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**Using Games as a Motivational Strategy to Enhance
Learners' Proficiency in Grammar**

Case Study :4th Year Learners of Ahmed Kbaili Middle School

Tolga-Biskra

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master's Degree in
"Sciences of the Language"

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DEDICATION

I dedicate this work:

To my beloved Parents

To my dear Brothers and Sisters

To my dear Uncles

To my friends and classmates

Thanks for all of them for their help

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Abstract

The present study aims at investigating the effectiveness of using games as a motivational strategy to enhance learners' proficiency in grammar in Ahmed Kebaili Middle School in Tolga, Biskra, Algeria. Learning grammar is not just difficult, but also boring and uninteresting for some Algerian learners. The purpose of this research is leading learners to be more interested and engaged in grammar to raise their accuracy through games. The latter seems to be a motivating method for encouraging pupils to learn and to participate. In order to achieve the researcher's objectives and in order to obtain the significance predicted, this researcher has followed the experimental method to test the research main hypothesis and to measure students' level of proficiency before and after the experimentation. The sample of this study is 30 pupils of 4MS in the academic year 2014-2015. The sample was distributed into 2 groups equally; Control group (n=15) and Experimental group (n=15). The experimental group taught some grammar lessons concerning "English Modals" through using games by this researcher, whereas the control group taught the same lessons using the traditional method by their teacher. A pre-test and a Post-test were administrated for both groups' pre and post the experimentation to compare their performance. Descriptive statistical (mean and standard deviation) were used to analyze the learners' results and to compare them, also a t-test technique was used to test the hypothesis of the study which claims that using games enhance learners' proficiency in grammar. The findings indicate that there was a significant statistical difference between both groups in favor of the experimental group, and the hypothesis was proved based on the t-test results. Finally, the researcher suggests to conduct further studies with other grammar aspects, different samples and in different context.

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General

Introduction

GENERAL INTRODUCTION

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Introduction

Grammar is an important aspect of language that learners need to master in order to communicate effectively by using a correct and appropriate language patterns. English Foreign Language Learners in Algeria face serious problems concerning this field of Language .The reasons behind these problems could be many and different, but the main and common cause is probably because of the methods that the teachers follow in teaching grammar lessons. No one can deny that the learners' improvement is in the first place related to the teachers' strategies used to motivate learners and to transfer knowledge to them in an interesting way that make them react positively. In recently years, teachers were follow the traditional methods of teaching .in which teachers stand in front of their learners reading or writing a long script of examples and rules, explain it, than the learners are supposed to learn them by heart, and apply them after that in a giving exercises and test produced by the teacher to evaluate them. The present study does not reject this method, but it criticizes it for a set of reasons. Students by this way feel boring and loose motivation and concentration with teacher and the lesson, in addition it may be difficult for them to understand and use the rule correctly. All these factors will make learners have a negative attitude towards grammar., and make a week academic achievement. For that and to teach grammar effectively, teachers should try to create a good classroom conditions to present their lessons by choosing the best techniques to avoid boredom because the variety of learning strategies or methods will help learners feel more interesting while learning. To spot light on this problematic, the present research will proposed a new way of teaching grammar through using language games as a motivational teaching strategy to look for creativity in the learning-teaching process

Background of the Study

English is taught and learned in Algeria as a foreign language. Learners start studying English in the first year in secondary school for 4 years. During the first two years, students deal with the alphabet of English, reading, spelling, and elementary writing. Also, they deal with some grammatical terminology, categories, and relations such as: nouns, verbs, adjectives, adverbs, tenses, conjunctions, prepositions...etc. During the second two years, students go more deeply with English and practice the four skills: reading, speaking, listening, and writing. Grammatically, learners deal with: modals, conditions.....It is expected that the English teachers in the Algerian Middle schools use techniques that motivate learners and make them interested to learn English. However, the reality seems to be the opposite, most of teachers rely on traditional methods, such as the translation method where everything is translated to the mother tongue and students are supposed to memorize several grammar rules and structures in order to use them in answering exercises and exams such as the “BEM” exam that gives the opportunity for students to pass to the next level which is the high school level.

Statement of the Problem

Learners in middle schools in Algeria face serious problems when dealing with grammar. They cannot understand the rules efficiently and they cannot apply them correctly and appropriately in different tasks .In addition, learners feel that grammar is a difficult and a boring task to be dealt with.These factors developed a negative attitude towards learning English grammar. Thus, it must look for creativity to make learning grammar more interesting and motivational. Language games in teaching grammar seem to be the best suggestion for changing the boring and difficult atmosphere as this study presents. Through playing as obtaining a natural environment learners may be more enjoyable, interesting, and ready for

participating. So, their proficiency will increase through participation, application, and repetition of rules. Also, their negative attitudes will change.

Aim of the study

The main aim of this study is to explore the effectiveness of using language games as a motivational teaching strategy in order to raise learners' proficiency in grammar. Also it aims at investigating whether games have any positive impact on teacher-learner interaction and learner-learner interaction, and the classroom atmosphere in general.

Significance of the study

The present research is based on a hypothesis which says that the proficiency of secondary learners in practicing grammar features effectively by using correct and appropriate patterns of grammar may increase through using language games in learning by teachers to teach grammar tasks. So, the significance of this research, in addition to spot the light on the importance of motivating learners and creating a good learning conditions in classroom by teachers, is to give a positive input to the English Teachers in Algeria by suggesting a creative strategy of teaching that teachers may rely on as choosing an appropriate teaching approach in teaching grammar. Any positive points could be gained from this study, will help in developing the Teaching-Learning process in the Algerian Middle Schools.

Research Questions

The researcher tries to find answers to the following questions:

1. To what extent can games raise the grammatical accuracy level of learners?
2. Would games have a positive effect on learners' motivation and classroom atmosphere in general?

3. Can games minimize the learners' grammar problems?
4. Can games help learners to understand and memorize grammar rules easily?
5. Can games change the learners' negative attitudes towards learning grammar?

Research hypothesis

In the light of the previously raised questions, the present research will investigate the following hypothesis; one main hypothesis that will be tested statistically and three additional hypotheses that need to be observed:

1. **If teachers teach grammar through games, students' proficiency in grammar in terms of: understanding, memorizing, and using the rules correctly will be increased.**
2. If teachers use games in the classroom, learners' motivation will increase and the classroom atmosphere will be positively affected.
3. If learners respond to games when learning grammar, their grammar challenge will be minimized.
4. Learners' negative attitude towards grammar will be changed, if the teachers use grammar games inside the classroom.

Research Methodology and Design

Population of the study

The present study carried out at Ahmed Kebaili Middle School in "Tolga". The selection of the school was randomly, but the selection of the secondary level was based on the idea that games may work better with children and adolescences. The population of the study consisted

of all 4thMs Pupils during the academic year 2014-2015. 128 males and females divided into 4 classes, each class contains between 31 to 33 pupils.

The sample of the study

The researcher selected one class out of the four classes randomly as a sample of the study. Each class was divided into two groups to learn English separately and under the same conditions (lesson, time, teacher...). Each group consists of 15 pupils. Both groups contain a mixed gender and their ages from 14 to 17 years old. Thus, the researcher considered the one of those groups as a control group, whereas the other one as an experimental group.

Methodology and Design of the Study

As it mentioned before, the aim of this study is to contribute in improving learners' proficiency in grammar through using games as a motivational method to teach grammar lessons. In order to test the hypotheses of this study and to fit its objectives, also to obtain the information required from the subject, the present research will be based on the experimental method. The researcher followed three main steps concerning this method: **the first step** is the pre-test, which was in kind of exercise that given for both the control group and the experiment group to make sure that they are equivalent, and to evaluate their levels before applying the experiment. **The second step** is the treatment, in this point the researcher taught the experimental group some grammar sessions by using games, whereas, the control group were taught with the traditional method by their teacher. The final step is **the post-test**, in which the researcher administered an exercise that has the same organization and objectives of the pre-test for both groups too after finishing the treatment in order to test the effectiveness of games on the performance of the experimental group to see whether it had any influence, and compare the results of the two groups.

Chapter One

Grammar

And

Motivation

Section One: Teaching Grammar

Introduction

The teaching-learning process of a foreign language like English is a not an easy task specially when involves teaching grammar that is supposed to be the soul of any language. Grammar teaching has been taken as an important language aspect in many studies. Motivation too, has been regarded as a main factor in the learning process. Thus, the present chapter divides into two sections, the first section spots the light on what grammar refers to, why it is considered as a main aspect of language, what are the different methods could be used to teach grammar, and the role of both teachers and learners in this process. Whereas, the second section focus on defining motivation in education, states its kinds, and refers to its importance in the success of the learning-teaching process.

I.1.1. Definition of Grammar

The Longman Dictionary of Contemporary English defines grammar as: “The study and practice of the rules by which words change their forms and are combined into sentences.” This definition refers to two main concepts: the rules of grammar and the study and practice of these rules that related to words and sentences formation. Ur (1991, p. 4) in his definition of grammar refers to the same idea of the previous definition, he says that: “The way language manipulates and combines words (or bits of words) in order to form longer units of meaning.” Undrea (2008) adds that the idea of grammar as a set of rules is based on certain points which are:

- Grammar should be taught in an explicit way.
- Grammar is absolute and fixed a target or goal that speakers need to attain in order to be good speakers or writers of the language.
- Grammar is complex and difficult task that just specialists could master it.

According to Scott (2002, p. 1) “Grammar is partly the study of what of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how language sentences are formed”. Crystal (2004) defines grammar from another angle, he claims that grammar is the formation of our capacity to express ourselves, the most we know how to deal with it correctly the most we use language effectively. Crystal adds, “...it can help foster precision, detect ambiguity, and exploit the richness of expression available in English”. Martin. P. J (2007) says:

“Grammar in more than just order and hierarchy; it is a way of expressing complex multidimensional schemas in one dimension. The need to communicate these schemas is the concern of language, but how they are communicated is the concern of grammar because grammar does not necessarily rely on the pre-existence of language. It is possible for the elements of grammar to be prototyped as features of other mental systems before language appears. These elements can then be exalted as needed for the language”.

As it can be seen from the above definitions, grammar in addition to its nature as set of rules, it is a very complex phenomenon even for native speakers of a language when they deal with it in order to form a correct and meaningful language units, also it seems to be very difficult to be aware of its dimensions.

I.1.2.The importance of grammar:

Grammar seems to be an important element of language that a learner should master. Language units cannot be fully acceptable and understood without a right structure. Therefore, in order to learn the appropriate functions of a language, learners must learn how to build correct forms

too, since the good functions based on correct structure and sentence order. Thus, many researchers wrote about significance of grammar in teaching and learning English.

Abu Jeld (2004), states that the main purpose of teaching grammar is to support students to learn English correctly and regularly. If learners learn English by simple and correct structures early, they will be good users of language in the future. Without grammar students' communication abilities are in limited situations, In addition to regarding grammar as a very important aspect in linguistic studies. Actually, grammar allows people to analyze and explain their language. Furthermore, a lot of EFL students have a desire to finish their studies in foreign countries and they are supposed to pass exams such as: TOEFL, and IELTS. Thus, students should be very good at grammar in order to succeed in such exams. (As cited in: Husam. R. I, 2011, p. 21).

Richards (2008) claims that grammar is still essential to be part of teaching English; he also adds that nowadays grammar has been an interesting issue in teaching English. Whereas, years ago, grammar teaching was rejected and lose its rightful in language syllabus. People now accept that grammar should not be ignored, and that without a good knowledge of grammar learners' improvement will be embarrassed. (*ibid*).

Thornbury (2004) says that "Grammar has a psychometric function: that is to say, it is used as a measure of language proficiency." So, Dorr (1988, P. 32) stated that "if students learn the main structures or English, it will help them greatly to speak and to write the language". Norquist (2010, p. 2) realized that grammar is very important for excellent writing. So, he said "By gaining a clearer understanding of how our language works, you should also gain greater control the way you shape words into sentences and sentences into paragraphs". In a word grammar leads learners to be effective writers. Ziegler (2007, p. 7) believed that "Language has

a structure and grammatical form, the structure of language reflects its functional and communicative uses”. (cited in Husam. R.I, 2011, p. 21).

