. Hence, after analyzing and interpreting the generated data, the results showed that students and teachers have positive attitudes towards board race game as a strategy to enhance EFL students' engagement to learn grammar, and board race game can be a useful tool to help improvefirst-year EFL students' grammatical skill. Based on the obtained results, the hypothesis of this study has been confirmed.

Keywords: Board race game, Grammatical proficiency, Students' engagement, First-year EFL students, UMK Biskra.

List of Abbreviations

P: page

Vs.: versus

EFL: English as a foreign language

ESL: English as a second language

GTM: Grammar translation method

DM: The direct method

i.e.: This means

P-P-P: Presentation, practice, production

CLT: Communicative language teaching

L1: First language

GBL: Game-based learning

Combo: combination

Et. al: and others

TV: Television

L2: Second language

BRG: Board race game

UMKB: University of Mohamed Kheider-Biskra

Q:Question

H: Hypothesis

PhD: Doctor of philosophy

N: Number

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General Introduction

Introduction

Languages are an integral part of the universal exchange of knowledge. Nowadays, learning and teaching foreign languages is of a crucial significance because it contributes to mutual understanding and comprehensive communication. English is one of the most needed languages around the world. It is the dominant language in all the fields, mainly the field of education. Moreover, it is considered as the language of communication and international business because it is the official language of many countries, and it is being taught as foreign/second language worldwide. Henceforth, mastering the English language not only requires the proficiency of the four skills, namely, speaking, writing, reading, and listening, but also needs an adequate ability of grammar which frames our capacity to express ourselves.

Due to the crucial significance of grammar, it is regarded by many scholars as the fifth skill in language teaching and learning. Grammar sets up the efficacy of the other skills; it allows us to understand what we read and listen to; furthermore, it allows us to produce more effective and accurate spoken and written language. A proficient level in grammar permits us to develop a language correctly and communicate appropriately and know how the language exactly works. However, it is one of the most challenging aspects to learn; hence, the English language students are usually passive and disengaged to study grammar.

Furthermore, students' cognitive and psychological status in educational contexts inevitably plays a significant role in establishing their level in the language. Hence, students' engagement is a crucial variable in improving their learning and achievement. Therefore, learning grammar can be less monotonous if the right strategies are used in the classroom. One of the most unconventional strategies is board race game which is a language game that can be easily applied in a grammar classroom, which can supply a fun environment which will consequently engage students and increase their involvement in the grammar classes.

1. Statement of the Problem

It is common that many non-native students struggle with learning English grammar because of the dreariness and lack of motivation inside the traditional classrooms. For instance, many Algerian EFL University students face numerous obstacles when learning grammatical rules; so, they cannot master and memorize all the rules they learnt. As a result, this leads to unsatisfactory performance in the language. Henceforth, there is a crucial need to implement more practical teaching strategies where students are more active and involved. Also, teachers ought to create a participatory atmosphere where students can learn grammar more engagingly; hence, inserting means of fun and edutainment inside the classrooms can be significantly helpful. Furthermore, the process of teaching and learning grammar will remarkably improve due to attracting learners and grasping their focus; therefore, in our conducted research we will suggest the adoption of board race game as a strategy to foster EFL learners' engagement to learn grammar.

2. Aims of the Study

The foremost aim of this study is to enhance EFL learners' engagement to learn grammar through the implementation of board race game; hence, we will explore the influence of game-based learning and edutainment means in improving the learners' educational outcomes. Furthermore, we will investigate students' and teachers' attitudes towards board race game, and if they think it can be an effective strategy in teaching and learning grammar.

3. Significance of the Study

In this study, we will spotlight the board race game strategy and the significance of applying this strategy in EFL classrooms. The need for the English language is growing with time; thus, it is indispensable in a wide range of fields and disciplines. Hence, the proficiency in English grammar is a fundamental requirement that can create a balance between all the skills of an EFL learner. Therefore, this study can offer several benefits in the field of teaching and learning English as a foreign language as it prompts such a highly recommended element to improve this process which is students' engagement.

4. Research Questions

Based on the research problem mentioned above, and to achieve the stated aims of this study, this research will be conducted to answer the following questions:

Q1. What is the effect of board race game on students' engagement?

Q2. To what extent can board race game be effective in learning grammar?

Q3. What are students' and teachers' attitudes towards the implementation of board race game in grammar classes?

5. Research Hypothesis

The conducted study is based on the following hypothesis:

H. If board race game is implemented in EFL grammar classes, EFL students' engagement to learn grammar would be enhanced; consequently, their grammatical proficiency would be improved.

6. Research Methodology

Based on the nature and the aims of this study to investigate the effect of board race game in enhancing EFL learners' engagement to learn grammar at the University of Mohamed Kheider, Biskra, we will opt for a mixed method approach; accordingly, we will use a descriptive research methodology to gather and analyze data.

6.1. Population and Sampling

The population of this research will be both first year EFL students, and EFL grammar teachers at the University of Biskra. Moreover, to conduct this study, a randomly chosen sample that consists of thirty-three (33) first year EFL students and six (06) teachers of grammar at the UMKB will be selected.

6.2. Data Gathering Tools

To conduct this study, we will use two distinctive semi-structured questionnaires which will be posted online for students and teachers to generate their thoughts and attitudes towards the implementation of BRG as a strategy to enhance students' engagement to learn grammar.

6.3. Data Analysis and Procedures:

After collecting and counting the questionnaires' results, we will analyze the data by counts and percentages to generate representative statistics of students' and teachers' opinions

and attitudes concerning the influence of board race game in EFL grammar teaching/learning. Also, we will analyze the obtained data semi-automatically via Excel.

7. Structure of the Dissertation

This dissertation consists of three main chapters. The first chapter represents a theoretical framework which illustrates a general overview of English grammar and some other relevant concepts. The second theoretical chapter is devoted to investigate the use of games in learning under the concept of edutainment; more precisely, this research deals with board games and specifically board race game. Finally, the third chapter which consists of the fieldwork of this study will stand for the interpretation and the analysis of the obtained data from the questionnaires.

The first chapter is concerned with the theoretical background of grammar. We will providedefinitions of grammar and the role of grammar in language teaching, mentioning the most known approaches and methods to teach grammar. Moreover, we will highlight the significance of grammar in foreign language learning, and the difficulties encountered by grammar learners. Furthermore, this chapter willshed light on students' engagement under the title grammar learning and engagement. Also, we will talk about the use of games in teaching grammar.

In the second chapter, we will deal with the use of games in learning; moreover, we will emphasize on the scope of edutainment first. Then, we will deal with games' definitions and the game-based learning. Besides, we will talk about the advantages of using games in learning. Furthermore, we will focus on board games and their definition. Additionally, the board race game will take a considerable portion of this chapter.

In the third chapter, we will deal with the fieldwork and data analysis of this study. We will discuss the methodology followed to conduct this research, the data collection tools, the sampling and population, and the data analysis procedures. Moreover, we will provide the description, the analysis, the discussion, and the summary of qualitative data of both students' and teachers' questionnaires. Lastly, we will provide a brief section for study limitations and future recommendations.

Chapter One: General Overview about English Grammar

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Introduction

Since the emergence of modern languages in the eighteenth century, grammar started to be viewed as a separate field of study. It has been regarded as the skeleton of a language due to the major significance it has. It is inevitable that learning grammar requires intensive time and effort because it covers innumerable aspects which in correspondence establish various skills of language learning. In addition to mastering the four skills, EFL learners ought to focus on the grammatical skill because it is strongly connected with their production and reception of the language.

The present chapter provides a combination of grammar definitions and different grammar-related concepts in addition to the role of grammar and how it became an essential field in teaching and learning a foreign language. Also, it presents overviews of the major approaches and methods used for teaching grammar. Accordingly, it focuses on the relation between grammar and the language learners and the difficulties that they might face; additionally, this chapter emphasizes on learners' engagement as a basic element to enhance the process of learning grammar. Also, it focuses on the use of games in grammar classes as a strategy to make learners more engaged.

1.1. Definition of Grammar

The term 'grammar' has been defined by many scholars and theorists from several perspectives. It is hard to choose a single definition since this term has been treated variously in meaning. In this section grammar is defined under two titles, namely, general grammar, and prescriptive and descriptive grammar.

1.1.1. General grammar

Linguists gave several descriptions to grammar, and choosing particular lines to define it is hard to accomplish, as Purpura (2004) argued "Linguistic notions of grammar have changed over time...and this has significantly increased the number of components that could be called 'grammar'. In short, definitions of grammar and grammatical knowledge have changed over time and across context" (p. 50-51). That is, grammar meaning is changing with time and it cannot be illustrated in a limited amount of words because it is a vast field and it contains numerous components. According to Hewings (2005) grammar is the science that explains the combination of smaller units in a language to create complete, meaningful and numerous sentences. He further illustrated:

A description of the grammar of the language gives an account of the sentence structures that are possible in that language. In essence, it will identify certain grammatical units smaller than the sentence and give rules to explain how these are combined to make sentences (2005, p. 5).

That is to say, the main concern of grammar is to create a meaningful language by the assembling of individual words under a particular set of rules into complete statements which can be used in a comprehensible conversation.

Grammar is considered as the central element of any language. It combines the system of meaning with the system of sounds and written symbols (Nelson and Greenbaum, 2013). Hence, learning the grammar is crucial to maintain the language. Nelson and Greenbaum (2013) additionally illustrated in their book a set of language grammatical aspects accompanied with brief descriptions:

- Phonology; it represents the sound system in the language: the individual sound units and their combination.

- Orthography, which aligns with phonology since it deals with written symbols in units and combination.

- Semantics, it is the aspect which covers the system of meanings in a language, whether meanings of words or combined sentences.

- Phonetics, which refers to the physical characteristics of sounds and how these sounds are made.

- Morphology is mainly concerned with the structure of words and the rules of their formulation.

- Pragmatics, the study of utterances and their use within particular contexts.

In other words, grammar is a crucial field of study that covers various aspects of language which gives it an undeniable significance in learning and teaching foreign languages.

1.1.2. Prescriptive vs. Descriptive grammar

Grammar has several distinctions based on the use of rules and how the language is interpreted; from these distinctions we mention: formal and functional grammar, operational and analytical grammar, pedagogic and linguistic grammar, and mainly prescriptive and descriptive grammar which are the main concern of this section. Huddleston (1988) differentiated between them in terms of goals. He argued that prescriptive grammar "tells us how we ought to speak and write" while descriptive grammar aims "to present the grammar that underlines actual usage"; that is, grammar varies in terms of goals, and each 'grammar' is viewed and treated differently based on its' role in language learning.

1.1.2.1. Prescriptive grammar

Prescriptive grammar is closely related to rules. It focuses on telling people how to use language correctly in targeted situations and discussions. DeCapura (2016) illustrated that

"Prescriptive grammar is the grammar taught in school, discussed in newspaper and magazine columns on language and on various social media, or mandated by language academies such as those found in Spain or France" (p. 10). Decapura (2016) further claimed that, prescriptive grammar shows people how to say something, what words to use, when to make a particular choice and why they do so. That is to say, prescriptive rules deal with what, why, when and how to say something in the appropriate context.

Furthermore, the prescriptive grammar as Battistella (2005) argued that "What is found in many English textbooks, college rhetoric manuals and practical English handbooks. Prescriptive grammar involves a minimal definition of sentence structure and a limited purpose of grammar" (p. 43). Consequently, prescriptive rules are the ones followed in schools and textbooks since they propose the required directions which are suitable for learners' needs.

1.1.2.2. Descriptive grammar

Descriptive grammar focuses on giving descriptions of the language structure rather than telling people what they should say. Dissimilar to prescriptive grammar, descriptive grammar depicts how native speakers actually use their language; it does not refer to the right or wrong usage of language because it emphasizes on learners understanding for the establishment of language into systematic and consequential patterns (DeCapura, 2016). It is not concerned with the use of language in terms of correctness; yet, it highlights the meaningfulness of the language patterns.

Furthermore, descriptive rules deal with languages in a detailed way. Shmitt (2013) in the same sense stated that "A descriptive grammar may also be a more detailed look at language, including not only syntax and morphology but also phonetics, phonology, semantics and lexis (that is, vocabulary)" (p. 18). In other words, the concern of descriptive grammar is mainly on what a language is rather than how this language should be used.

Moreover, grammar distinctions play an important role in furnishing the basis for the set of language skills, and it has a crucial position in foreign language teaching and learning due to the significance it carries in supporting learners' progress.

1.2. The Position of Grammar in Foreign Language Teaching

Grammar is considered as a central aspect of learning any language. According to Leech, Deucher & Hoogenraad (1982), grammar should be viewed as a central part of a language that combines sounds and meanings. That is to say, foreign language learners need to learn grammar because it paves their way of learning due to the guidance it provides concerning structure and syntax. Aligning with these thoughts, Hedge (2000) claimed that many teachers give grammar the great attention in their classroom methodology due to the significant role it plays in shaping learners' knowledge boarders of the language. The role of grammar is inevitable in learning any language. Bouyakoub (2005) illustrated that "grammar provides a basis for learning a language. After studying grammar, we should be more alert to the strength, flexibility and creativity of the language and thus be in a better position to use it and to evaluate others' use of it". That is, grammar establishes the knowledge of other language skills.

Grammar allows people to communicate a language meaningfully. Lin (2008) asserted that "Effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence" (p. 3). That is, the mastery of grammar enhances students' language proficiency mainly in writing and reading, and it allows learners to generate a good knowledge of the language that they are producing and receiving.

Furthermore, Nunan (1991, p. 297) argued that students cannot communicate well if they did not have a fundamental level of grammar; hence, mastering grammar allows them to perform better in a target language (as cited in Oumsalem & Djebarni, 2012). Accordingly, through the ages grammar is given a considerable significance in learning foreign languages and enhancing learners' communicative competence. Regarding the position of grammar in foreign language teaching and learning, it was given a significant portion in the several teaching methods and approaches.

1.3. Grammar and Language Teaching

Grammar is a key concept in language learning and teaching and is therefore taught thoroughly using different methods and approaches. Ur (1988) stated that "There is no doubt that a knowledge _ implicit or explicit _ of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together" (p. 4). The mastery of grammar is significant in any language learning/teaching. Many linguists and theorists created several approaches and methods to facilitate grammar teaching.

1.3.1. Grammar Teaching Approaches

Broadly speaking, there are two core approaches in teaching grammar; namely, the deductive and the inductive approach. In this section, both approaches are briefly highlighted.

1.3.1.1. The deductive approach

The deductive approach is based on the presentation of rules first and then the application through examples. Dash & Dash argued that "In deductive method the teacher first tells the rules to the pupils and then asks them to apply these rules to a given exercise. This is to proceed from general to particular" (p. 95). The use of the deductive approach means

working from general to specific by presenting principles and rules first, and then applying them.

Moreover, Rivers & Temperley (1978) highlighted the role of the teacher and the student in this approach; they stated that teachers' role is "To provide meaningful contexts to encourage the demonstration of the rules", while the students' role is to "Evolve the rules from the examples of its use and continued practice" (110). That is to say, the teacher presents the rules and students notice and acquire a knowledge based on those rules, then they apply it in given tasks.

1.3.1.2. The inductive approach

The inductive approach is based on observing and measuring specific examples, and based on these examples, the general concept is inferred. According to Thornbury (1990), "In an inductive approach...without having met the rule, the learner studies examples and from these examples derives an understanding of the rule" (p. 49). In other words, inductive approach provides that rules are derived from already treated examples and exercises. Additionally, this approach emphasizes the role and the participation of students, Dash & Dash (2007) further illustrated:

> The teacher proceeds in the reverse way from particular to general. He presents certain examples before the pupils and then frames the rules with their help. Inductive methods give opportunity to the pupils to think and be active participants in the teaching process (p.95).

This approach mainly deals with learners' capacities to induce rules from activities they were exposed to earlier by their teacher. It is regarded by many linguists as an effective tool for teaching grammar. This idea is supported by Shrum & Gilsan (2015) who argued that if learners are exposed to an adequate, understandable and interesting example using the

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inductive approach, they will have the ability to unconsciously induce how the language works; hence, learners are given the chance to actually deal with language.

1.3.2. Grammar in language teaching methods and approaches

1.3.2.1. The grammar translation method (GTM)

According to Hu and Byram (2000), the grammar translation method (GTM) was adopted in the middle ages first by the Europeans for teaching and learning Latin and Greek. It is also called the traditional method. Additionally, GTM used translation and formal teaching to teach foreign languages (Mukalel, 2005, p. 46). He additionally argued that it is potentially a successful method to teach the grammar of any language. Furthermore, GTM can develop learners' writing skill. Mukalel (2005) inserted that "people who were trained under the grammar translation method are known for their flawless writing, good hand writing, good spelling and good knowledge of details of English grammar, things which our present generation deplorably lack" (55). That is, the grammar translation method promotes language learners' writing skill and allows them to better understand grammar.

1.3.2.2. The direct method (DM)

This method emerged by the end of the nineteenth century, mainly as a reaction to the grammar translation method. It provides an unconscious learning. According to Mukalel (2005), the development of the DM was based on the evolutionary belief that the learner acquires a language simply by listening to it and speaking it; moreover, the direct method gives speaking the priority in learning a language rather than writing. Thornbury (1999) believed that "the same way as children pick up the grammar of their mother tongue, simply by being immersed in language" (21). In other words, learning a language requires communication and verbal practice as highlighted in the direct method.

1.3.2.3. The audio-lingual method

The theory of audio-lingual method was based on Behaviorism, because it focuses on the habit formation which is the key to the language learning (Thorunbury, 1999). The main focus of this method was on the sentence-level (i.e., drills). Furthermore, Larsen-Freeman (1986) emphasized that this method "drills the students in the use of grammatical sentence patterns" (p. 35), because sentences are the form of meaningful language that conveys comprehensible messages. Grauberg (1997) further illustrated:

> The audio-lingual method, developed in the United States in the 1960s, was based on a view of language in which the large abstract categories like 'tense' or 'case' were rejected in favor of a number of patterns determined by position within a sentence. These were to be assimilated through analogy and drill, and not by explanations of rules (p. 34).

That is to say, the audio-lingual method emphasizes the role of sentences in composing understandable language. According to Mukalel (2005), the audio-lingual method is a contemporaneous version of the direct method, which focuses on the communicative value of the foreign language taught in the class. This method highlights the spoken form of a language by giving it the priority over the written form, and through giving a major significance to the mere repetitions of drills rather than the description of the rules.

1.3.2.4. The bilingual method

The bilingual method originates from the North Wales University, back to Prof. Dodson who used Welsh in teaching English and other foreign languages to discover the efficiency of L1 in teaching an L2 (Mukalel, 2005). Bilingual method provides native language interference with the L2 to facilitate the process of learning. Additionally, teaching a

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foreign or a second language through the bilingual method requires the use of native language parallel words.

Moreover, Dash & Dash (2007) stated that teaching English is "by giving mother tongue equivalents of English words or sentences wherever required. Thus, in bilingual method use of mother tongue is allowed to give direction, elicit an answer or explain some difficult and new words (p. 67). In other words, the teacher makes use of the native terms inside the class to facilitate learning the target language. Furthermore, the bilingual method follows a traditional structure named the 'P-P-P' structure, i.e., presentation-practice-production (Aslam, 2006). During this practice the native language is used to achieve the target language by showing differences and similarities between the two languages.

1.3.2.5. The communicative language teaching (CLT)

Cook (2003) argued that "The communicative approach or communicative language teaching (CLT), which rapidly became, and still remains, the dominant orthodoxy in progressive language teaching. The theories behind it have had a profound and far-reaching effect, not only in language teaching but in many other applied linguistic areas too" (p. 36), the communicative approach is regarded as a highly effective approach in foreign and second language teaching since it allows to integrate grammar into other language skills, and furthermore achieve the ultimate goal of language learning.

Moreover, the application of the communicative approach in foreign language teaching seeks to engage learners in authentic use of the language in real situations. Moreover, the communicative approach leads to preferable motivation and enjoyment inside the classroom (Cajkler & Addelman, 2012, p. 31). In other words, the communicative approach allows

language learners to apply grammatical rules into communicative tasks mainly speaking and writing.

Even though grammar was treated variously according to many methods and approaches in order to facilitate the acquisition and the retention of the grammatical rules, learners still face many obstacles to learn grammar. They think that it is challenging to master and memorize all the rules.

1.4. Difficulties Encountered by Learners of Grammar

Among the different difficulties that foreign language learners encounter, grammatical rules are considered as the most complicated. The identification of grammar with rules raised doubts about the efficiency of grammar in language learning. Therefore, Oldin (1994) argued that "The use of pedagogical rules presents three major problems: establishing the nature and the extent of the regularity or generalization, finding an appropriate formulation for the generalization, and finding a safe generalization" (p. 16). Accordingly, learners face different obstacles when learning grammar which makes it challenging to master it.

Another difficulty that most learners face concerning grammar is the various features of grammar. Greenbaum (1988) argued that "There is no standard terminology for grammar" (p. 42). For instance, the term 'tense' as stated by Richards (1981, p. 398), in some grammar books means all types of English tenses and aspects, such as the progressive whereas other books differentiate between the terms tense and aspect. For example, the present simple is a tense, while the present continuous is an aspect of the present. This often creates confusion for students.

 Furthermore, native language (L1) interference causes several challenges mainly in learning grammar. In 1992, Aitken explained this idea illustrating that "Some errors are

caused by 'mother tongue interference'; the native language behaves in ways which are not applicable to English, but the learner treats them as equivalents" (p. 9). That is to say, L1 interference takes part in the difficulty of learning grammar since foreign language learners make grammatical mistakes due to the overgeneralization of their mother tongue.

One main factor that can prevent grammar learners from falling into the previously mentioned difficulties is classroom engagement which is considered as an important predictor of students' positive academic achievements.

