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The Effect of Using Games in Teaching Grammar to Middle School Learners

The Case of Third Year Pupils at Houari Abdallah Middle School of El Amria

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An Extended Essay Submitted in Partial Fulfillment of the Requirements for a Master's degree in Didactics and Applied Linguistics

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<u>Dedications</u>

To my dear parents;

To my sisters and brothers;

To my friends.

To all those who contributed from near or far to make this work possible.

<u>Dedications</u>

I'm dedicating this thesis to a few beloved people, who have meant and continue to mean so much to me. First and foremost, my parents whose words of encouragement and push for tenacity ring in my ears. A special feeling of gratitude to my beloved husband who has been a constant source of support during life's challenges. To my sisters who stand by me when things look bleak

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<u>Abstract</u>

Grammar is the structure and system of a language, it helps us send messages with appropriate meaning and understand others. There are many ways to teach grammar to young learners that can be fun and interest such as applying educational games during grammar session, which facilitate the understand of the language also solve the problems face pupils of foreign languages. Language games are what our research proposes as an effective method, which helped pupils to became happy and interest to achieve better results. It aims at highlighting an examination of the effective use of language games in grammar learning middle school pupils. The present research work aims at investigating the effect of using games in teaching English grammar to young learners, to carry out this research, case study has been conducted in the middle school of HOUARI ABDALLAH of EL-AMRIA, where 40 third-year pupils, And two English teachers have been selected as a sample. A questionnaire and a semi-structured interview were designed respectively to the pupils and the teachers. The data collected were analyzed quantitatively and qualitatively. The main results obtained from the data collected showed that the use of language games in grammar learning middle school pupils can improve the use of their language building, their skills and developing their level, also it provides pupils with more opportunities to express their thoughts and feelings. The data also showed that, games are one of the best ways to create unusual routine of enjoyment that encourage pupils to interact and communicate with each other. Finally this study aims at suggesting and recommending some procedures that may contribute incorporation of using games in teaching grammar, and therefore, in enhancing learners proficiency and achievement.

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List of Acronyms

EFL: English Foreign Language

ESL: English Second Language

PPP: Presentation Practice Production

General Introduction

General Introduction

Algerian EFL students receive formal English language instruction for seven years, four years in middle school and three years in secondary school. However, they are usually bored and exhausted after spending hours and hours trying to learn grammar, which can be one of the most difficult subjects, the reason for this is that it is difficult to motivate students, particularly young pupils, to learn grammar. It is not sufficient to simply sit children down and explain rules because they have characteristics that distinguish their learning from that of adults. Children in an EFL classroom are immersed in a language-rich environment.

The context and the manner in which teachers speak to them make the foreign language meaningful. They have enough time to sort through the language they hear and understand. They begin to use it to express themselves when they are ready. Adults, on the other hand, tend to concentrate more on learning grammar rules and making an effort to apply those rules later.

In the light of such striking reality, learners must feel as if they are progressing while learning in general, but there must also be some challenges. If it's too difficult, they will be discouraged, and if it's too simple, they will lose interest. Using games to teach grammar is an excellent option because it allows children to interact with others in a natural setting. This is significant because the construction of meaning has a social dimension, particularly in a language classroom. Games, role-playing, and group activities both motivate and enhance learning. Another way for the brain to attach meaning is through the social dimension of games and classroom rituals. Although some English teachers regard language games as time wasters or fun classroom techniques, games play an important role in any foreign language teaching program because they facilitate foreign language learning, particularly for young learners.

A third year middle school class has been chosen as a case study to investigate the problematic leading this research in order to fulfill the purpose of the study and suggest possible remedies by taking the appropriate course of action. Throughout this work, the investigators will attempt to answer the following questions formulated for the purpose of this study in order to focus on the effect of using games in teaching English grammar to middle school learners by attempting to answer the following questions, formulated for the purpose of this study.

General Introduction

1/ How do language games effect the middle school learner's grammar learning?

2/ How can language games encourage learners to use their language and provide enjoyment?

In the light of the above raised questions, it is hypothesized that:

• The use of language games in grammar learning middle school pupils can improve the use of their language, building their skills and developing their level.

• The use of games provides pupils with more opportunities to express their thoughts and feelings.

The primary goal of this study was to investigate the efficacy of using games to teach grammar to middle school learners. The first chapter tackles the topic of grammar in EFL middle school learners by defining the key concept related to teaching grammar through games in EFL classrooms. The second chapter deals in its first part, with the research design, gives a detailed description of the research methods, sampling, instrumentation and procedure, the second part is devoted to the analysis of the collected data from the students' questionnaire and teachers' semi-structured interview. The third chapter attempts to provide a discussion of the main results. It exhibits a number of suggestions and recommendations about the integration of using language game in teaching grammar as well as, some pedagogical implications relate to the effect of using games in teaching English grammar to middle school learners.

Chapter One
The Use of Games in Teaching Young Learners English Grammar

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1.1 Introduction

Most English language teachers are probably familiar with the term "grammar." There is a well-established grammatical tradition in EFL, and terms like "tense," "conditional form," and "defining relative clause" are likely to be familiar even to inexperienced teachers. Grammar is frequently thought of as something reliable and predictable, but despite being a keyword in the EFL profession, it is under-examined. A look at the history of the word reveals a surprising amount of variation and inconsistency.

1.2 Grammar in EFL Classes

Grammar appears to be looming below the classroom ceiling like a threatening cloud. If the teacher inadvertently revealed that today's lesson will consist of grammar instructions, the classroom would likely hear a murmur expressing boredom or lack of interest. That is one of the reasons why applied linguistics and teachers alike are attempting to devise a method for teaching grammar that is both effective and interesting.

According to Penny Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

Furthermore, grammar is thought to provide the foundation for a set of language skills such as listening, speaking, reading, and writing. Grammar is important in understanding and expressing spoken language when listening and speaking because learning the grammar of a

language is considered necessary to acquire the ability to produce grammatically acceptable utterances in the language. Grammar enables learners to understand sentence interrelationships in a paragraph, a passage, and a text when reading.

In the context of EFL, grammar teaching has traditionally been dominated by a grammar-translation method, in which the use of mother tongue is clearly important to elicit the meaning of target language by translating target language into native languages. For example, in this method, students must learn about grammar rules and vocabulary in the target language. Grammar is taught deductively; that is, learners are given grammar rules and examples, told to memorize them, and then asked to apply the rules to other examples.

According to Thornbury (2006), there are seven reasons why grammar is taught in English language teaching as presented in the following:

The fine-tuning argument- The teaching of grammar serves as a correct against the kind of ambiguity.

The fossilization argument- the teaching of grammar helps learners reduce their incorrect grammatical structure.

The rule-law argument-The teaching of grammar offers teachers a structured system that can be taught and tested in methodical steps. It allows learners to experience the language through communication.

The learner-expectation argument- the teacher of grammar provides students with learning experience more efficient and systematic.

When teaching grammar to EFL learners, a teacher may become frustrated if grammatical items are taught separately. Students may improve their grammar skills; however, when asked to write or speak, they frequently make grammatical errors. This case is extremely difficult to solve.

1.3 Approaches to Teaching Grammar in Classroom

Grammar has always been a source of debate in foreign language teaching, and its teaching has traditionally been determined by dominant methodologies and teaching approaches, namely the deductive and inductive approaches.

A/ Deductive Approach

A deductive approach is a more traditional teaching approach in which the teacher explains rules and their meaning to students. In short, it begins with the presentation of a rule and then proceeds to examples of how the rule is applied. The teacher is the focal point of the teaching/learning situation in this approach, and is responsible for both the presentation and explanation of the introduced structures. The learners learn how to use the structure by practicing the language in context and later identifying the rules from the practical examples.

The teacher's role in this approach is "*to provide meaningful contexts to encourage demonstration of the rule, while students evolve the rules from examples of its use and continued practice*" (Rivers & Temperley, 1978, p.110). Because it helps learners arrive at the language through the rule, this approach to grammar teaching is extremely effective. It also provides ample opportunities for teachers to properly plan lessons and correctly predict the problems that

students may face. Some language educators believe that deductive learning is the best way to learn a foreign language. Purpura (2004) asserts in this regard:

In this approach(deductive approach),the teaching of language obviously involves the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical system and to recite its rules (Purpura, 2004, p.1)

The deductive approach has several advantages: it provides the learner with a clear explanation of the grammatical structure as well as its application, and it accelerates the learning process. Traditionalists have typically preferred the deductive approach over the inductive approach because it saves time and allows for more practice of the intended grammatical structure. The deductive approach, on the other hand, has one disadvantage: "*Learners may feel that they are receiving too many lectures from the teacher, which bear little relationships to their needs to be able to use the language.*" (Thornbury,1999 , p.54-55). In this sense, it could be a demotivating factor for students.

B/ Inductive Approach

The Inductive approach is actually an experimental approach, in which students are presented with examples of the target language and led to discover its underlying organizational principles in order to be able to formulate a formal set of rules and prescriptions (Purpura, 2004, p.2). In contrast to the deductive approach, the inductive approach, also known as the (rule discovery) path, is a two-way method that involves both the learner and the teacher in the teaching/learning process.

It also represents a more recent method of teaching language grammar *"...in which new grammatical structures or rules are presented to students in a real language context*" (Goner

etal, 1995, p.135).The tenets of this approach require learners to generate rules from a given sample of language form. As a result, they are exposed to a specific grammar instruction and then asked to explain what grammar rule is used in such a context.

According to Thornbury (1999), "*in an inductive approach...without having met the rule, the learner studies examples and derives an understanding of the rule from these examples*" (Thornbury,1999, p.49). In this case, the learners' task is to understand how to use the grammatical structure in a given context and thus arrive at the rule on their own.

Many language specialists believe that in this way, learners become more involved in the process of discovering the language and, as a result, develop their own learning strategies, because "induction, or learning through experience, is seen as the "natural route to learning...language data (or input) is best processed inductively and without resource to translation" (Thornbury, 1999, p.49). Another approach of the inductive approach is that "*students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency*." (Goner *etal*., 1995, p. 129)

According to many language specialists, the teacher should not ignore the fact that using either the deductive or inductive approach excessively may result in more disadvantages than advantages. That is why understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students (Goner *etal*, 1995, p.129) To achieve his goals, the teacher must be skilled enough to present grammar to his students using specific techniques.

