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Rabhi Amel

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Investigating The Impact Of Teaching English Using Games In Enhancing The Learner's Grammar Competence

A Case Study of Second Year Middle School Pupils of Ben Chellali Brothers ,Bousaada

Board of Examiners :

Dr. Betka Rezig Nadia	MCB Biskra	Supervisor
Dr. Bouhitem Tayeb	MCB Biskra	President
Mrs. Benzida Yasmina	MAA Biskra	Examineur

Academic Year : 2020 - 2021

Déclaration sur l'honneur

Je soussigné(e), **Mr, Mme** : Rabhi Amel

Qualité : étudiant(e)

Portant carte d'identité n° : 204547204 Délivrée le : 17/04/2019

Inscrit à la faculté : Lettres et Langues Etrangère Département : Langues Etrangère

Filière : Anglais

Spécialité : sciences du langage

Chargé(e) d'élaborer un mémoire de fin de formation master qui s'intitule :

Investigating The Impact of Teaching English Using Games in Enhancing the Learners 'S
Grammar Competence . A Case Study of Second Year Middle School Pupils of Ben chellali
Brothers Bousaada .

Je déclare en mon honneur d'avoir respecté les critères scientifiques et méthodologiques, ainsi que les critères l'intégrité académique requises dans l'élaboration de la recherche. Entre autres, j'affirme que mon mémoire est un travail personnel et non plagié.

Fait à **Biskra** le : 28/06/2021

Signature de l'étudiant(e)

Dedication

In the Name of ALLAH, the most Gracious, the most Merciful,

I dedicate this work to:

The most precious person to my heart :

My beloved Mother may Allah bless her Soul ;

My mother, who had sacrificed everything in her life for us,

All my family members

My dear friends : Nawal, Khaoula, Souha, Amani, Amira and others,

Thank you all for your support.

To all people who know me

And pray for my success

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I address my thanks to the Honorable Members of the jury: Dr Bouhitem Tayeb and Mrs Benzida Yasmina for accepting to read , evaluate and emprove this work

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My thanks go to the students of second year at Ben Chellali brothers middle school , I wish them sucess .

Abstract

The English is the language of the age, which is adopted by many schools in the world. Algeria is one of the countries that adopts it as a second foreign language. Thereby ,it is obvious that there are obstacles and confrontations for non-native speakers in such language, perhaps one of the most important problems faced by middle schools teachers is the pupil's inattention. This might be caused by their inability to control the skill of listening, speaking or grammar. The later would be the focus of our study in this dissertation due to its great importance in learning the language, therefore, we ten to shed the light on its background, definition and other related details of it. More importantly, we would highlight one of the most common strategies to teach this skill to pupils and make them motivated to acquire more about English grammar which is namely grammar games. The current study tends to investigate teachers and students' attitudes toward the role of using language games in enhancing students' grammar competence. Hence, we hypothesize that language games improve pupils grammar knowledge and practice .To confirm the validity of the set hypothesis we use adescriptive method and a qualitative approach ,we submit two questuionnaires to a sample of fourty pupils of second year at middle school and groupe of five teachers of English at middle school .

Keywords: English grammar, motivation, middle schools teachers, Grammar games

List of Abbreviations and Acronyms

A adjective

CDA Critical Discourse Analysis

CLA Critical Language Awareness

CLT Communicative language teaching

D determiner

EFL English as a Foreign Language

ESL English as Second Language

FL Foreign language

GTM Grammar Translation Method

KAL Knowledge About Language

L1 First Language 1

N noun

N number

NP noun phrase

P phrase

Q question

S sentence

V verb

VP verbal phrase

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GENERAL INTRODUCTION

Introduction

Grammar is the base of any language around the world. It is the tool for the right use of words among people and every language has its own grammar. By using correct grammar people can correctly interact, discuss, transmit their ideas and beliefs, express themselves (through speaking or writing)... . EFL learners faces many difficulties in learning and using English grammar. Although researchers have found a multiple strategies to help both teachers and learners in teaching and learning grammar such as games. Teaching grammar through educational games may facilitate learning the rules of the language and the correct use of them in the middle school for EFL learners. In addition, it may help them develop their skills and facilitate the classroom interaction in the target language.

1. Statement of the problem

Many Algerian students are neglecting the importance of English session, because they are unable to learn and use this language grammar correctly. Therefore, they can not use grammar during speaking or writing tasks. Moreover, the main reason behind that is teaching strategy, which relay on the traditional strategies and techniques. Thus, teachers may use different grammar teaching strategies that suits the learners. One of these strategies is games. For that, the present study suggested the games as grammar teaching strategy that may help and develop EFL learner's grammar learning.

2. Research questions

Based on the background of this research, the researcher formulates the following questions of this research as:

- 1-How can the teacher facilitate the process of learning English grammar by using games?**
- 2-what could be the pupils reaction toward learning grammar through games activities**

3- What are the expected benefits of grammar games usage in classroom?