1.5. Grammar Learning and Engagement

Engagement is becoming a significant component in nowadays pedagogical fields. Marks (2000) regarded engagement as "a psychological process, specifically, the attention, interest, and investment and effort students expend in the work of learning". That is to say, the psychological factor plays an inevitable role inside classrooms, especially those of foreign languages. Moreover, students will show more interest to certain academic activities which they will consequently perform better in. Furthermore, Barkley and Major (2020) believed that engagement is the combination of motivation and active learning. He argues that "motivation and active learning work together synergistically and as they interact, they contribute incrementally to increase engagement" (p. 9). Accordingly, when students learn actively their involvement in learning is highly increased.

According to Hu and Kuh (2001), engagement is referred to as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (p. 3). In other words, effort will be automatically devoted to tasks which students feel they are interested in; this will positively lead to desired achievements inside the classroom.

Classroom engagement can be enhanced through the use of many techniques and strategies, namely, role-plays, storytelling, songs, drillings, board presentations, competitive activities, and mainly games which are a very stimulating activity that can give a considerable boost to students' engagement.

1.6. Using Games in Learning Grammar

The use of games as a teaching strategy has been adopted widely in different pedagogical fields; grammar, which is an area known for its' difficulty, needs such usage of games to enhance learners' acquisition and retention.

Games are considered as a popular approach in grammar teaching, because it gives students the opportunity to practice particular structures. Wahba, England and Taha (2018) claimed that "In light, tension-free, and interactive atmosphere even among mature non-native learners" (p. 352). In other words, games provide an appropriate atmosphere for learners, where they are able to improve their level in learning grammar. Hence, interaction is highly recommended in classes because it allows learners to communicate more and discover through contact.

According to Gary, Marrone and Boyles (1998), games facilitate positive interaction and competition among several communicative patterns and learning styles. Furthermore, since games raise fun, challenge, and activate participation, a major improvement in learners' achievements is predicted. Moreover, grammar in particular is a dull subject that is commonly known for its' boring set of rules, and asserting means of competition to the given tasks can create a more enjoyable environment which will potentially lead for desired results. Greenall (1990, p. 6) stated that "the term 'game' is used whenever there is an element of competition between individual students or teams in a language activity" (as cited in Belhacene, 2014).

The implementation of games inside grammar classes can create a competitive atmosphere where students are highly productive and engaged; hence, their communicative competence will be remarkably improved due the constant practice of the language.

Ishtawi (2011) carried out, in his study, four different games for teaching grammar. The first game is called "football game and the descriptive game" for teaching simple present, present continuous and present perfect. The second game is "what if game" which is designed to teach conditional. The third game is on "something in common game"; it is used to teach active and passive voice. The fourth one is "family album"; it is a game that helps the students learn and discover pronouns and the fifth game "tell me game", which emphasizes on relative clause.

The variation of games inside classrooms leads students to discover different types of excitement. Accordingly, they will discover and master different grammatical elements. Aligning with this thought, Harmer (2007) argued that grammar games do not only help students acquire knowledge, but also give them the ability to apply this knowledge and to use the target structure with enthusiasm.

Conclusion

To sum up, this chapter was devoted to define the concept of grammar and to introduce various aspects concerning learning and teaching the grammar of a foreign language. Additionally, we shed light on the difficulties that grammar learners face and the role of engagement to avoid these difficulties which will consequently help in improving their grammar mastery. Also, we provided brief explanation for the effectiveness of using games in grammar classes, and the role of games in enhancing students' engagement to learn grammar.

Chapter Two: Board Race Game

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Introduction

It is well-known that EFL teachers are always searching for the best strategies and techniques to enhance their students' achievements in language learning. It is well recognized that students' engagement inside the classroom has a remarkable influence on their immediate performance, their long-lasting progress and their retention and recall of the previous knowledge. Consequently, boosting learners' engagement augments their learning.

Engagement can be best achieved through playing games inside the classroom since games create an enjoyable setting, where students are highly motivated to play, interact and learn. Among the various games associated under the umbrella of edutainment, the current chapter focuses on board race game. Additionally, the concept of edutainment is highlighted and defined based on different perspectives. Furthermore, the term game is defined in general. Then, it is specified under two sub-titles, namely, educational games and language games.

Moreover, game-based learning (GBL) is given a part of the chapter due to its significance in visualizing the entire concept of learning through games. Besides, we included three main advantages of learning through games, especially language learning. Furthermore, board games are significantly highlighted, and under this title we selected general definition and a collection of board games, namely, Pictionary, Charades and Hangman. In addition, we provided a considerable portion of this chapter for board race game as it is the main strategy in our study; we designated a complete section which is composed of two sub-titles: what is board race game, and how to play board race game.

2.1. Edutainment: A New Concept in Learning

Edutainment is a new concept that has been introduced to education. It is viewed as one of the most significant sector convergences which combine two main sectors that are education and entertainment (King, 1993, as cited in Addis, 2002, p. 01). The term 'edutainment' is defined differently among scholars and researchers. In his book entitled The *'American Heritage Dictionary of the English Language'*, Morris (1969) defined edutainment as "The act of learning through a medium that both educates and entertains"; hence, it gathers enjoyment and learning and creates a balance between them in logical sense. Accordingly, it is considered as an effective tool in teaching; in this sense, Uskov, Howlett & Jain (2015) pointed out:

Edutainment was chosen as an effective, creative, and innovative teaching method. English term 'edutainment' is a combo word that combines two regular words into one term that really [is not] a word. Edutainment is a blend of education and entertainment. This term is used to describe various forms of entertainment that also educate. Games can work well requiring minimal preparation and minimal technological resources or equipment (p. 70).

That is to say, games are an essential component that serves the concept of edutainment due to the enjoyable atmosphere that they create. Moreover, edutainment does not only provide fun, it also enhances interaction and communication in educational fields. It encourages entertaining learning by including interactive and communicative methods, and it creates learning awareness (Shulman & Bowen, 2011). Furthermore, Colace, et. al., (2006) argued that edutainment is a term that states a fusion of entertainment and education, mainly to create an interchangeable support between both fields.

Edutainment is a neologism that combines both education and entertainment, which aims to educate through entertaining by including several means such as: internet sites, multimedia software, video and computer games, music, movies and TV programs (Colace, et. al., 2006). In other words, edutainment can be achieved through different tools of entertainment that can fit different situations and students' learning styles. According to Chilingaryan and Zvereva (2020, p. 112) the main aim of edutainment is to bring variety to the process of acquiring knowledge through entertainment, i.e., the theory is mixed with educational goals and means. In other words, it combines theory with real life situations in educational settings, which represents a highly effective strategy in learning; it permits learners to apply the grasped knowledge in reality rather than keeping it stored without any practice.

2.2. Games

2.2.1. General definition

Recently, the term 'game' became frequently used in the field of education, specifically in the sector of foreign language teaching. A single definition of the word 'game' is difficult to find because it has been widely defined through the years by many scholars who shed light on this concept from several perspectives. Accordingly, game's definitions mainly describe the most common features of this term which will be highlighted as follows:

As defined by Hadfield (1990), a game is "An activity with rules, a goal, and an element of fun". Thus, a game is a mixture of fun and rules and a goal to be achieved. Furthermore, Salen, Tekinbaş & Zimmerman (2004) argued that "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (p. 51). That is to say, one of the most important requirements of playing games is

engagement of players, and such element creates an artificial conflict shaped by certain rules and finishes with desirable results that both teachers and students ought to achieve.

According to Danesi (1985), games are problem-solving activities that require interaction between two or more learners. He emphasized that games have five central characteristics which are being competitive, rule-governed, goal-defined, engaging and complete. In another words, from a psychological perspective, interaction is a crucial feature of games. It is the core idea of 'problem-solving' concept because it creates discussion and negotiation among players.

Hence, a game is considered as a contest defined by rules, which is usually between two or more persons who aim to accomplish a particular target. In this sense, Abt (1987) stated that "a game is an activity among two or more independent decision-makers seeking to achieve their objectives in some limiting context...a game is a contest with rules among adversaries trying to win objectives" (p. 5). Games are genuinely defined by goals, and are not played randomly which makes them suitable for an educational setting as a tool to reach significant outcomes. Abt (1987) further illustrated that "The word 'game' signifies one of those incredibly rich concepts of human activity that have many roots and implications" (p. 5) That is, games' implementation varies according to the situational setting; teachers can make use of games in different educational contexts as means to solve several deficiencies faced by students.

2.2.2. Educational games

Games in education are used as a strategy to enhance and facilitate learning because they provide certain features in classrooms; these features differ according to different scholars. Inserting games in educational fields can lead to remarkable progress in learners' attitudes.

Aligning with this thought, Squire and Jan (2007) suggested that games can engage students in meaningful and scientific debates. Moreover, games can be a supportive strategy for the educational system, as Jenkins, et. al, (2003) argued, traditional pedagogical tools such as, lectures, discussions, laboratory reports, homework, field trips, tests, and textbooks can be positively augmented using games. Correspondingly, games provide enormous assistance to education as they prompt learners to be an active part in the learning process.

Educational games are not played primarily for amusement. However, this does not mean that they are not entertaining. Gamson (1991) argued that "If an activity having good educational results can offer, in addition, immediate emotional satisfaction to the participants, it is an ideal instructional method, motivating and rewarding learning as well as facilitating it" (p. 40). That is to say, when entertainment is obtainable in classes, it can boost learners' achievements. Correspondingly, Abt (1987) supported this idea through highlighting a set of characteristics of games, which make them useful in education:

> Games may be significant without being solemn, interesting without being hilarious, earnest and purposeful without being humorless, and difficult without being frustrating. They may deal with important behavioral problems, and they may concern substantive problems in almost all academic and intellectual fields (p. 10).

In several intellectual settings, teachers would prefer to engage students in the session in order to maintain effective results, games in such situation are featured to be an appropriate solution as they increase the rate of enjoyment in the class and stimulate learners' interest.

According to Tlili & Chang (2019), dissimilar to traditional media, educational games and due to their interactive and challenging nature ought to make learning more engaging they present players with information and problems to be solved, and frame learning objectives based on the fun and the challenge sides of these games.Students are naturally attracted to play

games and such a highly motivational media can be positively affective in enhancing pedagogic results.

2.2.3. Language games

The use of games in L2 teaching and learning has a long history, which continues to emerge with the appearance of recent technologies and games (Kruk & Peterson, 2020). Well-chosen games are vital in facilitating language learning. Accordingly, Ersoz (2000) stated that games are highly motivating due to their amusing nature. They can be used to practice all language skills and several types of communication. That is to say, language games provide purposeful and beneficial usage of language in real situations.

Furthermore, games are viewed as an advantageous strategy to encourage learning a foreign language because besides the element of fun, they provide other significant features that consequently promote students' language proficiency (Amato, 1996). In addition, inserting games in teaching foreign languages is a way to establish a student-centered classroom in modern educational system that aims to achieve the development of the four skills in foreign language learning (Atar, 2018).

Language games are ought to be entertaining and educative at the same time, they are a vibrant technique of sustaining learners' interest in the target language as Hadfield (1999) illustrated "Games should be regarded as an integral part of language syllabus, not as an amusing activity for Friday afternoon or for the end of the term" (p. 104). Since they can enhance the process of learning the language, games should be considered as a central activity in the classrooms. Moreover, language games are a beneficial way in providing language learners with 'meaningfulness', which will help them understand and retain the language contexts easily as Wright, Betteridge and Buckby (1984) noted:

The need for 'meaningfulness' in language learning has been accepted for same years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and therefore, better remembered (p. 01).

That is to say, the influence of amusement, which is provided by games, can thoroughly be noticed in language learners' performances. A language can be meaningful for learners when they are thoroughly exposed to its practice; hence, when they can act and experience the acquired language in a dynamic process. Accordingly, they will soundly effectuate what they understood.

2.3. Game-Based Learning (GBL)

Game-based learning (GBL) aligns with the notion of student-centered classroom because it focuses on students' actions and reactions during the process of learning. In this sense Atar (2018) argued that "In the game-based classroom the student is not a passive recipient, on the contrary the student acts as an active agent and s/he is a personally engaged participant in learning process" (p. 168); henceforth, the effects of student-centered classroom are positively viewed over the progression of language learning. Additionally, competition and challenge are main components of any game; they give students an opportunity to be more engaged. Accordingly, Geroimenko (2019) argued that in an absolute GBL setting, learners work to achieve a particular goal, select and experience consequences of their actions along the way. He further added "Throughout this time, students have the opportunity to make mistakes in a risk-free setting and through experimentation, learn to practice the right way to

do things and/or outcomes associated with decision-making" (p. 243). In other words, students are capable of showing their opinions in a relaxed environment and without any pressure.

Dsouza (2016) believed that GBL provides adaptability for various learning styles and influences cognitive and psychomotor competences. In other words, in game-based learning environment, students are more flexible and capable of making use of various skills. Furthermore, he claimed that GBL helps learners to combine and balance between educational tasks and games, which present real world activities. He further claimed that "GBL is a type of gameplay that has defined learning outcomes. Generally, [it] is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world"; one of the many positive effects provided by the game-based learning is long-term retention of the acquired knowledge.

2.4. Advantages of Learning through Games

In addition to their fun side, games have an undeniable pedagogical value in EFL learning and teaching, this value can be illustrated in the following points:

2.4.1. Games prompt learners' interaction

The use of games in EFL teaching and learning can provide an appropriate atmosphere for interaction and negotiation of meaning. Yang (2011) in his book stated that "the lack of authentic interaction in English as a foreign language (EFL) setting has been an issue in language teaching" (p. 688). Implementing games can increase interaction and put more emphasis on practicing and applying the knowledge of target language. Aligning with this idea, Baek (2010, p. 126) asserted that Input, interaction and the creation of output in foreign language contexts should be regarded as the main elements of classroom activities, and such

elements can be provided by using of interactive games in language education because they increase interaction among students.

Games develop students' interpersonal skills, such as, asking for assistance or politely disagreeing. Therefore, the environment created by games allows learners to take more discussions with others in which they ought to ask questions and communicate more. Hence, they are more flexible and creative in using foreign language to achieve their goals. In addition, the competition raised by the rules of the game enhances students' interactive skills (Surayatika, 2018). She added that games permit learners to work collaboratively as a team toward a common goal. This collaborative effort promotes symbiotic relationships where students learn from each other.

In other words, the atmosphere created by games

2.4.2. Games increase learners' motivation

Motivation has long been considered as a significant necessity in foreign language classes due to the sophisticated influence it has on learners' psychological state. According to Parras and Bizzocchi (2005) "games foster play, which produces a state of flow, which increases motivation and supports the learning process" (as cited in Felicia, 2012, p. 587). In other words, foreign language learners' motivation can be highly achieved by using educational games.

Boredom, pressure, anxiety and shyness are the main obstacles that foreign language learners face. Through eliminating these feelings from the classrooms, a genuine favour will be provided for both teachers and students, and games can be the suitable way for this. In the same path Felicia (2012) argued that "For the strengths, teachers indicated that the games are interesting and motivating for students. They commented that students' motivation can be better enhanced through gaming. In addition, students can learn in an indirect way and feel

less pressured and/or bored" (p. 128). In other words, students' motivation is a significant element in improving students' cognitive status during the process of leaning, and finding methods to enhance this element is crucial. Hence, games can be a leading technique to achieve such an educational objective. That is, a properly submitted game is viewed as a highly motivating technique which automatically prompts learners' interest (McCallum, 1980). Thus, it is thoroughly useful to apply games as a way to promote learners' motivation.

2.4.3 Games boost learners' engagement

The implementation of games promotes engagement in several ways. For instance, challenge level in the game which is automatically matched to players' capacities and can influence their reactions such as: avoiding negative feelings like frustration and failure; also, learners' performance and progress need a timely feedback which will encourage their involvement (Ma et al., 2011). Engagement as defined by Coates (2005) is the degree of students' active involvement in the proposed educational tasks which can lead to high quality learning. That is to say, engagement positively influences learning outcomes. Hence, a game-based activity is a highly engaging engine as Wankel & Blessinger (2012) stated "definitively, games are considered both by the younger end-users and the adults as engaging activities" (p. 16); using games in teaching foreign languages is considered as a highly engaging strategy. Moreover, any game has basic elements such as: conflict, competition, challenge and opposition, and these components can provide students with adrenaline and enhance their engagement (Prensky, 2001). Accordingly, students' engagement to learn is relatively attached to the formulating elements of a game.

2.5. Board Games

The board can be used in several ways inside the classroom; even though teaching methods are developing with time, the board cannot be replaced by any other tool. Clarke (2008) argued that besides writing up new vocabulary, the board can be used for giving instructions, reinforcing oral instructions, organizing the class when doing group and project works. Additionally, the board can be a helpful tool to play games inside classrooms. According to Damron (2019), board games due to their fun nature can increase students' relevance to the topic since they consider them as entertaining rather than pedagogical activities; he noted there is a significant need for practice and fun to overcome students' dislike and lack of relevance towards a topic. Furthermore, board games can be the solutions since students regard them as social activities and a break from the monotony of usual flow of classes rather than learning activities.

Clarke (2008) claimed that several games can be played inside classrooms using only the board; teachers need to have a range of various board games. He further stated that board games can be used as warmers, fillers or lesson-ending activities. In other words, board games have different utilizations, which can be a warm up activity at the beginning of the class, a supportive task to the lesson or a closing activity to sum up at the end of the session. Furthermore, such games can be a good revision tool for many kinds of grasped knowledge. In this sense, Zimmer (2014) argued that board games can be used as a review for several activities, namely, vocabulary, grammatical, content-based, or cultural information.

Additionally, board games are devoted for students of all ages as they can provide a relaxing classroom that suits everyone including the teacher, as Treher (2011) emphasized "Board games are an important tool to provide hands-on and heads-on skill and knowledge

development for people of all ages on all subjects" (p. 03). In other words, board games can be used in different educational setting and levels as they suit students of different ages.

2.6. A Collection of Board Games

Similar to any other type of games, board games are various. In the following lines, some of them games under the umbrella of board games will be presented.

2.6.1. Pictionary

Pictionary is a board-based game played in groups "where either students or the educator draw something on the board and the first small group to write on their whiteboard the correct word symbolized by the drawing gets a point" (Ferlazzo & Sypnieski, 2012, p. 245). That is to say, Pictionary is a prediction-based game which targets students' memory and cognitive skill. Additionally, it is a useful game to learn English vocabulary inside the classroom. In addition, Cheung et al., (2019) stated that "One of the educational games for English vocabulary learning is Pictionary, which is a board game played by a group of players. Pictionary is basically a word-guessing game" (117). He further asserted certain steps for the process of applying this game inside the classroom as follows:

- A player named "describer" chooses a target word from a specific category;

- On the board, the describer draws a picture which is related to the target word;

- Afterwards, the rest players named "decoders" try to guess the correct target word from the picture on the board.

Moreover, Pictionary can be a suitable method to engage language learners in the   given task since it provides an interactive and communicative classroom.

2.6.2. Charades

Zimmer (2014) argued that 'Charades' is a significant way to practice vocabulary inside the classroom as he stated: "This well-known game is great for practicing vocabulary that can be acted out...This game works best with words that can be acted out with relativeease, it works great with verbs, commands, and various nouns" (p. 140). This game targets different needs and various aspects in learning a language. Furthermore, as stated by Dubin & Olshatain (1977), Charades is a classroom game in which students act out meanings which should be guessed by other classmates; this game is an excellent tool for improvisational activities.

According to Zimmer (2014) the main objective of Charades is to make students take turns during vocabulary activities through the process of guessing words and acting them out. He also illustrated this process in particular steps as follows:

- Teacher divides the students into two teams, each team with a leader to stand in

the front of the row;

- Then, he shows the leader of each team a word from his previously prepared list;

- The student (leader) then has one minute to act out the word so classmates can guess;

- Afterwards, other students from the team raise hand or stand up when knowing the answer.

Charades can be a useful strategy to create interactive and competitive environment inside foreign language classroom, which can positively influence students' progress in the target language.

2.6.3. Hangman

Similar to Pictionary, hangman is a guessing game; it is a language game which is mostly common in ESL and EFL settings (Vyas & Patel, 2015). Also, the base of this game is the board as Ferlazzo & Sypnieski (2012) said "another game where whiteboards come in handy is Hangman". That is to say, the board can be useful in facilitating language learning. According to Maguire (1990) the concept of Hangman is mainly anticipation and prediction, where students tend to guess correct answers in order to win the game. Maguire (1990) accordingly summarized the procedures of the game as follows:

- The teacher chooses a student to be the hangman;

- The hangman selects a word, and draws a number of dashes according to the number of letters in the word;

- The other students try to guess a letter that can be in the word. If the answer is correct the hangman fills in the corresponding blank. If the answer is incorrect, the hangman begins to draw a shape named the 'victim' through steps, every wrong answer equals a part of the victim;

- If the hangman completes drawing the victim before others discover the word, he wins. If anyone can guess the word before the victim is completely done, s/he beats the hangman;

In 1990, Maguire argued that "phrases as well as words can be used to increase the level of difficulty" (p. 62). Additionally, Ferlazzo & Sypenieski (2012) emphasized that the aim through applying Hangman is allowing students to guess entire sentences rather than just

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words. He further asserted that this game can easily urge students to learn sentence structures, and it can easily be made harder for students with superior levels.

2.7. Board Race Game

As previously mentioned, board games are several. Yet, in this study board race game is the most significant one. In this sense, BRG is particularly highlighted in the following sections.

2.7.1. What is board race game?

One of the developments of common board games is the board race game, which is an enjoyable way for learners to exercise their language in a competitive setting. It can also be a warm up activity at the beginning of the class. It is an effective way to test students' previous knowledge and or what they have already learnt (Octiviani, Handayani, and Hamer, 2019). That is to say, board race can be used in different tasks/ activities for different purposes of language learning.

According to Zimmer (2014), board races enable students to engage more in the classroom; he argued that it requires students to get out of their desks and move while practicing a certain task. In addition, Zimmer (2014) claimed, concerning the application of this game in a language class that "board races work best when you have a single topic that requires multiple answers to complete the task, such as in verb conjunctions. Generally, there should be one response for each person on the team to write" (p. 134). In other words, the concept of the game requires the participation of all students and the guidance of the teacher, and this will result in an interactive classroom.