Examples include instructional techniques, which have received a lot of attention in grammar teaching.

1.4 Strategies for Teaching Grammar

Since teaching grammar is such an important part of the language classroom, it is essential to understand the most appropriate approaches to teaching grammar as well as the most effective process of holding a grammar lesson. This is because it will allow students to study grammar more effectively.

This section discusses various teaching strategies that can be used to achieve this goal. Traditional grammar teaching has used a structural syllabus and lessons composed of three phases: presentation, practice, and production (or communication), often referred to as "the PPP" approach, in keeping with language form approaches. As we saw earlier, the assumption underlying this approach is that communication is built up gradually. However, as stated in the introduction to this chapter, most teachers now take a more communicative approach, beginning with a communicative activity such as task or content-based material.

The grammar taught is not scheduled in advance, as with a structural syllabus/PPP approach, but rather assists students in completing a communicative task or making sense of a specific content area. Furthermore, or alternatively, teachers respond to grammar errors made by students while communicating. As a result, it reverses the usual sequence (Skehan1998b), putting communication first rather than selecting and presenting a grammar structure prior to its use in context.

Even if the grammar to be worked on is derivative rather than scheduled in advance, a teacher must still decide how to address it. A variety of options have been suggested (see Doughty and Williams 1998; R. Ellis 1998), although the research findings underpinning them are somewhat sparse and sometimes contradictory. One option is simply to bring to students ' attention, or to promote their noticing of, some feature of a grammatical structure. For example, if a student makes an error and the teacher decides to respond to it, then the teacher might recast or reformulate what the student has said or written incorrectly in a more accurate, meaningful, or appropriate manner.

For instance, if it is an error of form, the teacher would recast the student's production accurately

STUDENT: This is Juan notebook.

TEACHER: Oh. That is Juan's notebook.

(Perceiving the error to be the form of the possessive)

If meaning is the problem, the teacher would recast what the student has said in a meaningful way.

STUDENT: I need to look at the word in the dictionary.

TEACHER: You need to look up the word in the dictionary.

(Perceiving the phrasal verb look up to be a better form for what the student means to say)

And if use is the problem, the teacher would recast what the student has said in a more appropriate manner:

STUDENT: I arise at six in the morning.

TEACHER: OK. You get up at six in the morning. (Perceiving that a phrasal verb would be more appropriate to convey the student's intended meaning)

A more proactive way to encourage students to notice a specific grammatical structure is to highlight it in some way in a text. Enhancing the input (Sharwood Smith 1993) could be a particularly effective way of drawing students' attention to grammar structures that operate at the discourse level of language, such as articles or verb tenses. Students' attention could be drawn to normally insignificant articles in a given passage, for example, by boldfacing them all. Simply selecting texts with a high frequency of a particular structure or structural contrast would increase its saliency and thus promote noticing, a practice known as input flooding.

Another option is to use a consciousness-raising task in which students must infer a grammatical generalization from the data they are given. Fotos and Ellis (1991), for example, ask students to figure out the rule for indirect object alternation in English (e.g., They gave him a gold watch to him./They gave him a gold watch.) by giving them examples of sentences where indirect object alternation can and cannot be successfully applied. Because indirect object alternation is difficult in English, it is an ideal candidate for this type of explicit rule articulation. Indeed, Carroll and Swain (1993) contend that when the rules aren't so clear, detailed instruction with explicit metalinguistic feedback may be the most beneficial response to student errors.

The garden path strategy is another option for raising student awareness (Tomasello and Herron 1988; 1989). As it relates to grammar instruction, this entails providing students with information about structure without providing the entire picture, making it appear easier than it is, or, in other words, "leading them down the garden path." If ESL/EFL students were told that the English past tense is formed with -ed, for example, they would be going down the wrong path because there are many irregular verbs in English that will not produce the past tense using this rule.

The reason for only providing a partial explanation to students is that they are more likely to learn the exceptions to the rule if they are corrected at the time the overgeneralization error is made rather than being given a long list of "exceptions to the rule" to memorize ahead of time. Input processing is another technique for directing students' attention to form (Van Patten 1996). Rather than focusing on rule learning and rule application, input processing activities encourage learners to pay attention to language properties during activities in which the structure is used meaningfully.

For example, if students are asked to carry out commands issued by teachers, they are working on meaningfully matching the imperative form to its use. Of course, there are times when a communicative task requires students to attend to relevant features of the target language (Loschky and Bley-Vroman 1993), such as when using a specific grammatical structure is required to complete the task. One example is when students must use specific prepositions to accurately give each other directions using a map. The benefit of using a communicative task to promote noticing is that students are encouraged to use the target structures, resulting in "output" that attracts feedback from a teacher or another student.

In terms of output, experienced teachers may be surprised to read descriptions of all these teaching options that make little mention of student output. Of course, students' production is very important in grammar learning. Raising awareness isn't enough if students can't produce the language. As a result, output production is critical. For one thing, it encourages students to shift from semantic to syntactic processing (Swain 1985). When students attempt to create structures, they also get to test their hypotheses about how the structure is formed, what it means, and when it is used. These are followed by attempts, as we have seen, they can receive feed-back on their hypotheses and modify them as necessary.

Indeed, Donato (1994) has shown how students' participation in collaborative dialogue, through which learners can provide support for each other, has spurred development of learners' interlanguage. Other research (Swain and Lapkin 1998) corroborates the value of an interactive dialogue as both a cognitive tool and a means of communication which can promote grammatical development.

Aside from these reasons for giving students the opportunity to produce the target grammatical structures, we have already presented the idea that grammar teaching can be better thought of as developing "grammaring," i.e., assisting students in using grammar skillfully, a goal that necessitates significant practice. Gatbonton and Segalowitz (1988) contend that practicing grammatical patterns can lead to automatization of certain aspects of performance, freeing up students' attentional resources to be allocated elsewhere.

1.5 Language Games

Before to the nineteenth century, games were primarily based on physical activities and were associated with specific events. Later, Europeans attempted to modify some of their game principles to suit American tastes because they saw them as a waste of time. Games began to construct their "educational instruction" around this time. "Mansion of Happiness" was the first educational game that attempted to teach the distinction between "good" and "bad." After much advancement, games have gained the importance of being used in teaching and learning.

The use of games in education does not appear to be widely accepted or implemented, despite the fact that its profitability was proposed and justified as early in the seventieth century.

There has been a misconception that all learning should be serious in nature. In fact, using games as a tool allows language teachers to add color to their classrooms by providing challenge and entertainment. They are especially useful for beginners as a source of cognition that helps them adopt sounds and rhythms and comprehend the foreign language.

According to Byrne (1995), a game is a type of play governed by rules. They should be enjoyable and fun. They are more than just a diversion or a break from routine activities; they are a means of getting the learner to use the language during the game.

El Shamy (2001) defines a game as a "*competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win.*" (p.15). Language games include a variety of elements, including rules, competition, relaxation, and learning. Rules must be clear, few, and well-explained so that no difficulties arise. They are designed in different levels as well as topics that suit different student levels, allowing them to enjoy themselves and achieve the best results.

1.5.1Types of Language Games

It is difficult to categorize games because such categories frequently overlap. A good teacher must always have a variety of games on hand. Hadfield (1984) defined two types of language games: linguistic games that emphasize accuracy and communicative games that emphasize information exchange. Furthermore, games are divided into more specific categories that include both linguistic and communicative games.

_ Sorting, ordering, or arranging games: for example, give students a set of cards with months on them and ask them to arrange the cards in the correct order.

_Information gap games: those with information must exchange it with those who do not have it in order to complete a task.

_Guessing games: a student with a flash card must simply mime the word to others who try to guess it.

_Searching games, for example, in which everyone is given a clue to help them figure out who the criminal is.

They inquire and respond in order to solve the problem.

_Matching games require players to find a match for a word, picture, or card.

_Labeling games are similar to matching games, with the exception that they use math labels and pictures.

_Students barter cards, objectives, or ideas in exchange for games.

_Board games: one of the most popular games in this category is "scrabble."

_Students participate in role-playing games in which they take on roles that they would not
 normally take on in real life. They may also engage in dialogue practice.

Language games can also be divided into the following categories:

 * Listening games:

      In class, listening is frequently done in a boring and uninteresting manner, which adds to the stress of the lesson. The teacher must bring listening closer to the students in order for them to enjoy it. A good way to keep a student's attention and interest is to play listening games.

* Speaking games:

They can be used at any time, but they are especially effective as a follow-up to previous listening to reinforce vocabulary and expressions. Their primary goal is to make speaking and expressing ideas orally enjoyable and stress-free.

*Kinetic games:

They provide refreshment in the classroom, especially when students are tired and struggling to concentrate. They must always be combined with another activity, such as reading, listening, or speaking.

*Experiential games include:

Their true goal is not to win or finish a language task, but to go through the process and learn from it. They may influence people's attitudes and teach them about themselves and the world around them.

1.5.2 Reasons for Using Games in EFL Classrooms

The use of games in language teaching-learning is not limited to any language level; it helps all students feel more comfortable and confident in learning a new language. However, this technique is much more applicable and beneficial to beginners – a topic of interest in the current study. According to Nalasco and Arthur (1991): *"In addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material."*(p.76).This evokes the idea that, young students enjoy competing with their classmates, and incorporating a game element is a great way. It is frequently difficult to keep their attention for an extended period of time because they cannot remember new words and expressions of a language that they are encountering for the first time and which is not their mother tongue.

The truth is that, children enjoy having things repeated to them, but they do not need to keep repeating the desired part of the target language. Instead, a short and simple game can be played multiple times. Incorporating games into the language teaching-learning process, then, aids in the development of a positive relationship with the new language. They not only relieve stress from serious learning, but they also reinforce new rules of grammar. Although a game in a beginner's class could be disastrous, it succeeds in creating a positive classroom atmosphere. They gradually realize that language is more than just a long list of words and a set of rules.

A/The advantages of Using Games in Teaching

Many experienced textbook and methodology manual authors have argued that games are more than just pass-the-time but also have a significant educational value. Uberman(1998) states that:

> "Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming." (p.20) .