I.1.3. Grammar teaching methods

Teaching English grammar methodology has been developed since recent years in which language grammar items should be taught. Grammar as a basic aspect of language has a different teaching methods, it is important to be aware about these methods to understand the history of teaching grammar and how these approaches are differ.

I.1.3.1. The Grammar Translation Method (GTM)

The grammar translation method is the oldest method, dominated from 1840s to 1940s. It is known also as the “Classical Method”. According to Scott (2002, p. 21), the GTM method relies on a given instruction. The teacher follows the deductive approach by presenting the rules for learners, then asking them to apply these rules in exercises that involve translation into the mother tongue to explain both the rules and the activities.

Dr. Parl and Praveen (2008, P. 73), refers to some characteristics of the Grammar Translation Method such as:

- Based on using the first language in explaining the lesson.
- It ignores communication in classroom.
- Focus more on reading and writing.
- Does not help in developing the linguistic competence of learners.

I.1.3.2. The Direct Method

The Direct Method emerged in the middle of the nineteenth century; it rejected the Grammar Translation Method in the way that is focused on written language. Scott (2002, P. 21) says that this method gives priority to the oral skills to be more natural. The direct method follows a

syllabus of grammar structures like the GTM, but unlike the Classical method it is against direct and explicit teaching. Concerning the Direct method learners are supposed to pick out the grammatical rules as a kind of acquiring the structure in an implicit way based on the theory of acquiring a first language.

Dr. Parl and Praveen (2008, p. 77), characterized the natural method as follows:

- There is no use of the mother tongue.
- Learners think and interact in the target language.
- It is interesting and natural for learners.
- Teachers in this method using actions, gestures, and postures in order to explain the lesson.

I.1.3.3. The Audio-lingual Method

The Audiolingualism method was developed in the 1940s. It derived its theoretical base from behaviorist psychology which believes that language is a kind of behavior, and the students are learning in a form of regular habits. According to Skinner (1957), “In the Audio-lingual Method, grammar is most important for the students; the teacher drills grammar, the student must repeat patterns after the teacher”. (Cited in Luu and Ngyen, 2010, P. 63).

I.1.3.4. The Community Language Learning (CLL):

“CLL is one of the so-called ‘designer’ methods which arose in the flurry of methodological experimentation in the 1970’s (along with the Silent way, Suggestopedia, TPR, ect)”. (Cited in Luu and Ngyen, 2010, p. 63). Community Language learning method seems to be effective for learners who have high anxiety when they deal with a language. “In community language learning, grammar is not focused. Grammatical patterns are perceived in the teacher’s transcription of the students’ conversations and examined in their native language with the teacher’s help. (Larsen-Freeman, 1986: 99-104)” (Cited in Luu and Ngyen, 2010, P. 63).

I.1.3.5. The Communicative Language Teaching (CLT)

According to Scott (2002, P. 22), the communicative Language Teaching developed in the 1970s, and it is influenced by the development of sociolinguistics and the theory which believe that communicative competence is not just to be aware of grammar rules. CLT does not reject the grammar teaching, but it includes it in the course syllabus in a functional form. “In Communicative Language Teaching (CLT), grammar is taught as a means to help learners convey their intended meaning appropriately. The teaching of grammar can be managed either deductively or inductively, but focuses on meanings and functions of forms in situational context and the roles of interlocutor. (Larsen-Freeman, 1986, P 132-133). The overt presentation and discussion of grammatical rules are less paid attention to. (Brown, 2000, P.266-267). (As cited in Lu, 2009: 42)”(Cited in Luu and Ngyen, 2010: 64).

I.1.4. Teachers

In the teaching and learning process the role of teachers is highly important. The teacher seems to be the guide of this process and many things depend on him. To be a good teacher, is it the matter of the teacher’s personality? Or, his mastery of information and skills? Or is it a combination of both?

Harmer (1998) says that a good teacher is a mixture of personality, intelligence, knowledge, and experience. The teacher’s personality would be fortunately exciting for pupils, if the teacher is interested in teaching and likes what he is doing, he will be able to make the students interested too. Concerning the skills, if the teacher really knows how to do things and to how organize it, he is obviously in the way of success in teaching. Knowledge is also a very important factor in which a teacher should be well-educated in his specialty and gives a good information to the learners. Finally, the experience has a great role of making a good teacher.

In addition, “Harmer (1998, p. 24-25) adds the adaptability of teachers, to adapt to new on coming situation that is not exactly according to the plan, should be part of the teacher’s skills. Teachers should react on unexpected situation and events immediately.” (Cited in Bc. L. Musilova, 2010, P.9)

Further to this, Harmer adds that,

A good rapport between a teacher and his pupils is evidently crucial. Making such rapport is a long-time procedure. The teacher must gain confidence by listening, respecting his pupils; he must show her personal approach. To be the authority, facilitator, leader and on the contrary a friend who can be at the same level for playing a game, to be a person whom pupils can open their hearts. (*ibid*).

I.1.4.1.Characteristics of a good teacher

All teachers aim at being effective teachers in their branches. Good teachers have some specific characteristics that make them more successful in their jobs than the others. According to a scheme originally developed by Hildebrand, 1971. The following are some of those characteristics:

a) Organization and Clarity

- Explains clearly.
- Is well organized.
- Simplifies complicated subjects to be easy to understand.
- Uses examples, details, more information and different ways of explanation to make the material understandable and also memorable.
- Constructs the objectives of each course.
- Establishes an appropriate context for material.

b) **Analytic/Synthetic Approach**

- Has a thorough authority of the field
- compare the implications of different theories
- Gives the students a sense of the field, its past, present, future directions, and its origins.
- Presents information, ideas, and concepts from related fields
- Discusses other points of view

Heldebrand adds;

c) **Dynamic and Enthusiasm**

- Is an active, dynamic person
- Enjoys teaching
- Showing interesting on the field
- Has a self-confidence

d) **Instructor-Group Interaction**

- Can inspire, straight, and pace interaction with the class
- Supports independent opinions and admits criticism
- Utilizes wit and humor efficiently
- Is a good presenter
- Is carrying about the quality of his/her teaching

e) **Instructors-Individual Students Interaction**

- Is supposed as fair, especially in his/her techniques of evaluation
- Is a precious source of advice even on matters far from the course

To sum up, a teacher's role can summaries as follow:

- The role of carrying

- Listening
- Understanding
- Knowing students as individual
- The role of fairness and respect
- The role of reflective practice
- The role of the teacher as a teacher
 - Assessor
 - Facilitator
 - Observer
 - Planner

I.1.5. Learner

Inside the classroom, in addition to the teacher's role, learners also have a great responsibility in developing the teaching-learning process; some learners seem to be more interesting than others and they react positively. Harmer (2002) claims that good learners generally seem to possess the following characteristics:

a) A willingness to listen

Good learners inside the classroom listen carefully and with interest to what the teacher says in terms of paying attention to the lesson and to concentrate with the English that is being used by the teacher.

b) A willingness to experiment

The most of good learners are ready to take risk and 'have a go', they are courageous enough to try and see how things will work. Obviously, not all the successful learners are extroverts, but the urge to use the language is most important. Harmer adds other characteristics

c) A willingness to ask questions

Although most of teachers can become annoyed because of learners' questions (difficult or irrelevant questions), the curiosity to know the reasons of something is a part of a successful learners' achievements. Actually good teachers give the opportunity for their learners to ask if they do not understand something. Good learners know when it is appropriate to ask and when it is not.

d) A willingness to think about how to learn

Good learners create their own study skills when they deal with a lesson; they look for the best way for them to understand and practice in the classroom.

e) A willingness to accept correction

Good learners accept the correction from their teacher if it seems to be beneficial for them. But this works just when the teacher's correction is positive criticism and it is not a negative one that castigating them for being wrong. Also, giving students rewards for doing well, and giving the capability to do things better for those who are less successful.

If these are a good learner qualities and characteristics, then it is part of teacher's work to persuade students by creating an atmosphere that makes them feel that their experimentation and questions are acceptable with a reason of course. Teachers can help and guide learners towards their own best methods of study and encourage autonomy.

Carnmer says that: "What is makes successful language learning? In my experience, learners that are successful show a combination of some or all of a number of characteristics. They are intelligent (though not necessarily exceptional), consociations and hard working, they are doing and try to enter into the spirit-critical-, they are awake to the world by reading widely and knowing what is going on, they reflect on what they discover, have a coherent sense of what they think, are imaginative and get on well with their teacher and colleagues. In short, it is series

of human qualities that leads to successful language learning. This true at any level, but it is more than ever true of the learner that succeeded in going beyond an intermediate competence to become an advanced speaker/ writer”.

Conclusion

The above section spots the light on the grammar nature based on different linguists’ points of view and states the importance of grammar in English teaching. In addition it gives a general over view about different traditional method of teaching grammar. Finally it mentions the role of both teachers and learners in teaching and learning in side classroom.

Section two: Motivation in Education

Introduction

This section represents a very important factor in effective teaching generally and in teaching grammar specifically. Certain points are taking into account in this part: definition of motivation, kinds of motivation and its importance, finally suggesting some points to raising motivation.

I.2.1. Definition of Motivation

Motivation is a very important factor that effects on life generally and education specifically. For that many authors wrote about its nature and its definition. According to (Maehr& Meyer, 1997), “Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goat directed behavior” (Cited in Brophy, 2010, p. 3)

Brophy adds that, the theory of students’ motivation in the classroom environment is used to clarify the extent in which students work hardly and carefully in diverse situations, which may fulfill the teachers’ objectives or it may not. Students motivation relates to their personal

experiences, particularly those connected to their willingness to be part of learning practices and their goals for doing so. Lamind (2004, p. 02) defines motivation from a different point of view, he says that:

Motivation means the switching on of some pattern of behavior, of a program of action specified within the individual that program may be innate or it might have been modified by experience.....Given an appropriate stimulus, the corresponding pattern is triggered. The word 'motivate' suggest a source of energy, the trigger stimulus is not itself that source; rather, it releases an internal source of energy, somewhat like switching on a television set. We are therefore set to look for instinctive patterns. I shall use the phrase 'quasi-mechanical' in human behavior.

Wikipedia defines motivation as a hypothetical construct that used to explicate behavior. It adds that motivation is a scientific word that expresses the reasons behind people's actions, reactions, requirements, desires, needs. So, motives according to Wikipedia are a theoretical construct that gives clarifications for why people do what they are doing. Wikipedia states that "A motivate is what prompts a person to act in a certain way or at least develop an inclination for specific behavior. For example, when someone eats food to satisfy the need of hunger, or when a student does his/her work in school because they want a good grade. Both show a similar connection between what we do and why we do it".

In the same sense, Dorney (2001, P. 01) claims that: "Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do". It means that people's actions and reactions express their attitudes towards something consciously or unconsciously. In the other hand, Pritchard & Ashwood (2008, p. 6) summarize the definition of motivation in the following sight: "Motivation is the process of used to allocate energy to maximizes the satisfaction of needs". This definition refers to motivation as a source of power that allows learners to achieve their goals and satisfy their needs as possible as they can. William and

Burden (1997: 120), suggest that motivation is a combination of cognitive and feelings that stimulate for acting consciously. Shabait Administrator (2010), in his article defines student motivation as follow: “Student motivation has to do with student’s desire participate in the learning process. But it also concerns the reasons or goals that underline their involvement in academic activities”.

To sum up according to the above definitions, motivation in education refers to the description of learners’ stimulation and encouragement to act and participate effectively in a classroom context in order to accomplish objectives and to satisfy needs.

I.2.2. Kinds of motivation:

Motivation divided into two types: intrinsic (internal) motivation and extrinsic (external) motivation.