3. Research hypothesis

In the light of the above questions, we hypothesize that language games improve pupils grammar knowledge and practice .

4. Research Methodology

4.1. Research Method

The research method that will be used in this research to confirm the research hypothesis is descriptive. It will be conducted as a qualitative study in order to demonstrate the relationship between the dependent and the independent variables.

4.2. Population and Sample

The sample is made up of 05 teachers of English module at middle school and 40 students during the academic year 2020/2021. The pupils are second year at Ben chellali brothers Middle School, Bousaada .

4.3. Data gathering tools

In this study, both teachers and pupils will be given a questionnaire in the classroom; one is for pupils, the second one is for teachers of English module in order to find out their attitudes concerning the role of language games in enhancing pupils' grammar practice.

After the data have been collected, an analysis should be conducted in order to demonstrate the importance of language games whether in enhancing or in hindering pupils' grammar skill from both teachers' and students' point of view.

5. Significance of the study

This study aims to investigate the significance of using language games inside the classroom as an essential strategy to build a firm grammar basis to secondary school pupils . Although this study elaborates a critical paradigm used in language teaching, which the use of games inside the classroom, this study is in the utmost importance because it offers a succor to teachers who struggle in teaching grammar in the Algerian. Yet, this research is worth undertaking because it highlights the possible partnership between the teacher and the learners to break the stereotyped image of passive learning and passive teaching as well.

6. Limitations of the Study

the current study is concerned with English foreign language learners and since the time is limited the decision was taken to choose the level of second year at middle school of 2020-2021 school year .

7. A Provisional Structure of the Dissertation

This dissertation will hopefully include three chapters. In the first chapter, a fair theoretical demonstration would be mentioned concerning the second exclusive variable ‘Grammar competence’, its conceptualization, genesis and roots, significance and use to learn a foreign language, grammar competence and grammar translation method, and an overview of the grammar exercises of the state book, difficulties faced by Algerian pupils in comprehending grammar rules Chapter two will undoubtedly denote the second variable ‘ the use of games in language teaching’, this will include numerous related titles namely some types of language games like digital ones , its usages, significance for EFL learners especially beginners, its advantages and disadvantages, games and motivation, games as a teaching strategy in Algeria. Thus , the final chapter would be a semi-practical endeavor, in which there will be

description the process of data collecting methods, an analysis of the obtained data of this research .

CHAPTER ONE :
GRAMMAR COMPETENCE

Content of chapter one

Introduction

1.1. Conceptualization: Defining Grammar in General

1.1.1. What is meant by Grammar according to Chomsky

1.1.2. Other Scholars' definition of Grammar

1.2. Grammar and Syntax

1.3. Major theories of Language and Grammar

1.4. Chomsky's generative grammar

1.5. Grammar Competence and Grammar Performance

1.6. Grammatical Competence and Grammatical knowledge

1.7. The Standard Theory

1.8. Theory of Knowledge: Generative Grammar and Cognitive Theory

1.9. Grammar and Meaning

1.10. Spoken grammar and written grammar

1.11. Grammar rules: Descriptive and Prescriptive rules

1.12. Grammar and pedagogy

1.13. Critical Grammar Theory

1.14. Critical Language Awareness (CLA)

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1.16. Grammar and Teaching Methods

1.16.1. Grammar translation methods

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Conclusion

Introduction

This chapter is an abstraction propound, that will shed the light on our constant variable which is “Grammar Competence ”. In the first few pages of this endeavor , a clear linguistic conceptualization would be mentioned. To support this study, and basing on one of the geniuses linguists in the world, we have included derivatives, i.e theories of Grammar as such the Generative theory, and Standard Theory. More importantly, this chapter offers a set of distinctions between related terminologies, as such, Grammar Competence and Grammar Performance, Descriptive and Prescriptive Grammar. Finally, just like a crunchy meal that will open the reader’s mind appetite to the next chapter, an overview of the use of Grammar in Pedagogy will be presented as well.

1.1. Conceptualization : Defining ‘Grammar’

One of the most difficult tasks of the researcher is to provide an appropriate definition for a term that has been studied thousands of times by the giants of his speciality. Therefore, giving an adequate and transparent definition of the term “Grammar” in this research is not easy at all, because the latter term is considered as one of the sacred things of linguistics, that a novice researcher may be embarrassed to distort, probably, by using words that may change its true essence, and this is why we will suffice to present a set of definitions of great researchers as well as definitions from dictionaries starting by the simplest and the clearest one.