2.7.2. How to play board race game

As any other game, board race has certain procedures to be applied effectively, the teacher who is the guide in this game organizes the process in particular steps. In his example of using board race as a practice for verb conjugation Zimmer (2014) illustrated:

- The teacher divides the students into teams of five or six students;

- Then, he splits the whiteboard into sections, a section for each group;

- The teacher chooses a verb and a tense in which the verb will be conjugated. One student from each team runs to the board and writes the first-personal singular form of the verb;

- Afterwards, they run back to their teams and pass the marker to the next player who will run to the board and write the second-person singular form. The game continues until the verb is totally conjugated.

If there are any mistakes, students are allowed to fix them before the round finishes; otherwise, correction is not accepted. The team with more mistakes is disqualified and wins no points and the opposite team wins the round. Zimmer (2014) focused on the evaluation of students for each other; he asserted that "students are motivated to look critically at the answers found on the board because they prevent other teams from getting points" (p. 133). Accordingly, it increases students' attention and promotes their skill of correction which potentially urges them to become more active and engaged in the class.

Conclusion

In summary, games are of crucial efficiency to increase students' major needs to learn a foreign language. Engagement, which is regarded as the most significant characteristic that a

foreign language classroom ought to provide can be highly ameliorated by the use of board games. This chapter aimed to highlight a mixture of concepts, namely, edutainment, educational games, language games, board games and board race games, and the influence of all these notions on EFL students' extent of engagement in the learning process. Also, they can provide an upgrading assistance that they can provide for foreign language learners and their achievements in the target language. Furthermore, this chapter focused on board race game which is the strategy that we are dealing with in this research.

Chapter Three
Fieldwork and
Data Analysis

Tables of Contents

Introduction

This chapter deals with the fieldwork of this research and the methods used to conduct this study. Furthermore, we will explain how we collected the needed data to conduct our research, and how we analysed and interpreted the obtained results. Also, in this chapter we will clarify the reason of our selection to the research design used and the data gathering tools.

This research is designed to investigate students' and teachers' attitudes towards the game-based learning, and to explore EFL learners' engagement to learn grammar. More importantly and precisely, we will detect students' viewpoints concerning the board race game and its efficacy in improving their grammatical skill. Also, we will elucidate the relationship between teaching strategies/styles and students' engagement to learn grammar. Moreover, we will focus on the impact of BRG as a strategy to foster learning engagement. The foremost aim of this study is to assemble answers for the raised research questions and determine the validity of our research hypothesis that says "if board race game is implemented in EFL grammar classes, students' engagement to learn grammar would be enhanced; consequently, their grammatical proficiency will be ameliorated". Also, we will discuss and analysed the results obtained from the distributed questionnaires.

3.1. Research Methodology

This study is descriptive in nature. The descriptive approach which is a fact-finding approach, involves detailed and adequate analysis of the findings that permit to carry out our research. Accordingly, this method is appropriate for this study since it aims to interpret the generated beliefs and viewpoints concerning the suggested strategy. In our intended study, we aimed to portray accurate attitudes and have an in-depth analysis of these attitudes. In terms of method, this study applied the mixed method for better understanding and analysis of the data.

We opted for this method to collect both, quantifiable results; to be used for the statistical analysis of the sample, and qualitative data; to focus on individual insights and attitudes of the respondents.

3.2. Population and Sampling

In this study, EFL grammar teachers at the University of Mohamed Kheider, Biskra and EFL first-year students at the UMKB are selected to be the populations. Henceforth, our research samples are six (6) teachers of grammar at the UMKB and thirty-three (33) first year EFL students at the UMKB who were randomly selected.

3.3. Data Gathering Tools

In this study, for collecting data, we used two semi-structured questionnaires for EFL students and teachers of grammar; moreover, through the distributed questionnaires we ought to obtain relevant data to help us attain the research objectives.

3.3.1. Questionnaire

Questionnaire is a data collecting tool which is commonly used to explore viewpoints according to a chosen sample that can represent a whole population. It can either be close-ended (structured) or open-ended (unstructured); hence, it can be a mixture of the two (semi-structured). Questionnaires aim to gather accurate information to pave the way for a researcher to carry out a study. Anderson and Arsenault (2005) claimed that "the questionnaire has become one of the most used and abused means of collecting information. If well-constructed, a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap

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and a timely manner" (p. 170). The questionnaire is a suitable tool for our intended research because it allows us to generate opinions about the topic.

3.4. Data Analysis and Procedures

In this study, we will analyse the data through numbers and percentages, we will use statistics and descriptive analysis for both questionnaires to check students' and teachers' answers and opinions concerning board race game and engagement to learn grammar. The data will be presented in tables and graphs.

3. 5. Description and Analysis of Students' Questionnaire

3. 5.1. Description of students' questionnaire

This questionnaire was designed for first-year EFL students at the UMKB. It was posted online to facilitate the process of distribution and collection of responses. The main aim of this questionnaire was to investigate students' views about the use of board race game inside grammar classes as a strategy to boost their engagement to learn grammar. The present questionnaire consists of four sections which combine a mixture of close-ended questions; where the students are required to answer Yes/No questions or choose an answer from multiple answer questions, and open-ended questions; where the students are asked to explain their responses in their own words. Also, we inserted a representative video of the strategy of board race game, in the middle of the questionnaire to clarify the concept of the game. In addition to the instructions and a space for further suggestion and comments. This questionnaire is composed of four sections as follows:

Section one: General information

Section two: Students views about learning grammar

Section Three: Learning grammar through games

Section Four: Students' views about the implementation of board race game in learning grammar

3.5.2. Administration of students' questionnaire

After designing the final draft of this questionnaire, we moved to the administration phase. Regarding the Covid-19 pandemic recent circumstances, we decided to post the questionnaire online so that it can be easily reached for first year EFL students at the UMKB;it was posted in first year students' Facebook group. In a period of three days, we received thirty three answers. The online submitting was beneficial; it helped us receive the needed data in a short period of time.

3.5.3. Analysis of students' questionnaire

Section One: General information

Item 1. Would you specify your gender?

Table 3.1: Students' gender

Gender	Participants	Percentage
a. Male	1	3%
b. Female	32	97%
Total	**33**	**100%**
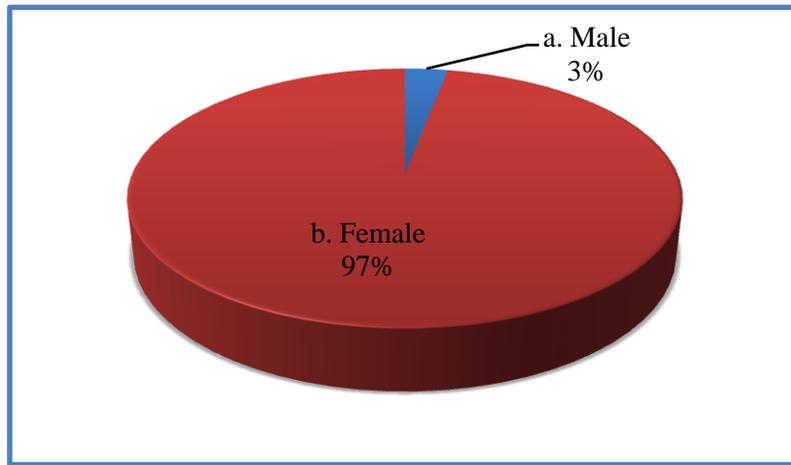
Figure 3.1: Students' gender

We can infer from the results shown in the table 3.1 that 32 female students (97%) took part in this research while only one male (03%) have participated in the conducted research. This indicates that the dominant gender of the students of the English language is female whereas male gender represents the minority of students.

Item 2. Your choice to study English was:

Table 3.2: Students choice to study English at the University

Option	Participants	Percentage
a. Personal	30	91%
b. Imposed	3	9%
Total	**33**	**100%**
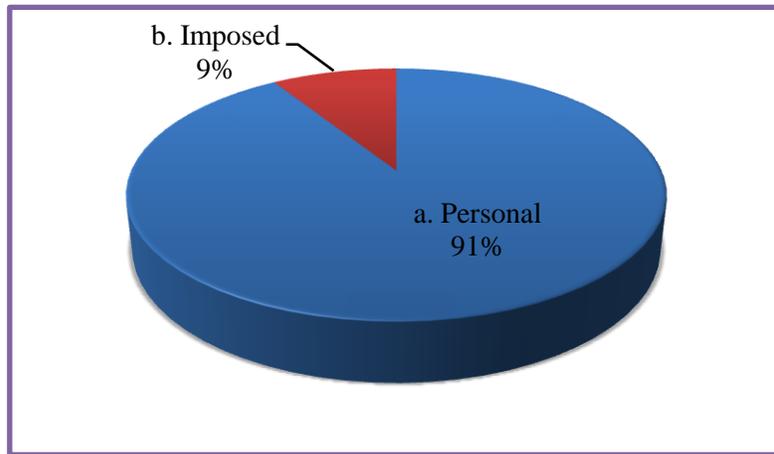
Figure 3.2: Students' choice to study English at the University

The results shown above (Figure 3.2) represents that the majority of the students' choice to study English language was personal with the percentage of (91%) while only three students who represent the minority (9%), their choice was imposed. Based on these findings, we can conclude that the majority of students chose to study English language freely without any pressure. Accordingly, this indicates that students are interested in learning English.

Item 3. How do you consider your level in English?

Table 3.3: Students' evaluation of their level in English

Option	Participants	Percentage
a. Very good	5	15%
b. Good	21	64%
c. Average	7	21%
d. Poor	0	0%
Total	**33**	**100%**
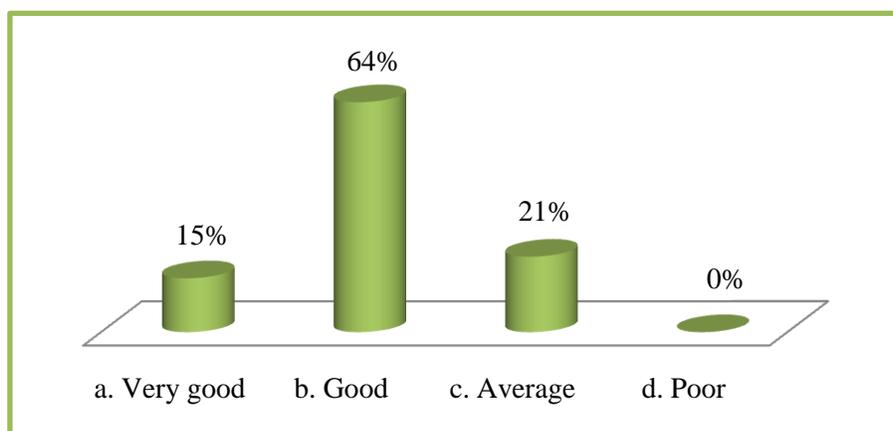
Figure 3.3: Students' evaluation of their level in English

Based on the data obtained from students' responses, the table 3.3 above shows that 21 students who represent the majority (64%) considered that their level in English is good, seven respondents (21%) considered that their level is average, five respondents (15%) declared that their level is very good while no student (0%) thought that his/her level in English is poor. Consequently, we can conclude that only a minority of students think they have a low performance in English.

Section Two: Students' views about learning grammar

Item 1. How do you consider learning grammar?

Table 3.4: Students' opinions of learning grammar

Option	Participants	Percentage
a. Very important	24	73%
b. Important	8	24%
c. Somehow important	0	0%
d. Not important at all	1	3%
Total	**33**	**100%**
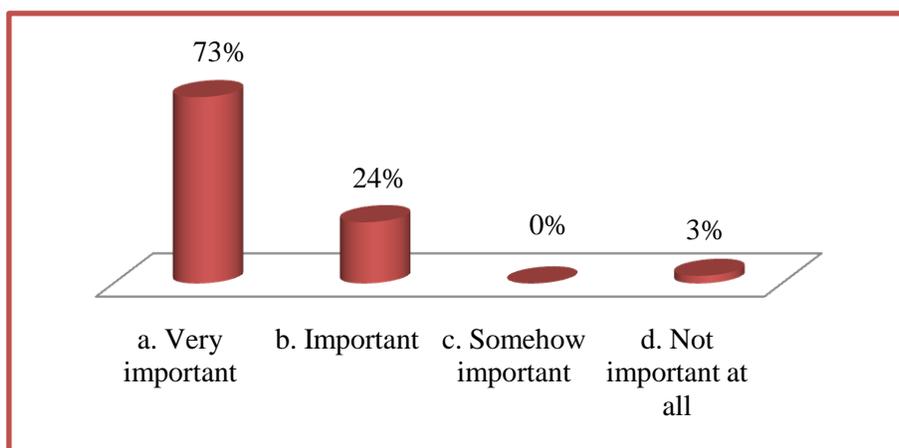
Figure 3.4: Students' opinions of learning grammar

The table 3.4 and Figure 3.4 above show that the majority of EFL students consider that learning grammar is very important with a percentage of (73%) while (24%) of students think that it is important to learn grammar. No one considered that learning grammar is somehow important. Yet, (3%) of the students believed it is not important at all. Consequently, grammar seems to have a remarkable significance for EFL learners. Even though there is a minority that thinks the opposite, but the majority of students give grammar a crucial value.

Students' justifications

This sub-question unveils students' justifications concerning their opinions about the importance of learning grammar. Accordingly, responses to this question varied based on students' perspectives. The majority who said that learning grammar is important explained their answers mentioning different reasons. They said that grammar is the core of learning any language and that a good mastery of language means a good level in grammar.

In addition, students argued that grammar helps learners to communicate effectively; it allows them to express ideas correctly and accurately and avoid misunderstandings. Hence, a

student asserted "if someone has a lack of grammar knowledge, s/he will not transmit messages and deliver information effectively. Henceforth, grammatical accuracy either in spoken or written form is fundamental to avoid breakdowns in communication". Moreover, students said that they learn grammar to be able to produce clear and understandable utterances and to arrange words into meaningful sentences. In additions, some answers expressed that good English cannot be spoken without a correct grammar. On the other hand, the students who stated that learning grammar is not important at all said that it is boring to learn grammar and rules separately.

Item 2. How do you evaluate your level in grammar?

<div align="center">

Table 3.5: Students' evaluation of their level in grammar

</div>

Option	Participants	Percentage
a. Excellent	3	9%
b. Good	21	64%
c. Average	9	27%
d. Poor	0	0%
Total	**33**	**100%**
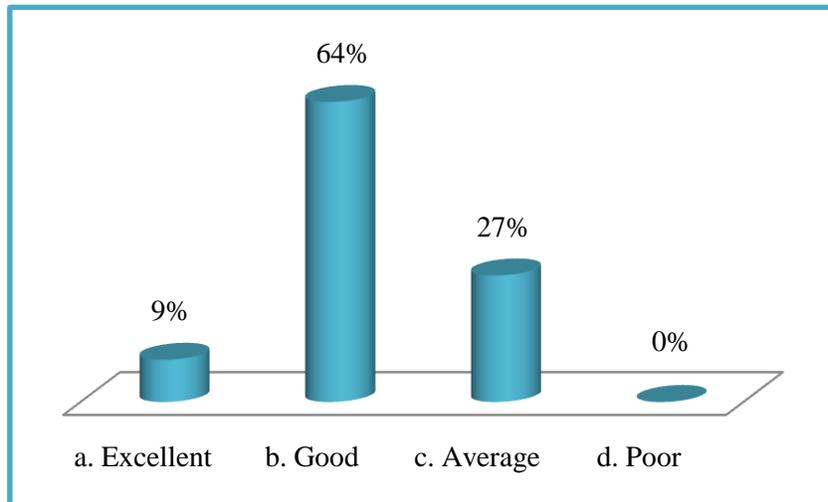
Figure 3.5: Students' evaluation of their level in grammar

According to the results illustrated in the graph above Figure 3.5, most students (64%) believed that their level in grammar is good and (9%) of them considered that their level is excellent. Students who considered that they have an average level in grammar represent (27%) of the sample while (0%) of the student thought that their level is poor. Based on these findings, we conclude that students' levels in grammar vary. Yet, students with poor level are not included in the sample we are dealing with.

Item 3. Do you think that learning grammar is a difficult task?

Table 3.6: Students' opinions about the difficulty of learning grammar

Option	Participants	Percentage
a. Yes	20	61%
b. No	13	39%
Total	**33**	**100%**
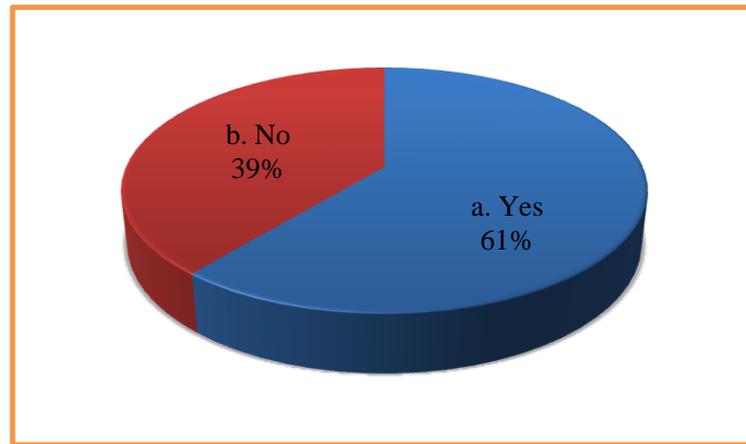
Figure 3.6: Students' opinions about the difficulty of learning grammar

The results shown above indicate that the majority of students (61%) consider that learning grammar is a difficult task while (39%) of them believe it is not a difficult task to learn. Consequently, we deduce that grammar is seen by most EFL learners as a strenuous task to learn even if they have a good level in it.

If yes, why grammar is difficult to learn?

This sub-question is added to investigate why grammar is difficult to learn for the students who answered that grammar is a hard task. The responses were varied. Most students said that it is because of the countless rules and the difficulty to memorize these rules. In addition, they stated that grammar should be learnt actively; the boring atmosphere and the lack of motivation are the main reasons behind the difficulty of grammar. Moreover, students said that the heavy curriculum and the boring way in which grammar is taught make this module difficult to learn.

Additionally, certain students argued that learning grammar is not an easy task because there are so many exceptions which the general rule does not apply to them, for instance, regular and irregular verbs in the past tense. Another reason why grammar is difficult

is the variety of tenses and the difficulty to differentiate between them, especially when speaking. Moreover, responses illustrated that grammar is complicated and requires intensive practice. Of the biggest reasons that learning and using grammar correctly is so difficult is that there are so many exceptions to every rule. Are you asked to choose between "at" or "in"? We often say "at home" but then say "in the airport", even though both are places that you could be in. Additionally, students said that the interference of the mother tongue represents a hindrance in learning English grammar.

Item 4. To what extent do you agree that grammar rules are difficult to remember?

Table 3.7: Students agreement on the difficulty of remembering the grammar rules

Option	Participants	Percentage
a. Strongly agree	9	27%
b. Agree	19	58%
c. Disagree	5	15%
d. Strongly disagree	0	0%
Total	**33**	**100%**
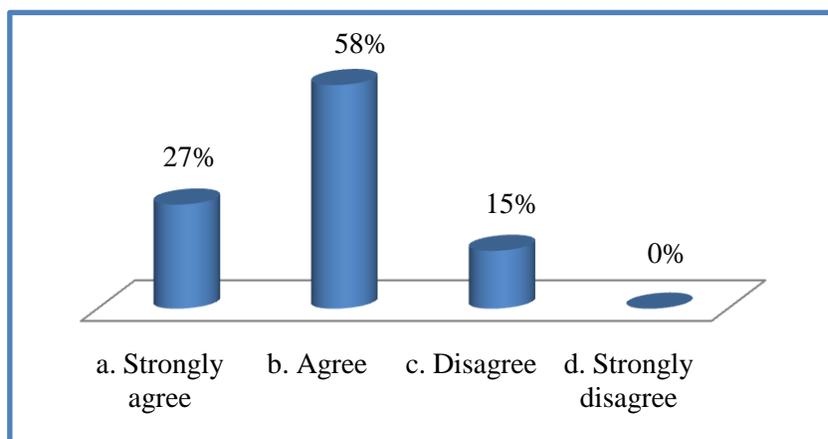
Figure 3.7: Students agreement on the difficulty of remembering the grammar rules

According to the results shown above, the majority of students (58%) agreed that grammar rules are difficult to remember. In addition, (27%) strongly agreed to the difficulty of recalling those rules. On the other hand, a minority of (15%) disagreed while (0%) stated that they strongly disagreed. That is to say, most EFL students believe that grammar rules are difficult to remember which can negatively influence their learning of grammar.

Students' justifications

This sub-question was allocated for students to analyze their viewpoints about the difficulty of remembering grammar rules. Respondents who thought that grammar rules are difficult to remember argued that this difficulty is because of the variety and the complexity of those rules. They added, grammatical rules are difficult to grasp and retain since there is a wide range of similar rules which is usually puzzling to differentiate between. Moreover, the exceptions that these rules have confuse learners.

Furthermore, some students declared that the lack of practice complicates learning grammar since it requires intensive exercise for them to be able to manage the diversity of rules. Additionally, students stated that if the teacher adopts an effective strategy to teach grammar, there will be no difficulties. They added, acquiring correct and long-term grammar demands active learning. Moreover, students believed that it is challenging to remember all the rules which they tackled; they need to apply what they have learnt in real-life contexts to be able to memorize. On the other hand, students who said that grammar rules are not difficult to remember claimed that it is not that hard to remember the rules, it is only a matter of time and practice. Also, when compared to other languages, English grammar is uncomplicated.

Item 5. Which of the following grammatical aspects do you think is the most difficult? (You may choose more than one answer).