Which means that, Games can be used in many ways like to motivate and educate pupils, as well as to facilitate foreign language . S.M Silvers says that real learning takes place in a relaxed atmosphere (1982: 29). Language games should be used for a variety of reasons.

First, they are both motivating and entertaining, which can help activate students who have previously been inactive.

Second, they encourage students to communicate and interact, which aids in the development of relationships by creating a friendly atmosphere among participants who all feel equal.

Third, they provide learners with opportunities to practice the language in various skills (speaking, listening, reading, and writing) in real-life situations.

Fourth, they disrupt the routine by adding variety to the usual classroom activities. Fifth, they allow students to take on more responsibility and gain a new experience, which boosts their confidence.

Sixth, they emotionally involve a student, which has a positive effect on their learning because they need to feel something while exposed to the target language, such as happiness, excitement, amusement, and surprise.

Seventh, they provide an excellent opportunity for shy and reluctant students, as well as those with low confidence, because the atmosphere is less serious when playing a game and it is easy to forget shyness. As a result, they can encourage whole-class participation.

Eighth, they foster diversity in classes among students of all ages and levels, which is required for any schoolwork to be progressive.

Ninth, by building sentences while playing the game, they help learners learn grammar rules more quickly and easily.

Finally, they are beneficial to all language learners because they can be easily adapted to age, level, and interests.

1.6 Practical Considerations for Making Games Work in Classroom

The high interactivity and interpersonality of game-activities, as well as the cooperation of language learners and teachers alike, could be used to argue that games "*facilitate the acquisition of the foreign language rather than its learning*" (Johnson and Morrow, 1981). The emphasis here is on what the L2 learner is actually doing and learning, and we must ensure that he is actually using the language, not just pretending to.

The process of learning a language on the basis of a game will no longer be particularly mysterious. As a result, as McCarthy (1991) states, using pair and group work is one way to serve this process. According to Stevick (1980), group work "*provides learners with feelings of loyalty and brings a less threatening atmosphere*" (p.202). As a result, learners are working at the same time and are less likely to become bored. Furthermore, working in groups can reduce the teacher's dominance, giving learners more control over their learning (Richards and Lockhart, 1994).

Teachers must exercise extreme caution when selecting a game that connects his students' abilities and prior knowledge based on their number, level, and background. According to numerous recent studies, a good language game should:

1) Be more than just fun

2) Correspond to the students' age, level, and the material to be introduced

3) Involve friendly competition

4) Be appropriate for their experiences

5) Encourage them to focus on the use of the language rather than the language itself

6) Keep all of them involved and interested

7) Include various topics to be practiced

8) Give them a chance to entertain, learn, and practice a specific language material

As a result, a game should be meticulously prepared and well-organized, with the rules explained in detail and precise instructions given in a clear manner. The teacher tries to set as good timing as possible because he needs to be ready to help without disrupting the flow of the game.

Following the completion of the game, a follow-up activity is extremely beneficial for their reflection.

Language Games and Role of The four Skills:

 * <u>Listening</u>:

Listening activities could be an effective way to practice this skill. Teachers may be able to keep their students interested and prevent boredom by combining listening with games. For example, if the teacher says a word while throwing a pen, a randomly selected student must catch the pen and say a word that begins with the last letter of the word the teacher has said, and then he throws the pen to a classmate...and so on until the entire class is involved.

  *<u>Speaking</u>:

Teaching communication is necessary to learning a language. As a result, students must have the opportunity to practice rather than just read conversations. All games require practice and communication; they emphasize fluency where little criticism is received, which forces them to communicate without revealing their errors. As previously stated (Hadfield, 1984), linguistic games emphasize correct speech, whereas communicative games emphasize fluency. For example, in a shouting dictations game, any pair can work dictations far apart from each other so that they must speak loudly to be heard above their classmates who will also be speaking loudly.

*<u>Reading</u> :

To be able to write, it is important to know how to read. Because of its significance, it is critical that teachers use a variety of methods to keep their students engaged and interested. Games, on the other hand, can provide variety and help keep subjects fun and interesting, Make everyone read a section of a funny story.

 *<u>Writing</u> :

Writing is a skill that is frequently regarded as difficult and boring. Even in the native language, it is learned rather than acquired. Furthermore, it is frequently assigned as homework, and students despise homework. Another reason is that some teachers, inadvertently, use it as a form of punishment. "OK, just because of that, Bobby, I want to see an essay about nature on my desk tomorrow!" Writing also necessitates the use of a completely different language than that used in conversation.

Games can help prevent their dislike of writing because, in addition to being entertaining, they give them a reason to write rather than just writing because the teacher said so. A writing game can be easily created by the teacher or found on the internet. As an example, ask them to rearrange sentences to make a formal letter.

1.6.1 The role of Teachers in The game Activities

Game-based teaching, in our opinion, should not be regarded as a "fixed" practice because it entails a repertoire of shifting teacher roles. The term "teacher role" is used by educational researchers and practitioners to describe how teachers respond to various demands and situations. We will conceptualize teacher roles from an interactionist perspective, inspired by the work of Mead and Goffman (Atkinson & Housley, 2003). A role can be defined as: "*the normative*

expectation of situationally specific meaningful behavior" (Joas, 1993, p. 226). According to this definition, teacher roles are constantly reconfigured in relation to the situated enactment of mutual norms and expectations. . As a result, we consider teacher roles to be a relational property of social interaction in the classroom.

This means that teacher roles should not be viewed as fixed "scripts" or functions, but rather as more or less stable patterns of interaction and expectations based on ongoing negotiation – i.e. between a teacher, a game scenario, and his or her students.

When facilitating games for educational purposes, teachers switch between four different roles, namely instructor, playmaker, guide, and explorer. Teachers in the role of "instructor" attempt to plan and communicate the overall goals of a game scenario in relation to specific learning objectives. This role is also an integral part of most teachers' daily practices, such as when providing overt instruction in relation to a specific school subject (cf. Alexander, 2008). The term "playmaker" refers to a teacher's ability to communicate the tasks, roles, goals, and dynamics of a specific game scenario as seen from the perspective of a player (cf. Hanghj, 2008). When students play a game, the role of the "guide" encapsulates how teachers support or "scaffold" them in their attempts to meet specific learning objectives (cf. Wood *etal*., 1976). Games also necessitate teachers acting as "explorers" in order to comprehend, evaluate, and provide a dialogical response to the students' experience of playing a game – as seen from an outsider's point of view (cf. Wegerif, 2007).

These four teacher roles should not be interpreted as "ideal types" or as normative goals for game-based learning. They can instead be viewed as pragmatic categories based on empirical analysis of teachers' game-based practices. As a result, the roles and their relationships are open to debate and further investigation.

1.6.2 The role of Learners in The games Activities

Learners participating in game-activities are no longer seated students or bottles waiting to be filled with the good water of dictation. They have the freedom to be themselves rather than someone else. Game-activities give EFL students some control in the classroom and allow them to show their personalities whenever they participate in them, as well as liberate them from the traditional stillness and passivity. In this context, learners will effectively practice language structures as the emphasis shifts from accurate production of isolated utterances to fluent selection of appropriate utterances in communication (Johnson and Morrow, 1981, p.71).

1.7 Conclusion

To summarize, this chapter focused on the first part of grammar, grammar in EFL classes. It also focuses on some useful approaches and strategies that both the teacher and the learner can use to effectively practice the target language grammar in order to achieve some communicative goals. We have also included language games as a second part, which will help pupils become more self-confident and achieve better results. Accordingly, the second chapter will prepare for the investigation and the collection of the necessary data that will be analyzed and testing the role of language games in teaching English grammar to middle school learners.

Chapter Two Research Methodology, Data Collection and Analysis

2.1 Introduction

2.2 The Situation of Houari Abdallah Middle School-El Amria

2.2.1 Description of the Target Situation

2.2.2 Research Objectives

2.3 Research Methodology

2.4 Sample Population

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2.5 Research Instruments

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2.8 Teachers 'Semi-Structured Interview

2.8.1 Analysis and Interpretation

2.8.2 Summary of the Main Results

2.9 Conclusion

2.1 Introduction

The previous chapter dealt with the grammar in EFL classes and some useful approaches also it focused on language games which helped students to become more confident and achieve better results. This chapter will deal with the practical part of the research in which a description of the situation analysis will be presented and the data collection and procedures, the research instruments, sampling and methods of data analysis will be provided.

2.2 The Situation of Houari Abdallah Middle School-El Amria

The Middle School of Houari Abdellah in El Amria is one of the oldest schools. It is a German building built on 1978 and it first opened its doors on the fifth of October 1980. It is holding an overall number of 803 students; each level is divided into several classes each class has several groups. The Ministry of Education issued a decision regarding the Corona pandemic each class has more than 40 pupils must be divided into two groups , provided that each group does not exceed 25 students :

- The first year level contains about 222 pupils divided into 6 classes and 9 groups who get to deal with eleven subject matters.

- The second year level encompasses 220 pupils separated into 6 classes and 9 groups, dealing with curriculum of eleven subject matters.

- The average number of pupils of third year middle school is about 181 pupils, divided into five classes is yet divided into eight groups who get to deal with eleven subject matters, in addition pupils have two hours a week studying English:

First class encompasses 42 pupils which divided into two groups fist group contains 21 pupils, however second group contains 23 pupils. Second class encompasses 45 pupils which divided into two groups first group contains 21 pupils and second group contains 24 pupils. Third class encompasses 49 pupils which divided into two groups first group contains 25 pupils, second group contains 24 pupils. Fourth class has 23 pupils and fifth class has 22 pupils. The fourth year level encompasses 180 pupils divided into 5 classes and 8 groups.

Concerning the teaching staff of the Houari Abdallah Middle School, the middle school comprises an overall number of 37 teachers, four among them are teachers of English and just two of them teach the third year level. The total volume of the teacher's teaching hours is 16 hours per week, while the number of hours taught by the third year middle school's English subject teacher is about 8 hours per week. Among those fulltime teachers (7) are Master holders and (30) are License holders.

2.2.1 Description of the Target Situation

The present study has been conducted in the Houari Abdallah Middle School-El amria. More precisely, it has been conducted with 40 third-year pupils selected from the overall (181) third-year pupils.