According to Scott Thurnbury, Grammar is the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how language’s sentences are formed. Grammar attempts to explain why the following sentences are acceptable:

- We are not at home right now .
- Right now we are not at home

1.1.1. What is meant by “Grammar” according to Chomsky

The term “ grammar” has witnessed manifold definitions in the field of language teaching and learning and in language acquisition in general. Thus, we can assume that its entity is aligned with “Language”. **Chomsky Noam, who is an** American linguist and political writer, stated : “The child, placed in a linguistic community, is presented with a set of sentences that is limited and often imperfect, fragmented, and so on. In spite of this, in a very short time he succeeds in "constructing," in internalizing the grammar of his language, developing knowledge that is very complex”.

Thus, according to him knowing a language means being able to produce an infinite number of sentences never spoken before and to understand sentences never heard before. Chomsky refers to this ability as the "creative aspect" of language. He described the term in a book named ‘*Syntactic Structure*’, *Syntax is one of the most important levels of language, which is Grammar*. This later should be thought of as “a device of some sort for producing the sentences of the language under analysis” (Chomsky 1957:13).

1.1.2. Other definitions of Grammar

According to Hartmann and Stork (1972: 98): *the term grammar refers to generalized statements of the regularities and irregularities found in language. For the Greeks, grammar was a branch of philosophy concerned with the ‘art of writing’. By the Middle Ages grammar had come to be regarded as set of rules, usually in the form of a textbook, dictating ‘ correct’ usage.”*

The Oxford American Dictionary defines grammar as: "the study of words and the rule for their formation and their relationships to each other in sentences; the rules themselves; speech or writing judged as good or bad according to these rules" (1980:282)

According to the professor Jack Richards, grammar is : “The system of rules used to create sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English”.

According to Cambridge dictionary: “Grammar is study or use of) the rules about how words change their form and combine with other words to make sentences.”

According to Merriam Webster: grammar is the principles or rules of an art, science, or technique. Also, the study of the classes of words, their inflections, and their functions and relations in the sentence.

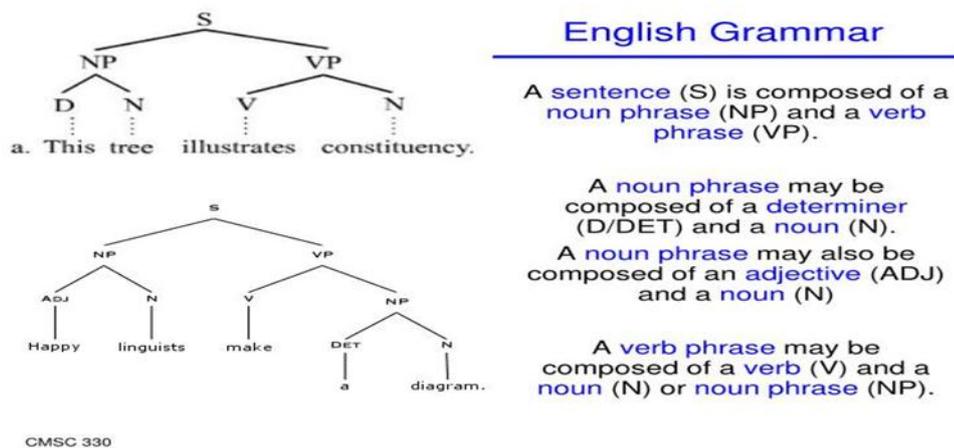


Figure 1- خطأ! لا يوجد نص من النمط المعين في المستند. GRAMMAR CLASSIFICATION ACCORDING TO CHOMSKY'S THEORY

(Source: <https://www.slideserve.com/corby/a-sentence-s-is-composed-of-a-noun-phrase-np-and-a-verb-phrase-vp>)

Grammar doesn't lend itself to a cinch definition because of the various theories that has been developed under its umbrella. Thus, all the linguists agree that it is an integral part of language, thus as it was denoted in the previous literature of this research, it has manifold linguistic partnership, namely, syntax and morphology.

1.2. Grammar and Syntax

Grammar and syntax are different. They are two disciplines that overlap each other as they are both useful in the construction of sentences, phrases, as well as words in any language. They both deal with the rules and structures governing a language which makes most people conclude that they refer to the same concepts. However, this assumption can never be true and depending on the need that you have to know their separation line you can get the different variations from several perspectives.

Grammar can be defined as the whole system and structure that a language is based on and usually consists of syntax and morphology. Sometimes it is also taken as consisting of phonology and semantics. Grammar also refers to a set structure of rules that governs how sentences, clauses, words, and phrases in a language are constructed.

Grammar in a broader examination studies word classes, their functions, inflections, and relations in a particular sentence. Other aspects like accidence, that is, the inflection of words, orthography referring to spellings, and syntax, referring to the structure of sentences also fall under the grammar category.

However, Syntax is defined as the arrangement of words and phrases in a language to create a well-structured or well-formed sentence.