Table 3.8: Students' opinions of the most difficult grammatical aspect(s)

Option	Participants	Percentage
a. The use of tense	5	15%
b. Word order	0	0%
c. Phrases and sentences	2	6%
d. The use of articles and prepositions	3	9%
e. The use of plural markers	0	0%
f. Agreements	2	6%
g. All of them	5	15%
h. More than one aspect	16	49%
Total	**33**	**100%**
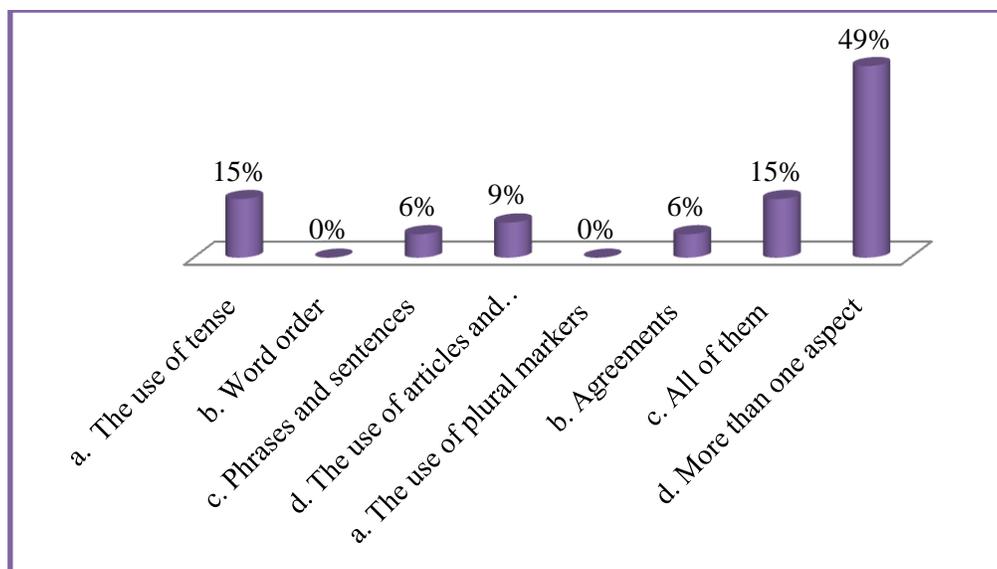
Figure 3.8: Students' opinions of the most difficult grammatical aspect(s)

Based on the results shown in the graph above (Figure 3.8), (15%) of the students believed that the most difficult aspect is the use of tense. Additionally, the use of articles and prepositions are considered as the most difficult aspect for (09%) of the students. Moreover, (06%) of the students believed that phrases and sentences are the most difficult grammatical aspect. Furthermore, (06%) thought that agreements can be the most difficult aspect. No student (0%) thought that word order and the use of plural markers can be a difficulty. The majority of students (49%) said that they face difficulty with more than one aspect while (15%) of them believed that all the aspects are difficult. Accordingly, we infer that most EFL students face difficulties with certain grammatical aspects.

Item 6. How often do you participate during grammar sessions?

<p align="center">**Table 3.9:** Frequency of students' participation during grammar sessions</p>

Option	Participants	Percentage
a. Usually	8	24%
b. Sometimes	16	49%
c. Rarely	9	27%
Total	**33**	**100%**
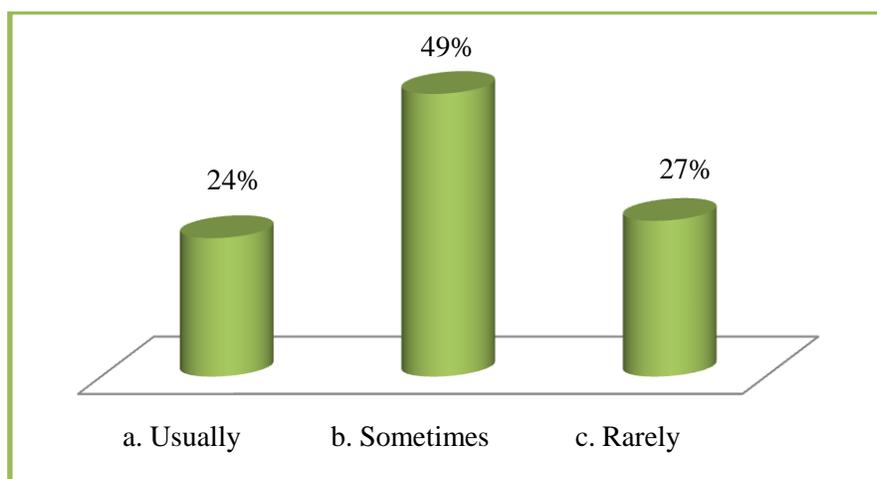
<p align="center">**Figure 3.9:** Frequency of students' participation during grammar sessions</p>

The table N° 3.9 illustrate that (49%) of the students sometimes participate during grammar sessions. Additionally, (24%) of them usually participate while (27%) of the students rarely participate. Based on these findings, we deduce that only few students participate in grammar sessions because of particular reasons.

Students' justifications

Later in this question, students were asked to justify their participation in the grammar session. For those who usually participate, they argued that they need to practice in the class to

maintain grammatical rules. Additionally, others said that they like grammar and enjoy learning this module.

For students who sometimes take part in the grammar session; grammar classes are teacher-centered and there is no room for students to interact. In addition, teachers do not encourage the students to participate. The lack of time and the inappropriate timing of the session also make it challenging to engage. Moreover, some students stated that they are afraid of making mistakes, they are shy and they feel bored during the grammar session.

Students who said that they rarely participate claimed that they struggle with anxiety, they are passive learners and feel bored all the time. In addition, the huge number of students in the classroom prevents them from taking part in learning. Furthermore, they responded that the way in which grammar is learnt does not meet their needs; the traditional methods adopted by their teachers hinder their acquisition.

Item 7. Do you think that time allocated for you to interact in the grammar session is sufficient?

Table 3.10: Students' viewpoints about the sufficiency of time devoted to their interaction in the grammar session

Option	Participants	Percentage
a. Yes	12	36%
b. No	21	64%
Total	**33**	**100%**
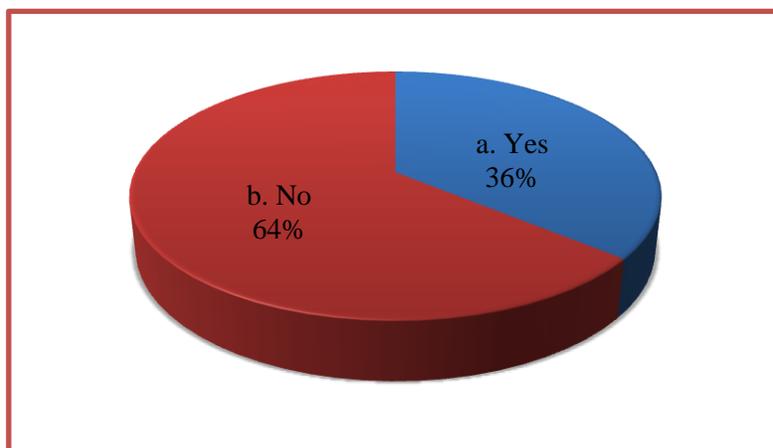
Figure 3.10: Students' views about the sufficiency of time devoted to their interaction in the

grammar session

This question requires students' opinions about if the time allocated for them to interact in the grammar session is sufficient. Accordingly, the majority of students (64%) said that it is not enough while (36%) of students said that time was enough. Consequently, we may say that EFL students feel less free to participate in the grammar sessions due to the insufficiency of time devoted to them.

Item 8. How do you find the grammar activities proposed by your teacher?

Table 3.11: Students' opinions about grammar activities proposed by their teachers

Option	Participants	Percentage
a. Interesting	3	9%
b. Helpful	19	58%
c. Boring	11	33%
Total	**33**	**100%**
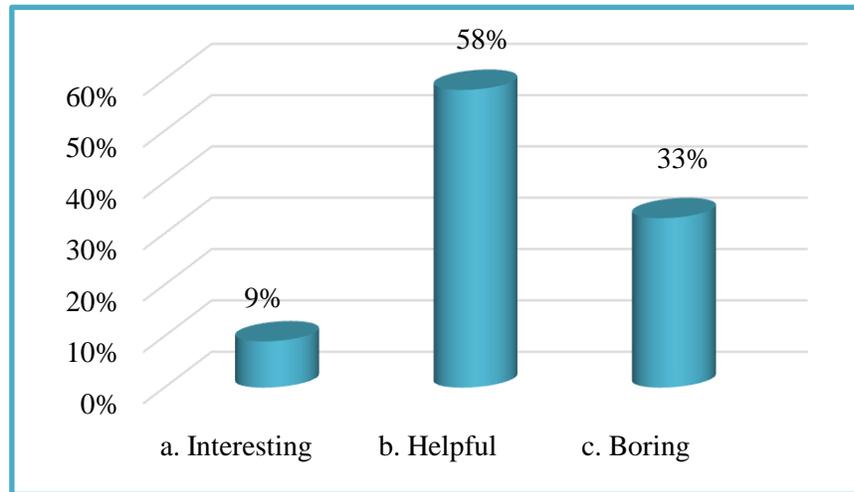
Figure 3.11: Students' opinions about grammar activities proposed by their teachers

Based on the findings illustrated in the graph above (Figure 3.11), (58%) of the students find that the activities proposed by the grammar teacher are helpful. On the other hand (33%) of the students find that the activities are boring while the minority (09%) thinks that grammar activities proposed by their teacher are interesting. Consequently, we deduce that only a few students are satisfied with the way of learning grammar.

Students' justifications

This question was added to detect students' thoughts about the activities proposed by their grammar teacher. The students gave different responses based on their perspectives. The minority of students who said that grammar activities are interesting claimed that these activities facilitate the process of learning grammar and understanding the given rules. On the other hand, students who considered that grammar activities are helpful argued that these activities help the teacher to present the rules and explain the lesson. In addition, students stated that the tasks recommended by the teacher are relevant and suitable to the topic. Yet, they added that if these tasks are presented more amusingly, they would be more valuable.

Considerable feedback was obtained by students who thought that grammar activities suggested by their teachers are boring. They contended that the same activities are repeated and that grammar classes are familiar with redundancy. In addition, teachers use traditional methods to present the activities which lack creativity, innovation, motivation, and absorption.

Item 9. What does your teacher of grammar mostly use?

Table 3.12: Teacher's most used teaching strategy (ies)

Option	Participants	Percentage
a. Group work	2	6%
b. Pair work	16	49%
c. Individual work	15	45%
Total	**33**	**100%**
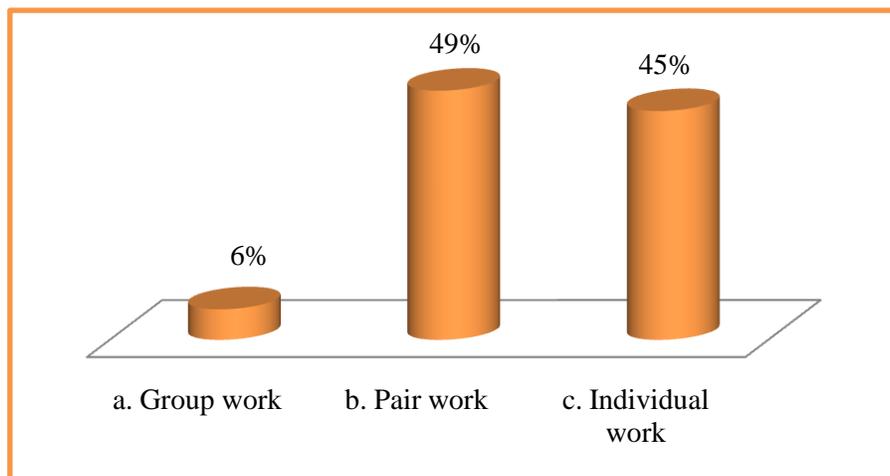
Figure 3.12: Teacher's most used teaching strategy (ies)

This question was allocated for students to identify which of the proposed activities their grammar teachers use the most. The results indicate that (49%) of the students revealed

that the teacher uses pair work. (45%) of the students said that the teacher uses individual work while only (6%) of the students indicated that their teacher of grammar uses group work the most. According to these data, we can say that teachers of grammar use several types of activities and that group work is not frequently used in grammar sessions.

Which one of the above do you prefer?

This follow up question investigates students' preferable strategy to learn grammar. Most students said that they prefer group work because it gives them the chance to exchange ideas and communicate more with each other. Additionally, they stated that when working in groups students help each other and clarify some ambiguities that a teacher may not deliver effectively, they learn from each other and feel less confused about making mistakes. Moreover, they would feel more motivated and less shy.

Many students responded that they appreciate pair work since they do not prefer group wok. They claimed that working in pairs is less talkative and more beneficial. Also, they can share thoughts with others. Still, they work carefully.

Working individually was preferable to some students who argued that they consider themselves introverts, and they need to concentrate when they are learning grammar. In addition, others stated that they prefer to work alone to evaluate their own achievements and not to get distracted by other students.

Section Three: Learning grammar through games

Item 10. Are you familiar with using games in the EFL classroom?

Table 3.13: Students' familiarity with using games in the EFL classroom

Option	Participants	Percentage
a. Yes	16	49%
b. No	17	51%
Total	**33**	**100%**
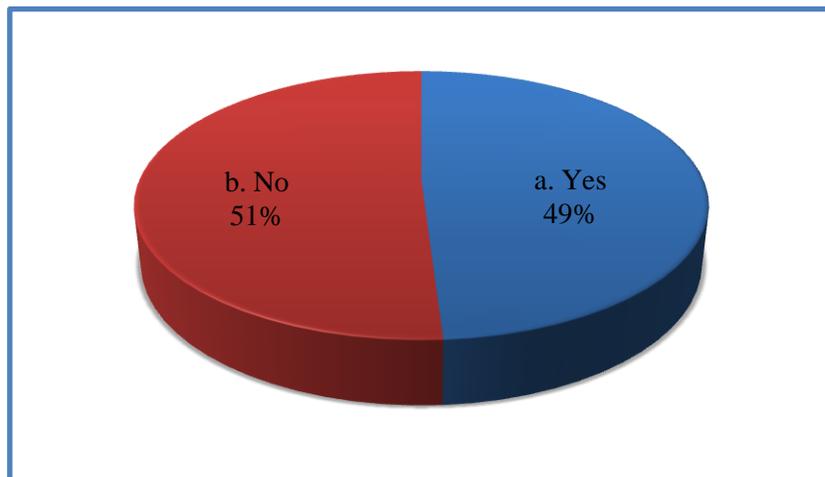
Figure 3.13: Students' familiarity with using games in the EFL classroom

It is illustrated in Figure 3.13 that (49%) of the students are familiar with using games in EFL classrooms whereas (51%) of the EFL students are not used to play games in their classes. Accordingly, the data shown above indicate that a considerable number of students are used to learn grammar through games inside the classroom while the majority are not familiar with the use of games in learning grammar.

Item 2. Do you think that learning through games can help improve your level in English?

Table 3.14: Students' views about the efficiency of games in improving their level in English

Option	Participants	Percentage
a. Yes	32	97%
b. No	1	3%
Total	**33**	**100%**
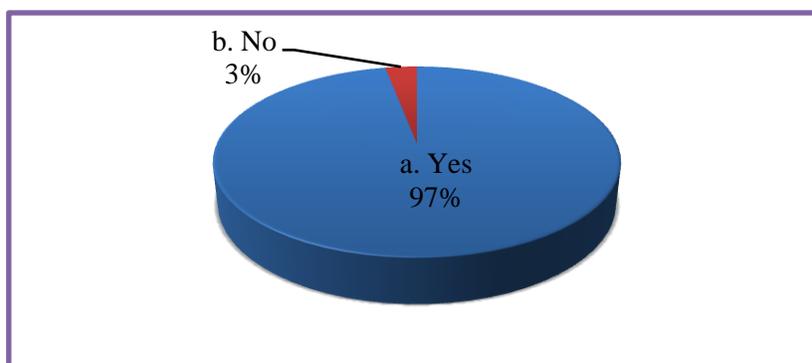
Figure 3.14: Students' views about the efficiency of games in improving their level in English

The results viewed in the table N° 3.14 indicate that the great majority of EFL students (97%) believe that learning through games can be helpful to improve their level in English whereas only (3%) of the students think that it cannot be helpful. Accordingly, we conclude that most students have a positive attitude towards games and that they would prefer to learn through games.

Students' justifications

This sub-question was included to extract students' views about learning English through games and whether it can be helpful or not. The great majority of students believed that games are helpful in learning. They stated that learning in a fun way increases the level of

motivation and engagement and decreases the level of boredom inside the classroom. Additionally, games create a delightful environment which permits students to interact with each other spontaneously. Enjoyable learning makes students interested and active during the session.

Moreover, learning through games allows students to use the language in real contexts which will improve their English. In addition, students claimed that games can ameliorate their English grammar and vocabulary and upgrade their retention of the acquired knowledge. Also, they are enhanced to participate more. On the other hand, students who stated that games do not help learn English said that games improve communication, not the language itself.

Item 3. Does your teacher of grammar use game-based activities?

Table 3.15: The use of game-based activities by grammar teachers

Option	Participants	Percentage
a. Yes	2	6%
b. No	31	94%
Total	**33**	**100%**
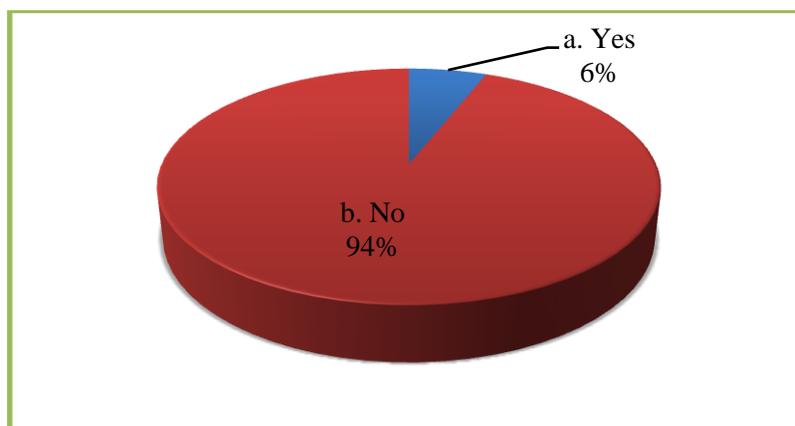
Figure 3.15: The use of game-based activities by grammar teachers

Based on the data indicated in the table 3.15 above, we notice that the great majority of students with a percentage of (94%) stated that their teachers of grammar do not use game-based activities while only some students with a percentage of (06%) said that their teachers use game-based activities in grammar sessions. That is, EFL grammar teachers rarely use games in their classes.

Item 3.1 If no, would you be interested in learning grammar by using games?

<div align="center">

Table 3.15.1: Students' interest in learning grammar by using games

Option	Participants	Percentage
a. Yes	31	94%
b. No	2	6%
Total	**33**	**100%**

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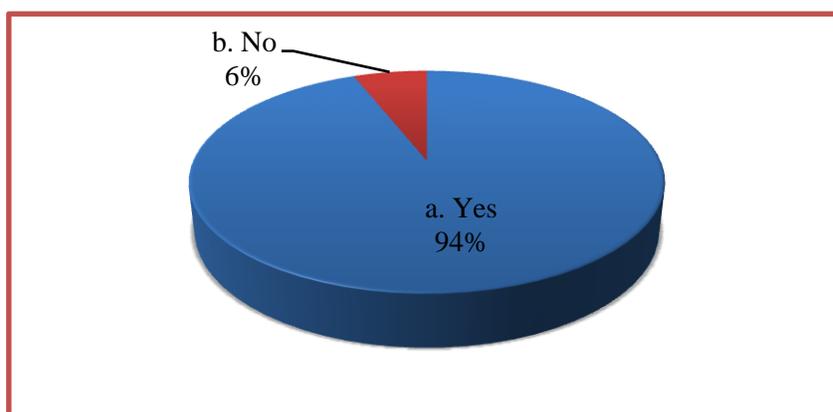
Figure 3.15.1: Students' interest in learning grammar by using games

The table above N° 3.15.1 demonstrates whether students are interested in learning grammar by using games or not. Based on the findings, the great majority of the students with a percentage of (94%) said yes while the minority (06%) stated that they are not interested in

the use of games to learn grammar. That is to say, most EFL students have a positive attitude towards using games as a strategy to learn grammar in the classroom. Accordingly, they believe that it might be better to use such a strategy in leaning.

Section Four: Students' views about the implementation of board race game in learning grammar

Item 1. In your opinion, what is the reason behind students' disengagement during grammar sessions?

Table 3.16: Students' opinions about the reasons of their disengagement during grammar sessions

Option	Participants	Percentage
a. Uninteresting grammatical lessons	6	18%
b. Difficulty of the module	3	9%
c. Insufficient practice in the classroom	3	9%
d. Unsuitable timing of the session	1	3%
e. The traditional way in which grammar is being taught	15	46%
f. Lack of motivation to learn the subject	5	15%
Total	**33**	**100%**
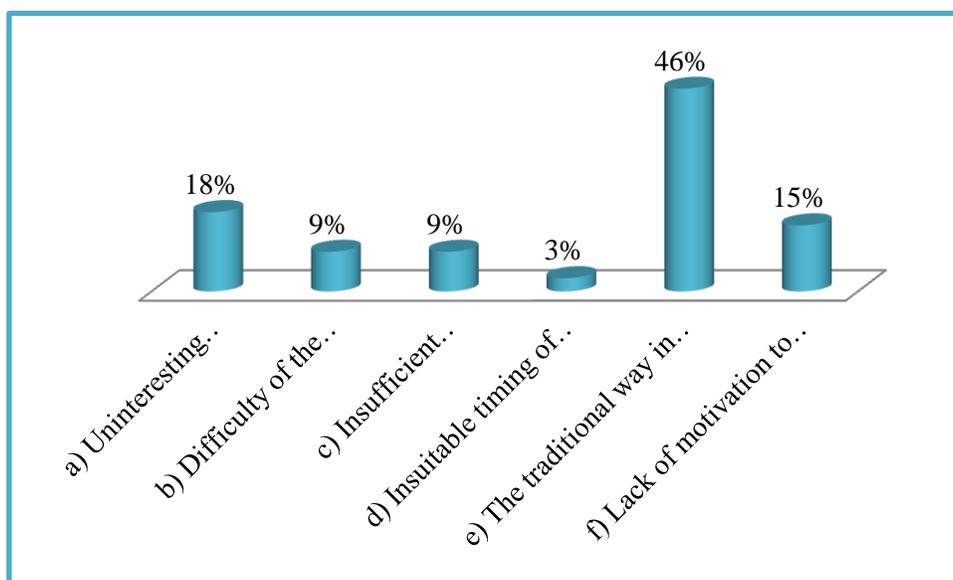
Figure 3.16: Students' opinions about the reasons of their disengagement during

grammar sessions

In this question, students are requested to choose a reason behind their disengagement in the grammar sessions. We inferred that (18%) of the students think that their disengagement is because of the uninteresting grammatical lessons. (15%) said that the reason is the lack of motivation to learn the subject while (09%) of them think that grammar is a difficult module. In addition, (09%) of the students said that insufficient practice in the classroom is the reason behind their disengagement. Furthermore, (03%) of them believe that the unsuitable timing of the session can be regarded as a cause that prevents them from being engaged. Moreover, (46%) of the students who represent the majority argued that they are disengaged to learn grammar because of the traditional way in which grammar is taught. That is to say, strategies of teaching play a significant role in boosting EFL learners' engagement. We can conclude that changing the traditional way of teaching grammar by adding games to the pedagogical system can significantly raise classroom engagement.