2.2.2 Research Objectives

The purpose of this study is to highlight and improve the role of games in teaching English grammar, as well as their effectiveness in increasing students' ability to use the language in various situations and developing their thoughts, feelings, and skills.

The findings of this study will determine whether the use of language games has a positive impact and demonstrates their effectiveness in increasing the motivation and self-confidence of third-year middle school pupils.

2.3 Research Methodology

To identify the effect of using of games in teaching grammar to third year pupils at Houari Abdallah middle school of El-Amria, this study aims to question the role of games in teaching English grammar and testing their impact on third year pupils' achievement and results. The result of this research will determine whether the use of language games is effective and helps in developing third year pupils' performance and in raising their motivation and self-confidence.

In the present research, the researcher has chosen the third year pupils at Houari Abdallah middle school of El-Amria as a sample population in order to extract the necessary information about the effectiveness and the role behind using games in teaching English for young learners and their role in enhancing their performance.

Accordingly, the research method adopted in the present research is that of a case study. Because the latter is a research methodology that analyses a social phenomenon using a different methods as explained by Tellis (1997) who affirms that through a case studya researcher is able to go beyond the quantitative statistical results and understand the behavioural condition through the actor's perspective. By including both quantitative and qualitative data, case study helps explain both the process and outcome of a phenomenon through complete observation, reconstruction, and analysis of the case under investigation. (p.01)

This means that the case study is argued to be the appropriate research method because it provides the researcher with a deeper analysis and understanding through explanations of the outcomes and real-life events.

2.4 Sample Population

The investigation in any type of research should be based on a sample population. Before we get into the sample population for this study, let's define what a sample population is.

A sample is defined by Lohr (2016) as: "*representative in the sense that each sampled until will represent the characteristics of a known number of units in the population.*" (p.03). That is, a sample entails asking a subset of the potential population rather than the entire population in order to create a representative sample. Furthermore, the sample chosen for research will be representative of the entire population under investigation.

Sampling theory is a method of designing data collection, and it is critical to choose a sampling method. The goal of using sampling theory is to guide the researcher to the right sampling method, which makes the research more flexible and efficient, as Glaser (1978) affirms: "*Theoretical sampling allows for flexibility during the research process.*" (p.626) Using the correct sample method, for example, increases the efficiency and flexibility of the research.

The probability or random sampling is one of the sample techniques chosen by the researcher to reduce the number of cases, primarily to be unbiased, and each sample has a chance of being chosen.

According to Brown (1947), "*probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error*" (p.20), that is, random sampling means that each sample has an equal chance of being chosen. A random sample is intended to be an unbiased representative of the whole population.

The sample population involved in the present research is that of (40) pupils which have been chosen randomly from (181) third years middle school pupils to respond to the questionnaire. In addition to, the (02) English language teachers chosen to undertake the semi-structured interview.

2.4.1 Students' Profile

As stated above, the pupils involved in this research are third year pupils of Houari Abdallah middle school. Concerning the five classes belonging to the third year level, they deal with the English course from the first year till the fourth year. There are four classes in the third year level, the first group has 42 pupils and the second consist of 49 pupils and the third comprises 45 pupils in addition the three classes are divided into two groups each group contains less than 25 pupils .Concerning the number of pupils in the fourth and the fifth classes are: 23 and 22 pupils successively and they all study two hours per week. The researcher has chosen 40 pupils randomly from a total number of 181 pupils, 10 are chosen from each class to respond to the questionnaire.

2.4.2 Teachers' Profile

The teachers involved in this research study are two English teachers of the third year level at Houari Abdalah Middle School of El-Amria, both of them are teaching first and third year level with full time of 16 hours ,both of them are a license holder , one has eight years of experience and the other one has fourteen years of experience.

2.5 Research Instruments

In order to collect the necessary data in any investigation, the researcher requires a research instrument. In the present study, the researcher has recourse to two research instruments for the sake of the multiplication of data sources. Therefore, a questionnaire was addressed to third-year middle school pupils and a semi-structured interview was arranged with the English teachers at Houari Abd Allah Middle School-El Amria.

2.5.1 Students' Questionnaire

The questionnaire is a series of questions that is the most commonly used tool when conducting research. The questionnaires are extremely effective at gathering responses from a large number of participants. As mentioned by Dornyei cited in Brown (2001) who states that a questionnaire is*:" any written instrument that present respondents with a series of questions or statements to which they react either by writing our their answers or selecting from among existing answers.*"(p.06).

I.e., the questionnaire is designed to elicit responses that assist the researcher in collecting various information from a sample population and the data required for the research by either answering the questions or selecting the suggested options.

As a result, the questionnaire contains a variety of question types, the most common of which are:

Open questions: These are questions that require a free response in order to   express their idea.

Close questions: These questions have limited answers, such as 'yes' or 'no,' or select the appropriate one.

Mixed questions: these questions include both open and closed questions.

Students' questionnaire comprises (10) questions of different types including open - questions, close-questions, and mixed questions. All of which aim at gathering information about the effect of using games in teaching English grammar to third year pupils, the questionnaire was organized in three sections, each section holds an important distinction to the research.

The first section: **General Information**

Part one of the questionnaire consists of three (03) questions, the purpose of this section is knowing the students' proficiency level of English language and examining the kind of materials that are dealt with in the English courses.

The second section: **the effect of using games in grammar to young learners**

The second part of the questionnaire consists of six (06) questions. This section serves the objectives of seeking the effect of using games in teaching grammar to young learners.

The third section: **Suggestions and Recommendations**

The last part of the questionnaire consists of two (02) questions. This section's aim is to investigate the difficulties that the participants encounter in learning grammar and providing the researcher with some suggestions and recommendations that help in raising their motivation and awareness for learning grammar.

2.5.2 Teachers' Semi-Structured Interview

The semi-structured interview is defined as a series of questions that assist the researcher in gathering the necessary data; it is the instrument used in: "*conducting intensive individual interviews with a small number of respondents to explore their perspective on a particular idea, program or situation.*"(Boyce & Neale,2006,p.03). That is, the interview was structured with specific questions on specific topics in order to conclude the interviewers' ideas and information.

In this research, the semi-structured interview was designed for the objective of investigating and testing the effect of using games in teaching grammar to third year pupils. The interview is composed of (16) questions divided into three main sections each section contains different questions that have important information to our research:

The first Section: **General information**

The first part consists of (05) questions. This section's aim is to seek the teachers' qualification and background information.

The second section: **the use of games in teaching grammar**

The second part composed of (08) questions, aims to examine the teachers' use of games in teaching grammar to third year pupils.

The third section: **Suggestions and Recommendations**.

The last part consists of (03) questions, its aim is to test the difficulties and problems that their students encounter during the use of games in teaching grammar and to seek the suggestions and recommendations that may help to raise third year pupils.

2.6 Methods of Data Analysis

Large amounts of data were gathered in this research study from both the students' questionnaire and the teachers' semi-structured interview. This study's data was analyzed quantitatively and qualitatively.

A/ Quantitative Method

Quantitative method in general covers the presentation of the information into numerical data that can be transferred into statistics and it has a paramount importance in analyzing the data collected as Burns and Grove (2001) argue that, Quantitative research is the:" *formal, objective, systematic process in which numerical are used to obtain information about the world* ".(p.38)

In other words, a quantitative method is a type of data analysis method that is based on numerical data that can be converted into statistical information that aids the researcher in the study.

The quantitative method was used to examine the results of this study by analyzing the percentage of students' and teachers' responses, and the calculated data was interpreted in the form of graphs and tables.

B/ Qualitative Method

The qualitative methods analyses, interpret, and explore a natural phenomenon through people's opinions and ideas, providing an insightful understanding of a specific event by underlying the main setting of a problem and generating hypotheses for research.

According to Denzin and Lincoln (2000), qualitative methods analyses, interpret, and explore a natural phenomenon through people's opinions and ideas and provide an insightful understanding

of a specific event by underlying the main setting of a problem and generates hypothesis for the research (p.03).

In other words, qualitative research is the study of social science research, and the research data assists us in interpreting data and understanding social life through the study of specific populations or places.

2.7 Students' Questionnaire

Students' questionnaire helped the researcher to determine their profile and test the effect of using games in teaching English grammar to third year pupils. It helped also, to point out the difficulties that encounter them during the use of language games in teaching English grammar. The questionnaire was distributed to all (40) pupils.

2.7.1 Analysis and interpretation

Section One: General Information
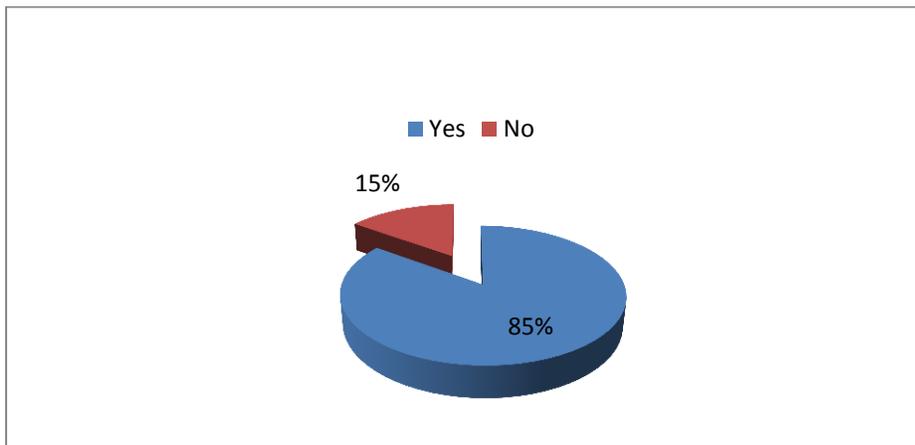
Q1: Do you like grammar?

Figure 1.1: Linking Grammar

The aim of this question is to know how many pupils of the sample have liked grammar. The figure shows that the majority of the pupils have liked grammar. As the chart clarifies, (85 %) that is 34 pupils have answered with 'YES' while 06 pupils with (15%) answered that they do not like grammar.