It can also be described as a field of linguistics studying the structure of a sentence. It also studies the set of principles, rules, and processes governing the structure of sentences in any language. It is an important discipline of linguistics since the meaning of a sentence can change

depending on its structure. The word order in a phrase or sentence, therefore, becomes important in realizing the formation of that sentence.

Grammar and syntax deal with the rules and structures of language. They determine most results about what the sentence seeks to convey. While syntax studies the rules and structures, grammar is the set of rules.

1.2.1. Differences Between Grammar and Syntax

Students of English especially those who study linguistics still think that grammar is the second nickname of syntax. In fact, it is undeniable that the both terminologies deal with language structure. Thus, there are deep philosophical distinction between them in terms of content, form, and function.

According to Richards, Grammar is defined as a set of principles that prescribe the process of structuring a sentence in a specific language. However, Syntax is more general, it describes the process of how a sentence is structured in any language . Furthermore, grammar is exclusively synonymous to the rules that help in constructing a sentence, while Syntax is about a specific function of grammar, i.e it focuses on the order of words in the speech.

Syntax and grammar are different in terms of their positioning as well, linguists has confirmed that Syntax is a part of grammar, this might make us think that both of dichotomies are in a complementary relation. Yet, other distinctions are shown in the chart below.

Grammar vs Syntax

Comparison Table

Characteristics	Grammar	Syntax
Definition	Grammar is a set of structural rules and principles that prescribe how sentences, phrases, clauses, and words of a language are constructed	Syntax is a set of principles, rules, and processes that govern how a sentence is structured in any language
Positioning	Grammar is a description of predictable patterns of a language. Includes accidence, orthography, syntax, and morphology	Syntax is a part of grammar along with morphology and phonology, in most usages
Content	Is about the structures and rules that govern the construction of words, phrases, clauses, and sentences	Is mainly about the order of words in a clause or sentence
Usage	General term used in every day's language consumption	A discipline of linguistics applied per need

Figure-2 MAIN DIFFERENCES BETWEEN GRAMMAR AND SYNTAX

(<http://www.differencebetween.net/language/difference-between-grammar-and-syntax/>)

1.3. Major theories of Language and grammar

1.4. Chomsky’s generative grammar

According to Chomsky, language is governed by a large number of rules and principles, particularly those of syntax, which determine the order of words in sentences. The term “generative grammar” refers to the set of rules that enables us to understand sentences but of which we are usually totally unaware. It is because of generative grammar that everyone says “that’s how you say it” rather than “how that’s you it say”, or that the words “Bob” and “him” cannot mean the same person in the

sentence “Bob loves him.” but can do so in “Bob knows that his father loves him.” (Note in passing that generative grammar has nothing to do with grammar textbooks, whose purpose is simply to explain what is grammatically correct and incorrect in a given language.)

Even before the age of 5, children can, without having had any formal instruction, consistently produce and interpret sentences that they have never encountered before. It is this extraordinary ability to use language despite having had only very partial exposure to the allowable syntactic variants that led Chomsky to formulate his “poverty of the stimulus” argument, which was the foundation for the new approach that he proposed in the early 1960s.

Hence, Chomsky has characterised a generative grammar of language as an explicit description of the 'ideal speaker-hearer's intrinsic competence'. A person's linguistic competence is his tacit knowledge of his language in how to produce and understand an indefinite number of utterances never heard before. However, performance is considered to be the physical representation, usually in utterances of any type of the human competence which refers to how someone uses language. Chomsky considered performance as faulty representation of competence because of psychological restrictions such as memory lapses and limitations, distractions, changes of directions halfway through sentence, hesitation and so on. Performance, in a way, accounts for the failures language users have when transposing their competence into actual linguistic production.

Yet, still the issue lies o, the teachers' comprehension of the terms “grammar competence” and “ grammar performance”

1.5. Grammar competence and Grammar performance

In the light of Chomsky's definition of grammar that says "A grammar of a language purports to be a description of the ideal speaker-hearer's intrinsic competence", It is necessary to identify what is meant by intrinsic competence or "grammar competence"

In fact, Transformational grammar was accorded the status of a theory of idealized linguistic knowledge – linguistic competence, to be distinguished from the more general study of language use (including the unconscious mental processes involved in producing and comprehending utterances), termed linguistic performance. The relation between these two notions, as Chomsky (1965:10) emphasized, is that "... investigation of performance will proceed only so far as understanding of underlying competence permits.

Thus, Chomsky separates competence and performance; he describes 'competence' as an idealized capacity that is located as a psychological or mental property or function and 'performance' as the production of actual utterances. In short, competence involves "knowing" the language and performance involves "doing" something with the language. The difficulty with this construct is that it is very difficult to assess competence without assessing performance.