I.2.2.1. Intrinsic motivation:

According to Richard (1981), intrinsic motivation is the self-desire to deal with new experiences and new items, to investigate person’s ability, to observe, and to get knowledge. It is determined by an attention, interest, or enjoyment in the task itself, in which it emerges personally without any external force or a want for prize. To explain the theory of intrinsic motivation. Richard adds that: Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are seemed to be more ready to engage and to be part of the learning-teaching process and they work hardly to develop their skills. There are certain points which make students intrinsically motivated such as:

- When they are being autonomous (locus of control); attribute their academic achievements to factors according to their own organization and control.

➤ They aim to mastering what they learn, not just looking for achieving excellent results.

➤ Believe that they have the abilities and skills that could be efficient to reaching their desires and satisfying their needs, which knowing as ‘self-efficacy beliefs’. Brophy (2010, P. 7) claims that: “The shift in emphasis from motivation as response to felt pressure to motivation as self-determination of goals and self-regulation of actions is most obvious in theories of intrinsic motivation». Self-determination theory according to Brophy, precise that social settings encourage intrinsic motivation when three instinctive psychological needs are being satisfied:

- ✓ Autonomy: self-determination in stating what to do and how to do it.
- ✓ Competence: improving and practicing skills in order to manipulate, scheming, and controlling the atmosphere.
- ✓ Relatedness: interaction with others through per social relationships

He adds that concepts of intrinsic motivation theory work better when learners deal with self-chosen activities, most of times play or enjoyable activities rather than work of learning activities.

I.2.2.2. Extrinsic motivation:

Richard (1981) says: Extrinsic motivation refers to presentation of an action with the purpose of achieve a desired outcome. Extrinsic motivation then, comes from outside a learner who might wish to gain a reward or avoid punishment. Social psychological studies showed that extrinsic motivation could direct to what is known as ‘overjustification’ and a consequently reduction in intrinsic motivation. Thus, extrinsic motivation refers to exterior factors which are individual and have no relation with the task that a performing, such as: getting money, good grades, getting a job, and other rewards. In other words when someone is extrinsically motivated means working for receiving rewards regardless to personal concern.

I.2.2.3. Intrinsic motivation Versus Extrinsic motivation:

As it is mentioned above, intrinsic motivation seems to be the opposite of extrinsic motivation. Shabait (2010), claims that students' motivation maybe at the same level in performing a task, but the reason and the source behind it may vary. He says that, learners who are intrinsically motivated deal with an activity for achieving their personal goals. "for its own sake, for the enjoyment it permits, or the feelings of accomplishment it evokes". Whereas, students who are extrinsically motivated act in order to obtain rewards or to avoid punishment that is out of the activity itself, like: stickers; grades, and teacher or parents approval.

Shabait adds that students in an intrinsic oriented work hardly by using strategies that allow them to deal with knowledge effectively, and they tend to be interesting by challenging activities. While, in extrinsic oriented, students prefer activities that less difficult and more easy to deal with.

Where both types of motivation are seem to be work in side classroom context, the present study focus more on the intrinsic motivation by teaching grammar items as an outcome through playing language games that suppose to be an effective stimulus for learners.

I.2.3. The importance of motivation

No one can deny that motivation is a very important factor in the learning process in general, and in language learning specifically. Thus, it is observed that learners with a high motivation are more likely to success in achieving their goals than those learners who are suffering from a lack of motivation.

Learning is fun and exciting, at least when the curriculum is well matched to students' interests and abilities and the teacher emphasizes hands-on activities. When you teach the right things the right way, motivation takes care of itself. If students aren't enjoying learning, something is wrong with your curriculum and

instruction_ you have somehow turned an inherently enjoyable activity into drudgery. School is inherently boring and frustrating. We require students to come, then try to teach them stuff that they don't see a need for and don't find meaningful. There is a little support for academic achievement in the peer culture, and frequently in the home as well. A few students may be enthusiastic about learning, but most of them require the grading system and the carrots to it to pressure them to at least do enough to get by. (Brophy, 2010,p. 01).

According to Brophy, these two paragraphs mention two different views about tradition advice that offered to teachers about students' motivation. Even these two ideas are contradictory; each one of them contains points of fact

The first sight incorporates views about human nature and school learning expectations. Brophy states that "We can expect students to find learning activities to be meaningful and worthwhile, but not to experience them as 'fun' in the same sense that they experience recreational games and pastimes. Even when they find the content interesting and the activity enjoyable, learning requires sustained concentration and effort". Whereas, the second sight incorporates views about human nature and negative expectations about teachers' prospective for provoking motivation to learn. In addition to increase enjoyment and reduce pain, children are able to learn to experience pleasure in acquiring knowledge, improving skills, fulfilling curiosity; generally, learning.

Dorney (2001, P.2) states that: "Most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situations. My personal experience in that 99 per cent of language learners who really want to learn a foreign language (...) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude".

According to Pritchard. D. R & Ashwood. E, (2008: 7-10), they believe that motivation is a main factor which assigns peoples' energy to satisfy their needs, by deciding the following:

- Direction: decide which action will work on.
- Efforts: how hard will work on those actions.
- Persistence: time allocated to work on those actions.

They also claim that people do not have the ability to control the circumstances (amount of information, quality of equipment, the efficiency of colleagues, and the consequences of their actions) that they work according to it. Nevertheless, they can control what they do to raise performance, that by make people change how they do things which means changing behavior- in one word, Motivation. In their books, Pritchard and Ashwood, summarize the importance of motivation in the following points:

- Motivation in understandable.
- Motivation is a process.
- Motivation is fundamental issue, not fad
- Motivation is a long term issue.
- Motivation is logical.
- Motivation is manageable.
- Motivation is work strategies.
- Motivation is collaboration.
- With high motivation, everybody is wins.

Ekman. P (2004-2008), refers to the significance of motivation in the following sight: "Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it".

I.2.4. Increasing motivation in classroom:

Teachers should try to raise their students' motivation inside the classroom when the lesson is not really interesting for them. Ekmen. P, (2004-2008), suggest some ways in which teachers could enhance motivation in classroom:

a) Arouse interest:

It is necessary to make students aware about the importance of what they are taught and how it will be used significantly.

b) Maintaining curiosity:

A competent teacher uses different techniques in order to maintain interest in the lesson, and to make learners looking for understanding.

c) Use a variety of interesting presentation modes:

The motivation to learn is related to the kind of materials teachers use inside classroom, in addition to the methods in which these materials are presented. For example a teacher may use film, games, guest speakers, and so on, for raising attention to the topic. All these materials and other ones must be well planned and prepared, and fulfilling the lesson's objectives.

d) Help students set their own goals:

Students will try to work hardly in order to achieve their aims which they set to themselves or by others help.

e) Express clear expectations:

Students need to be aware about what they should do, and how to do it. In addition to how they will be evaluated and what are the subsequences of their success or their failure in that evaluation.

f) Provide clear feedback:

Feedback may be inspirational for students and it can be enough in some cases. It must be informative as possible, direct, and clear for students' success.

g) Increase the value and availability of extrinsic motivators:

Learners must feel that the kinds of rewards given to them are really worth. As an example, teachers' praises or grades may not be interesting for some student, they might be more interesting by good notes that send to their parents.

Huitt, (2005), (Cited in Huitt. W, 2011), states various ways in which a teacher can use to increase motivation in classroom according to its two types (intrinsic and extrinsic). It classified in the following table:

Intrinsic motivation	Extrinsic motivation
<ul style="list-style-type: none"> • Explain or show why learning a particular content or skills is important • Allow students some opportunities to select learning goals and tasks • Create and/or maintain curiosity • Provide a variety of activities and sensory stimulation • Provide games and stimulations • Set goals for learning • Relate learning to student needs • Help student develop action plan 	<ul style="list-style-type: none"> • Provide clear expectations • Give corrective feedback • Provide valuable rewards for simple learning tasks • Make rewards available • Allow opportunities for students to observe more correct exemplars • Allow for opportunities to engage in social learning activities • Provide for scaffolding of corrective feedback

Table 01: Increasing Intrinsic and Extrinsic Motivation

Conclusion

This chapter provides a main topic that has been studied since recent years which is grammar. Accordingly, the researcher has collected different information to define grammar and to state its nature, refers to its great role in a language, and illustrate different methods to teach grammar by mentioned the role of teachers and learners in that process. Grammar is

regarded to be one of the difficult tasks in teaching a language for teachers and for learners too. Thus, to facilitate and to make grammar more interesting for them in classroom the researcher discusses the importance of motivation in the teaching-learning process by define motivation, refers to its importance and suggest some ideas in which a teacher could raise it inside the classroom whether, intrinsically or extrinsically. Teachers can use many strategies to motivate their learners to learn grammar such as: role plays, audio-visual aids, songs, and **Games**. The present study suggests games as a motivational strategy in teaching that might raise motivation in classroom to deal better with grammar items. That is the concern of the next chapter.

Chapter Two

Language Games

And

**Grammar
Teaching**

CHAPTER TWO: LANGUAGE GAMES AND GRAMMAR TEACHING

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Chapter Two: Language Games and Grammar Teaching

Introduction

Selecting the best activities to master grammar is not an easy task, especially because grammar is supposed to be: ‘boring’, ‘uninteresting’ and ‘tedious’ activity, the situation become more difficult when it concerning teaching EFL young learners. Thus, the present study suggests a strategy which might be a motivational for pupils to learn grammar based on the idea that is children like to play which is ‘**language games**’. In this respect, the present chapter provides an overview about games in education, its types and classification according to the nature of the task, also explains how teachers could use and organize grammar games in classroom. Finally, the researcher claims some advantages of applying games to practice grammar patterns in a classroom context.

II.1. Definition of games

Language games are a special kind of teaching activities that a teacher may rely on to raise motivation and make the course more interesting. It is difficult to find a direct definition to the word game; generally the most definitions are seemed to be a description for it. Many authors defined language games from different points of view as follow: Haldfield (1999) says that: “A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of them”. This definition characterized games as an exercise that has a certain rules and objectives and as a source of enjoyment at the same time. In addition, the definition evaluates the significance of games not as an ‘amusing activity’, but as a motivational technique of teaching as well. Similarly, Byrne (1955) claims that: “a game is a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine

activities, but a way of getting the learner to use the language in the course of the game”. (Cited in Deesri, 2002). Both definitions claim that games should a part from the syllabus design to be used in side classroom/.

MACMILLAN Dictionary defines games as: “Games are great way to learn all sorts of things about English”. It means that games could be used as good strategy to teach all aspects of language, not just grammar. From the other hand Wikipedia states that, a game is a planned playing, most of times undertaken for pleasure, and sometimes used as an educational also. In the Macquarie Dictionary (1997), a game is defined as “amusement or pastime, diversion; contest with rules, the result being determined by skill, strength, or chance”. In the same sense, Merriam-Webster Dictionary identifies games as “A physical or mental activity or contest that has rules and that people do for pleasure”. In education and in grammar specifically, these rules are referring to structural rules of grammar and for the rules of playing the game itself as well.

Deesri (2002) defines games as type of play regarding rules, competition, and a factor of fun. He says that teachers must consider the value and its advantages in side classroom, and not think about it as a waste of time. Haflied (1999) adds: “Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aids and repetition drill, at the other as a chance to used the language freely and as a means to an end rather than an end itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action.” (cited in Sutrisno 2012)

According to Greenal (1990), “The term game is used whenever there is an element of competition between individual students or teams in a language activity. In this case, games encourage learners to work hardly to do the task in order to win or for coding any requirement or conditions given in the game for themselves or for their group spirit.