Q2: For you, is grammar important in learning English language?
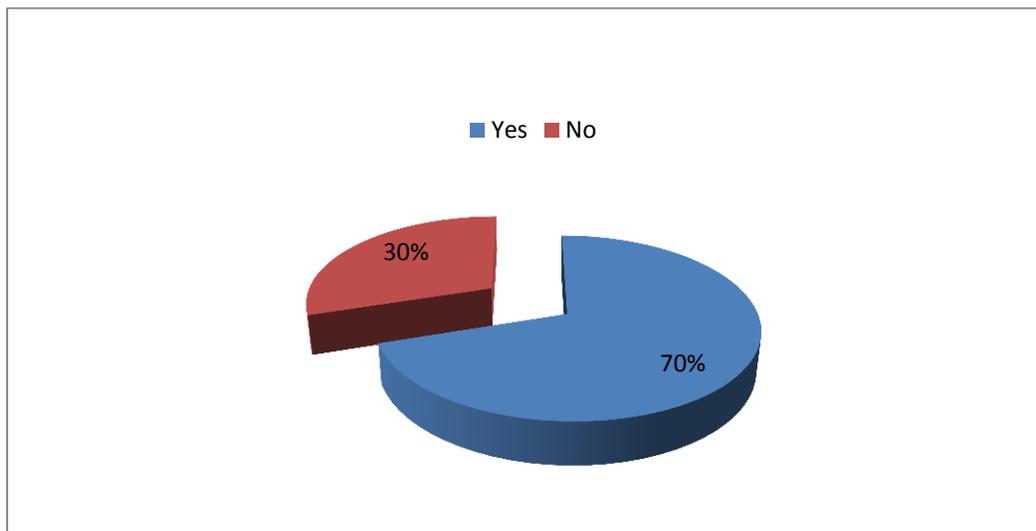
Figure1.2: Importance of Learning Grammar English Language

The reason behind asking this question is to know if the participants are aware with the importance of grammar while they learn English language. (28) Participant about (70%) pupils have responded that they see grammar important to learn English language. whereas (12) pupils that is (30%) from the overall sample answered that they grammar is not important in learning English language.

In the case of a yes, the pupils have been asked to clarify why grammar is important to learn English language by selecting multiple choices of the suggestions provided, as it is shown in the following table:

The table: reasons why pupils agree that grammar is important in learning English language

Examples	repetitions	%
It helps to write correct sentences	22	55
To use language correctly	9	22.5
To avoid mistakes	9	22.5

Q3: do you like playing educational games in classroom?
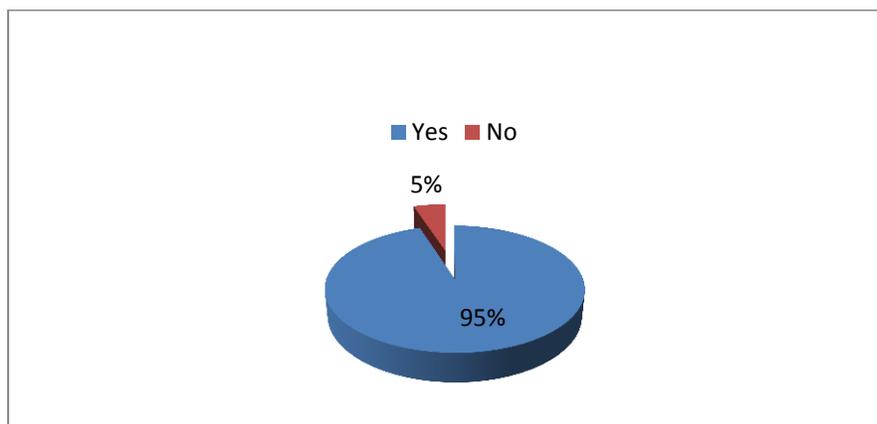
Figure2.3: The Impact of Educational Games on Third Year Pupils.

The purpose of this question is to investigate the impact of educational games on third year pupils. The result reveals that (95%) that is 38 of the participants likes the technique of educational games to be used in classroom. Whereas,(5%) didn't like the educational games in classroom.

Section 02: The Effect of Using Games in Grammar to Young Learners

Q04. What kind of games is used in English courses specifically grammar courses?
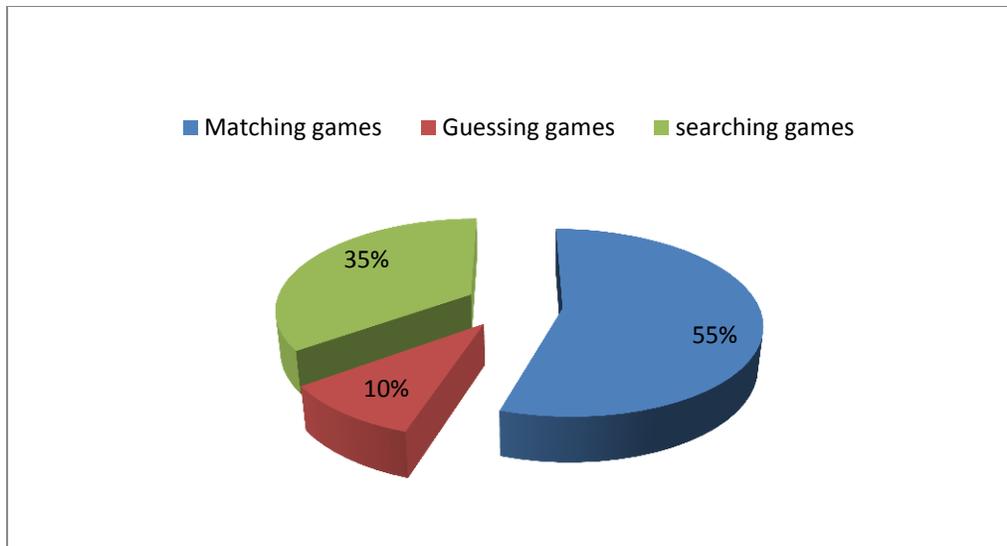
Figure1.4: Different Type of Games in Learning English Grammar Courses

The aim behind this question is to investigate on the favorite type of games used by the participants in learning English grammar courses. More than half of the participants (55%) with a total number of (22) pupils have asserted that the matching games is the most common kind used most by teachers in teaching English grammar specifically grammar courses. (14) pupils with a percentage of (35%) have quite agreed that grammar courses needs some type of games like the searching one's . the four (4) pupils of (10%) have given full credit to the guessing games .

Q05. Personally, do you want the technique of language games to be applied in teaching grammar?
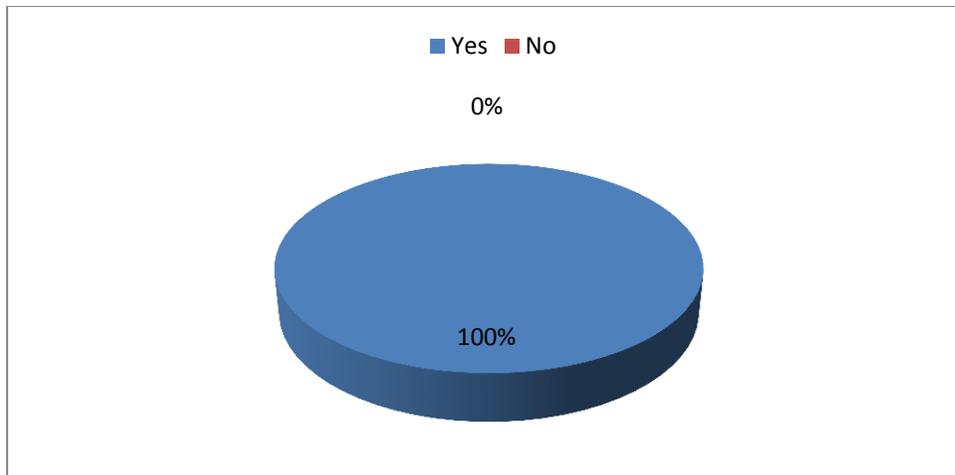
Figure1.5:Pupils'opinion about the application of the language games in teaching grammar

The aim of this question is to know pupils' opinion about the application of the language games in teaching grammar. The figure above shows that (100%) have answered with 'YES' which means that the pupils need more games to facilitate the rules for them.

Q06. How do you feel when you participate in a game in the classroom?

Figure1.6: The feeling of pupils while participating in games.

The aim behind this question is to know the feeling of each participant in a game .the results show that (40%) that is (16) pupils feel interest during playing games in classroom. While (10) pupils that are (25%) were happy with classroom games .about (20 %) that is (8) pupils express

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their feeling by enjoyment. (4) Pupils with a percentage of (10%) answered that the participation in game gives them a self-confidence feeling .however (2) participants forming a percentage of (5%) have boring feeling about playing games in classroom .

Q07.In what way did the game benefits you?
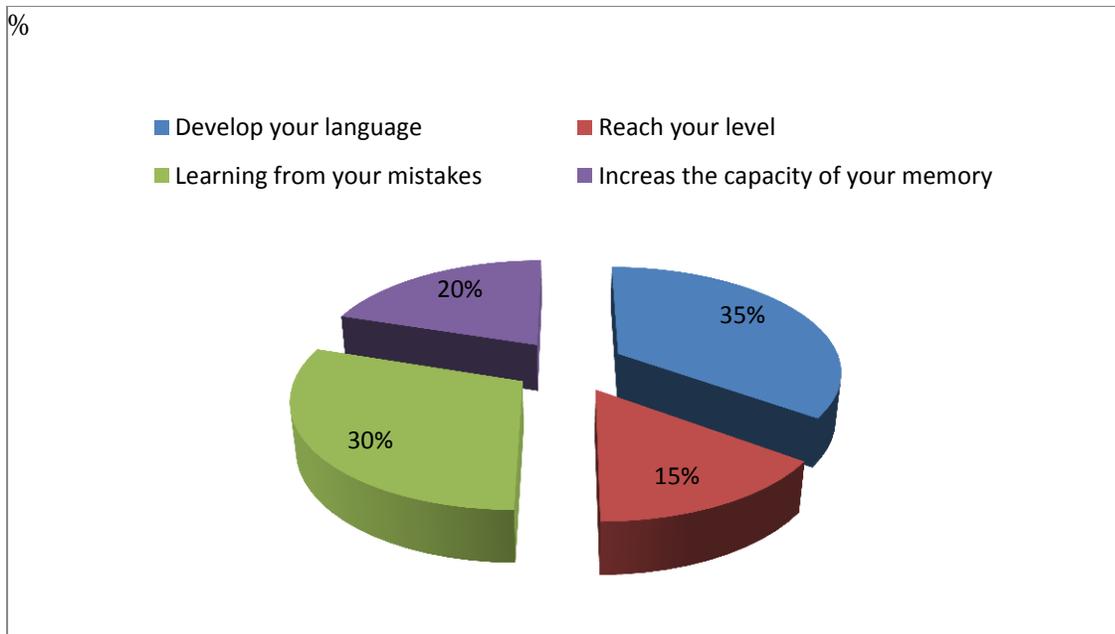
Figure2.7: game benefits

The objective behind this question is to seek in what way does the game benefits pupils. the results obtained reveal that (35%) have justified their answers that the game helps them to develop their language. And (30%) have thought that through the game they can learn from their mistakes. While (20%) have seen that games increase the capacity of their memory.(15%) have thought that from through games they can reach their level .