Item 2. What kind of language games do you know? (You can choose more than one answer)

Table 3.17: Language games that students recognize

Option	Participants	Percentage
a. Simon says	4	12%
b. Jigsaw	7	21%
c. Pictionary	10	31%
d. Hangman	1	3%
e. All of them	2	6%
f. More than one answer	6	18%
g. No answer	3	9%
Total	**33**	**100%**
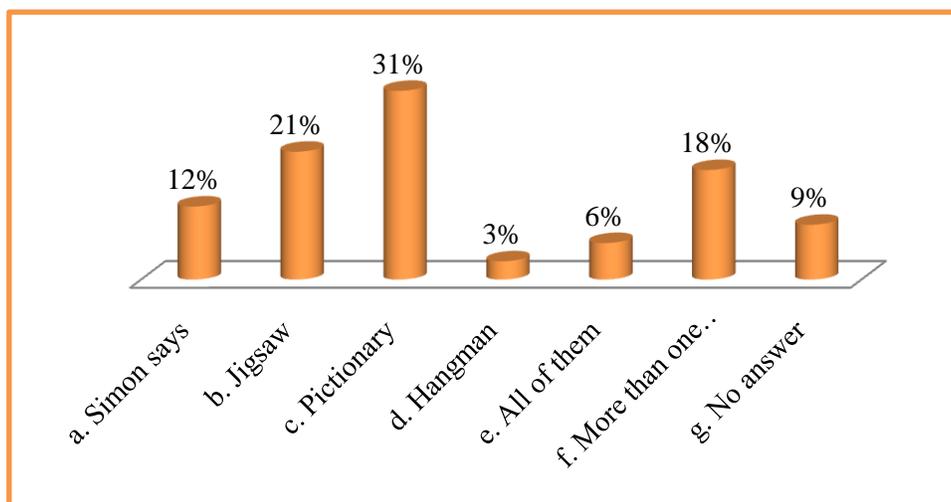
Figure 3.17: Language games the students recognize

The results shown above illustrate that most EFL students recognize certain educational games. (31%) of them know Pictionary, (21%) said that they recognize Jigsaw, (12%) of them know Simon says. Additionally, Hangman is known by (03%) of the students.

Moreover, (18%) said that they know more than one game. (06%) of the students said that they recognize all the games mentioned above while (09%) stated that they do not recognize any game. Based on these results, students can positively react and interact when games are inserted in the grammar classrooms since they are of a good knowledge of the variety of educational games.

Item 3. Do you know board race game?

Table 3.18: Students' recognition of board race game

Option	Participants	Percentage
a. Yes	10	31%
b. No	22	66%
c. No answer	1	3%
Total	**33**	**100%**
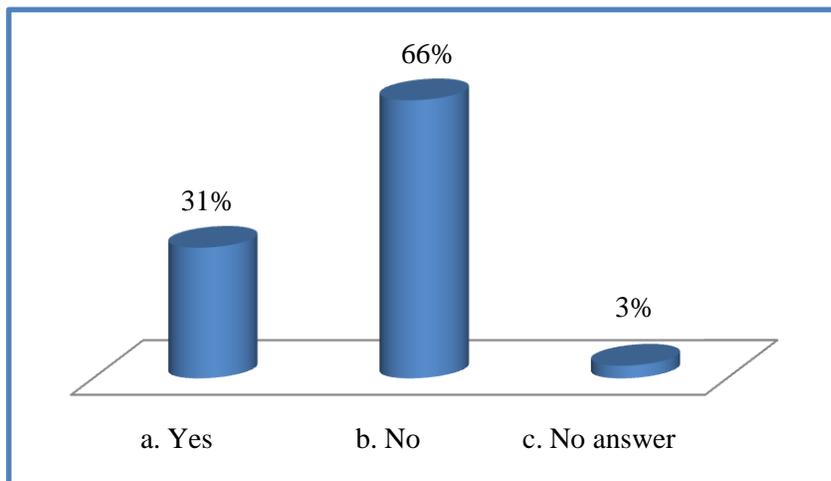
Figure 3.18: Students' recognition of board race game

According to the data represented on the graph above (Figure 3.18), the majority of the students with a percentage of (66%) do not know board race game while only (33%) of them

72

said that they know this game. Accordingly, a representative video of the game was included

to elucidate the concept and the procedures of BRG.

Item 4. Please watch this video, then answer the following questions

Item 4.1 Did you learn through BRG before?

Table 3.19: Students' responses to learning through BRG before

Option	Participants	Percentage
a. Yes	7	22%
b. No	25	75%
c. No answer	1	3%
Total	**33**	**100%**
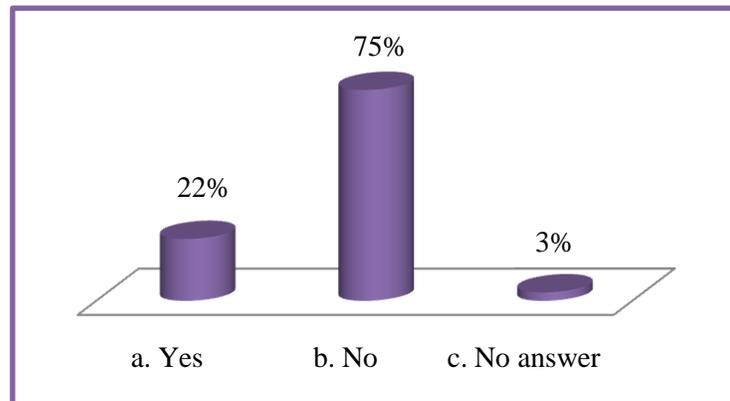
Figure 3.19: Students' responses to learning through BRG before

This question is devoted to investigate whether students learnt through BRG before or

not. The data shown above illustrates that the majority of students (75%) did not learn through

BRG before while (22%) of them said that they learnt through this game before. In addition,

73

(03%) did not answer this question. The findings demonstrate that this game is adopted by some teachers.

If yes, did you find it helpful?

This follow up questions is devoted to students who learnt through board race game previously. They are required to state if they found it helpful; the majority said it was helpful while the rest did not consider it as a helpful strategy. This indicates that BRG is substantially a beneficial tool for teaching a foreign language.

Item 5. Do you think that BRG can provide you with the opportunity to be more active during grammar sessions?

Table 3.20: Students' viewpoints if BRG can provide them with the opportunity to be more active during grammar sessions

Option	Participants	Percentage
a. Yes	4	12%
b. No	29	88%
Total	**33**	**100%**
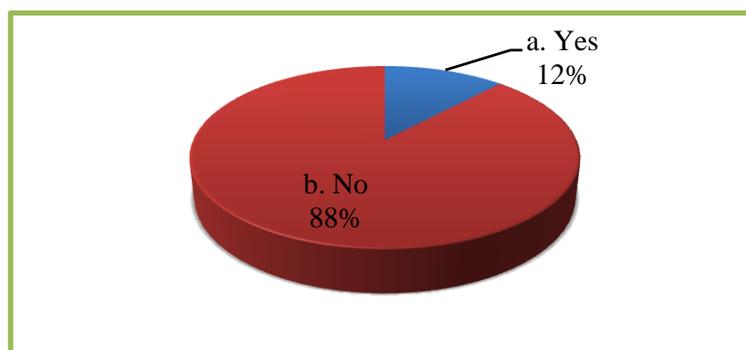
Figure 3.20: Students' viewpoints if BRG can provide them with the opportunity to be more active during grammar sessions

We asked students if they think that BRG can give them the chance to be more active during grammar sessions. Accordingly, the findings gathered from students' responses indicate that the majority of students (88%) have a positive attitude towards BRG and they believe it can help them be more active in learning grammar. On the other hand, students who think the opposite represent the minority with a percentage of (12%). Based on these data, we may say that EFL learners would appreciate learning grammar through BRG.

If no, please say why?

Students who thought that BRG cannot help them be more active during grammar sessions stated that the huge number of students prevents them from taking part in the process.

Item 6. To what extent do you agree with the following statement: "learning through games boosts your engagement"?

Table 3.21: Students' degree of agreement with the statement "learning through games boosts your engagement"

Option	Participants	Percentage
a. Strongly agree	17	52%
b. Agree	16	48%
c. Disagree	0	0%
d. Strongly disagree	0	0%
Total	**33**	**100%**
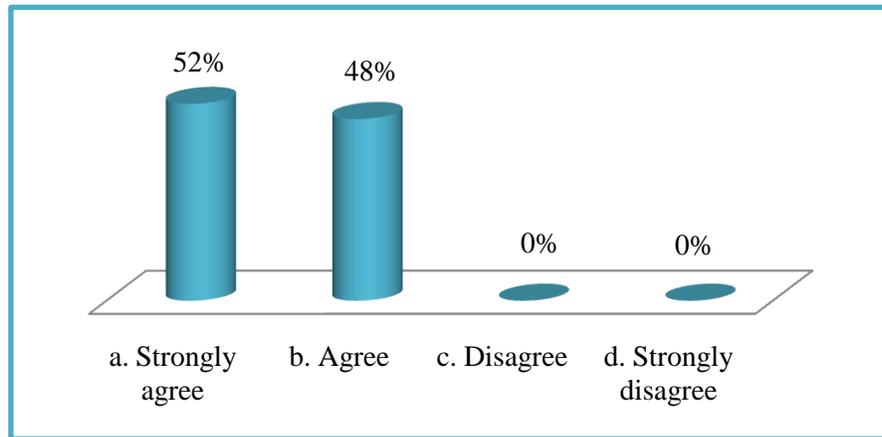
Figure 3.21: Students' degree of agreement with the statement "learning through games boosts your engagement"

The data shown above demonstrate that all students agree that "learning through games boosts their engagement"; (52%) strongly agree with the previous statement and (48%) said that they agree while no one (0%) said that they disagree/strongly. Consequently, all EFL students believe that their engagement can be better enhanced through the use of games in the classroom.

If you choose strongly agree or agree, please express how games can help you be more engaged?

Since all students selected strongly agree and agree on the above statement, the following responses represent the total sample. They stated that games provide an enjoyable atmosphere that increases communication and interaction inside the classroom. Accordingly, they will make students more engaged in the session. Henceforth, games create challenging activities and raise competition between students. Consequently, they are motivated to take part in enthusiastic activities. Moreover, experiential learning through games adds a sense of thrill to education; it stimulates students to learn and be more self-confident in the classroom.

Item 7. To what extent do you agree with the following statements?

Table 3.22: Students' degree of agreement with the following statements

Statements	Strongly agree	Agree	Disagree	Strongly disagree
1. Your grammar ability can be enhanced because you are learning in a fun way	76%	24%	0%	0%
2. Game-based learning is an effective tool for students	42%	58%	0%	0%
3. Using BRG can affect students' grammar proficiency in a positive way	30%	67%	3%	0%
4. Interacting/discussing more with the teacher and classmates boosts your motivation to learn Grammar	52%	42%	6%	0%
5. The use of games to learn grammar is a waste of time	0%	24%	33%	43%
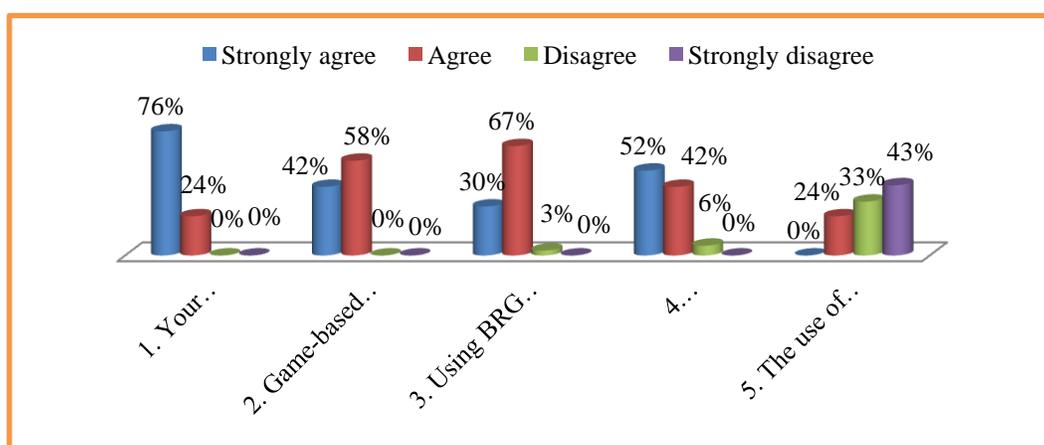
Figure 3.22: Students' degree of agreement with the mentioned statements

In this question, a set of statements was proposed for the students to say their degree of agreement or disagreement. The findings are illustrated as follows:

- Your grammar ability can be enhanced because you are learning in a fun way:

All students agreed on this statement and their answers were divided into: (76%) strongly agreed that their grammar ability can be enhanced when they are learning in a fun way and (24%) of the students said that they agree. On the other hand, no students (0%) disagreed/strongly disagreed with the statement. In conclusion, we infer that all students believe that learning enjoyably can enhance their grammar proficiency.

- Game-based learning is an effective tool for students:

The data shown on the graph (Figure 3. 22) above indicates that (42%) of the students strongly agree with this statement and (58%) of them agree while no student (0%) disagreed/strongly disagreed. Accordingly, we may say that all EFL students believe that game-based learning is an advantageous strategy that can improve their educational achievements.

- Using BRG can positively affect students' grammar proficiency:

The findings illustrated above show that the majority of students (67%) agree that BRG can positively affect students' grammar mastery and (30%) of them strongly agreed that their grammar proficiency can be positively affected when their teacher uses board race game whereas the minority of the students (03%) disagreed that BRG can help improve their grammar mastery and (0%) strongly disagreed. That is, the great majority of students have a positive attitude towards board race game and that it can positively affect their grammar mastery.

- Interacting/discussing more with the teacher and classmates boosts your motivation to learn Grammar:

It is clarified in the table N°3. 22 above that (52%) of the students strongly agree with the statement above, (42%) of them agree while only (06%) of the students disagreed that interaction and discussion inside the classroom prompt their motivation to learn grammar. Additionally, no student (0%) strongly disagreed. Consequently, we can infer that the great majority of students consider that classroom interaction plays a significant role in enhancing their motivation to learn grammar.

- The use of games to learn grammar is a waste of time:

The findings revealed above state that no students (0%) strongly agreed that the use of games in learning grammar is a waste of time. Moreover, (24%) of them agreed that using games can be a waste of time. On the other hand, (33%) of the students disagree with the statement stated above and (43%) of them strongly disagreed that using games to learn grammar is a waste of time. That is to say, the great majority of EFL students consider using games as a beneficial tool to learn grammar rather than a waste of time.

3. 6. Discussion and Interpretation of Students' Questionnaire

This questionnaire was submitted to first-year EFL students at the University of Mohamed Kheider Biskra under the title "Board race game as a strategy to boost EFL student's engagement to learn grammar". Based on the results obtained from this questionnaire, we conclude the following:

The collected data indicated that the great majority of EFL students are females. Additionally, the majority of students selected to study the English language based on their

personal choice. The overwhelming majority of these students consider that their level in English language is good.

Concerning grammar learning, the majority of students think that it is very important to learn grammar; they considered that their level in grammar is between good and average. Moreover, students stated that learning grammar is difficult; it is hard to master and remember grammatical rules because they are numerous and complicated and have several exceptions to consider. Among the proposed grammatical aspects, namely, the use of tense, word order, phrases and sentences, the use of articles and prepositions, the use of plural markers, and agreements, the majority of students claimed that they find difficulty with more than one aspect or with all the aspects.

Moreover, students' participation in the grammar session was labeled under three choices; usually, sometimes, and rarely. Accordingly, most of the students answered "sometimes". Then, students claimed that they think that time allocated for them in grammar sessions is not enough to participate. Students consider that the activities proposed by their teachers of grammar are helpful. Yet, not interesting and usually boring. They added, grammar teachers usually opt to use pair and individual work. Nevertheless, students argued that they prefer group and pair work since they can express themselves and exchange ideas with others.

In this questionnaire, students were asked if they are familiar with learning through games in EFL classrooms, the answers were proximate which indicated that a considerable number of teachers use games as a strategy to teach. Accordingly, the great majority believed that learning through games can improve their level in English language because games create a tension-free atmosphere that boosts their interaction and enhances their motivation, involvement, and engagement. Concerning the use of game-based activities to teach grammar,

the overwhelming majority said that their teachers do not use game-based learning in grammar sessions. Yet, they said that they would be inquisitive to study grammar through gaming.

Students responded that their disengagement in grammar classes is mainly due to the traditional way in which grammar is being taught. Then, students were exposed to a variety of language games, namely, Simon says, Jigsaw, Pictionary, and Hangman, they were required to state which game they already know, most of them selected Pictionary, some students said they know all the games. Still, other students said that they did not recognize any game. Moreover, students were specifically asked if they know board race game, the majority did not recognize this game while the minority did.

After watching the representative video of the board race game, students were asked whether they learnt grammar through BRG before, the overwhelming majority expressed that this game was not included in their grammar classes. Yet, respondents who experienced learning grammar through BRG believed it was a helpful strategy. Moreover, students had positive attitudes towards BRG, and the majority claimed that it can provide them with the opportunity to be more active in grammar sessions. Furthermore, all EFL students stated that learning through games prompts their engagement and allows them to be more involved in the process of learning.

In this questionnaire, students were given a set of statements to detect their impressions. All students believed that game-based learning is an effective tool, and that learning in a fun way enhances their grammar ability. They added, the use of board race game can positively influence their grammatical proficiency. Moreover, students agreed that interaction with teachers and classmates ameliorates their motivation to learn grammar. On the other hand, the minority of students agreed that the use of games in learning grammar is a waste of time.

To sum up, students' questionnaire's results allowed us to generate beneficial information concerning EFL students' grammatical background, and their impressions regarding board race game. We concluded that students have positive attitudes toward board race game, and that they would be interested to learn grammar through this strategy; furthermore, they believe that this game will enhance their engagement to learn grammar. Henceforth, these results confirmed our suggested hypothesis.

3.7. Summary of the Qualitative Results

This research aims to enhance EFL students' engagement to study grammar by suggesting the implication of board race game. We also aimed to highlight the significance of mastering grammar for an EFL learner and the necessity for an advanced level of grammar to support various aspects of the language.

Based on the results obtained from students' questionnaire, EFL students expressed that their level in grammar is considerably weak and it needs to be improved, they claimed that learning grammar is a hard task because it requires them to master and memorize a wide range of rules and exceptions. Moreover, they argued that the methods used to teach grammar do not fit in with their needs. Also, they would prefer to learn grammar more engagingly.

Furthermore, the attained results indicated that most students are not familiar with learning grammar through games. Yet, they believed that game-based learning could be an effective strategy to increase classroom engagement. Relatively, students showed positive attitudes towards board race game as a strategy to enhance their engagement to learn grammar because it allows them to interact, focus more in the classroom, learn in a challenging atmosphere and be more motivated to take part in the process of learning.

3.8. Description and Analysis of Teachers' Questionnaire

3.8.1. Description of teachers' questionnaire

The present questionnaire is designed for grammar teachers at the University of Mohamed Kheider, Biskra. It was posted online regarding the current situation that the world is facing because of the Covid-19. Nevertheless, we received a suitable number of answers to carry out this research. The foremost aim of this questionnaire was to scrutinize grammar teachers' opinions about the usefulness of board race game as a strategy to increase EFL students' engagement to learn grammar.

This questionnaire consists of four sections which include a combination of close-ended and open-ended questions. Also, a representative video of the strategy of board race game is inserted in the middle of the questionnaire to introduce this game. This questionnaire is composed of four sections as follows:

Section One: Personal information

Section two: Teachers' perception about teaching grammar

Section Three: Teachers' perceptions about the learners' attitudes towards grammar lessons

Section Four: Teachers' perceptions about the board race game strategy in teaching grammar

3.8.2. Administration of Teachers' Questionnaire

For the administration phase, we thought to distribute the questionnaire online for teachers via Facebook and Email regarding the current situation that the new disease "Covid-19" has caused. We sent this questionnaire to 26 teachers of grammar at the University of Mohamed Kheider at Biskra; yet, only six teachers filled in. Nevertheless, we received clear and beneficial responses in a week.

3.8.3. Analysis of teachers' questionnaire

Section One: Personal information

Item1. Which degree do you hold?