The French sociologist Roger Caillois (1957), in his book ‘Les jeux et les hommes’ (Games and Men), as it mentioned in ‘goodguy’, says: “A game is an activity that must have the following characteristics:

- **Fun:** he activity is chosen for its light-hearted character
- **Separate:** it is circumscribed in time and place
- **Uncertain:** the outcome of the activity is unforeseeable
- **Non-productive:** participation is not productive
- **Governed by rules:** the activity has rules that are different from everyday life
- **Fictitious:** it is accompanied by the awareness of a different reality

According to Hunt and Cain (1950, 31-32), (Cited in Shu-yun YU 2005, 33) a game is:

- A method of behaving in play which tends to conform a pattern that is generally formed and shared by several individuals
- The game pattern is emphasized by the elements of organization which bring about a definite and often repeated climax
- In a game, individuals do not lose their identity, for the game itself is a situation in which the element of success and failure are so equally balanced that only players by their own efforts, practice, and application of self can swing the balance to success

Nicolson & William (1975) define games as a method of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to keep. (Cited in Pathane&Aldrasi 2014)

The view of what a ‘language game’ means is that it allocates some similar aspects with games in general, but also it has specific qualities. A language game as a terminology used to refer to a variety of language activities for practicing certain language items (micro-skills) like: grammar, sentence structure, vocabulary, in addition to improving language skills (macro-

skills), such as: reading, writing, listening, and speaking. Another quality is that games may be used to achieve different goals, linguistic structure, communication, and a mixture of both of them. The present study focuses on the structural games that emphasized accuracy of English language in EFL context.

To sum up, language games promote active contribution and participation in classroom and generate fun and pleasure. Games are rule governed that have specific linguistic language outcomes to satisfy; also they rely on interaction by providing challenging and competition.

II.2: Types and Classification of games

II.2.1. Classification of games

There are many types of grammar games that can be played inside a classroom to develop a learners' proficiency in grammar. Games types are different depending on: learners' level, materials available, and grammar items that learners are supposed to deal with or practice. Haflied (1999) states two classification of language games into two parts, each part consists of some types: linguistic games and communicative games.

II.2.1.1. Linguistic games: It focuses on accuracy, such as applying the correct form of sentences.

II.2.1.2. Communicative games: It focuses on appropriate expression of information and thoughts, such as conversations between two people.

II.2.2. Types of games

Haflied also, classifying games into more categories: sorting, ordering, arranging games...etc. According to Lee (2000) (Cited in Tuan & Doan, 2010), games have many different types such as:

- Structure games which offer experience of the use of specific items of syntax in communication
- Vocabulary games in which the learners' interest is focused on words
- Spelling games
- Pronunciation games
- Number games
- Listen-and- do games
- Games and writing
- Miming games
- Discussion games

Also, Musilova (2010), organized games from another angle:

II.2.2.1. Cooperative games

These games are really essential. It aims at raising cooperative work among student they are useful when teachers deals with new groups of learners or when they want to engage shy or weak student in the whole group.

II.2.2.2. Competitive games

The main goal of this game is to try to finish as rapidly as possible before others. They are significance when a teacher wants to make any adjustment, her students are exhausted, or it is just time for gaming and practicing

II.2.2.3. Code-control games

In playing this game, students are supposed to use language without mistakes, because they are under control. So, by making mistakes they are going to lose points.

In addition, Haflied (2003) adds another classification and types of games;

II.2.2.4. A choice game: it is more analytical, it based on conscious application of grammar rules. In this kind of games the player is asked to choose the correct linguistic form, it is vary from the traditional grammar activities format in which games are more fun and interesting. Also it differ in context, grammar games have a unified context and situation, whereas, traditional exercises are usually in a kind of collection of unrelated sentences. Choice games have many types such as:

- a) **Matching games:** match two words, phrases, pictures....
- b) **Completing games:**complete missing situations
- c) **Competition games:**see how many as possible as can students make correct and meaningful sentences in a short time. For example: card games, bingo, happy families....
- d) **Memory games:**to see how many sentences and rules students can remember.

II.2.2.5. Reinforcement games: it aims at getting learners to internalize rules by repetition, it designed to provide intensive repetition of grammatical structure within meaningful context and at the same time they work in order to win. It contains the following types:

- a) **Information games:** one player has information that is not hold by other players who asked to require this information to complete the task successfully. It may be played individually, in pairs, or in groups.
- b) **Guessing games:** a familiar variant on this principal. One player with the information deliberately will hold it, while the others what it might be.
- c) **Searching games:** involves the whole class. In these games each member in the class has one piece of information, players must obtain sufficient amount of information to solve a problem or fill a chart.

- d) Matching games:** these games also may engage an information transfer by matching pairs of cards, pictures...it may be played by the whole-class, where every student must move around until find a partner of corresponding card or picture.
- e) Memory games:** in these games players are asked to remember as much information as possible to fill a correct an appropriate task.

All these activities may include elements of role play or of simulation. In role-play games, players are given the names and some characteristics of a functional character.

From the above classifications, it seemed that each kind of games focus on a language item or a skill for full filling the lessons' objectives. Therefore, teachers should be careful of choosing the most suitable game for each lesson, so that learners and teachers can benefit the most from these games.

II.3. Games as a motivational strategy

Games are supposed to be highly motivated for learners in a classroom context. Because games are: interesting, amusing, challenging, and provide the natural atmosphere that children prefer which is playing. When learners get out of routine activities and deal with games this gives them the opportunity to move around, activate their mental abilities and stimulate them to participate. In that situation, even those learners who are weak or shy will be involved in that atmosphere unconsciously. Hansen (1994) asserts that: "Games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings." (Cited in Tuan & Doan. 2010, P 70). In addition, Richard (1988) claims that: a game makes anxiety getting low, what makes acquiring and understanding teachers input easier and likely.

Based on Nemerow's survey (1996), learners are more highly motivated when they deal with games in classroom. Most of the surveyed students' (more than 80%) replied by using the

word 'fun' in their game evaluation. They think that games are a change of routine, something new which makes learning easier; with fun they are encouraging to learning easier. In the other hand, games help to remembering information and rules easier and for a long period of time. Some linguists have pointed out that foreign language anxiety often affects negatively on learners' motivation. Like when they have a lack of communicative apprehension and fear of negative social evaluation. (Horowitz et al, 1986). (Cited in Shu-yun YU, 2005, P 49).

As Petty (2004) claims, games can involve young learners to the learning process and they are able to make them really concentrated which are not available and are not possible in any other method. Rightly (2004) adds that: when teachers introduce amusing and challenging games, students will be highly motivated to act well. (Cited in Pathan&Aldersi, 2014).

II. 4. Games in grammar teaching

Grammar teaching in foreign language has been dealt by the traditional approaches since a long time. Now days, new approaches are created, tested, and recommended for more effective of the teaching-learning process. The use of games in grammar classes has been a famous strategy that is being suggested by methodologists and experienced by many educators in the classroom especially in elementary level. Petty (2004) (Cited in Pathan&Aldersi, 2014), states that:

During my schooldays, learning was regarded as a serious and difficult process; if laughter ever burst from a classroom, passing teachers would peer in with anger and suspicion. Yet games can produce intense involvement, and a quality of concentration no other teaching method can match. What is more, the increase in interest and motivation produced by a short session of game-playing can produce positive feelings towards the subject (and the teacher) which last for weeks. (p. 234).

From this sight, it is clear that traditional grammar is full of difficulty and boring, and teachers deal with it very seriously which make learners uninteresting and suffering from lack of concentration, whereas games can provide more interest, concentration, and pleasure.

Mario Rinvoluceri (1984), in answering the following question: ‘Where do these games fit into a teaching program?’ states that: “In my own teaching I have used this sort of game in three ways”:

- a) Diagnostically before presenting a given structure area to find out how much knowledge of the area is already disjointedly present in the group;
- b) After a grammar presentation to see how much the group have grasped;
- c) As revision of a grammar area.

I do not use grammar games as a Friday afternoon ‘reward’ activity- I use them as a central part of the students’ learning process.

II.5. The appropriate Use of Games

Games can be used in different ways in the language syllabus. Traditionally, games have been involved in classroom as a kind of warming-up at the beginning of the class, or used when there is an extra time at the end of the lesson. This seems to be acceptable and fine, but games can also comprise a more important part of a language course. (Lee, 1979, Rixon, 1981, Uberman, 1998). In the Presentation-Practice-Production frame work (Maurer, 1997), (in which language items are first *presented* for students to listen and to and/or read, e. g;

students read out a dialogue from the text book in which the two characters compare study habits, and then produced by students in a less controlled manner, e. g; two students discuss their own study habits), the game can be neither for practicing specific language items or skills or for more communicative language production. Equally,

games can also be used as a way to revise and recycle previously taught language (Uberman, 1998). Children often are very enthusiastic about games, but precisely for that reason, some older students may worry that games are childish for them. Teachers need to explain the purpose of the game in order to reassure such students that there is such a phenomenon as “serious fun”. Also, older students can be involved in modifying and even creating games. As with other learning activities, teachers need to pay careful attention to the difficulty level of games. Part of the appeal of games lies in the challenge, but if the challenge is too great, some students may become discouraged. The challenge can be of two kinds: understanding how to play the game and understanding the language content. (Cited in Wright et al, 2005)

Some suggestions for promoting both types understand:

- a) Representing of how the game is played. The teacher can demonstrate with a group of students or a group can demonstrate for the class.
- b) A sort of script of what people thought as they played or at list of useful phrases. Also, key words and concepts need to be explained.
- c) Clear directions. Presenting contains instructions, it is better to give directives step by step and not in one go. Also, some modifications can be acceptable.
- d) Games already known to students.
- e) Games used to revise and recycle previously studies content, rather than producing new content.
- f) Groups are mixed in terms of contemporary language proficiency, so that the more proficient members can help others.
- g) Resources, online or print, such as dictionaries and textbooks.

II.6. Grammar games in classroom

Under this point, the researcher explains how a teacher should prepare good conditions to deal with games inside classroom. Nowadays, there are many sources, such as: ELT journals, magazines, dissertations, and books that may provide teachers by information and guideless about different grammar games that could be useful and beneficial for different levels and tasks. In order to get really the maximum benefits from these games, teachers must take into account various things and follow certain steps. Vernon Shelley (2015) states the following steps to deal with grammar inside the classroom:

II.6.1. Preparation

Well-prepared lesson is the most important part of teaching. Teachers must think about several points such as:

- Choosing the activity that will be used (function, time consuming...)
- Be sure that the activity is good and suitable for learners
- Be sure that is really use for grammar tasks
- Decide if the activity needs: individual work, pair work, or group work
- If it needs a group work, how many members should be in each group?
- Prepare different materials that are needed for the activity

(Musilovia 2010, p 15) asserted that: “All participants of the game must know the rules and aims of the game. Rules should be clear and easy for understanding.”

II.6.2. Organization

Before starting applying the activity, teachers must tell pupils what are supposed to do.

- Explains the activity's rules and conditions

- Make some changes in classroom management to form groups for example
- Starting the game, guide, and help learners in doing the activity

II.6.3. Expectation

Teachers should be ready and prepared for unexpected things that might happen during applying the games, such as: wrong things, difficulties in understanding of the activity, any raising problems, like in form groups... If you see that your class is getting noisy, it is time to change the activity.

II.6.4. Variation

Teachers in order to make sure that activities cover all different learning styles, so even when they are using games to teach grammar they should vary in the types of things that learners expect to do. In elementary level, teacher may stick to games that use: talking, looking, and moving.

II.6.5. Respect

To make sure that games work for them and for their classes, teachers must be sure to operate their classes with the maximum respect both to and from students. This includes teaching learners from the beginning that the teacher expects respect at all times by giving encouragement and following the rules.

“That said, you’ll need to make sure the rules for all of the games are clear and manageable. When possible, explain the rules in the students’ native tongue so that they all know what is expected of them. When there is an environment of respect in the classroom, the students will feel safe enough to participate in the games so that they can get the most educational value out of them”.

II.6.6. Nurture

The most important thing that teachers can do with students is to nurture them every day. For each student in the class they try to find something that they like in and make sure to tell him or her about it. Teacher also, should be: encouraging, patient, and kind when playing games.

To sum up, Vernon adds, “Using games to teach grammar can be both fun and rewarding for you and your students. Just remember to keep them engaged and make sure that your games are truly teaching the skill at hand and you’ll soon have a class full of students who get excited about learning grammar”.