Q08. Can you guess what grammatical structures are in focus in these games?
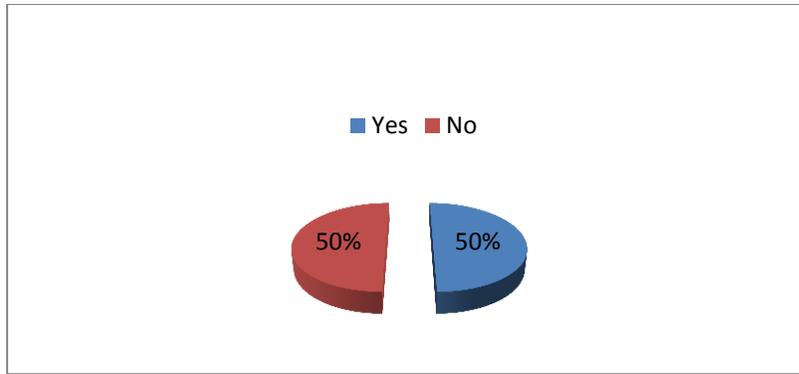
Figure2.8: The grammatical structures that are focusing in these games.

   This close-ended question was added for the aim of knowing the grammatical structures that are focusing in these game. First fifty percent that is 20 pupils have answered that they are learning something new from the games each time they play. however the second fifty percent that is the last second 20 pupils are not aware if they are learning something new while playing a game .for the participants who answered by 'yes', they have been asked to justify with examples as it is shown in the table.

Table2.2: Examples of the awareness of learning something through the game.

Examples	Repetition	Percentage
Through repeated examples	28	70%
Sometimes through repeated words	10	25%
Through habit	2	5%

Q09. Do you enjoy playing games in classroom?
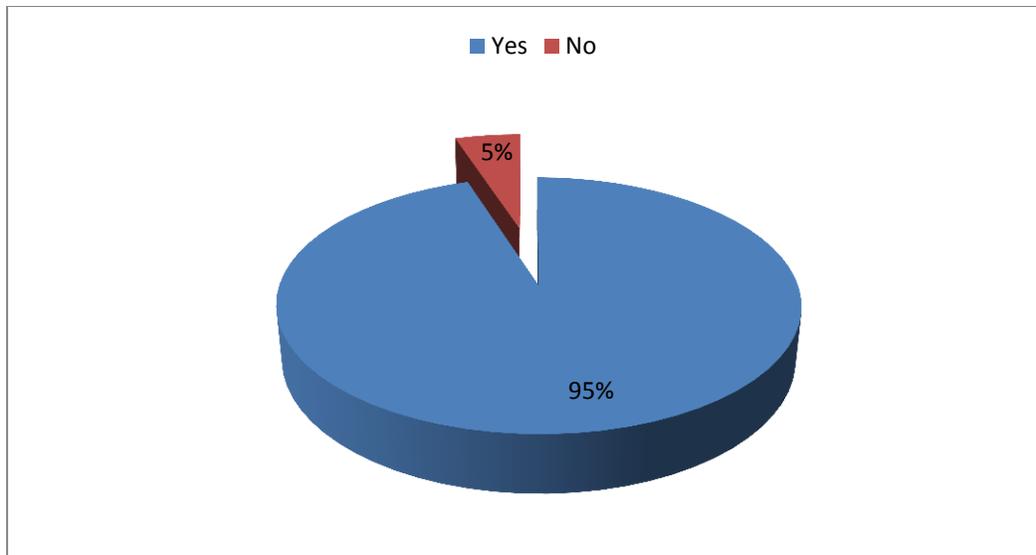
Figure2.9: The enjoyment of playing games in classroom.

The aim of this question is to know whether the pupils are enjoying playing games in classroom or not. Through the analysis of this question we confirmed that games are the source of enjoyment for the majority of pupils and that is shown in the figure above , about (38) pupils with a percentage of (95%)   have answered with 'YES'. While only two pupils answered with 'NO'.

2.7.2 Summary of the Main Results

The purpose of the students' questionnaire is to collect data on the effect of using games in English teaching on third-year pupils. The findings of the students' questionnaire confirmed the first hypothesis, which is that the use of language games in grammar learning, middle school pupils can improve pupil's ability to use the language in different situations and build their skills and develop their level.

The questionnaire provided the researcher with the main results of this study. The first part of the questionnaire gives the pupils' profile information that facilitate the research, in addition to

testing the participants abilities to use the language and how games build their skills and develop their level. While the second part section showed that learning English grammar courses through games are facilitating the learning of the language in enjoyable way. Since games provide a welcome break from the language class's usual routine and encourage pupils to interact and communicate. it also provides pupils with more opportunities to express their thoughts and feelings. And thus develop their language during the grammar courses to achieve better results.

2.8 Teachers 'Semi-Structured Interview

Teachers' semi-structured interview has enabled the researcher to determine their profile, their background, and to seek out the effect of using games in teaching English grammar to young learners and to point out the difficulties and the problems turning around the use of language games.

2.8.1 Analysis and interpretation

SectionOne: General Information.

Question01: Are you a male or female?

The aim behind this question is to know the teacher's gender. Both of the teachers involved in this research are woman.

Question02: How old are you?

The purpose from this question is to know the age of the teachers. Both of the teachers are 38 years old.

Question03: What is the highest academic degree you earned?

The objective of this question is to know the teachers' qualification. Both of the teachers are License holders.

Question04: How long have you been working as a teacher?

The aim of this question is to know the teaching experience years for each teacher. One teacher has claimed that she has been teaching English for 14 years in her course of study. While the second teacher answers that she has been teaching English for08 years in her course of study.

Question05: how many classes are you teaching this year?

The purpose from this question is to find out how many hours each teacher works in teaching English language. Therefore, the answers have shown that the two teachers are teaching 08 classes.

Section two: The use of language games in teaching grammar

Question06: Do you use games in teaching English grammar?

The objective of this question is to know whether the teachers are using games in teaching English grammar. Both of the teachers are using games when they are teaching English grammar.

Question07: What teaching approach do you prefer to use in teaching grammar rules for EFL learners?

Through this question, the researcher wanted to know which approach did the participants prefer to use in teaching grammar rules for EFL learners. Both teachers answered with 'YES' for the following reasons:

It's helpful to make students understand easily.

It is important in learning English language. It makes it easy and funny.

Question08: Have you even try to change the habitual technique in teaching grammar?

The aim of this question is to find out if the teacher chooses what suits the needs of the pupils. One of the teachers has answered with No, however the other teacher answered that she tried to change the habitual technique in teaching grammar by applying more educational games.

Question09: Do you think pupils are all motivated to use the language?

The objective of this question is to know whether the pupils are all motivated to use the language or no. One of the teachers answered with Yes, because she sees that the pupils can give correct examples. However the second one answered with No, because she sees that the pupils find it boring.

Question10: Do you see language games as: entertaining methods or education methods ?

The aim of this   question is to examine each teacher's perspective on games. Both of the teachers answered with "both" which means that language games are entertaining methods and educating methods.

Question11: According to you a good language game should:

The objective of this question is to know the important structures in a good language game. One of the teachers answered that the good language game should correspond to pupils age level and the material to be introduced also encourage them to focus on the use of language rather than the language itself. The second one answered that language games should be more than fun and to give them a chance to entertain learner and practice a specific language material.

Question12: Considering that teaching grammar gathers the four skills, which one is more affected by language games?

The objective of this question is to see which skill is more affected by language games.So one of the teachers answered by listening and writing. However the second teacher's answer was writing and speaking.

Question13: How often should a language game be used?

The aim of this question is to know how many time should a language game be used. So one of teachers answered that in each skill as a warm up or ice break. However the second teacher's answer was at the beginning of each session.

2.8.2 Summary of the Main Results

The data collected from the teachers' semi-structured interview helped to confirm both the first and second hypothesis. Which are the use of games in grammar learning improve pupils' ability to use the language with purpose of building new skills and develop their levels .also games create unusual routine of enjoyment that encourage pupils to interact and communicate

with each other in which they express their thoughts and feelings. The findings indicated that using games to teach English grammar to young learners is an effective way to improve language learning. However, in order for a game to be useful, teachers must consider factors such as which game to use and when to use it in their classroom.

Although teaching young learners requires extra effort and challenge from the teacher, games are one of the best ways to achieve this. The results enabled the researcher to define the key concept related to teaching grammar through games in an English language classroom. The results also revealed that games are one of the most effective ways to channel young learners' energy into language learning, because they enjoy being physically active and are also creative.

2.9 Conclusion

The obtained results from the data collection tools that is pupils' questionnaire, teachers' semi-structured interview helped constructing a thorough image about the use of games in teaching English grammar in EFL language classrooms and its effectiveness on young learners' learning the use of the language and how it can build their skills to reach their levels.   In the coming chapter a deep discussion will be held about the findings and the results gathered from some suggestion and recommendations will be provided for teachers about the use of the language games and its effectiveness.

Chapter Three

Suggestions

and Recommendations

3.1 Introduction.

3.2 Discussion of the Main Results.

3.3 Suggestions and Recommendations.

3.3.1 Suggestions.

 3.3.2 Recommendations.

 3.4 Pedagogical Implications.

3.5 Conclusion.

3.1 Introduction

The previous chapter dealt with the interpretation of the data collected from the different sources which are the students' questionnaire and teachers' interview that analyzed the effect of using games in teaching English grammar to young learners. The current chapter is entirely devoted to the discussion of the main results as well as providing some suggestions and recommendations that are hoped to bring insights to teachers and learners about the effect of using games in teaching English grammar to third year pupils.