Table 3.23: Teachers' degree

Degree	Participants	Percentages
c. PhD	0	0%
d. Magister	5	83%
e. Master	1	17%
Total	**6**	**100%**
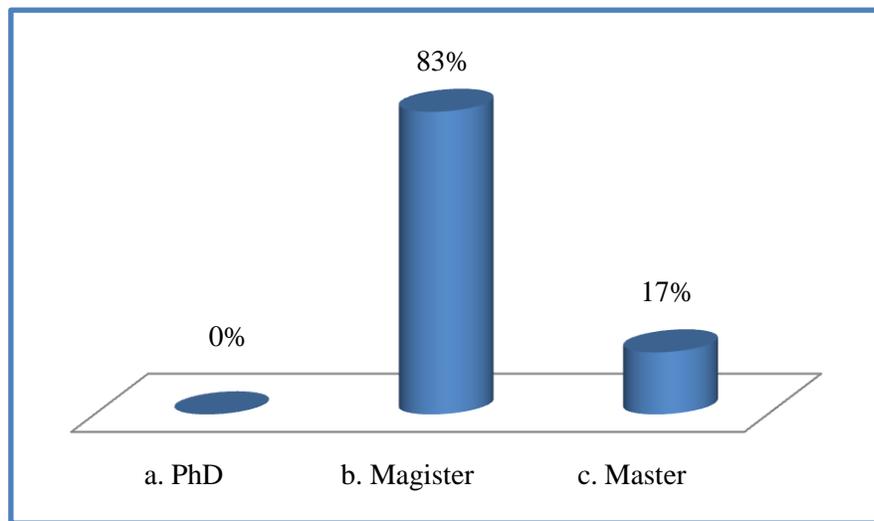
Figure 3.23: Teachers' degree

The data demonstrated in Figure 3. 23 above illustrates that five teachers (83%) have a Magister degree while one teacher (17%) has a Master degree.

Item 2. How long have you been teaching English at university?

Table 3.24: Teachers' academic experience of teaching English at university

Option	Participants	Percentage
a. 1-4 years	2	33%
b. 5-10 years	3	50%
c. More than 10 years	1	17%
Total	**6**	**100%**
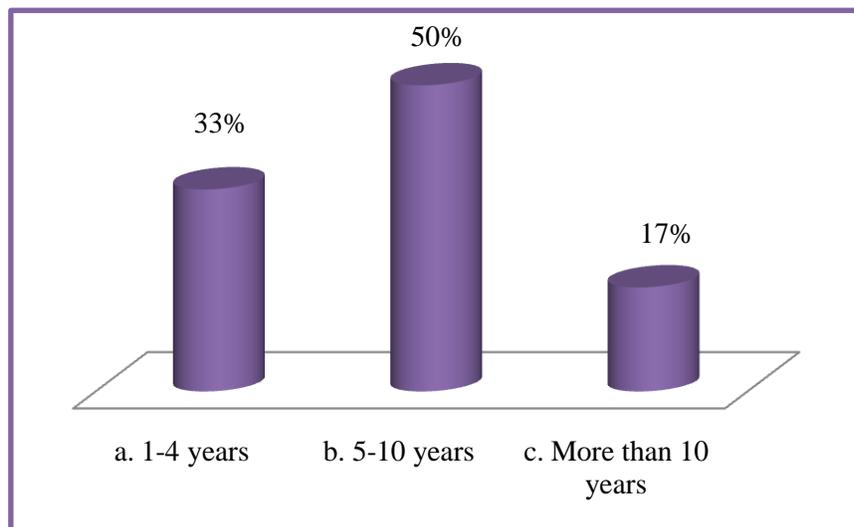
Figure 3.24: Teachers' academic experience of teaching English at university

In the table shown above, the findings indicate that two teachers (33%) taught English at university from one to four (1-4) years, three teachers (50%) taught English from five to ten (5-10) years and one teacher (17%) taught English at university for more than ten (10) years.

Section Two: Teachers' perceptions about teaching grammar

Item 1. To what extent do you think grammar is significant in learning English as a foreign language?

Table 3.25: Teachers' viewpoints about grammar's significance in learning English as a foreign language

Option	Participants	Percentage
a. Very significant	4	66%
b. Significant	1	17%
c. Somehow significant	1	17%
d. Not significant at all	0	0%
Total	**6**	**100%**
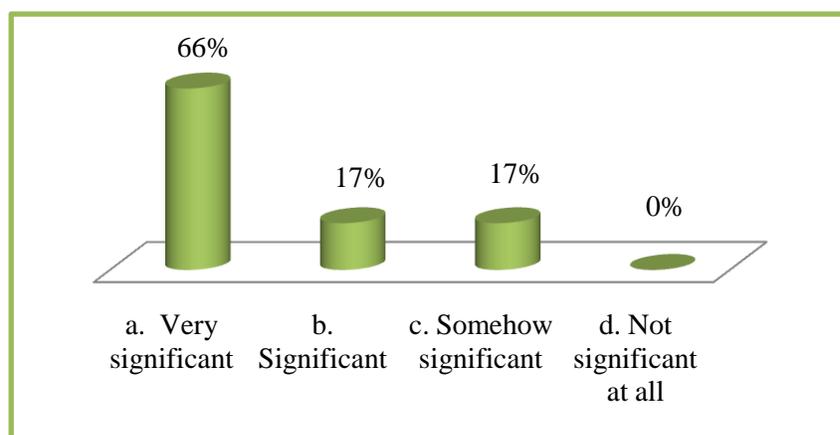
Figure 3.25: Teachers' viewpoints about grammar's significance in learning English as a foreign language

The findings shown above indicate that (66%) of the teachers think that grammar is very significant in learning English as a foreign language, (17%) of them believe that is significant while (17%) think it is somehow important. Accordingly, we may say that most

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EFL teachers believe that learning English grammar is very important and that it is highly required to be able to maintain the language.

Teachers' justifications

This sub-question is added to analyze teachers' previous answers concerning the significance of learning grammar. Teachers who said it is very significant to learn grammar claimed that learning a foreign language does not only require mastering vocabulary, pronunciation and fluency, it is also about learning how to formulate correct sentences in terms of tenses use, S-V agreement, word order and many other aspects. In brief, students should learn about the grammar of a language to avoid misunderstandings and faulty meanings. In addition, teachers stated that grammar is the skeleton of any language and it is the structure of accurate spoken and written language. Also, mastering the grammar of a language equals a good production of this language.

Item 2. Do you agree that grammar proficiency enhances students' achievements in English as a foreign language?

Table 3.26: Teachers' agreement on whether grammar proficiency enhances students' achievements in English as a foreign language

Option	Participants	Percentage
a. Yes	6	100%
b. No	0	0%
Total	**6**	**100%**
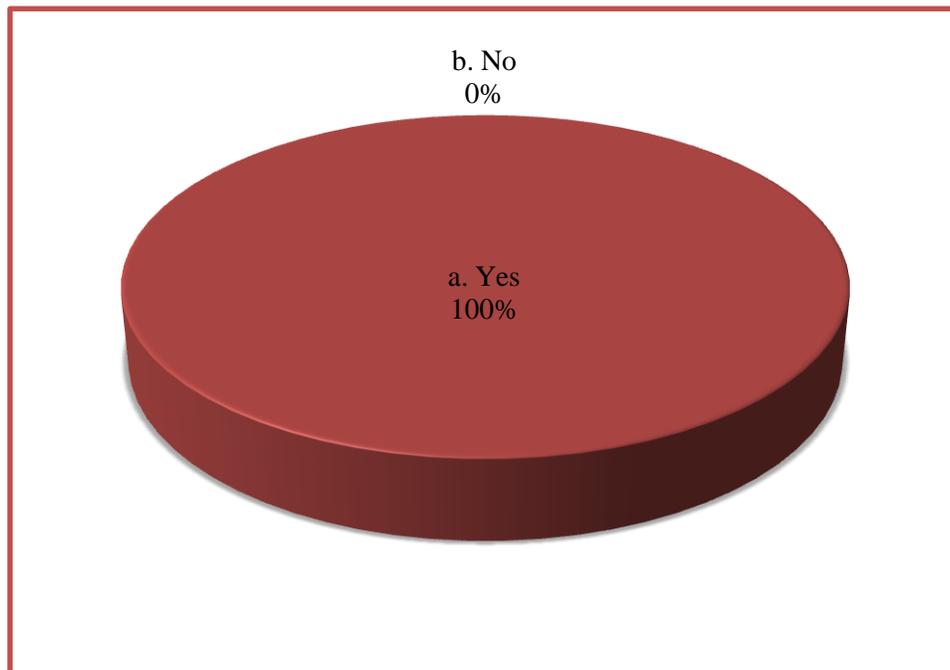
Figure 3.26: Teachers' agreement on whether grammar proficiency enhances students' achievements in English as a foreign language

Based on the data shown above, we infer that all grammar teachers (100%) agree that grammar proficiency enhances students' achievements in English as a foreign language. According to these findings, we may say that grammar learning is a crucial step in building the knowledge and the mastery of English. Hence, it is essential to innovate the grammar teaching methods in order to create a suitable setting for students to maintain their grammatical proficiency.

Item 3. How do you consider the importance of grammar in improving EFL learners' speaking/ writing proficiency

Table 3.27: Teachers' consideration of the grammar's importance in improving EFL learners' speaking/writing proficiency

Option	Participants	Percentage
a. Very important	3	50%
b. Important	2	33%
c. Somehow important	1	17%
d. Not important at all	0	0%
Total	**6**	**100%**
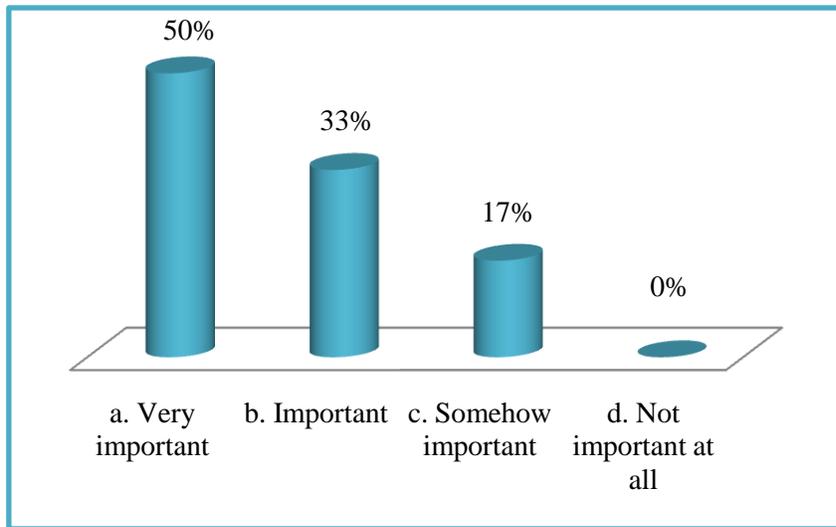
Figure 3.27: Teachers' consideration of the grammar's importance in improving EFL learners' speaking/writing proficiency

The results shown above indicates that the majority of teachers (50%) believe that grammar is very important in improving EFL learners' speaking and writing proficiency,

(33%) of the teachers believe it is important while (17%) of them stated that grammar is somehow important in improving students' speaking/writing proficiency. That is, mastering grammar plays a significant role in the domination of the writing and speaking skills. Henceforth, it should be given more consideration to enable learners to establish their capacities in English.

Teachers' justifications

This follow up question requires teachers to explain their opinions about the significance of grammar in upgrading their productive skills. Teachers argued that, grammar is the basis; it governs the language use. In addition, they claimed that it gives a significant booster in terms of formality hence writing. The speaking skill is also seminal, because a mastery of a spoken language requires a correct grammar and that grammar proficiency permits students to achieve accuracy and avoid systematic errors. Furthermore, they believed that even if speaking can somehow tolerate mistakes in grammar as the objective is to communicate and deliver messages (even by using body language), grammar is important to formulate correct speech and being well understood by others.

Item 4. Do you think grammar teaching should be given more priority in EFL classes?

Table 3.28: Teachers' opinions about the priority of grammar teaching in EFL classes

Option	Participants	Percentage
a. Yes	4	67%
b. No	2	33%
Total	**6**	**100%**
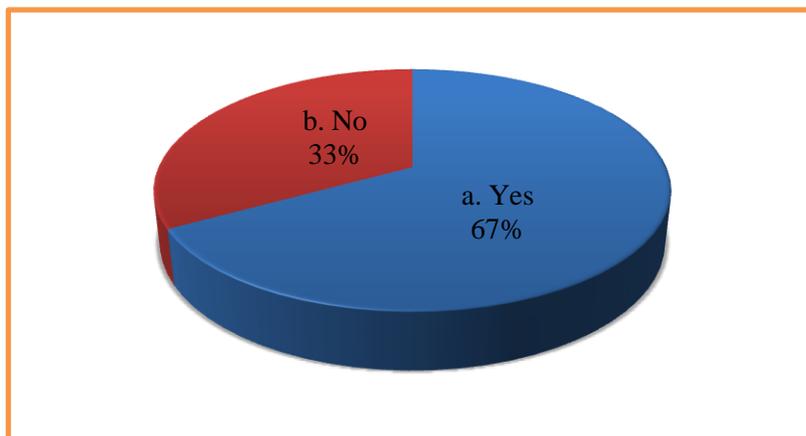
Figure 3.28: Teachers' opinion about the priority of grammar teaching in EFL classes

The findings show that the majority of teachers with the percentage of (67%) think that grammar teaching should be given more priority whereas (33%) of them believed that grammar is given the needed priority in EFL classes. Accordingly, we may say that even there is a number of teachers who are satisfied with the position of grammar, the majority of EFL teachers believe that grammar needs more emphasis. We can infer that grammar teachers face difficulties with the way of teaching this module since it is not given much consideration.

Item 5. Which approach/method do you find more effective to teach grammar?

Table 3.29: Teachers' choice of the most effective method/approach to teach grammar

Option	Participants	Percentage
a. The Grammar Translation Method	0	0%
b. The Communicative Approach	4	66%
c. The Deductive Approach	1	17%
d. The Inductive Approach	1	17%
Total	**6**	**100%**
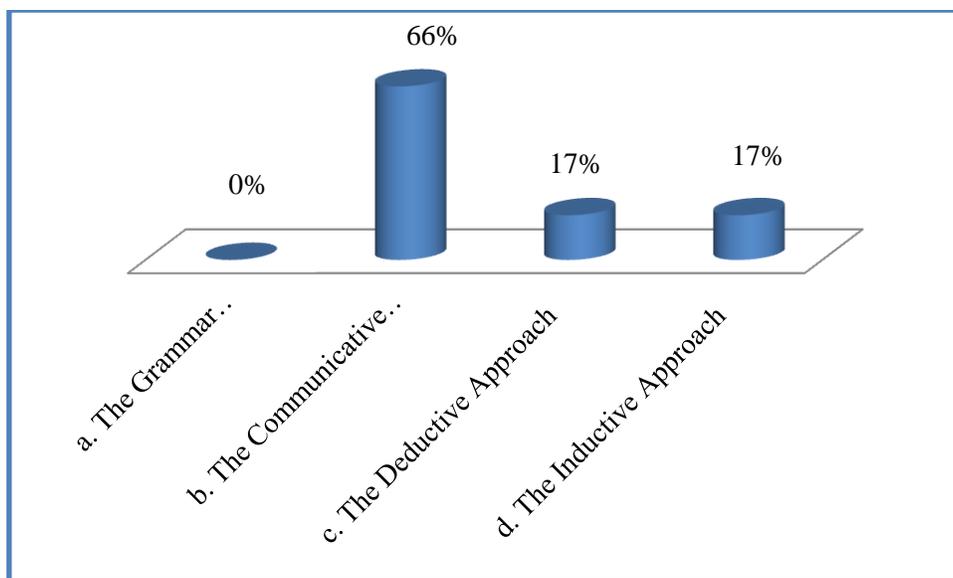
Figure 3.29: Teachers' choice of the most effective method/approach to teach grammar

The data shown above presents that the majority of grammar teachers (66%) prefer the communicative approach and (17%) of them think that the inductive approach is the most suitable for teaching grammar, (17%) believed that the inductive approach is the best approach to follow. Yet, no teacher preferred the grammar translation method. Based on these findings, we can deduce that the majority of grammar teachers prefer the experiential learning rather than the traditional learning, teachers seem to appreciate student-centered classrooms and they opt for more communicative classes.

Teachers' justifications

Later in this question, teachers were required to justify their choices of the suitable approach/method to teach grammar. The majority, who selected the communicative approach, said that learning grammar is not just about mastering and using its rules in isolation; it should be taught in real contexts to communicate successfully. In addition, communicative approach is preferable due to its efficacy in pointing out the right way to put words together. It also helps identifying the different correct situations of a correct grammar when there are more

than two speakers. Furthermore, this approach allows teaching grammar implicitly and this urges the students to be more active and engaged. Teacher who selected the deductive approach said that it is beneficial because it sheds light on both practice and rule. Moreover, the objective of the inductive approach is to help learners discover the grammar by themselves in real life contexts, so they can use the language appropriately.

Item 6. If you could add any adjustments to improve teaching grammar, what would they be?

This question was included to give teachers the opportunity to display the modifications that they would provide to improve teaching grammar; they stated:

- Focus more on real life situations' practice through inserting some strategies to the curriculum of grammar such as: games, role-plays, simulations and dialogues. Focus less on isolated short activities.

- Insert more effective strategies to help motivate students to learn grammar.

- Focus on the situational aspect of grammar rather than the traditional method. Expose students to different situations where correct grammatical aspects are required.

- Make use of a variety of communicative activities.

- Not to focus on students' mistakes. Instead, find ways to clarify more.

- The use of technology and edutainment tools in grammar classes in order to enhance motivation.

Section Three: Teachers' perceptions of the learners' attitudes towards grammar lessons

Item 1. To what extent do you think your students are interested in grammar lessons

Table 3.30: Teachers' evaluation of their students' interest in grammar lessons

Option	Participants	Percentage
a. Very interested	0	0%
b. Interested	3	50%
c. Somehow interested	3	50%
d. Not interested at all	0	0%
Total	**6**	**100%**
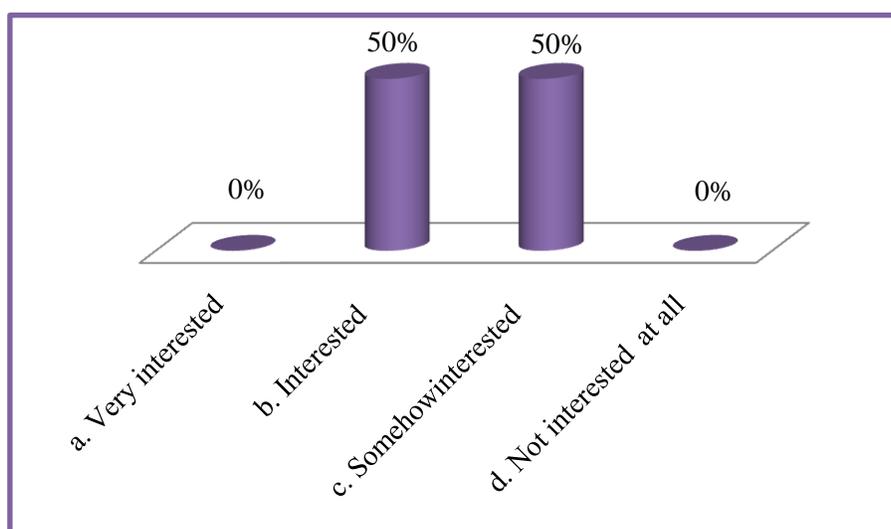
Figure 3.30: Teachers' evaluation of their students' interest in grammar lessons

The data seen above describe that (50%) of the teachers stated that their students are interested in grammar lessons and (50%) of them said that their students are somehow interested in learning grammar. Yet, no teacher said that the students are very interested or not interested at all. Based on these findings, we can demonstrate that grammar lessons are not considered as a very absorbing task by students. Yet, they still have an interest in learning grammar which encourages teachers to imply more effective strategies to ameliorate this interest and create more demanded settings.

Teachers' clarifications

This sub-question was devoted for teachers' justifications. Teachers who said that their students are interested claimed that only a few of them are really interested. However, the others are usually bored and demotivated as they cannot apply what they learnt in everyday speech. Additionally, they stated that the content of the course, the method of teaching and the timing of the session prevents students from being interested. On the other hand, teachers who answered that students are somehow interested in grammar lessons argued that nowadays students are interested in more conversational activities, rather than learning rules. Moreover, teachers claimed that the methods used to teach grammar are boring and old fashioned which minimizes students' engagement.

Item 2. Do you think that your students really appreciate/value grammar lessons?

Table 3.31: Teachers' attitudes towards students' appreciation of grammar lessons

Option	Participants	Percentage
a. Yes	4	67%
b. No	2	33%
Total	**6**	**100%**
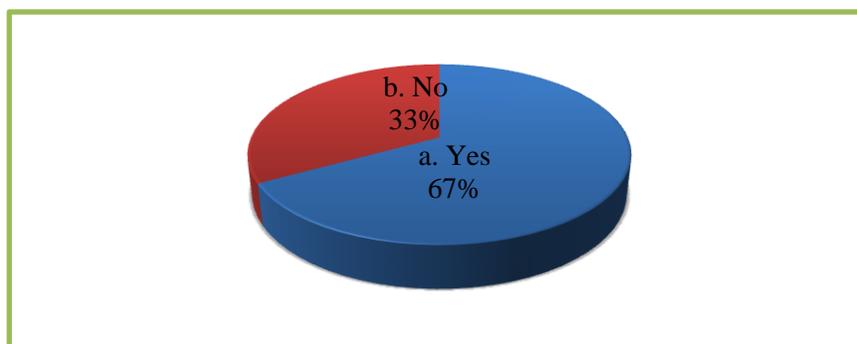
Figure 3.31: Teachers' attitudes towards students' appreciation for grammar lessons

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The data shown above indicates that most teachers (67%) think that their students appreciate grammar lessons while (33%) of the teachers stated that students do not appreciate the grammar session. This demonstrates that EFL students are conscious of the importance of learning grammar and applying new methods that can suit their interests will result in highly satisfying achievements.

Item 3. How do you value your students' grammatical competence?