II.7. The choice of Games

Teachers when looking for games to be involved in their classrooms, they do not just take something for playing and for time filler that will not have any linguistic and pedagogical purposes. Lin Hong (Cited in Vernon, 2015) explains that not all language games can work and be beneficial for teaching students, if the game is simply for fun objectives and does not serve the educational goals then it will be just a waste of time. Hong posted such questions that may decide if a game is educationally sound:

- Which skills do the game practice?
- What types of game is it and what is its purpose?
- Does the difficulty level of the game mesh the students’ ability level?
- Does the game require maximum involvement by the students?
- Do the students like it? Do you like it?

Teachers also must ask themselves the following question:

- What specific grammar are you introducing or practicing with this game?

- Can you keep control of your class and play this game?
- What materials do you need for the game and can you obtain this easily?
- What controls, if any are needed, will you have in place to ensure the children are on track?
- Competition is not always appropriate; can you play a game for the sake of the game and not in order to define winners and losers?

Do not keep score all the time, make sure the teams tie, play down any winning, praise everyone, play until everyone has finished

- Are the rules easy and clear?

II.8. Factors that affect games in classroom

Games that used in classroom to help language learners to achieve the goals of teaching-learning process must depend on such factors, like: age, time, size of groups.....

Ahmed (2009) in his article about grammar games conducts an overview about these factors. He organizes them as following:

II.8.1. Age

The age of learners determines whether a game is appropriate or not and if it will work well. In addition, it is known that games are better used with elementary stages when children are more likely to play. Lewis & Bedson (1999), state that: “games are fun and children like to play them...playing games is vital and natural part of growing up and learning.” (p. 5). Thus, children can learn structure happily and consciously. The thing that makes games more vital in the learning process is that it links school atmosphere with children lives as being lively and fun.

II.8.2. Ability in the target language

Different games used for different learners' types. So, it should be adjusted to the different language learners' levels. It is necessary to know that games will be more effective and enjoyable if it matches learners' levels and abilities in the target language and to be relevant for them. Generally, the common problem with grammar games is the different level of proficiency between pupils. As a solution, a teacher in group games can form groups of mixed levels (strong learners with weak ones) in order to help each other in doing the task.

II.8.3. Time

Time also is a main factor in deciding the effectiveness of games in balancing between product and process and its appropriateness for a specific learner group. The most important thing is whether the game will take a long time to prepare and practice, and if learners are able to learn in fast rate as possible as expected when they deal with games. Ahmed (2009) cites a Mackey's explanation who asserts that learning a language needs practice, and practice needs a time, at least the time consuming as teaching any other skill. Here it is a matter of games plan according to the time available for the course. He says that: "If little time can be devoted to language learning, the most suitable game-activity may be the one with the minimum learning load and the maximum range of meaning and expression and the greatest relative productivity". Thus, teachers when dealing with games in side classroom must taking into account time consuming for them. Also, they should be precise in allocating appropriate time for each step in practicing grammar patterns through games.

II.9. The role of teachers in games

When dealing with games inside the classroom, both teacher and learners have a great role in the successful of that strategy. Haflied (2003) states that:

The teacher's role in all these activities is that of monitor and resource centre, moving from group to group, supplying any necessary language, notice errors, but not interrupting or correcting at this impedes fluency and spoils the atmosphere. It is good idea to carry paper and pen, and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback sessions after the game". (p. 5)

From this citation, it is clear that the teacher has a main role in guiding practicing grammar games through: controlling, noting, facilitating, explaining....and in the same time take some feedback to add things, omit, or change things in the coming practices.

Before dealing with games, Dobson (1975) (Cited in Meizaliana 2009) suggests the following points that may help teacher in organize their work:

- Before introducing a game to class ask the students if they think they would enjoy this kind of activity.
- Choose the games that will as many students as possible to participate.
- Be sure that the game you take is within the range of our students' ability.
- Give direction to the students clearly, so that everyone understands exactly how to play.
You may play a few trial games first, just to make sure that everyone knows the rules.
- Direct the game yourself.

II.10. Advantages of using games in classroom

Using games inside classroom to teach grammar English can help learners improve their accuracy level by providing repetition, interest, cooperation.... The following are some ideas about benefits that can be gained through using games proposed by different experts:

Rivoluceri (1984, P 4) suggests four advantages for using games in classroom:

- ✓ Students take a personal responsibility and consciousness of what is grammar about.
- ✓ The teacher has the opportunity to check the learners' knowledge, without concentrate on their attention.
- ✓ I games, a serious work and atmosphere take place. "The dice-throwing and arguing lightness and enlivens the classroom atmosphere a way that most people do not associate with the grammar part of a course. 'The game' locomotive pulls the grammar train a long".
- ✓ Everybody is working at the same time. The games have an average of 15-30 minutes, the period of time intense involvement.

Tuam& Doan (2010) refer to a collection of some linguists point of view about advantages of dealing with games in a classroom context, such as: According to Wright, Betteridge, and Buckby (1984) claim that games help, promote, and encourage learners to maintain their interest, concentration, and work during the class time. From the other hand Richard-Amato (1996, P 10) says that nevertheless, games most of times related with fun, enjoyment, and pleasure, we must not ignore their pedagogical values, especially in foreign language teaching and learning. Games are effectual because they create motivation, minimize students' stress, and give language learners the opportunity for factual situations and communication.

Musilova (2010, P 16) also adds by answering this question: **'Why is it worth using games in teaching?'**

- ✓ Games are really very motivating, even for those who are a shamed or are afraid of making mistakes
- ✓ Games help facilitate learners involvement of different levels

- ✓ Games support using new grammar rules unviolently.
- ✓ Games encourage learners' cooperation.

Brewster et al as it mentioned in the 'Free Electronic Library (2015), add various advantages of using games in language learning:

- ✓ Games add variety to the range of learning situation
- ✓ Games change the pace of a lesson and help to keep students' motivation
- ✓ Games 'lighten' more formal teaching and can help to renew students' motivation
- ✓ Games provide 'hidden' practice of specific language pattern, vocabulary, and pronunciation
- ✓ Games can help to improve attention span, concentration, memory, listening skills, and reading skills
- ✓ Students are encourage to participate; shy learners can be motivated to speak
- ✓ Games increase communication among students, which provide fluency practice and reduce the distance between teacher and students
- ✓ Games may reveal areas of weaknesses and the need for further languages
- ✓ Games may help to encourage writing skills by providing a real audience context and purpose.

Conclusion

The present chapter gave a general over view about the concept of games. The researcher collected different opinions concerning: the field of defining games, it types and classification, its importance as a motivational strategy, how teachers can choose the appropriate games and according to certain conditions and how to manage the classroom to deal with that games. Finally the researcher claimed the advantages of using games as a motivational strategy to teach grammar in a classroom context.

Chapter Three

Field Work

Chapter three: field work

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Chapter Three: The Field Work

Introduction

The present study, as it mentioned in the general introduction aims at investigating the effectiveness of using games as a motivational strategy to enhance learners' proficiency in grammar inside the classroom for obtaining a positive motivational atmosphere.

Thus, in order to prove the investigation and to test the research's hypotheses, the study relied on the experimental method. The present chapter is divided into two sections; section one which consists of: research design and methodology, population of the study, the sample of the study, rapport of classroom observation, and a second section which contains the descriptive statistics and achievement analyses in order to discuss the findings of learners' performance.

Section one: Design and Methodology

3.1.1. Population of the study

The present study carried out in Ahmed kebaili middle school in "Tolga". The selection of the school was randomly, but the selection of the secondary level was based on the idea that games may work better with children and adolescences. The population of the study consisted of all 4thMs Pupils during the academic year 2014-2015. 128 males and females divided into 4 classes, each class contains between from 31 to 33 pupils.

3.1.2. The sample of the study

The researcher selected one class out of the four classes randomly as a sample of the study. Each class was divided into two groups to learn English separately and under the same conditions (lesson, time, teacher...). Each group consists of 15 pupils. Both groups contain a

mixed gender and their ages from 14 to 17 years old. Thus, the researcher considered one as a control groups, whereas, the other one as an experimental group.

	Number of students	Percentage
Population	128	100%
Sample	30	23.43%

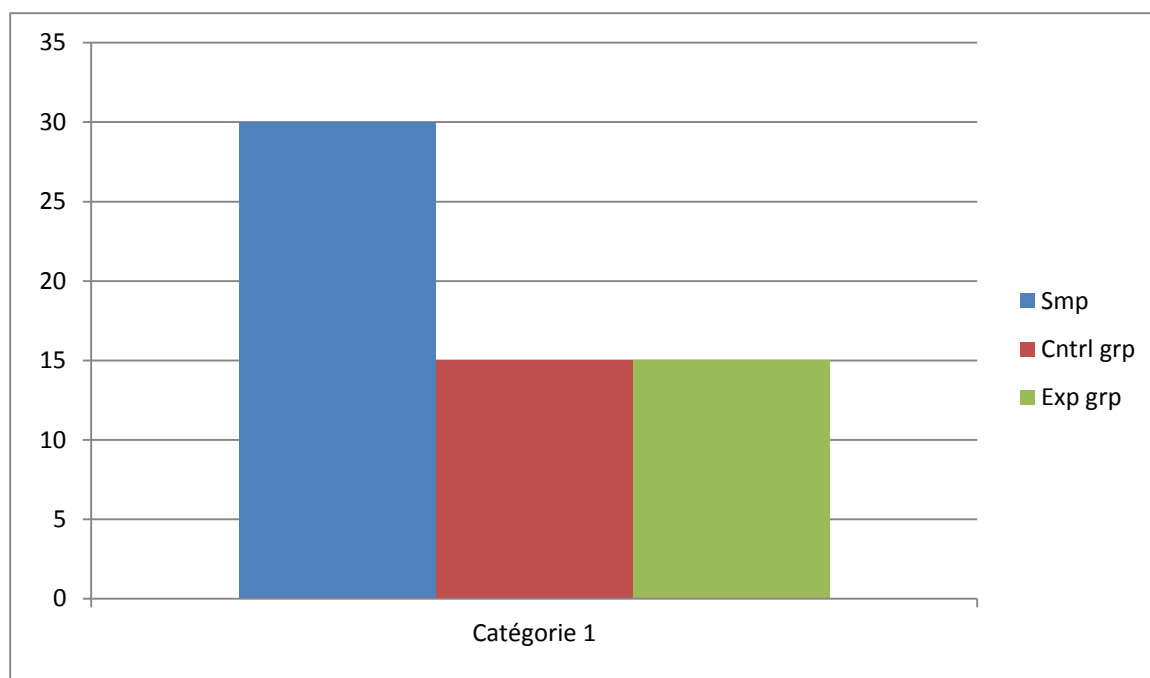
Table 02: Population and Sample of the study

The table above shows that the sample of the present study represents 23.43% (30 pupils) from the total population (100%) which contains the whole pupils of the 4MS in the school. Thus, the sample of the study is nearly about a quarter of the population.

	N	Percentage
Control group	15	50%
Experimental group	15	50%
Total Sample	30	100%

Table 03: Sample Distribution

The experimental group, as it is shown in the table 02, represents 50% of the sample of the study and the control group represents also 50%.



Graph 01: Sample distribution

The chart above summarizes the table of sample distribution, in another form.

3.1.3. Methodology of the study

As it was mentioned in the introduction above, the aim of this study is to contribute in improving learners' proficiency in grammar through using games as a motivational method to teach grammar lessons. In order to test the hypotheses of this study and to fit its objectives, also to obtain the information required from the subject, the present research will be based on the experimental method. The researcher followed three main steps concerning this method: **the first step** is the pre-test, which was a kind of exercise given for both the control group and the experiment group to make sure that they are equivalent, and to evaluate their levels before applying the experiment. **The second step** is the treatment, in this point the researcher taught the experimental group some grammar sessions by using games, whereas, the control group were taught with the traditional method by their teacher. The final step is **the post-test**, in which

the researcher administrated an exercise that has the same organization and objectives of the pre-test for both groups tooafter finishing the treatment in order to test the effectiveness of games on the performance of the experimental group to see whether it had any influence, and compare the results of the two groups.