3.2 Discussion of the Main Results

The purpose of this study is to investigate the effect of using games in teaching English grammar to young learners. The findings obtained from the data collected from various sources the students' questionnaires and the teachers' interviews; enable the researcher to confirm the suggested hypotheses through the role of the use of games in teaching English grammar to young learners.

The initial research question sought to determine the effect of using games on the performance of the target students. According to the students' questionnaire, the use of language games in teaching English grammar helps them achieve better results in language learning because games in teaching English grammar offer real-life situations and bring the real world into the classroom. They have also demonstrated that the use of educational games is very effective in raising students' levels and developing their language skills abilities during the use of various educational game types such as guessing games, searching games, matching games.

Language games, in effect, demonstrate their effectiveness and have a positive impact on learners' use of language in the teaching grammar classroom. Considering that, teaching grammar gathers the four skills that language games affect. Listening activities may be an effective way for teachers to keep their students interested and prevent boredom by combining listening with games.

All games necessitate practice and communication, both of which are necessary for learning a language. It is critical that teachers use a variety of methods to keep their students engaged and interested. Games, on the other hand, can add variety and keep subjects interesting and fun, making it easier to read. There is no writing without reading. Writing is frequently regarded as a difficult and boring skill. Games can help prevent students' dislike of writing by providing them with a reason to write rather than simply writing because the teacher told them to.

likewise , different types of games and the application of language games in classroom contribute to raise pupils' learning and developing their language and build their skills also it increase the capacity of their memory and through the game pupils were able to learn grammar rules more easily and learn from their mistakes. Thus, the first hypothesis has been confirmed: the use of games in grammar learning middle school students can improve their ability to learn the language in different situations, build their skills, and develop their level.

The second research question investigated the extent to which the use of games provides pupils with more opportunities to express their thoughts and feelings, thereby contributing to improved language learning. The results of the pupils' questionnaire and the teachers' interviews support the hypothesis that the use of games affects middle school grammar learning and provides enjoyment. That is, the findings show that the use of games in language teaching-

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learning is not limited to any language level; it helps all pupils feel at ease and confident when learning a new language. They enjoy playing games multiple times because they encourage pupils to communicate and interact by creating a friendly environment among participants who all feel equal. They emotionally engage pupils, which benefits their learning because they need to feel something while exposed to the target language, such as happiness, excitement, amusement, etc. Games provide an excellent opportunity for shy and hesitant pupils.

Furthermore, teachers confirm that the use of games provides pupils with more opportunities to express their thoughts and feelings, as they justify this by saying that good language games should be more than just fun for pupils, in which they feel comfortable, happy, and confident so that they can use the language correctly and reach their level.

To conclude, the use of language games in grammar learning middle school pupils can improve their language use by building skills and level .based on the data gathered and the analyses of the pupils' questionnaires and teachers' interviews. One can conclude that using games to teach young learners English grammar has a significant impact on their ability to build skills, develop their level, use their language correctly, and express their thoughts and feelings.

3.3 Suggestions and Recommendations

As previously discussed, the use of games in teaching English grammar is critical for increasing language learning and usage. EFL teachers should base their grammar instruction on the use of games as a motivator and encourager of pupils to use their language more effectively. The collected data enabled the researcher to make some suggestions and practical

recommendations for both pupils and teachers based on the use of games in grammar teaching, which play an important role in increasing pupils' ability to use and learn the language .

3.3.1 Suggestions

The analysis of the collected data and the analysis of the target learners' learning needs resulted in the writing process of the course games, which should be based on the use of Language games that play an active and important role in motivating the learners in the language learning process, allowing the learners to improve their level and build their skills.

A/The role of teachers

Before starting the course, EFL teachers want to know if their students can be a valuable source of information for organizing the content around their interests and level of competency in the language skills .The teachers' role is not to teach English grammar only but to facilitate language learning for the EFL learners through the use of the language games to achieve the needs of each pupils during the learning process . Teachers were supporting the use of language games because it helps in raising the learners' ability to use the language in different situations and to enhances their skills.

The middle school learners assert that the teacher was the main source of motivation, For instance, the teachers play the role of facilitators, when their pupils face difficulties in accomplishing the tasks of learning grammar rules because of the miss understanding of the language e.g. how to write a good sentence or a formal letter correctly without doing to much mistakes .

In the final point, teachers play the roles of instructor, playmaker, guide, and explorer in teaching grammar by using games to facilitate the language for middle school learners during the game session. They have attempted to plan and communicate the overall goals of a game scenario in relation to specific learning objectives, evaluate, and provide a dialogical response to the pupils' experience of playing a game.

B/Enhance pupils performance

English grammar courses, according to EFL teachers, should meet the needs of pupils by incorporating various types of games. These kinds of activities help pupils improve their skills. As a result, the major difficulties that teachers face are lack of materials, lack of time ,not enough games....based not only on speaking but also on integrating other skills (listening, writing, reading) to develop the performance of middle school pupils and creating an active atmosphere in the classroom by motivating them to learn a language. EFL teachers should use enough materials to help pupils understand the language better, as well as more listening and reading sessions to enrich their pupils' vocabulary and pronunciation; however, the vocabulary used during the lecture should be well pronounced. The instructor finished by writing final reports, paraphrasing and explaining difficult terms to help the pupils understand the lecture in order to improve learners' performance.

C/Identifying learners needs

The most well-known issue is that learners attend language lectures without being aware of their specific needs, which creates a gap and confuses the learners in meeting those needs. As a result, the teacher should be aware of their weaknesses in using English and work to improve them. For example, spelling errors, pronunciation issues, and providing new words to

enrich their vocabulary are all ways for the teacher to identify the needs of almost every

pupils for a dynamic teaching process.

D/Project work

Working with peers can be extremely beneficial to pupils. As a result, the teacher is invited

to recall social strategies to learners in order to facilitate their learning. He is always welcome to

pique their interest and personal involvement by building on previous experiences and current

knowledge. This fact is perfectly embodied in the "project work" suggested in the learners'

textbook. These projects, if properly prepared under the supervision of the teacher, provide an

even longer opportunity for pupils to benefit from collaborative work that includes the exchange

of ideas and experiences.

Learners can always learn more effectively from their peers than from their teacher or from

working alone. Thus, for example using some types of games like searching games, in which

everyone is given a clue to help them to figure out who the criminal is. They inquire and respond

in order to solve the problem. Also matching games require players to find a match for a word,

picture, or card.

E/Motivating pupils

A good EFL teacher begins a course by conducting the previse course also following the

textbooks imposed by the ministery and at the end of session he conduct a needs analysis in

order to be able to teach according to the pupils' language needs and objectives, present level of

knowledge, learning preferences, and, most importantly, what they find interesting and engaging.

It is very possible that not all pupils will be interested from the start in learning about foreign

language. Teachers, however, are encouraged to help their pupils deduce rules and make generalizations through analysis and comparison of relevant examples. They are equally encouraged to recycle the language forms studied in preceding sequences or in the previous year.

It is worth mentioning that, language games need to be interesting for pupils and should take place in a friendly, relaxed atmosphere. Pupils need to be active participants, making choices and taking decisions. Interested, involved, responsible pupils are motivated pupils.

F/Teaching problems

From the obtained results, the main reason that faces middle school learners is the lack of time to play games where the teachers suggested that to increase the number of teaching hours from two hours per-week to four hours per-week for middle school learners. They have also added that, it's hard to find games that fit the current curriculum, not all games will work for all pedagogical purposes. Choosing or designing the right game for the lesson you want to teach can be more time-consuming than planning a traditional grammar lesson. Teachers should take this extra workload into account when planning their lessons. Insufficient time is a barrier to implementing game-based teaching strategies.

Furthermore, the lack of authentic materials is one of the main reasons that may reduce learners' motivation because there are no active materials to improve their needed skills, and they assert that they need to use such authentic materials, particularly in the practical part, because they are more effective.

Finally, these are some suggestions provided by the English teachers involved in this researchwork in which they acknowledge the effect of using games in teaching English grammar to middle school learners

✓ More authentic materials should be presented in lectures so that, pupils can be familiar with their use.

✓ Be creative and apply more games, be clear about your learning objectives.

3.3.2 Recommendations

The researcher sees that the use of language games help the pupils learning more, make them enjoying and benefit from all the side of language pragmatically, grammatically, vocabulary. We first recommend for syllabus designers to introduce language games as in the textbooks for EFL learners, especially for beginners to help them see beauty in this language and encourage them to learn.

A/ English language teachers training

This study suggests that teachers should be well informed and trained about innovation, and how to adapt it in classroom, through seminars, and attending conferences. Because they bear the responsibility as a monitor, guided and instructor. And being sure that innovation reflects learners' needs, interest and topics should be attractive.

B/ Using authentic materials

To facilitate their ability to acquire the language, the teacher should explain the rules using authentic materials at least occasionally. We can also add that when pupils are exposed to real-world situations, they remember what they have learned. They will not only listen and try to understand, but they will also speak, write, and read to improve all four skills.

C/ Using Language Games

Easy and simple games should be chosen based on learners" levels and abilities, the teacher should be very careful about how the games are introduced the rules, the objectives and the instructions should be clear and understood by everyone.

During playing a language game, the teacher has different significant roles; maybe a controller, an information provider or just a facilitator and help provider. Depending on the pupils' interests, the teacher may ask them, for example, to search some games to play or to choose and discuss a game. This also encourages them to be more active.

3.4 Pedagogical Implications

The data collected by the researcher made clear some very important points for the success of the teaching /learning process. These points provide creative ideas to incorporate positive aspects to teachers for their learning and give them meaning as they reach good results. Furthermore, these points can be used to improve the performance of middle school learners.

One of the major purpose of games in general is to motivate middle school learners because games are interesting, amusing, challenging. Uberman (1998, p.20-27) cited Hansen to claim that games can give shy learners more opportunities to express their opinions and feelings. In other words, when they participate in fun games, they forget their shyness and forget their fear. Moreover, games help pupils stay engaged in class.