1.6. Grammatical competence and Grammatical knowledge

Richards thinks it is fair to say that grammatical knowledge and grammatical competence refer to the same thing. Grammatical ability refers to knowing how grammar is used in communication. Communicative competence in the Canale and Swain model includes three dimensions:

- *Grammatical competence*: the knowledge of grammar, lexis, morphology, syntax, semantics and morphology
- *Sociolinguistic competence*: the knowledge of the sociocultural rules of language and rules of discourse
- *Strategic competence*: the knowledge of how to overcome problems when faced with difficulties in communication.

1.7. The Standard Theory

The theory was developed by Chomsky in *Aspects of the Theory of Syntax* (1965) who pointed out This system of rules can be analysed into the three major components of generative grammar, the syntactic, phonological, and semantic component. The syntactic component specifies an infinite set of abstract formal objects, each of which incorporates all information relevant to a single interpretation of a particular sentence [.....]. The phonological component of a grammar determines the phonetic form of a sentence generated by the syntactic rules [.....]. The semantic component determines the semantic interpretation of a sentence. (Chomsky, 1965:16)

Put it like that, the complete grammar of a language must have three parts, a syntactical component that generates and describes the internal structure of the infinite number of sentences of the language, a phonological component that describes the sound structure of the sentences generated by the syntactical component, and a semantic component that describes the meaning structure of the sentences. The heart of the grammar is the syntax, the phonology and the semantics are purely —interpretive; —Both the phonological and semantic component are therefore purely interpretive (ibid: 16).

Therefore, one can deduce the six major levels of language acquisition and language production, which introduce the process of language in the field of linguistics, the chart below demonstrates those six ingredients :

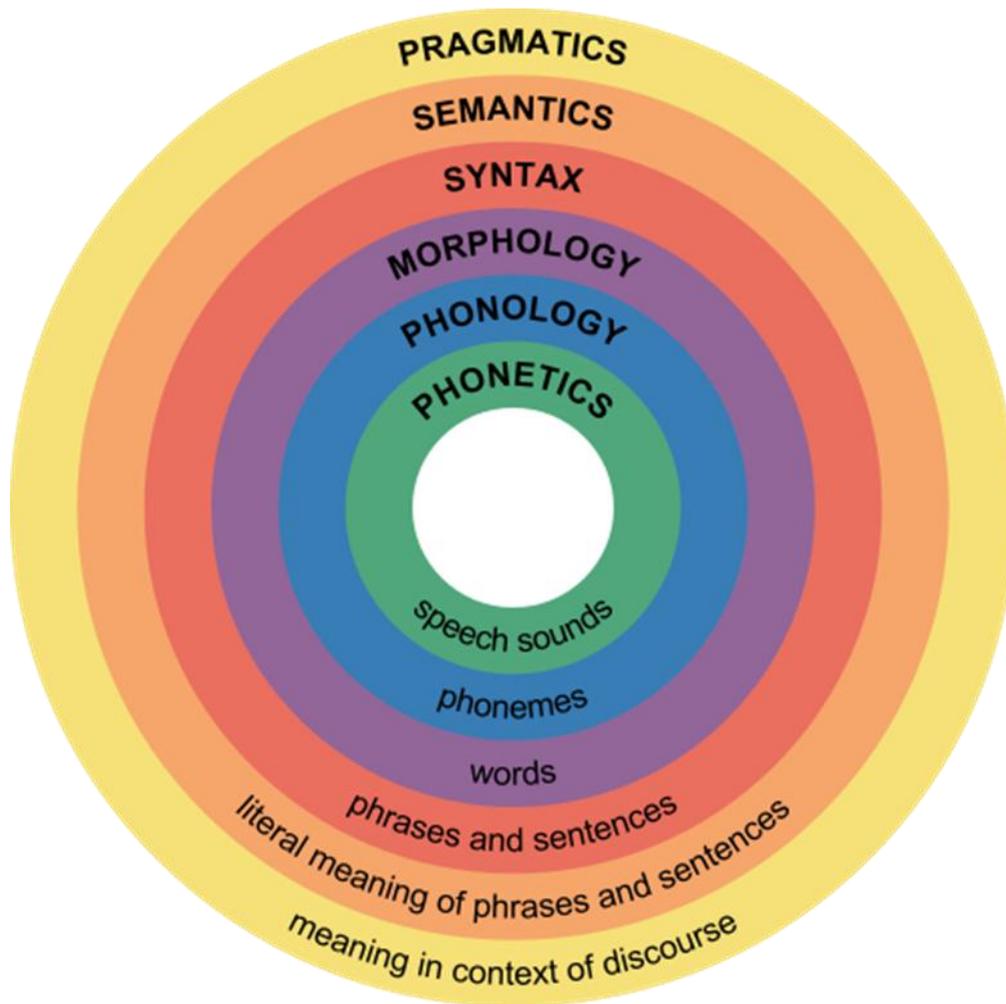


Figure -3DISCIPLINES OF LANGUAGE PROCESS

(Source: <http://www.differencebetween.net/language/difference-between-morphology-and-syntax/>)