Table 3.32: Teachers' evaluation of their students' grammatical competence

Option	Participants	Percentage
a. Very good	0	0%
b. Good	1	17%
c. Average	5	83%
d. Poor	0	0%
Total	**6**	**100%**
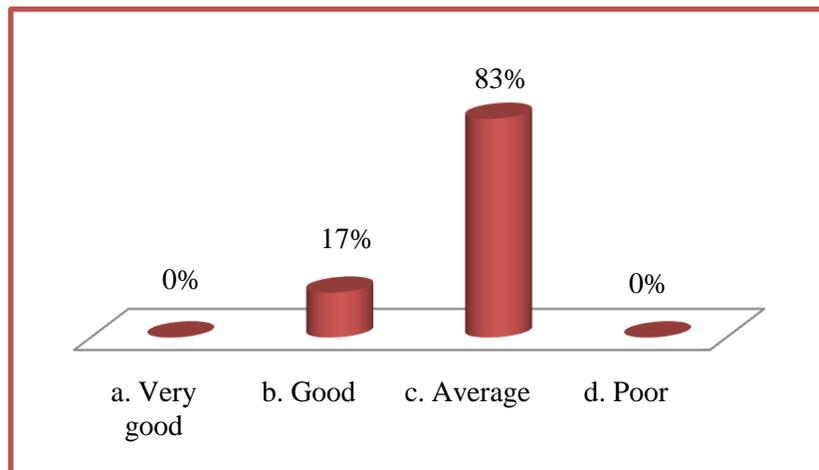
Figure 3.32: Teachers' evaluation of their students' grammatical competence

The results represented in the shown data above indicates that the majority of the teachers (83%) said that their students' grammatical ability is average whereas (17%) of the teachers stated that their students' grammatical ability is good. On the other hand, no teacher believed that students' grammatical ability is neither very good nor poor. That is to say, the dominant level of EFL students in grammar is average and this can be due to many difficulties that they encounter.

Item 4. Which of the following grammatical aspects your students are weak in and they need to be improved?

Table 3.33: Teachers' answers on which grammatical aspects their students are weak in and need to be improved

Option	Participants	Percentage
a. The use of tenses	2	33%
b. Word order	0	0%
c. Phrases and sentences	1	17%
d. The use of articles and prepositions	0	0%
e. The use of plural markers	0	0%
f. Agreements	0	0%
g. All of them	3	50%
Total	**6**	**100%**
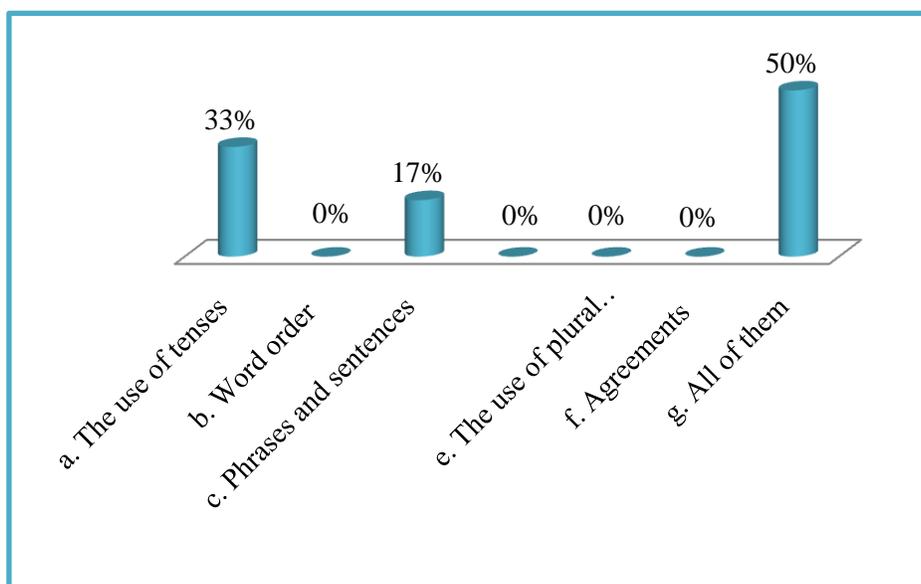
Figure 3.33: Teachers' answers on which grammatical aspects their students are weak in and need to be improved

The data stated in the graph above illustrates that the majority of teachers (50%) believe that their students are weak in all the grammatical aspects mentioned above. Moreover, (33%) of the teachers claimed that their students are weak in the use of tenses. Also, (17%) of the teachers believed that students need to be improved in using phrases and sentences. Yet, the rest grammatical aspects were not selected by teachers. In conclusion, we can infer that the majority of EFL students struggle with learning grammar since they face difficulties with understanding all the grammatical aspects.

Others

This sub-question is allocated for teachers to state other aspects that their students are weak in. Accordingly, they asserted advanced grammatical structures and the passive voice.

Item 5. Do you think that your students are motivated to study grammar?

Table 3.34: Teachers' attitudes towards their students' motivation to study grammar

Option	Participants	Percentage
a. Yes	1	17%
b. No	5	83%
Total	**6**	**100%**
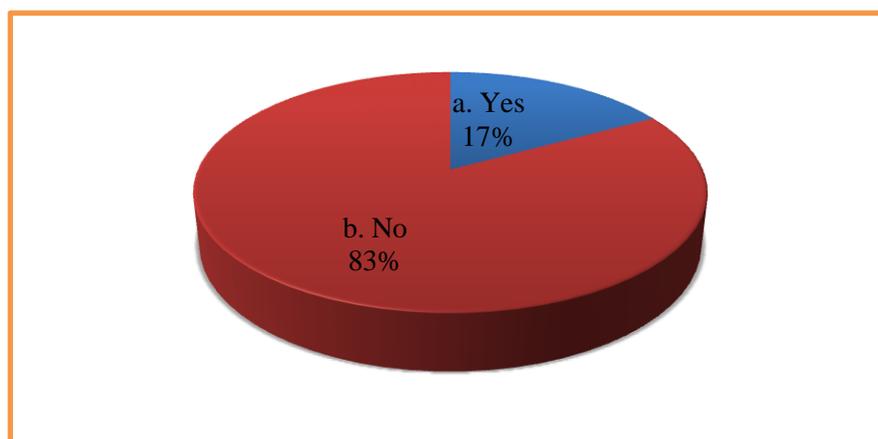
Figure 3.34: Teachers' attitudes towards their students' motivation to study grammar

The findings shown above demonstrate that the majority of teachers (83%) believe that their students are demotivated to learn grammar whilst the minority with a percentage of (17%) thinks that their students are motivated during grammar sessions. In other words, most EFL teachers find it difficult to teach grammar effectively since most students are demotivated. Students demotivation in grammar sessions can be because of several factors.

If no, please mention the reasons behind their demotivation

This sub-question requires teachers to state clarification regarding the causes of student's demotivation. Teachers argued that students dislike learning rules, they are usually

bored because of the repetitive type of courses. Teachers added that lack of motivational strategies of teaching and the old-fashioned way in which grammar lessons are delivered prevents students from being stimulated.

Item 6. To what extent do you agree that the way of teaching grammar influences students' achievements?

Table 3.35: Teachers' degree of agreement on the influence of teaching grammar method on students' achievements

Option	Participants	Percentage
a. Strongly agree	2	33%
b. Agree	3	50%
c. Neutral	1	17%
d. Disagree	0	0%
e. Strongly disagree	0	0%
Total	**6**	**100%**
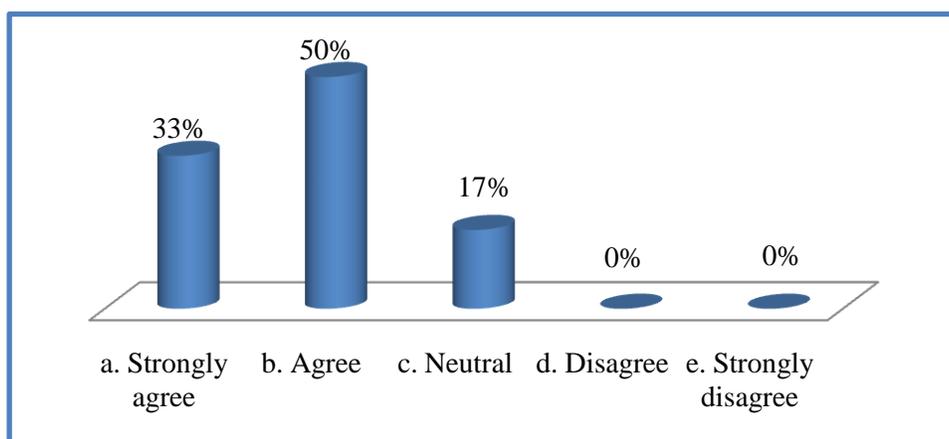
Figure 3.35: Teachers' degree of agreement on the influence of teaching grammar method on students' achievements

The findings illustrated above denote that the majority of the teachers (50%) agree that the way of teaching grammar influences students' achievements. In addition, (33%) of the teachers strongly agree on the previous statement. Only one teacher with the percentage of (17%) had a neutral position. However, no teacher disagrees that the way in which grammar is taught can affect students' achievements. Based on these data, we deduce that improving grammar teaching methods and strategies will consequently improve students' outcomes.

Item 7. Do you think students' engagement during grammar lessons is important?

Table 3.36: Teachers' opinions about the importance of students' engagement during grammar sessions

Option	Participants	Percentage
a. Yes	5	83%
b. No	1	17%
Total	**6**	**100%**
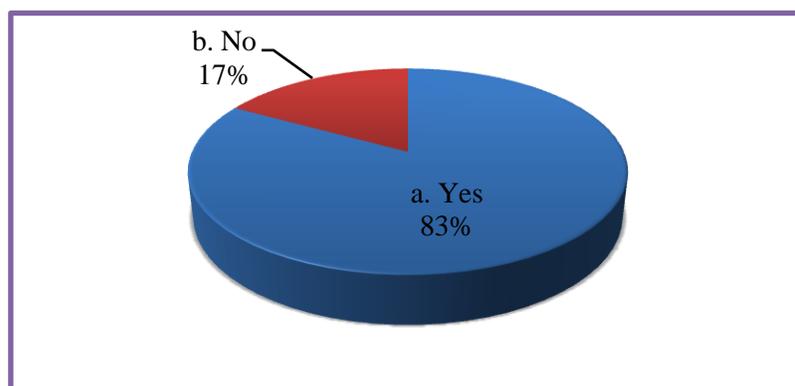
Figure 3.36: Teachers' opinions about the importance of students' engagement during grammar sessions

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The data shown above illustrates that the majority of the teachers (83%) believe that students' engagement is important to learn grammar while only one teacher with the percentage of (17%) think that students' engagement in grammar classes is not important. Accordingly, we can say that engagement is a significant factor in improving learners process of learning. Consequently, boosting EFL students' engagement will positively influence their grammatical proficiency.

Item 8. In your opinion, what can boost students' engagement inside the classroom from the following?

Table 3.37: Teachers' opinions on the best strategy to engage students inside the classroom

Option	Participants	Percentage
a. Pair work	0	0%
b. Games	3	50%
c. Role-plays	0	0%
d. Audio-visuals	3	50%
Total	**6**	**100%**
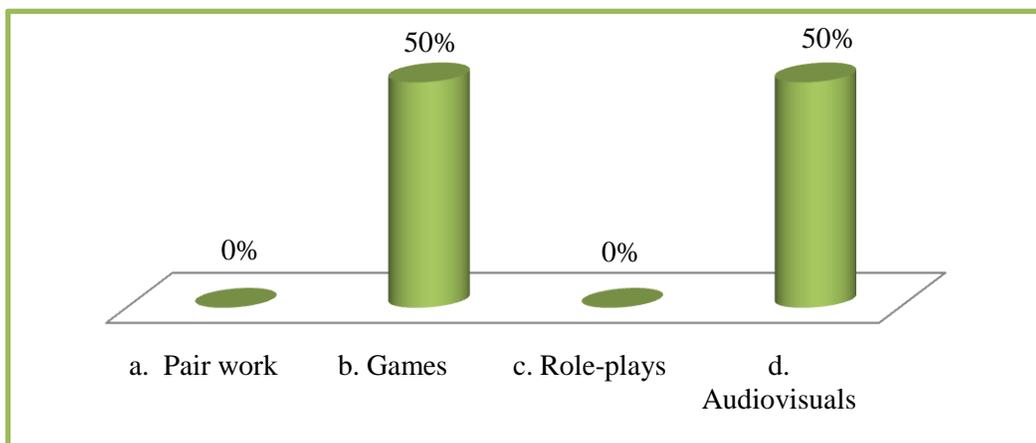
Figure 3.37: Teachers' opinions on the best strategy to engage students inside the classroom

The table (N° 3. 38) shows that (50%) of the teachers believe that games are the best strategy to enhance students' engagement inside the classroom while (50%) of them said that audio-visuals are the most suitable tool to engage students in the course. However, neither pair work nor role-plays have been selected as an effective strategy to increase students' engagement. That is to say, games take a considerable acceptance by teachers and they can be applied in several classrooms since teachers provide a positive attitude towards the use of games in their classes.

Others

This follow up question requires teachers' suggestions of other engaging strategies, they stated: songs, storytelling, competitions, and puzzles.

Section Four: Teachers' perceptions about the board race game strategy in teaching grammar

Item 1. Do you think that creating an enjoyable atmosphere can boost students' engagement in grammar classes?

Table 3.38: Teachers' answers on if an enjoyable atmosphere can boost students' engagement in grammar lessons

Option	Participants	Percentage
a. Yes	6	100%
b. No	0	0%
Total	**6**	**100%**
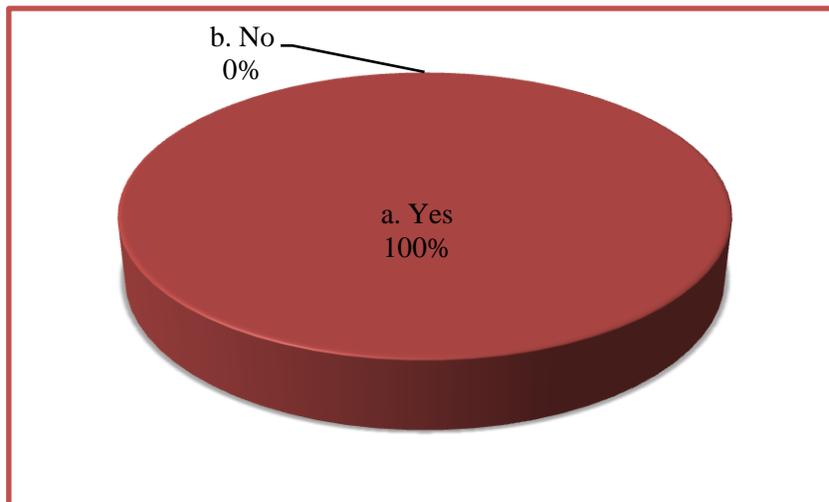
Figure 3.38: Teachers' views about the role of enjoyable atmosphere in boosting students' engagement in grammar lessons

The results shown above indicate that all teachers (100%) believe that an enjoyable atmosphere can boost students' engagement to learn grammar. Accordingly, we may say that

teaching grammar through games is a highly engaging strategy since it creates the enjoyable environment that encourages students be more involved in the course.

Teachers' justifications

Later in this question, teachers were asked to explain their answers concerning the influence of entertaining atmosphere on students' engagement to learn grammar. They argued that grammar needs to be taught in a communicative way (atmosphere) which requires funny activities that ease the learning of grammar implicitly. In addition, learning in an enjoyable and relaxing atmosphere helps students be relaxed, less anxious, involved and engaged in the lesson and tasks. They feel no pressure, are at ease and have fun working together. It motivates them and pushes them to participate and interact in class. Moreover, grammar tends to be of a boring nature. So, creating a funny/enjoyable class can significantly help and boost the interest in grammar. Additionally, teachers argued that enjoyable settings motivate students to learn because they see the teacher as a friend and this reduces anxiety and inhibition.

Item 2. What is your impression about the use of game-based approach in teaching grammar?

Table 3.39: Teachers' impressions about the use of game-based approach in teaching grammar

Option	Participants	Percentage
a. Highly effective	4	67%
b. Effective	0	0%
c. Somehow effective	2	33%
d. Not effective at all	0	0%
Total	**6**	**100%**
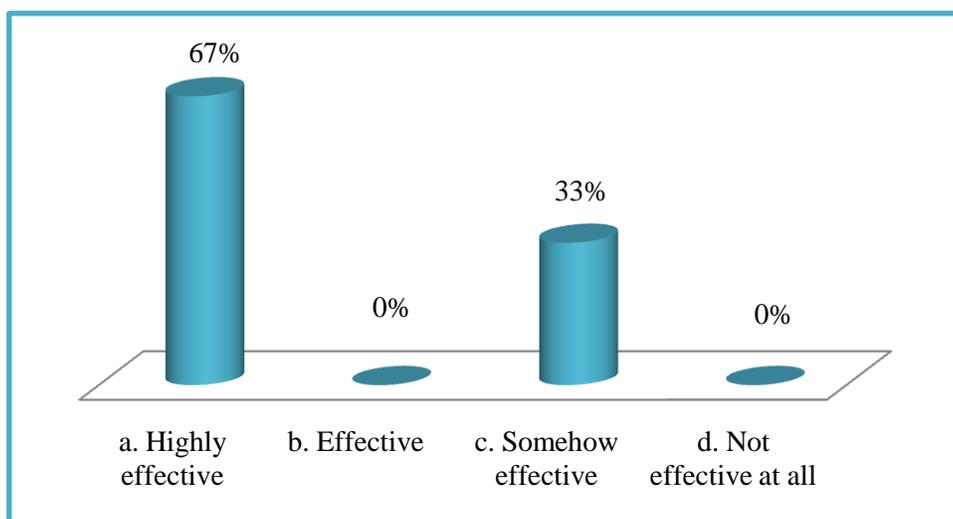
Figure 3.39: Teachers' impressions about the use of game-based approach in teaching grammar

The data demonstrated from the table 3. 40 indicate that the majority of teachers (67%) believe that game-based learning is highly effective. However, (33%) of them claimed that it is somehow effective. Yet, no teacher said that game-based approach is not effective at all. Based on these findings, we may infer that the majority of teachers have positive attitude towards game-based learning.

If highly effective/effective, what do you think is the reason of this approach's effectiveness?

Teachers claimed that the effectiveness of game-based approach is because this approach is new, enjoyable, motivating, and free of routine and boredom. Additionally, games reduce stress and anxiety and permit shy students to take a part. Students tend to get bored that easy. So, an unconventional method can go a long way.

Item 3. Please, watch the following video and answer the next questions

An informative video of BRG is represented in this part of the questionnaire, teachers are requested to watch the whole video to generate thoughts and comprehend the procedures and the steps of playing this game in a grammar session. Accordingly, provide a credible feedback and attitude towards the game.

Item 3.1. Do you think implementing board race game can positively affect students' engagement during grammar lessons?

Table 3.40: Teachers' attitudes about the effect of board race game on students' engagement

Option	Participants	Percentage
a. Yes	5	83%
b. No	1	17%
Total	**6**	**100%**
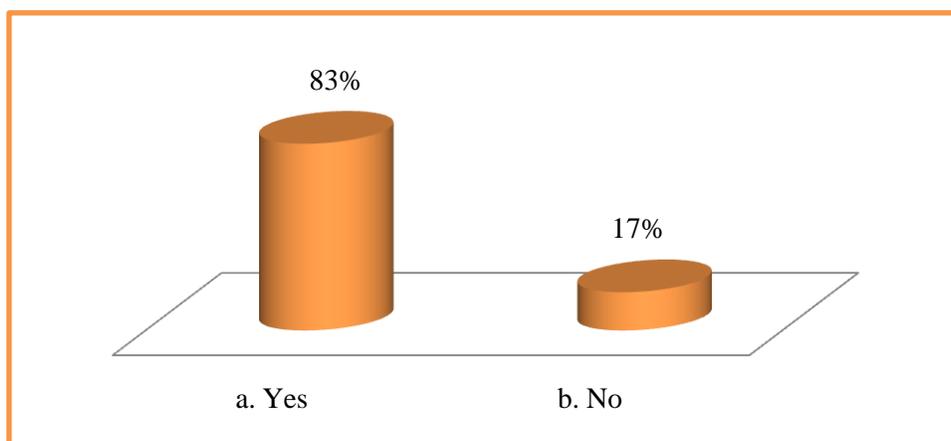
Figure 3.40: Teachers' attitudes about the effect of board race game on students' engagement

The findings shown above indicate that the majority of grammar teachers with the percentage of (83%) believe that board race game can positively affect students' engagement.

However, only one teacher who represents a percentage of (17%) thinks that BRG cannot enhance students' engagement to learn grammar. That is to say, most grammar teachers have positive attitude towards BRG and they believe that this game can highly prompt students to be more engaged in learning grammar.

Teachers' justifications

This follow up question is devoted for teachers to clarify their previous selection, of whether they think implementing BRG can positively influence their students' engagement to learn grammar. Teachers who said yes argued that board race game is an interactive activity that requires participation; it is highly challenging, competitive and motivating. Mistakes are tolerated and corrected without any fear or negative feedback. Henceforth, shy students are boosted to take part. In addition, it is an out of the box method; it would certainly have positive outcomes. Furthermore, board race game permits students to learn and have fun at the same time. Accordingly, they can grasp the rule easier. On the other hand, the teacher who thought that BRG cannot positively influence students' engagement to learn grammar said that the crowded classrooms may hinder the effectiveness of this strategy.

Item 3.2. Would you be keen on using this strategy in your own grammar classes?

Table 3.40.1: Teachers' answers on using BRG strategy in their grammar classes

Option	Participants	Percentage
a. Yes	4	67%
b. No	2	33%
Total	**6**	**100%**
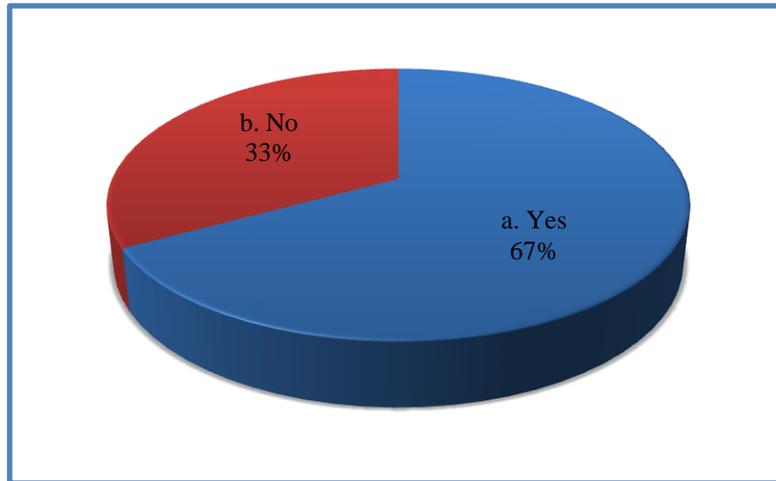
Figure 3.40.1: Teachers' answers on using BRG strategy in their grammar classes

The data seen above illustrate that the majority of the teachers (67%) would use board race game in their own grammar classes while (33%) of them said that they would not use this strategy.