Interaction is an important factor that influences the nature of classroom pedagogy and behavior. Many games require pupils to play in small groups and take turns or encourage their partners to take turns and finish the game. The games will undoubtedly be played in class by the

pupils. As a result, they have a better chance because they are more willing to ask and answer questions, communicate and discuss the topic with their partners, and think creatively about how to use language to achieve the goal.

Learners involve in the games actively, so games are called learner-centered activities According to Crookall (1990). Through games learners' and teachers' roles are changed and teacher encourages learners to participate actively in their learning. As a result, games give a chance to learners to take responsibility for their own learning. From an instructional view point, creating a meaningful context for language use is another advantage that games present. By using games, different contexts can be created by teachers that allow learning unconsciously because the attentions of the learners are not on the language, on the message. As a result, when their focus is on a game as an activity, learners acquire the target language as they acquire their mother tongue, that is, without being aware of it (Cross, 2000).

Constantinescu (2012) states some advantages of games as in the following:

• "Games build up learners' English repertoire in a familiar and comfortable environment (evenfor students who may have special needs), where they feel confident. More than this, English is widespread used with computers.

• Games increase motivation and desire for self-improvement.

• Challenge and competition are key factors for any game and students pay more attention to completing the task.

• Interdisciplinary approach. Students use knowledge from other classes, too.

• Games develop students' ability to observe.

• Games have clear rules and objectives.

• Games develop critical thinking, problem solving, and imagination.

- Games offer new and dynamic forms of teaching/ practicing which replace the traditional worksheets.

- Games are adaptable for different levels of knowledge.

- Educational games are easy to understand and use.

- Educational games do not take long time to be played in the class.

- There are many online educational games which are free of charge.

- Immediate feedback both for the students and the teacher.

- The results are more visible (sometimes both visual and acoustic) and have a stronger impact.

- The working time is usually known from the beginning and it is respected

- Games facilitate collaborative learning but, in the same time, students may learn at their own speed and cognitive level.

- Games may be used in the classroom as rewards for students.''

3.5 Conclusion

This chapter intended to focus on the effect of the use of games in grammar and its impact on the third-year students' language learning. It provided some suggestions and practical recommendations for both teachers and learners. Finally, this chapter gave some pedagogical implications about the use of the games in EFL classrooms and their importance in creating an active atmosphere in which the learners enjoy learning the target language , as well as guiding them in a fun and entertaining way to play the games in the classroom, which teaches them indirectly what they have studied in grammar.

General conclusion

Language Games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. Games in teaching grammar to the young learners can pave the way for language development of the learners in all stressed situation, motivating the learners to improve their own abilities in various aspects of teaching English as a foreign language. The researchers noticed the positive impact through the use of games on the learners' learning process. In this dissertation the researchers intended to highlight the importance of using games in teaching English grammar to middle school learners.

This research work consisted of three chapters. The first chapter was concerned with the theoretical background related to the importance of the language games in learning the language , it gave an overview about grammar , and highlighted the positive impact of using educational games on middle school learners' proficiency level , and the role of games on Learners' psychology through learning the language , the second chapter was devoted to give the research design, it offered a detailed description about the research methodology , sampling, the research instruments, and the data analysis procedures, carried out in this study as well as the analysis of the collected Data. The last chapter dealt with the discussion and the interpretation of the main results in addition, to some suggestions and recommendations for the use of educational games in middle school classroom.

As a case of study two instruments of data collection were used in this research: a questionnaire was addressed to third year pupils at Houari Abdallah Middle School of EL Amria, a semi-structured interview was arranged with third year English teachers.

Regarding third year middle school teachers when they used educational games in teaching English grammar it helped pupils to learn and use the language more easily and games can be

very effective in enhancing the proficiency of the pupils. The researchers proposed some suggestions that may encourage third year middle school learners to use their language more effectively. teachers depend on the use of educational games in their teaching specifically in grammar rules, their learners prove to be more confident to share their knowledge with each other and more than that is to be able to learn by heart .Thus, proven the second hypothesis that is The use of games provides pupils with more opportunities to express their thoughts and feelings.

This work is like any other research that has got some limitations and shortcomings. First time was a major obstacle to tackle this research because insufficient time is a barrier to implementing game-based teaching strategies. Also Not all games will work for all pedagogical purposes. Choosing or designing the right game for the lesson you want to teach can be more time-consuming than planning a traditional grammar lesson. Teachers should take this extra workload into account when planning their lessons in EFL classroom

To conclude, this research tried to shed lights on very important concept to language use and learning process, the concept that enhance the proficiencies of middle school learners' level.

The aim of this study is to show the impact of using language games in middle school classroom. That is games can increase pupils' ability in using language as pupils have an opportunity to use language with a purpose in the situations provided. Also games Allow middle school learners to be creative, independent and higher order thinking.

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APPENDICES

APPENDIX A

Students' Questionnaire

This questionnaire is part of a master project, designed to study the effectiveness of using games in teaching English grammar to young learners. So would you please answer the following questions.

<u>Section one : General Information</u>

1. Do you like grammar?

   Yes [   ]   No [   ]

2. For you, is grammar important in learning English language?

   Yes [   ]   No [   ]

   If yes why?

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

3. Do you like playing educational games in classroom?

   Yes [   ]   No [   ]

<u>Section 02 : the effect of using games in grammar to young learners</u>

4. What kind of games is used in English courses specifically grammar courses?

   -Matching games [   ]

   -guessing games [   ]

   -searching games [   ]

5. Personally, do you want the technique of language games to be applied in teaching grammar?

   Yes [   ]   No [   ]

6. How do you feel when you participate in a game in the classroom?

Happy ☐   Enjoy ☐   Boring ☐

Self-confidence ☐   Interest ☐

7. In what way did the game benefits you?

- Develop your language ☐

- Reach your level ☐

- Learning from your mistakes ☐

- Increase the capacity of your memory ☐

8. Can you guess what grammatical structures are in focus in these games?

Yes ☐   No ☐

If yes, what was it? …………………………………………………………………………

9. Do you enjoy playing games in classroom?

Yes ☐   No ☐

Section 3 :Suggestions and Recommendations

10. What are the main difficulties you encounter in learning grammar?

-Difficult tasks ☐

- Difficult vocabulary ☐

- Lack of time ☐

11.Do you have any suggestions and recommendations to help raising your level in learning

grammar?……………………………………………………………………………………………

…………………………………………………………………………………

Thank you

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APPENDIX B

Teachers' Semi-structure Interview

This questionnaire is designed for EFL teacher in Houari Abdallah middle school –El Amria. It aims to explore the appropriateness as well as the effectiveness of using games in teaching English grammar to young learners.

We would be grateful if you could answer this questions, your input is very important and much appreciated.

Section one : General Information

1. Are you a male or female?

   Female [   ]   Male [   ]

2. How old are you?

   -…………………..

   3. What is the highest academic degree you earned?

   - Institute [   ]

   - License [   ]

   - Master [   ]

   4. How long have you been working as a teacher?
   ....- years.

   5. How many classes are you teaching this year?
-……………………………………………….

Section two: the Use of Language Games in Teaching Grammar

6.Do you use games in teaching English grammar ?
   YES [   ]   NO [   ]

7. What teaching approach do you prefer to use in teaching grammar rules for EFL learners?
   - Deductive approach [   ]

   - Inductive approach [   ]

Why ?
………
………………
8.Have you even try to change the habitual technique in teaching grammar?
   Yes [   ]   No [   ]

If yes, how?

………
………………

9. Do you think pupils are all motivated to use the language?

Yes [   ]   No [   ]

If yes, in what ways?

…….

If no, how?

……..

10. Do you see language games as:

- Entertaining methods [   ]

- Educating methods [   ]

- Both [   ]

11. According to you a good language game should:

- Be more than fun [   ]
- Correspond to the pupils' age level and the material to be introduced [   ]
- Involve friendly competitions [   ]
- Encourage them to focus on the use of language rather than the language it self [   ]
- Give them a chance to entertain learner and practice a specific language material [   ]

12. Considering that teaching grammar gathers the four skills, which one is more affected by Language games?

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

13. How often should a language game be used?

……….

Section 3: Suggestions and recommendations

14. Do you find any problems when using language games?

Yes [   ]   No [   ]

If yes, what are these problems?

……
……….

15. According to you, what obstacles do your pupils encounter while using language games?

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

16. Do you have any suggestions or recommendations to encourage pupils to use their language more effectively?

………………………………………………………………………………….

Thank you for your cooperation

الملخص:

الهدف من هذا البحث هو التحقق من فعالية استخدام الألعاب لتعليم قواعد اللغة لتلاميذ المتوسطات. في هذا العمل الحالي، بدأ الباحث بالتحقيق في البيانات التي تم جمعها وتحليلها وأخيراً رسم بعض الاقتراحات والتوصيات المفيدة التي قد تساعد في استخدام الألعاب التعليمية في المتوسطة. تثبت النتائج أنه عند استخدام الألعاب بشكل مناسب في الفصول الدراسية بالمتوسطات، فإنها تعمل على تحسين كفاءات المتعلمين.

الكلمات المفتاحية: ألعاب ، ألعاب تعليمية ، متوسطة ، قواعد.

Résumé:

L'objectif de cette présente recherche est d'étudier l'efficacité de l'utilisation des jeux pour enseigner la grammaire aux élèves du CEM. Dans ce présent travail, le chercheur a commencé par enquêter sur les données collectées, les analyser et enfin tirer quelques suggestions et recommandations utiles qui peuvent aider à l'utilisation des jeux éducatifs au CEM. Les résultats ont prouvé que lorsque les jeux sont utilisés de manière adéquate dans les classes de CEM, ils améliorent les compétences des apprenants.

Mots-clés : Jeux, Jeux éducatifs, CEM, Grammaire.

Abstract:

The primary goal of this study was to investigate the efficacy of using games to teach grammar to middle school learners. In this present work, the researcher started by investigating the collected data, analyzing it and finally drawing some helpful suggestions and recommendations that may help in the use of educational games in middle school. The findings proved that when games are adequately used in middle school classrooms, they improve learners' competencies.

Keywords: Games, Educational Games, middle school, Grammar.