3.1.4. A classroom observation

Before starting work on the experimental method, the researcher attended some sessions as a passive observer with two different teachers of English (male; **T.A** and female; **T.B**) in the same secondary school in order to see what grammar teaching methods teachers use to teach grammar, and to have an idea about learner's performance and their attitudes towards these methods. After observing classes of the teachers teaching grammar using the traditional approach, the following findings were observed:

- **Example of a class room observation session**

The researcher noticed that both teachers were teaching grammar implicitly by giving a daily life situations based on the school text book of 4MS level. During explaining and discussing the situation, pupils were supposed to pick up the grammar rules by themselves according to their understanding. The following is an example of grammar session that was taught by one of the two teachers (**T.A**), the choice of that teacher because of that most observational sessions were with him and the free time of the researcher was suitable for the free time of teacher A, also because he is an expert teacher who has been teaching English for more than 10 years. The lesson was about the semi-modal "**Used to**". The teacher during the session which allocated for 60 mn did the following:

- ✓ Greeted the pupils and wrote the date.
- ✓ **Warming up:** by asking their pupils about an Arabic teacher who used to teach them two years ago, and where he teaches now and discuss that with them. After that the

teacher asked them to answer the following question: **“Where did you use to study 5 years ago?”** and he gave them 5 mn to write the answer on their exercises copy books. During that time the teacher was checking pupils’ answers one by one and tried to help them by using words such as: primary school, some of time markers and adverbs...ect. After that, the teacher asked some pupils to write their sentences on the board and he corrected them.

- ✓ The teacher then, asked the pupils to open their copy books, write the date, and the examples from the board. Next, he explained the use and the function of “used to” by adding more examples and showing them the correct sentence structure when using the semi-model. In addition, he asked the pupils to give their own examples.
- ✓ During all that interaction the teacher was: explaining the meaning of the new words and its pronunciation, conjugated verbs in different tenses. In addition, he was relying so much on the first language (Arabic) by clarifying everything during all the session’s time.
- ✓ Finally, the teacher gave them an activity concerning the negative form of “used to”

During this session, the researcher took same notes such as:

- For the teacher, these strategies were effective as the lessons were usually given in a limited time class. But unfortunately as it was observed at the end of the lesson, most of the learners did not participate effectively and some of them could not even understand what the teacher was explaining, even though he was explaining in the mother tongue.
- Also, it was observed that just a very little number of pupils participated in solving the exercises and interacting with the teacher. Pupils who were sitting in the front of the classroom participated with the teacher, while those who were sitting at the back were almost passive and even sleeping, and they were not

concentrated with the teacher. Pupils especially in the afternoon sessions suffered from several factors like: lack of motivation and interesting, boredom. Generally, there was a negative atmosphere inside the classroom, and there were not any positive interaction in learner-learner interaction or learner-teacher interaction. All that caused a passivism observed during grammar lessons.

Number of sessions	1	2	3	4	5
Time	11am-12am	10am-11am	14pm-15pm	09am-10am	10am-11am
Teacher	T. A	T.A	T.B	T.B	T.A
Class	4ms1	4ms1	4ms3	4ms4	4ms2
Date	08-02-2015	16-02-2015	16-02-2015	18-02-2015	16-03-2015

Table 04: Class room observation

The table above represents the number, time, class, and date of different sessions that the researcher attended. It shows that the number sessions attended were 5 sessions; three sessions were with teacher A, whereas two sessions were with teacher B. as it is shown in the table most of the session were in the morning, and just one session was in the afternoon. The attendance was with different classes of the same level, and the time of attendance was separated from 02/08/2015 to 03/16/2015 according to the time available for the researcher and the sessions' program.

3.1.5. Experimental Procedures

3.1.5.1. The Pre-test

The test, that was administrated to the participants (both control group and experimental group) before the treatment contained two parts, the first one contains just introductory questions. While the second part is a simple and direct type of task which included sentences with gaps and the pupils were asked to fill those gaps by the appropriate items given in the activity's instructions. The activity is compound of 10 elements (sentences) that are separated from 1 to 10. Each correct answer is scored on 2 points out of 20. The main purpose of this task is to assess and evaluate pupils' proficiency and their understanding of the lesson. The time allocated to answer the activity was quarter an hour (15 minutes).

3.1.5.2. The experiment

The independent variable of this study which is using games as a motivational strategy consisted of two conditions: an experiment condition in which the pupils practice some grammar patterns through games, and a control condition in which the other pupils are exposed to deal with the same lessons based on the traditional methods, Whereas the dependent variable is pupils' proficiency in grammar.

Because grammar is a very broad aspect of language and because of time consuming for conducting the research, the researcher in the present study could not deal with all of grammar components. Thus, it seemed better to focus on a specific grammar items as a sample for the experiment. “**Modals**”, and specifically; **Can, Could, May, Should, and Must** are the sample of this study. The researcher has choosen Modals and exactly these 5 ones out of 12 Modals in English language due to two reasons: the first one, because 4MS pupils of middle school deal just with these Modals in that level. The second reason is that the time available for

the experiment is the same time programmed for teachers in the middle school to teach Modals, which seemed appropriate to effective comparison between the two methods; teaching grammar Modals traditionally, and teaching them through games.

The experimental group interacted in a learner-centered class. They were taught modals using 4 different games concerning the modals for three sessions in the same week by the researcher, each session allocated for 60 mn. The choice of games was according to materials available for the researcher and time too from one side, and because the games that were chosen by the researcher seemed to be easy, simple, and cover all learners' levels and their learning strategies, from another side which made the learners more involved and participating more. Students were asked to learn the modals' function, their use in affirmative, negative and interrogative forms and structures. Also, they supposed to differentiate between them in terms of: politeness, prohibition, obligation, past and present use and meaning...etc. Pupils are going to master these Modals without forcing them to participate, but by motivating them to play what means practicing without the direct mean of participation. Furthermore, the researcher taught modals implicitly (inductively) and sometimes explicitly (deductively) whenever needed because both are useful and necessary according to the situation. Pupils' were arranged in pairs (group of two); sometimes more when they work in groups of 4 pupils. This classroom management was according to the games conditions. The researcher during the experiment acted as a teacher and as an observer at the same time. The researcher also, acted as a facilitator whenever needed by: introduce new words, verbs, more explanation and clarification...etc

3.1.5.3. The Post-test

The post-test was another test which takes place after the treatment. This task has the same organization and planning, the same question, as the pre-test. But, it differ from the pre-test in allocation, where it takes place after the treatment, also the content and the sentences

which different from the first test, the researcher changed the sentences to avoid familiarity with the previous ones of the first task in order to ensure that the post-test results really reflect the learners' level. Another difference is that this activity aims at assessing and evaluating pupils' improvement in grammar after dealing with the experiment which is teaching grammar through games. The time allocated to answer the post-test is the same for answering the pre-test which is 15 minutes.

3.1.8. Reliability and Validity of the Test

The preparation for the experiment test was made before it started. To ensure the test's reliability **the Test/ Re-test** technique was followed. The researcher applies this technique by giving the test to a sample of 10 pupils a week before applying the pre-test in order to check if the test is really effective and appropriate for evaluating them. The results were revised and ready for be presented in a kind of pre-test.

Section Two: Analyses of the Results

Introduction

The main purpose of this study as it mentioned many times before, is to explore whether the experimental applications of games could affect positively on 4MS learners of middle school in terms of: increase their proficiency level, raise their motivation, and create a good atmosphere of interaction. The present section shows the results of the pre-test and post-test of both control group and experimental group. The mean and the standard deviation scores of both groups are provided to be used for analyses and compare the pre-test and post-test in order to find out whether there is any positive improvement in the pupil's proficiency in grammar and on their motivation, then to decide whether to accept or reject the researcher's hypotheses. It should be mentioned that the researcher calculated the results manually because it was difficult to

calculate those using technical methods and that it took some much time and effort with the researcher.

2.1: Results of pre-test (Descriptive Statistics)

As it is mentioned in the first section, the researcher collected a quantitative data in terms of pre-test before the treatment. Thus, the focus will be on the results of the descriptive statistics of both groups (Control/ Experimental), by calculating the Mean and the Standard Deviation.

- **Calculating the Mean and the Standard Deviation**

“**AGAINSTITUTE**”(for Quality in Practice) that gives instructions for manual calculating, states that:

- a) **The Mean:** refers to the **sum** of the observations (scores) **divided** by the **number** of participants. It indentifies the central location of the data, it is called also **average**. The mean is calculating using the following formula:

$$M = \frac{\sum(X)}{N}$$

Where:

\sum = Sum of

X=Individual data points

N= Sample size

- b) **The Standard Deviation:** the standard deviation is the common measure of variability, measuring the data set and the relationship of the mean to the rest of the data. It is calculating using the following formula:

$$S^2 = \frac{\sum(X-M)^2}{n-1}$$

Where:

\sum = Sum of

X = Individual Scores

M = Mean of all scores

N = Sample size

2.1.1. Pre-test Achievement of Control Group

The results of the control group in the Pre-test are shown in the following table:

N°	Scores
1	02
2	04
3	04
4	02
5	04
6	06
7	04
8	14
9	06
10	04
11	04
12	10
13	04
14	02
15	08

Table 05: Scores of Control Group Pre-test

The table above represents the scores of 15 pupils (Sample of control group). The pupils are numbered from 1 to 15, and the results are between 2 pts and 14 out of twenty.

Scores	Frequencies	N° of correct answers
02/20	3	1
04/20	7	2
06/20	2	3
08/20	1	4
10/20	1	5
14/20	1	7

Table 06: The control Group Pre-test: Scores, their Frequencies, and their Number of correct Answers

The table above summarizes the previous one. It represents the scorers' frequencies and the number of correct answers of each score for the Control Group Pre-test. Knowing that each correct answer is scored 2 pts, these results display that the lowest score within the pre-test of the control group is 2 out of 20 in which it obtained by "6" participants who have answered just one question correctly out of 10 questions. "7" participants scored 4 points out of 20 and as it is clear in the table it is the most obtained point. "2" participants scored 6 points which means that they have answered just "3" correct question out of "10" questions, and just "1" participant have answered "4" correct answer out of "10" and consequently, he scored 8 out of 20. Whereas, just "2" participants have been successful in providing from "5" to "7" correct answers, and they scored 10/20 and 14/20. All these results show that the general level of pupils is very weak.

According to the above steps, the researcher calculated the **Mean** of the control group achievements in the pre-test, it is as following

Test	Group	N°	Sum of Scrs	Mean
Pre-test	Control grp	15	78	5.2

Table 07: The control group: Total scores, participants 'N °, and the Test's Mean

The results in this table indicate that the sum of all the participants' scores is 78 points. By applying the formula of calculating the mean, the results show that the mean of the control group in the pre-test is 5.2.

The next step is calculating the standard deviation also by applying the formula mentioned before

X	F	M	(M-X)	(M-X) ²
2	3	5.2	-3.2	10.24
4	7	5.2	-1.2	1.44
6	2	5.2	0.8	0.64
8	1	5.2	2.8	7.84
10	1	5.2	4.8	23.04
14	1	5.2	8.8	77.44

Table 08: Steps of calculating the Standard deviation

$$S^2 = \frac{(10.2 \times 3) + (1.44 \times 7) + (0.64 \times 2) + (7.84) + (23.04) + (77.44)}{15 - 1} = \frac{150.2}{14} = 10.72$$

➤ The researcher followed the same formula and steps in calculating the other results.

Test	Group	Mean	Standard Deviation
Pre-test	Control grp	5.2	10.72

Table 09: The mean and the Standard Deviation of CntrlGrp Pre-test

The table 09 indicates that pupils' proficiency in grammar based on the test that was given to them differs from 2 to 14. This proves that most learners do not have the same level and do not

use the same strategies and styles to deal with the material that is supposed to be according to the traditional methods that teachers followed. Subsequently, it is clear that 4th year pupils in general are not really good masters of grammar because the mean recorded just (5.2) and standard deviation recorded (2.5) which illustrates that the general level of pupils is really very different.