Item 4. Do you think that board race game can be a beneficial strategy/method for enhancing students' achievements in grammar?

Table 3.40.2: Teachers' attitudes towards the benefits of board race game method on enhancing students' achievement in grammar

Option	Participants	Percentage
a. Yes	5	83%
b. No	1	17%
Total	**6**	**100%**
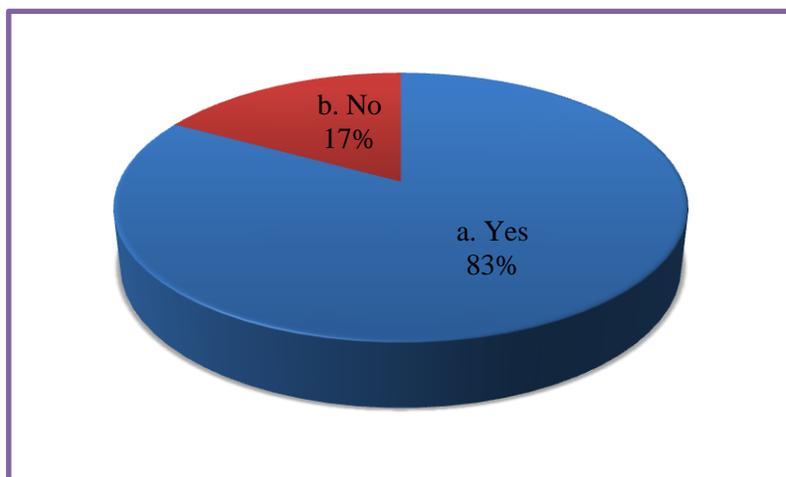
Figure 3.40.2: Teachers' attitudes towards the benefits of board race game method on enhancing students' achievement in grammar

The data shown above indicate that (83%) of the teachers think that BRG can be a beneficial method to enhance students' achievements in grammar whereas (17%) of them think the opposite. Consequently, board race game is seen by the majority of teachers as an effective tool. Henceforth, it needs to be applied in grammar classes so that teachers can view remarkable improvements in their students' achievements in the future.

Teachers' justifications

Teachers who agreed that BRG is a beneficial strategy that can enhance students' achievements in grammar argued that the increase of students' engagement will automatically permit students to grasp rules successfully; their involvement in the classroom will positively influence their acquisition. So, they will memorize rules quickly and retain them easily when required due to experiencing what they learnt in real contexts. Moreover, they will score better and establish a satisfying knowledge of grammar; yet, the teachers who disagreed that BRG can enhance learners' outcomes did not provide any answer.

3.9. Discussion and Interpretation of Teachers' Questionnaire

This questionnaire was designed and delivered to EFL teachers of grammar at the University of Mohamed Kheider, Biskra. It was dedicated to collect data concerning teachers' perceptions about the board race game strategy to enhance EFL learners' engagement to learn grammar.

The collected data demonstrate that the majority of teachers hold a Magister degree. Additionally, teachers of grammar who were targeted in this questionnaire have a considerable experience with this sector, the majority have taught grammar at the university for more than five years. That is to say, the obtained feedback will be based on a vast knowledge of the field of grammar and a professionalism of how grammar is effectively taught.

The majority of teachers consider that learning grammar is very significant. Furthermore, they believe that EFL students need to master this course in order to master the language itself. They add, grammar is the skeleton of any language and it is the structure of accurate language. In addition, teachers agreed that grammar is very important in improving students' productivity of the language; mastering grammar means the mastery of writing and speaking skills. Henceforth, they argued that grammar is essential in enhancing students' achievements in English as a foreign language. Moreover, they agreed that grammar teaching should be given more priority in EFL classes.

Besides, the majority of teachers selected the communicative approach as the most effective strategy to teach grammar, they claimed that it permits teachings rules implicitly and urges students to be more active and that grammar should be implied in real situations to be better grasped. This questionnaire demonstrated the adjustments that teachers would provide to improve teaching grammar; they stated that the use of technology and edutainment tools,

the focus on real situations' practice and raising students' motivation would be the basic modification that they would focus on.

Most of the teachers stated that their students are not very interested in learning grammar. In addition, students are bored most of the time and demotivated to learn because of the traditional methods they are exposed to. Moreover, teachers claimed that most students value the grammar session. Yet, they would prefer that it was delivered in more stimulating way. Additionally, teachers indicated that the dominant level of EFL students' grammar is average, most students find difficulty with all the grammatical aspects, this can be due to their demotivation to learn grammar since the majority of teachers think that their students are not motivated during grammar sessions.

Most teachers expressed that the way of teaching grammar influences students' achievements and that their engagement is very important. They added, games can be an adequate strategy to boost students' engagement to learn grammar due to the enjoyable atmosphere that games can yield. Most teachers argued that game-based learning is a highly effective approach because it provides motivation. Henceforth, board race game in particular is seen by the majority of teachers as a worthwhile strategy to increase students' engagement. Consequently, BRG would improve students' achievements in grammar. The majority of the teachers said that they have positive attitude towards this strategy and they would apply it in their own classes due to the positivity it carries.

Based on the findings attained from this questionnaire, we conclude that teachers have positive attitudes towards this strategy and they believe that BRG can lead to significant improvements in EFL students' grammar proficiency. In addition, teachers can opt for this game in their own grammar classes; hence, they believe that it can enhance the engagement of

students which is highly required in nowadays classes to go along with the modern surroundings.

3.10. Summary of the Qualitative Results

This research aims to investigate teachers' viewpoints concerning grammar learning in foreign language classes; moreover, detect their opinions about the most effective strategies which can improve EFL students' performance in grammar. Furthermore, it aims to investigate teachers' attitudes towards board race game and its role in enhancing students' engagement inside the classroom.

The teachers' questionnaire showed that teachers believe that grammar is one of the most significant sectors in learning any language, and they described it as the skeleton and the basis. Also, they said that a foreign language learner ought to master grammatical features to sustain the language effectively. Teachers claimed that EFL students' level in grammar is remarkably insufficient and needs to be improved, and they referred this weakness to students' disengagement which prevents them from participating and accordingly understanding, maintaining and retaining the rules.

The findings illustrated from the teachers' questionnaire indicate that board race game is one of the most effective strategies that should be used in grammar classes; thus, to boost EFL students' engagement to learn grammar because it permits them to be highly interactive in the process of learning. Henceforth, teachers showed positive attitudes towards board race game. They proved that this strategy deserves to be implemented in the English department of our university. Accordingly, these viewpoints provided by grammar teachers at the UMKB confirmed our suggested hypothesis.

To sum up, the results generated from teachers' and students' questionnaires contributed in reaching the considered research aims. The answers of the respondents were useful and beneficial; students and teachers showed positive attitudes towards BRG, and they viewed it as a highly effective strategy to reduce students' anxiety, prompt their interaction, enhance their participation and accordingly ameliorate their achievements in grammar. Henceforth, the acquired results validated our proposed hypothesis and proved that BRG could be an effective strategy to boost EFL students' engagement to learn grammar.

Conclusion

This chapter has been mainly concerned with the discussion of the practical side of the conducted study. The researcher had analyzed the different data gathered in this investigation which attempts to clarify the relationship between the way of teaching EFL grammar and students' engagement to learn grammar and the role of BRG in enhancing EFL students' grammatical proficiency by boosting their engagement.

The results obtained from the utilized research instruments enabled us to indicate that both teachers and students assented to the proposed strategy; hence, the discussion and the analysis of the respondents' answers validated our suggested hypothesis and fulfilled the intended objectives of this research. In conclusion, the findings gained from this chapter revealed teachers' and students' positive attitudes towards board race game and illustrated their interest in teaching and learning grammar through this strategy. Henceforth, the results show that students' engagement to learn grammar plays a significant role in improving their level in grammar and that the use of BRG as a strategy to boost engagement is positively received.

General Conclusion

General Conclusion

In the field of foreign language teaching and learning, a major concern is how to boost students' engagement to reach effective outcomes, and how to find the appropriate methods to achieve such goal is of a crucial significance. In the current work, we aimed to shed light on boosting EFL learners' engagement to learn grammar through the implementation of board race game strategy. We attempted through this study to answer the research questions stated earlier and to check the validity of our suggested hypothesis which said "if board race game is implemented in grammar classes, EFL learners' engagement will be enhanced; consequently, their grammatical proficiency will be ameliorated".

The main aim of this study is to investigate the effectiveness of board race game in improving EFL learners' grammatical proficiency through raising their classroom engagement, by exploring the attitudes of EFL first year students and EFL grammar teachers towards the role of BRG in grammar classes. To reach this aim we conducted this study at the level of Mohamed Kheider University of Biskra. We opted for mixed method using two distinctive semi-structured questionnaires for students and teachers.

Based on the results of this research, the suggested hypothesis has been confirmed. Throughout students' questionnaire, we found that students have positive attitudes towards board race game; they believe it is a beneficial strategy to increase their engagement, which is usually low in grammar sessions due to several reasons. Moreover, teachers' questionnaire provided that teachers also have positive attitudes towards BRG and they think it can potentially boost students' engagement and interaction to learn grammar, which can facilitate the process of learning this module and improve the language grammatical outcomes.

Since learning grammar is viewed by the majority of EFL students as a challenging task, board race game can provide a solution to the controversial disengagement of students and their grammatical deficiency. It integrates communicative and interactive features for the process of learning grammar, and it boosts classroom engagement which is known for the remarkable efficacy in improving students' performance in learning a foreign language.

Limitations of the study

It is common that when conducting any research, researchers might face some or many obstacles. In our conducted study, we faced enormous amount of obstacles and psychological pressure mainly due to the imposed current situation that the world is facing because of the Covid-19 pandemic:

➢ Lack of literature about board race game; we could not find sufficient information online. Also, we did not have permanent access to the University library.

➢ The small number of participants of both questionnaires particularly teachers of grammar; we could not manage to contact more than 22 teachers; yet, only six (06) teachers accepted to fill in.

➢ We would prefer to have actual meetings with the supervisor; online contact via e-mail was not efficient in many situations where a face to face discussion would have been more effective and helpful.

➢ Another difficulty which was challenging to confront is changing the data collection tools. In normal condition, this study was supposed to be supported by a classroom observation; we sought to generate real experienced and credible data.

Pedagogical Recommendation

In this section, we attempt to propose different recommendations and implication concerning the use of board race game inside EFL classrooms. We suggest that the implementation of this strategy in the pedagogical settings can be effective and helpful for both teachers and students, which in return, can improve the learning process.

Recommendations for teachers

- ✓ Teachers should apply board race game strategy to create an entertaining atmosphere that can be suitable for students' needs.
- ✓ Teachers should be aware of the procedures of board race games to be able to control the process, and to avoid chaos
- ✓ Teachers are advised to make use of the board in fun activities to increase students' engagement inside the classroom.
- ✓ Teachers ought to be aware of the significance role of students' engagement, and its positive influence on their pedagogical achievements.
- ✓ Teachers are recommended to grasp students' attention through the use of up-to-date teaching strategies such as educational games.

For students

- ✓ Students should be serious during the implementation of educational games, and they should know that it is used for academic purposes.
- ✓ Students ought to show commitment to the activities proposed by their teachers, and take part whenever needed to guarantee reaching satisfactory results.

✓ Students should follow the teachers' instruction and show respect to classmates when they are taking a part in a game inside the class.

For further researchers

✓ The implementation of board race game in grammar classes using the experimental research method, to generate more credible and accurate results

✓ Improving EFL students' vocabulary using board race game strategy.

✓ Educational games as a strategy to enhance EFL students' communicative competence.

✓ Board games as a strategy to increase EFL students' interaction

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Appendices

Appendix 01: Students' Questionnaire

Students' Questionnaire

Dear Students,

We would be so grateful if you fill in the following questionnaire by giving your opinions concerning the use of board race game as a strategy to boost EFL learner's engagement to learn grammar. Your answers will be very helpful for the research project we are undertaking. Please, select a choice when necessary and write your answer when required.

Your contribution is highly appreciated

Researchers' name:

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A second year master students EFL students

Science of the language

Biskra University

Supervisors' name:

Mrs. Houda Djouamaa

Academic year: 2019-2020

Section One: General Information

1. **Would you specify your gender?**

   □ Male

   □ Female

2. **Your choice to study English was?**

   □ Personal

   □ Imposed

3. **How do you consider your level in English?**

   □ Very good

   □ Good

   □ Average

   □ Poor

Section Two: Students' Views about Learning Grammar

1. **How do you consider learning grammar?**

   □ Very important

   □ Important

   □ Somehow important

   □ Not important at all

Justify, please

………

………

2. **How do you evaluate your level in grammar?**

   □   Excellent

   □   Good

   □   Average

   □   poor

3. **Do you think that learning grammar is a difficult task?**

   □   Yes

   □   No

If yes, why grammar is difficult to learn?

………

………

4. **To what extent do you agree that grammar rules are difficult to remember?**

   □   Strongly agree

   □   Agree

   □   Disagree

   □   Strongly disagree

Justify you answer

………

………

5. **Which of the following grammatical aspects do you think is the most difficult?**

   (You may choose more than one answer)

   □   The use of tenses

   □   Word order

   □   Phrases and sentences

   □   The use of articles and prepositions

   □   The use of plural markers

   □   Agreements

   □   All of them

6. **How often do you participate during grammar sessions?**

   □   Usually

   □   Sometimes

   □   Rarely

Please, explain why

………………………………………………………………………………………………

………………………………………………………………………………………………

7. **Do you consider time allocated for you to interact in the grammar session is sufficient?**

   □   Yes

   □   No

8. **How do you find the grammar activities proposed by your teacher?**

      □ Interesting

      □ Helpful

      □ Boring

Justify your answer

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

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

9. **What does your teacher of grammar mostly use?**

      □ Group work

      □ Pair work

      □ Individual work

Which one of the above do you prefer? Justify, please.

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

…………………………………………………………………………………………………

Section Three: Learning Grammar through Games

1. **Are you familiar with the use of games in EFL classrooms?**

      □ Yes

      □ No

2. **Do you think that learning through games can be helpful in improving your level in English?**

　　　□　Yes

　　　□　No

Explain your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3. **Does your teacher of grammar use game-based activities?**

　　　□　Yes

　　　□　No

If no, would you be interested in learning grammar by using games?

　　　□　Yes

　　　□　No

Section four: Students' Views about the Implementation of Board Race Game in Learning Grammar

1. **In your opinion, what is the reason behind students' disengagement during grammar sessions?**

　　　□　Uninteresting grammatical lessons

　　　□　Difficulty of the module itself

　　　□　Insufficient practice in the classroom

　　　□　Unsuitable timing of the session

       □   The traditional way in which grammar is being taught

       □   Lack of motivation to learn the subject

2. What kind of language games do you know?

(You can choose more than one answer)

       □   Simon says

       □   Jigsaw

       □   Pictionary

       □   Hangman

Others, please specify

……

……

3. Do you know board race game?

       □   Yes

       □   No

4. Please watch this video, and then answer the following questions

5. Did you learn through BRG before?

If yes, did you find it helpful?

……

....

6. **Do you think that BRG can provide you with the opportunity to be more active during grammar sessions?**

   □   Yes

   □   No

If no, please say why?

……………………………………………………………………………………………

7. **To what extent do you agree with the following statement "learning through games boosts your engagement"?**

   □   Strongly agree

   □   Agree

   □   Disagree

   □   Strongly disagree

If you choose strongly agree or agree, please express how games can help you be more engaged?

……………………………………………………………………………………………

7. **To what extent do you agree with the following statements?**

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Your grammar ability can be enhanced because you are learning in a fun way				

Game-based learning is an effective tool for students				
Using board race game can affect students' grammar proficiency in a positive way				
Interacting/discussing more with your teacher and classmates boosts your motivation				
The use of games to learn grammar is a waste of time				

If you have any further comments on the topic, please feel free

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Thank you for your time

Appendix 02: Teachers' Questionnaire

Teachers' Questionnaire

Dear Teachers, we would be so grateful if you answer the following questionnaire by giving your opinions concerning the implantation of board race game as a strategy to boost EFL learners' engagement to learn grammar. Your answers will be very helpful for the research project we are undertaking.

Thank you for your precious contribution.

Researchers' name:

MenniSoumia

A second year master students EFL students

Science of the language

Biskra University

Supervisors' name:

Mrs. HoudaDjouamaa

Section One: Personal Information

1. **Which degree do you hold?**

    □   PhD

    □   Magister

    □   Master

2. **How long have you been teaching English at university?**

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

Section Two: Teachers' perceptions about teaching grammar

1. To what extent do you think grammar is significant in learning English as a foreign language?

    □   Very significant

    □   Significant

    □   Somehow significant

    □   Not significant at all

Explain, please

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

2. Do you agree that grammar proficiency enhances students' achievements in English as a foreign language?

□   Yes

□   No

3. How do you consider the importance of grammar in improving EFL learners' speaking/writing proficiency?

□   Very important

□   Important

□   Somehow important

□   Not important at all

Explain, please

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

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

4. Do you think grammar teaching should be given more priority in EFL classes?

□   Yes

□   No

5. Which approach/method do you find more effective to teach grammar?

□   The Grammar Translation Method

□   The Communicative Approach

□   The Deductive Approach

□   The Inductive Approach

Explain, please

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6. If you could add any adjustments to improve teaching grammar, what would they be?

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Section Three: Teachers' Perceptions of the Learners' Attitudes towards Grammar Lesson

1. To what extent do you think your students are interested in grammar lessons?

- □   Very interested

- □   Interested

- □   Somehow interested

- □   Not interested at all

Please, justify your answer

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2. Do you think that your students really appreciate/value grammar lessons?

- □   Yes

- □   No

3. How do you value your students' grammatical competence?

    □   Very good

    □   Average

    □   Somehow poor

    □   Very poor

4. Which of the following grammatical aspects your students are weak in and they need to be improved?

    □   The use of tenses

    □   Word order

    □   Phrases and sentences

    □   The use of articles and prepositions

    □   The use of plural markers

    □   Agreements

    □   All of them

Others, please specify

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

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

5. Do you think that your students are motivated to study grammar?

    □   Yes

    □   No

If no, please mention the reasons behind their demotivation

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6. **To what extent do you agree that the way of teaching grammar influences students' achievements?**

    ☐   Strongly agree

    ☐   Agree

    ☐   Neutral

    ☐   Disagree

    ☐   Strongly disagree

7. **Do you think students' engagement during grammar lessons is important?**

    ☐   Yes

    ☐   No

8. **In your opinion, what can boost students' engagement inside the classroom from the following**

    ☐   Pair/group work

    ☐   Games

    ☐   Role-plays

    ☐   Audio-visuals

Others, please specify

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Section Four: Teachers' Perceptions about the Implication of Board Race Game in Teaching Grammar

1. Do you think creating an enjoyable atmosphere can boost students' engagement in grammar classes?

  ☐ Yes

  ☐ No

Justify your answer, please

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2. What is your impression about the use of game-based approach in teaching grammar?

  ☐ Highly effective

  ☐ Effective

  ☐ Somehow effective

  ☐ Not effective at all

If effective/ highly effective, what do you think is the reason of this approach's effectiveness?

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3. Please, watch the following video and answer the next questions

3.1. Do you think implementing board race game can positively affect students' engagement during grammar lessons?

    □   Yes

    □   No

Please, say how?

………………………………………………………………………………………

3.2.   Would you be keen on using this strategy in your own grammar classes?

    □   Yes

    □   No

4. Do you think board race game can be a beneficial strategy/method for enhancing students' achievements in grammar?

    □   Yes

    □   No

Justify your answer, please

…………………………………………………………………………………………

If you have any further comments or suggestions concerning the use of board race game in grammar classes, please feel free

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Your answers are highly appreciated, thank you.

الملخص

يواجه معظم طلبة تخصص اللغة الانجليزية بالجامعات الجزائرية و خاصة طلبة السنة الاولى صعوبات عدة متعلقة بدراسة قواعد النحو اللغوي و التي بدورها تؤثر و بشكل سلبي على مستوى الطلبة في باقي الاستعمالات كالكتابة و القراءة و الكلام بواسطة اللغة الهدف و يرجع سبب هاته الصعوبات اساسا إلى طريقة تعليم قواعد اللغة التي تتسم بطبيعتها المملة و قلة التحفيز مما يجعلها هدفا صعب المنال للطبة نظرا لعدم اندفاعهم للانخراط.تهدف هذه الدراسة لتوضيح أثر الألعاب التثقيفية على تدريس و تعليم نحو اللغة الانجليزية لطلبة السنة الاولى بجامعة محمد خيذر بسكرة، إفترضنا في دراستنا أن إنخراط الطلبة لتعلم نحو اللغة و قواعدها سيشهد تحسنا ملحوظا باستعمال لعبة سباق السبورة و الذي سيساهم ايجابا بتطوير مهارات الطلبة و مستواهم في هذا المجال و لتأكيد صحة هاته الفرضية قمنا بتوزيع استبيانين على كل من طلبة السنة الولى و اساتذة النحو الانجليزي بجامعة محمد خيذر بسكرة و الذي كشفت نتائجهما ان الطلبة و الاساتذة قد أبدو اهتماما و تقييما كبيرين لهذه الاستراتيجية المقترحة ، وقد عبر الطرفان على التقبل التام للتعلم باستعمال الألعاب و خاصة في علم النحو اللغوي، و أن لعبة السباق نحو السبورة تعتبر طريقة جد فعالة لتحسين مستوى طلبة اللغة الانجليزية و رفع درجة انخراطهم في الدراسة. ومنه قد تم تاكيد فرضيتنا المقترحة سابقا.