1.8. Theory of Knowledge: Generative Grammar and Cognitive Theory

Most of Chomsky's works concerning the nature of knowledge pertain specifically to the construction and use of language. The theory of Generative Grammar, though constantly developing, stands as a microcosm of his views on the human mind's methods of taking in and storing information. Whereas much of it is primarily applicable to the field of language, there is more than enough here to illustrate his core ideas about education and the formation of human thought and knowledge. Human thought has been formed through centuries of man's consciousness, by perception and meanings that relate us to nature. The smallest living entity,

be it a molecule or a particle, is at the same time present in the structure of the earth and all its inhabitants, whether human or manifesting themselves in the multiplicity of other forms of life. (Chomsky, 1986)

In its core, Chomsky's theory of Generative Grammar is a way of describing the way people learn to communicate. The heart of this theory is the idea that all human language originates from a common source, an innate set of grammatical rules and approaches that is hardwired into the human mind. This is a very naturalistic approach, but one that has found ever increasing acceptance amongst experts in the field (Chomsky, 1986). The fundamental approach to knowledge is very similar to that used in Information Processing Theory (IPT). According to Chomsky, in order for knowledge to be retained, there must be previous knowledge already present for the new information to be associated with. He typically refers to this process as —building on prior knowledge, but it has obvious parallels with the —networking described by IPT. Particularly in the process of taking in information initially, generative grammar has direct parallels with the ideas put forward for information processing theory. Furthermore, Chomsky (2000) claimed that it is the idea of innate and natural grammar that really sticks. While there is little disagreement about this point that some of the more fundamental functions of the human brain are transmitted as instincts. We don't have to be taught to breathe, after all. The concept of an underlying mental matrix that informs all of human language is a bit of a departure from more traditional views on the origin of verbal communication. This view is apparently naturalistic. Rather than the cultural development of spoken language through generations of trial and error, this would imply that it has all been merely a reconstruction of instincts that were already present. Each of every language spoken today, then, would have a common root in the language center of the human brain. The different forms that those languages then took could be attributed to different opportunities and approaches to networking the new verbiage and syntax.

In the previous abstract illustrations, Grammar was described in a motorized manner although it is concerned with linguistics, however, this doesn't mean that a rule is stripped of meaning, i.e , a sentence that is grammatically correct would, obviously, generate an accurate and veracious meaning. Thus, grammar and meaning are two faces of the same coin, or as Celce Murcia has mentioned: "One useful way to think about grammar is through a form, meaning, and use."

1.9. Grammar and Meaning

Meaning is a conceptual, it is defined as "the message conveyed by words, sentences, and symbols in a context". Also called lexical **meaning** or **semantic meaning**. This denotes that meaning can be gotten through the use of vocabulary without need to grammar, this can be observed with children, for example, a child of three years old asking his mother :

- Where Daddy?
- Mummy Milk gone?

Or even with adults operating on a lexical level :

- Salt?
- Yes, please .

Although this can be understandable, it still lacks consistency especially when the context takes place in a chaotic situation, for instance, in a stadium, someone is asking his friend, whose name's Johnny, for a ticket saying: 'Pop Corn fella', in the same row of chairs there's another person named Johnny, looking for his cup of pop corn. Hence, this is where Grammar occurs, in this sense, Thornbury (1999) stated: " grammar is a process for making a speaker's or a writer's meaning clear when contextual information is lacking." Yet , is there a difference between speaker's or writer's meanings, then why would Scott thornbury use the both of them?

1.10. Spoken Grammar and Written Grammar

Speaking and writing are two two of any language, but each language is characterized by its own grammar and own vocabulary. This later is identified as the speech features.

The spoken grammar has its own style, it is flexible and less strict than the written grammar, speakers tend to use special forms , for example:

- Great pizza, this, isn't it ?

Nonetheless, the written grammar form is more charged and heavy, the same example :

- I think that this pizza is great, Do you agree with me ?

Another distinctive feature that might be observed is that the English spoken grammar is more idiomatic and regional, which is hard for non-natives to understand, although it has been recently developed to be in EFL teaching manuals like “ The Headway Course Book”.

Finally, spoken grammar is acquired by imitation from society, due to the process of oral communication, however, the written grammar is developed through academic writing skills and classroom activities, this includes strict strategies of prompting and giving feedback to the mistakes and errors committed by the learners which might be tedious for the passive ones.