2.1.2. The Pre-test Achievements of the Experimental Group

N°	Scores
1	08/20
2	02/20
3	00/20
4	02/20
5	04/20
6	02/20
7	06/20
8	04/20
9	02/20
10	04/20
11	06/20
12	00/20
13	06/20
14	08/20
15	06/20

Table 10: Scores of Experimental Group Pre-test

This table represents the scores of Expgrp pupils that are numbered from 1 to 15. The points are out of twenty and they are from 2 pts to 8 pts where each correct answer is scored 2 pts out of 20.

Test	Group	N°	Sum of Scrs	Mean
Pre-test	ExpGrp	15	60	4

Table 11: The Experimental Group: Total scores, participants 'N °, and the Test's Mean

The table above represents the pre-test of the Exp grp. As it is shown above the sum of participants' scores is 60 pts, and the mean is 4. From these results it is clear that the pupils' proficiency in grammar is very weak.

X	F	M	X-M	(X-M) ²
0	2	4	-4	16
2	4	4	-2	4
4	3	4	0	0
6	4	4	2	4
8	2	4	4	16

Table 12: Steps of calculating the Standard deviation

Table 12 represents the scores of the Expgrp in the pre-test, as it is noticed the participants' performance was between 0 and 8 points out of 20 based on the correction of the test which is as motioned before 2pts for each correct answer. It becomes clear that the lowest score in the pre-test of the Exp grp is 0 out of 20 obtained by "2" pupils who fail to get any correct answer. Whereas, the highest score is 8 by also "2" participants who answered just one question correctly. The rest scores were between 2 and 6 points out of 20. According to these results all participants of Exp grp in the pre-test did not reach the average; means that their levels are very weak. The last two columns are for calculating the Standard Deviation.

Test	Group	Mean	Standard Deviation
Pre-test	Experimental Grp	4	6.85

Table 13: The mean and the Standard Deviation of Expt Grp Pre-test

Based on this table, the Exp grp participants are not mastering English grammar and they suffering from a lack of proficiency as the mean recorded just (4) and the Standard Deviation recorded (6.85)

- **General Achievements of Pre-test**

Group	Mean	Standard Deviation
Control Group	5.2	10.72
Experimental Group	4	6.85

Table 14: Pre-test Overview of Mean and STNDRD

From this table, the researcher concludes that:

- Both groups recorded a mean of (5.2) and (4), it is clear that the difference is not statistically significant. Thus, the two groups assumed equivalent.
- Second remark, is that the difference in performance for the control group is larger (10.72), whereas for the Experimental group is less by Standard Deviation of (6.85). But since in both cases the mean is more than the STNDRD (**Mean \leq STDRD**) that means that the majority of pupils did not use the same strategies and styles to deal with grammar.
- Finally, the researcher noticed that most pupils have a lack of proficiency in grammar and they need to improve their abilities in that concept of language, in addition the traditional method of teaching grammar that teacher followed did not have a real effectiveness and it does not help them to develop their proficiency.

2.2. Results of Post-test (Descriptive Analyses)

As it mentioned before, the researcher collected a quantitative data in terms of post-test after the treatment.

2.2.1. Post-test Achievement of Control Group

N°	Scores
1	02
2	04
3	06
4	08
5	06
6	04
7	08
8	10
9	12
10	08
11	10
12	06
13	10
14	08
15	06

Table 15: Scores of Control Group Post-test

The table above demonstrates the control group's scores in the post-test; these scores are between 2 pts and 12 pts. It is clear that the results are somehow better than those in the pre-test.

Test	Group	N°	Sum of Scores	Mean
Post-test	Control Grp	15	108	7.2

Table 16: The Control Group: Total scores, participants 'N °, and the Test's Mean

Table 16 states the sum of participants' performance that forms 15 pupils in the post-test which is 108 points and the mean is about 7.2. Even though pupils' achievements (control group) in the post test were a little bit improved. It is still not good in which the mean is (7.2).

X	F	M	X-M	(X-M)²
2	1	7.2	-5.2	27.04
4	2	7.2	3.2	10.24
6	4	7.2	-1.2	1.44
8	4	7.2	0.8	0.64
10	3	7.2	2.8	7.84
12	1	7.2	4.8	23.04

Table 17: Steps of calculating the Standard deviation

This table expresses the scores of the control group in the post-test and their frequencies. It is observed that the lowest score is 2 by just one pupil who answered just one question correctly out of 10 known that each correct answer scored 2 pts out of 20. "10" participants got between 4 and 8 pts by answering between "1" and "4" correct answer. Whereas, the rest 4 participants succeeded in answering more than "5" answers by obtaining 10 and 12 pts out of 20.

Test	Group	Mean	Standard Deviation
Post-test	Control Grp	7.2	7.31

Table 18: The mean and the Standard Deviation of CntrlGrp Post-test

Table 18 shows the mean and the standard deviation results of the control group in the post-test. The mean is 7.2 and the standard deviation is 7.31

2.2.2. Post-test Achievement of Experimental Group

N°	Scores
1	16
2	08
3	10
4	10
5	08
6	14
7	14
8	12
9	12
10	18
11	08
12	10
13	16
14	14
15	10

Table 19: Scores of Experimental Group Post-test

Table 19 represents the achievement of participants in the post-test after the treatment. As standard the sample composed of 15 pupils organized from 1 to 15 randomly. The participants' performance here is between 8 pts to 18 pts. This expresses that the general proficiency in grammar according to the given task is good.

Test	Group	N°	Sum of Scores	Mean
Post-test	Expr Grp	15	180	12

Table 20: The Expr Group: Total scores, participants 'N °, and the Test's Mean

In this table, the sum of participants' (experimental group) performance in the post-test is 180 points, according to that the mean is 12 which makes it clear that their level is good.

<u>X</u>	<u>F</u>	<u>M</u>	<u>X-M</u>	<u>(X-M)²</u>
08	3	12	-4	16
10	4	12	-2	4
12	2	12	0	0
14	3	12	2	4
16	2	12	4	16
18	1	12	6	36

Table 21: Steps of calculating the Standard deviation

Table 21 represents the scores of the Experimental group in the post-test and their frequencies. As it is shown above, the lowest point is 8 by “3” participants who could answer just 4 correct answers out of 10. The rest participants who form 12 pupils were successful in answering 5 and more correct answer and they get 10, 12, 14, 16, and the highest score is 18 that was gained by just one pupil.

Test	Group	Mean	Standard Deviation
Post-test	ExprGrp	12	10.48

Table 22: The mean and the Standard Deviation of ExprGrp Post-test

Table 22 represents the mean and the standard deviation of the experimental group in the post-test in which the mean is 12 that means the general proficiency of pupils in grammar became good. And the standard deviation is 10.48; means that there is not a very big difference in pupil’s achievement and the strategy was effective for most of them.

- **General Achievements of Post-test**

The general performance of both groups (Control/ Experimental) in the post-test is summarized as follow:

Group	Mean	Standard Deviation
Control Group	7.2	7.31
Experimental Group	12	10.84

Table 23: Post-test Overview of the Mean and Standard Deviation

It can be deduced from this table that:

- The pupils' proficiency in grammar concerning the control group in the post-test is a very weak even after taught the lesson since the mean is just (7.2). From the standard deviation of the control group which is (7.31) it observed that the traditional method that the teacher followed with the control group had the same effectiveness on learners' performance since the mean and the standard deviation are nearly equal, but this effectiveness was not positive because the mean is just (7.2).
- Concerning the post-test of the Experimental group as it is shown above pupils' proficiency in grammar was better than that on the pre-test. Thus, the strategy which uses games that was used by the researcher was so helpful for the pupils and the teacher too. It facilitated for them the task they were dealing with. This indicates that most of pupils improved their level as the mean recorded was "12". In addition, the strategy was interesting for all participants since the standard deviation is 10.84.

2.3. Comparative Evaluation of Achievement

Under this title, the researcher focuses on comparing the statistical results of both groups (control/ experimental group). In both tests (pre-test/post-test) in order to see if any improvement occurred. According to this, the hypotheses formulated in this research

concerning the effectiveness of games on learners' proficiency in grammar will be proved or disapproved.

2.3.1. Comparison of Pre-test and Post-test Achievement of Control Group

G. N°	Pre-test		Post-test	
	Mean	STNDRD	Mean	STNDRD
15	5.2	10.72	7.2	7.31

Table 24: Pre-test/ Post-test difference of Control Group

As it deduces from the table above, the mean scores obtained in both tests concerning the control group are somehow different. In the pre-test the mean was 5.2, whereas in the post-test it was 7.2. So, the difference between the two results is just (2) which mean that the traditional did not improve the pupils' proficiency in grammar sufficiently.

2.3.2. Comparison of Pre-test/ Post-test Achievement of Experimental group

Exp. G	Pre-test		Post-test	
	Mean	STNDRD	Mean	STNDRD
15	4	6.85	12	10.84

Table 25: Pre-test/Post-test difference of Experimental Group

Table 25 deduces that, the mean score obtained in the pre-test concerning the experimental group differs totally from the mean score obtained in the post-test. In the pre-test the mean was just (4), whereas in the post-test 12. The difference between the two results in large (8) that prove the effectiveness of the strategy of using games on raising learners' proficiency in grammar.

2.4: Hypothesis Testing

In the previous section, the researcher used descriptive statistics to analyze the results of the participants' improvement in proficiency of grammar. It has been proved that the pupils have improved due to the exploitation of the independent variable by using games over the dependent variable which refers to proficiency in grammar. The researcher stated 4 hypotheses concerning the present study as it is mentioned in the general introduction, the first three hypotheses which are:

- A. If teacher use games in the classroom, learners' motivation will increase and the classroom atmosphere will be positively affected.
- B. If learners interact with games when learning grammar, their grammar problems will be minimized.
- C. Learners' negative attitude towards learning grammar will be changed, if the teachers use grammar games inside the classroom.

These hypotheses have been proved by the researcher's role as an observer during dealing with games. The researcher then noticed the following.

- ✓ Concerning the hypothesis (A), learners during practicing games were so motivated and they were working in an interest and positive conditions which proved this hypothesis.
- ✓ Concerning the hypothesis (B) the researcher has observed that, learners' prohibition and hesitation to participate, and their fear of making errors were minimized when they were playing language games.
- ✓ In addition, the third (C) hypothesis was proved too. During the sessions that the researcher taught, learners were more engaged with grammar.

The main hypothesis of the study is:

“If teachers teach grammar through games, students’ accuracy level in grammar in terms of: understanding, memorizing, and using the rules correctly will be increased.”

In order to test this hypothesis, the researcher used a T-test method to compare the achievement of the two tests (pre-test/ post-test) according to the mean and the standard deviation. There are of types of T-test: dependent test and independent test, according to this study, the researcher followed the Paired t-test in which the comparison will be within the same group (experimental group) before and after the treatment because is most appropriate to see if any improvement is happened because a one t-test allows to test whether a sample mean significantly differs from a hypothesized value. Calculating statistical test aims at providing data about this research. Thus, the t-test is used to establish the possibility that the obtained results could occurred under the alternative hypothesis. If the probability is more than 0.05; the hypothesis will be accepted, but if it is equal or less than 0.05 then the hypothesis will be rejected. As it mentioned before one hypothesis out of four needed descriptive statistics. For proving the effectiveness the treatment used and for testing the hypothesis the following steps were followed:

1. Choose the Paired T-test to check the hypothesis.
2. Consider 0.05 as a p value (paired value) which means that 95% of the results are likely to be sure, whereas 5% are not.
3. Large p value claims that the hypothesis is likely to be true and the smaller it is, the more convincing is the rejection if the hypothesis.
4. Degree of freedom suitable for this t-test is 14 according to the formula: **Df=n-1**

As it mentioned many times before, the t-test is calculated to confirm the effectiveness of the independent variable (using games) on the dependent one (proficiency of grammar) according to the value will be calculated that allows the researcher to know the scores improvement in the

post-test participants' proficiency in grammar is due to the influence of the use of games. Also, this test supported the other hypotheses. The following stages used to calculate the paired t-test:

Step 01: the mean and the standard deviation of the experimental group which they were calculated before. (Table 22, P.).

Step 02: find the degree of freedom, since the experimental group sample is 15, the degree of freedom is: $n-1= 15-1= 14$

Step 03: difference between the two means and STDRDs

	Pre-test		Post-test	
Exp. G	Mean	STNDRD	Mean	STNDRD
15	4	6.85	12	10.84
Difference	MEANS		STNDRDs	
	-8		-3.99	

Table 26: Pre-test/Post-test difference of Experimental Group

$$X_d = X_1 - X_2 = -8$$

$$S_d = S_1 - S_2 = -3.99$$

$$T = \frac{X_d}{S_d \sqrt{n}}$$

$$T = 7.76$$

Step 04: find the critical value according to the T-table (in appendix, 5). The critical value of this test is **2.145**.

2.5. Interpretations

Based on those data, it is observed that the P value "7.76" which refers to the score of the T-test is greater than the critical value of degree of freedom "2.145" which derived from the T-table based on degree of freedom which is "14" and the P value which is "0.05" , (**7.76 > 2.145**). Consequently, the researcher accepted the hypothesis.

2.6. Discussion of the Findings

From the analyses of data collection concerning the statistical descriptive and the findings of hypotheses testing which obtained before and after the use of games, it can be accomplished that the use of games for teaching grammar in the secondary schools in Algeria was to a certain extent effective. It helps in changing the negative attitudes of EFL learners towards English generally and grammar specifically. Also, it helps in making grammar learning interesting, enjoyable, and fun in which increasing learners' motivation and participation inside classroom. Finally, to sum up using games in EFL context was really effective, motivating, and beneficial strategy that help in improving learners' achievements from different angles.

2.7. Recommendations

Based upon the findings above, the researcher offered some recommendations for EFL teachers concerning teaching grammar through games:

- Grammar games must be a part of grammar teaching activities and strategies among the EFL teachers.

- Teachers should know how to deal with games inside the classroom to gain as possible as can benefits from it in order to make students' learning easy, interesting, and motivating.
- Not all games are appropriate for being used in side classroom. Thus, teachers must be careful when selecting them. Also, games must be suitable according to: learners' level and age, materials available, and time consuming.
- Finally, in order to gain more beneficial and further significant from this study, some changes should be made:
 - Perform the experiment over a longer period of time in which learners have a sufficient time to be familiar with games and get out from the traditional strategies.
 - Conducting other studies to investigate the effectiveness of using games in teaching grammar with different samples of students and different context.
 - Applying another kinds of games with another grammar elements.

General Conclusion:

Grammar is a major component of English; the language will not be acceptable if the structure is not correct. Learners in most of times feel difficult, boring, and uncomfortable when they deal with grammar because the majority of teachers follow the traditional methods of teach grammar elements. Thus, the present study presented an alternative strategy to minimize learners' problems towards grammar. The strategy is about teaching grammar through language games as a motivational way to make learners more exciting and engaging with grammar lessons.

Based on the theoretical frame work, games according to many linguists and studies are an activity with: rules, academic goals and objectives, and an element of fun, enjoyable, and motivation. Games in teaching process in a source that creates an interesting atmosphere under disciplinary conditions. Also, games supposed to be a good method to practicing grammar patterns. In addition, teachers must know which games are appropriate for their learners, materials available for them, and time consuming. Besides, they should be aware about how to maintain suitable environment to deal with them in side classroom.

Based on the finding and discussing in the field work, it proved that games is a useful and successful strategy which helps to enhance learners' proficiency and performance in grammar that help in achieving the goals of the learning-teaching process in general. The suggested strategy may obtain more benefits under different conditions if it included as part of the teaching program.

المخلص:

تهدف هذه الدراسة إلى التحقيق في فعالية استعمال الألعاب اللغوية كإستراتيجية محفزة لتحسين مستوى التلاميذ في قواعد اللغة الإنجليزية , حيث طبقت هذه الدراسة في متوسطة احمد قبايلي في طوالة – الجزائر. تعلم قواعد اللغة لا يعتبر فقط صعبا , لكنه ممل وغير مهم لبعض التلاميذ في الجزائر , هدف هذه الدراسة من استعمال الألعاب ليس لتضييع الوقت أو للتسلية , وإنما لها أبعاد بيداغوجية حيث تهدف إلى تحفيز التلاميذ على المشاركة داخل القسم بطريقة طبيعية و مشجعة أكثر وهي ممارسة الألعاب , من أجل تحقيق أهداف هذه الدراسة والحصول على النتائج المتوقعة. اتبع الباحث المنهج التجريبي من أجل تجريب الفرضية وحساب نتائج التلاميذ قبل وبعد تطبيق الدراسة , العينة المختارة لهذه الدراسة تتمثل في 30 تلميذا من المستوى الرابعة متوسط للسنة الدراسية 2014/2015 , العينة قسمت إلى مجموعتين متساويتين , مجموعة مقارنة ومجموعة تجريبية بمعدل 15 تلميذا في المجموعة , المجموعة التجريبية تناولت بعض الدروس في القواعد عن طريق استخدام الألعاب اللغوية من طرف الباحث , بينما المجموعة الأخرى تناولت نفس الدروس استنادا عن الطرق التقليدية من طرف الأستاذ , لاختبار مستوى التلاميذ قدم لهم قبل وبعد التجربة فرض تجريبي لمقارنة أدائهم. اعتمد الباحث عن الإحصاء الوصفي لتحليل النتائج لكلا المجموعتين في الاختبارين , من خلال النتائج المتحصل عليها أثبتت الفرضية من خلال اختبار t-test حيث كان هناك فرق بين النتائج لصالح المجموعة التجريبية. في النهاية يقدم الباحث عدة اقتراحات من بينها تطبيق الدراسة مع عينات أخرى ضمن وقت أطول , إضافة إلى إدراج الألعاب اللغوية ضمن الأنشطة المدرجة في المناهج التربوية.

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Appendix 01:

Game 01 :

Name: Fussy Genie

Function: Making polite requests and permissions

Time: 20 mn

- This game is called “**Fussy Genie**”. The basic idea is that students will each gain access to a genie from a magic lamp that has the ability to give students anything they desired but there are two catches! The first is that the genie will only appear for a short period of time (supposed to be sufficient for learners to do what they asked to do), so the students will need to speak quickly to ask as many permission requests as possible. The second catch is that the genie is incredibly fussy about good manners and will not grant wishes if it is not asked politely. Students will need to use “Can I.....?”, “Could I.....?”, or “May I...?” before the requests or the genie will ignore them.

Example:

Students 1: **Can** I have 1 million dollars, please?

Teacher/Genie: Yes, you **can**. What is next?

Student 1: I want lots of gold!

Teacher/ Genie: You **cannot** have that, because you are not polite! What is next? Ect

- Students gain a point for each polite permission request they make within the time limit. This can be counted with the teacher holding up a finger with each request that is successful, or the students chanting the tally aloud as it builds.
- Basically speaking, ‘can’, ‘could’, ‘may’ can all used for this sort of activity, and there are a few ways to ensure that all three forms are practiced. One way is to make the genie either ‘super’ or ‘singularly’ fussy. In the first adaptation, the genie requires requests to happen in a sequence (essentially, the request being with “can I”, the

second with “Could I”, and the third with “May”). The genie rejects the request if the form is omitted or used outside the set sequence. For the second extension, the teacher can explain that there are actually three ‘brother’ genies inside the lamp named “Can”, “Could”, “May”. Students will not immediately until they find the right form for the respective genie. For example:

Student: **Can** I 1 million dollars?

Teacher/ Genie: No, you **may** not. What is next?

Student:May I have 1 million dollars?

Teacher/ Genie: Yes, you **may**. What is next? Ect

- Essentially the teacher/ genie’s first response should indicate to students what to go with, so it encourages students to pay closer attention to what they hear.

Appendix: 02

Game 02:

Name: King/Queen of the Classroom

Function: Indicate Obligation

Time: 15 mn

- This game is called “King/Queen of the Classroom”, and gives students a chance to make playful hypothetical rules for the classroom. To do this, they need to decide on rules and use “must” or “should” in order to express them.

Example:

Teacher: ok, Steve. You are king of the Classroom. What are your five rules?

Student (Steve): Rule 1: Everybody **must** give me some money every day.

Rule 2: The teacher **should** be kind all of time.

Rule 3: Everybody **must** wear yellow socks.

Rule 4: Everybody **should** lend me a pencil.

Rule 5: Girls **must** give some lunch to the boys every day.

Appendix: 03

Games 03:

Name: Run to the board

Function: using all the five modals

Time: 20 mn

- In this game, the teacher divided the learners into four groups of five members in each group. The teacher explains the rules of game for them:
 - Each learner gives one sentence using one of the five Modals: “Can”, “Could”, “May”, Must, and “Should” as much quickly as can.
 - Divided the board into four columns
 - Choose a name for each group
 - After writing the five sentences pupils of each group run one after another quickly to the board and write their sentences in their group’s column
 - The winner is the group that finished the first and with correct form of sentences.

Appendix: 04

Pre-test:

School: Ahmed kbeily middle School-Tolga-

School Year: 2014/2015

Level: 4 MS

Due Time: 15 minutes

Class: 2

❖ **Section One:**

Age:

Class:

Gender:

Group:

❖ **Section Two: The test**

Activity: Complete the sentences using: **Can, Could, May, Must,** and **should** in the positive or negative form. (2points for each sentence)

1. Richard's only three, but he.....swim very well.
2. You've had that headache for two days, I think you.....go to the doctor.
3. I don't think we.....go to the beach because it.....rain this afternoon.
4. I was listening very carefully, but I.....hear what she said.
5. You.....remember to take your passport tomorrow.
6.you close the door, please?
7. We.....move house next year, but we're not sure yet.
8. Passengers.....smoke when the plane is taking off.
9. "Do you think I.....learn some Portuguese before I go to Brazil?"

"Yes, that would be a good idea."

10. I'll be at work on Saturday, so I'm afraid, I.....come to the football match with you.

Appendix 05:

T-test

Two Tailed Significance						
<i>Degrees of freedom (n-1)</i>	$\alpha = 0.20$	0.10	0.05	0.02	0.01	0.002
1	3.078	6.314	12.706	31.821	63.657	318.300
2	1.886	2.920	4.303	6.965	9.925	22.327
3	1.638	2.353	3.182	4.541	5.841	10.214
4	1.533	2.132	2.776	3.747	4.604	7.173
5	1.476	2.015	2.571	3.305	4.032	5.893
6	1.440	1.943	2.447	3.143	3.707	5.208
7	1.415	1.895	2.365	2.998	3.499	4.785
8	1.397	1.860	2.306	2.896	3.355	4.501
9	1.383	1.833	2.262	2.821	3.250	4.297
10	1.372	1.812	2.228	2.764	3.169	4.144
11	1.363	1.796	2.201	2.718	3.106	4.025
12	1.356	1.782	2.179	2.681	3.055	3.930
13	1.350	1.771	2.160	2.650	3.012	3.852
14	1.345	1.761	2.145	2.624	2.977	3.787
15	1.341	1.753	2.131	2.602	2.947	3.733

Appendix :06

Post-test:

School :ahmedkebily middle school-tolga-
2014/2015

School year:

Level: 4 ms
minutes

Due time: 15

Class: 2

❖ **Section one:**

Age:.....

classe:.....

Gender:.....

Group:.....

❖ **Section two: the test**

Activity: complete the sentences using: **can, could, may, must, and should** in the positive or negative form. (2 points for each sentence)

1. We are leaving tonight, so you..... buy a ticket for the flight.
2. I come in?
3. David..... Cook well when he wants to .
4. “Do you think it.....rain?
“Yes, possibly. We don’t want to get wet, so I think we..... take our raincoats”
5. Wevisit my cousin in Australia next year, but we don’t know yet.
6. Jenny tried to carry him, but she.....
7. In many countries, yes..... wear a seat belt in the car . it’s the law
8. you hold this for me, please ?
9. I know they enjoy their work but they..... work at the weekends. It is not good for you.
10. The letter..... arrive tomorrow