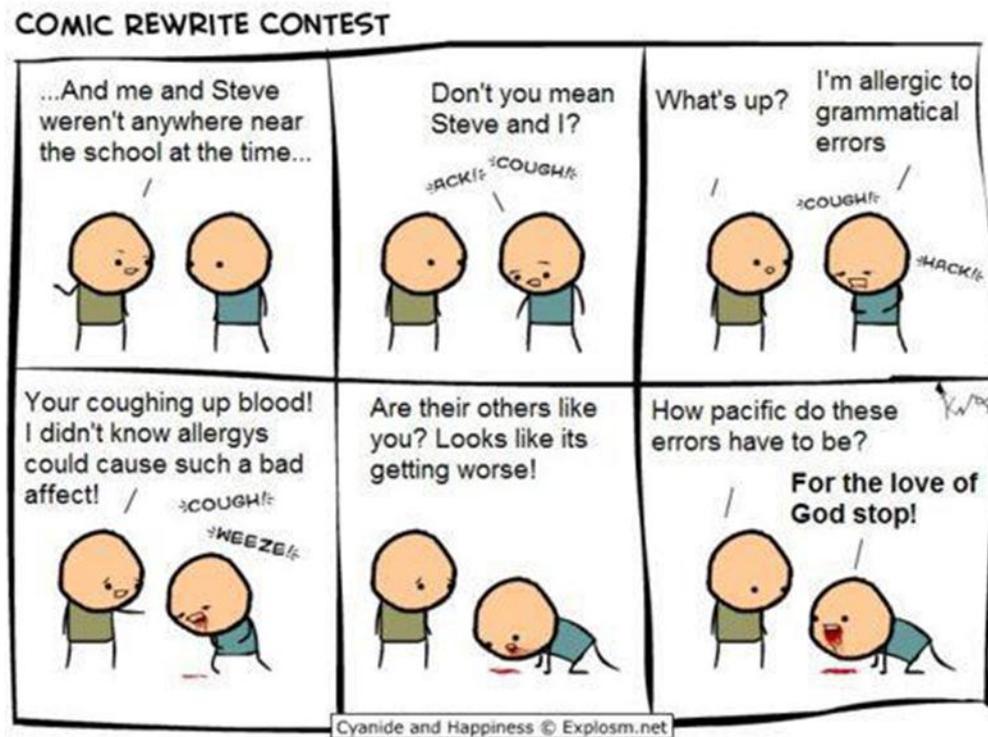


Figure 4. CARTOON REPRESENTS THE PUPILS ATTITUDES TOWARD GRAMMAR LEARNING. لا يوجد نص من النمط المعين في المستند.

(source: <http://worldteacher-andrea.blogspot.com/2012/11/the-difference-between-written>.

1.11. Grammar rules: Descriptive and Prescriptive rules

Cambridge dictionary defines grammar as : “ a rule is an accepted principle or instruction that states the way things are or should be done, and tells you what you are allowed or are not allowed to do” . Thus, with regard to grammar, it can be either descriptive or prescriptive.

The descriptive grammar focuses on describing the manner how either native or non-native speakers use the language on a daily basis. Therefore, it includes a set of rules about language based on how it is actually used, not how it should be used. Linguists often follow this approach to grammar, where they can study the rules or patterns that underlie the speaker's use

of words and sentences. Descriptive grammarians examine the principles and patterns that underlie the use of words, phrases, clauses, and sentences of the particular speakers or the users of the language. Furthermore, according to the definition provided by Edwin L. Battistella: “Descriptive grammar is the basis for dictionaries, which record changes in vocabulary and usage, and for the field of linguistics, which aims at describing languages and investigating the nature of language.”

Nevertheless, Prescriptive grammar explains or rather prescribes rules on how a language *should* or *ought* to be used by the speakers. As a result, prescriptive grammar consists of a set of rules that teach the speaker the most accurate and the correct manner to use the language, highlighting what should be used and what should be avoided so that he can achieve that certain grammar and the language standard.

All in all, The rules are made according to the daily usage of the language by the speakers. Therefore, no specific or standard rules are there in descriptive grammar, rather the rules describe and explain the speaker’s manner of language usage. On the contrary, there are specified and standard set or grammar rules in prescriptive grammar that should be followed by the speaker in their usage.

1.12. Grammar and Grammar Translation Method

GTM is a language teaching approach developed in the nineteenth century, it is also known as the classical method. It is based on teaching grammar to EFL learners in order to enable them to read literature and to be familiar with the grammar of the target native language. (Bölcsész Konzorcium,2006)

In the book of Applied Linguistics for BA students, Bölcsész Konzorcium demonstrated the main aims of this method:

- To provide students with good mental exercise which helps develop their minds
- To give the learners grammatical rules and examples to memorize them;

- To make them apply the rules to other examples;

Grammar translation method is not the only approach that focuses on grammar as a fundamental principle, but there are other teaching methods that has been developed after its emergence. Each of them has its own features and techniques, thus , it is the teacher's responsibility to excel in designing the grammar lesson and choosing the appropriate activities for his students.

1.13. Grammar and Pedagogy

1.13.1. Critical Grammar Theory

Critical Grammar is a descriptive *orientation* to Standardized English . When we are considering a sentence-level choice, we are also considering a political choice about what counts and what does not, according to a writer. Second, Critical Grammar is based in *systemic, experiential* knowledge; it is an approach that expands our meaning potential in context, since this kind of thinking is socially based, and audience as well as the system of grammar helps invoke other meaning-making options through one specific choice. With this social and systemic knowledge in mind, Critical Grammar is, third, about *relational difference* in regard to institutions, power relationships, and ideologies, as well as to what degree these differences matter in a writer's discerning of relational choices.

Critical Grammar is a perspective on the role sentence-level choices play in our highlighting or hiding of certain ideologies when we write. It is process of a writer becoming aware of micro differences, understanding the ideological relationship among these differences, and taking the ultimate responsibility of choosing a difference. It is informed choice-making in order to communicate with others; such choices are understood as actions made through *a grammar*, but since it is the teacher's responsibility to criticize, to reach the overarching competency in critical grammar, the teacher himself must have the complete critical language awareness in this domain.

1.13.2. Critical Language Awareness (CLA)

In the sense of teaching grammar, it is important to highlight the main orientations that helps the teachers in reaching their objectives. Therefore, CLA as a primary pedagogical movement began in England as a pedagogical counterpart to Norman Fairclough's Critical Discourse Analysis (CDA), referred to by SamyAlin as a "British tradition" (28). While CDA is

more familiar in the U.S. research context, CLA is not as well known, though there are strong connections and similarities to New Literacy Studies (NLS; see Alim). It was theorized and applied in England, but South Africa has also been drawing on this perspective in its literacy teaching and case study research (see Jenks). Theoretically similar, CLA involves synthesis between macro structures of language, knowledge, and power and micro choices of a text as does CDA.

More specifically, CLA is a linguistic perspective on language's role in ideologies and power relationships that writers are not always aware of when they write. In fact, a CLA approach encourages literacy educators to base their classrooms on the assumption that regardless of whether or not writers are aware, we always negotiate—through acceptance or resistance—certain ideologies when we write.

To sum up, CLA has a sociolinguistic hegemony in its scope and goals, it offers a bonus gift to the world of language learning and pedagogy, hence, it propels the educators' literacy and awareness to create their own space of gaming in grammar comprehension to all levels.

1.14. Grammar and teacher's Knowledge About Language (KAL)

According to Nat Bartels (2005) , 'KAL is defined as the collection of attitudes towards and knowledge about English grammar which teachers possess'. Nat bartels mentioned in his book an experiment done by Zsanna, who is a Hungarian teacher of Russian language for 4 years in middle school, reflecting on the development of her KAL in English, Zsanna recalled that when she started teacher training college prior to moving into teaching secondary English she immediately felt that her own level of English was inadequate: "I realised how little I knew about English grammar and about English language.... the most difficult period was when I couldn't identify what problems I should deal with and then it started to clear up and I bought all kinds of English grammar books and I started to study really hard to catch up with my mates because they obviously knew much more than me... "

Her decision to respond to this situation by opting for an analytical approach to developing her KAL was not particularly surprising given that her former language education, in both Hungarian (her L1) and Russian (her first FL), had involved a similarly analytical approach to language study. In addition to the private study Zsanna engaged in, her KAL was also developed through courses in linguistics which she took at college.

Although she recalls at the time thinking of these courses (also highly analytical) as ‘torture’, she later came to appreciate the insight they gave her into the logic of the English language: “we actually did very serious grammar courses ... Then after a while I started to feel that it was a really good thing because at first I just started to understand things, I became much more confident in my language, everyday language...” (Nat Bartels ,2005).

Nonetheless, during this period Zsanna was also aware that developing her KAL in this manner was not supporting her desire to become more fluent in using the language. As she recalled, “whenever I got into a situation where I had to use my grammar I became embarrassed and I just made grammar mistakes ... I really felt ashamed”. In time, her response to this situation was to seek out contexts which made demands on her ability to use English fluently; thus, particularly once she had become a teacher of English, she started to attend professional events, where proficient interaction in English, often with native speakers of English, was required. She also involved herself in professional teachers’ groups, as these also provided her with a context in which she could hone her skills in communicating in English.

According to the mentioned experiment, Zsanna came across as having high levels of selfawareness, reflective capacity, and strategic decision-making skills related to the development of her KAL; her decision to engage in intensive study of grammar and to seek out contexts where she would have to perform proficiently in English are two clear examples of these abilities at work. Another was the way in which she felt she monitored her own KAL and took steps to address gaps when she felt necessary:

One key feature of her KAL during her preparation to be a teacher of English was that it was not explicitly linked with teaching. Linguistics courses and pedagogy courses, for example, were totally separate, and it was only when she actually started teaching English that she began to develop a more pedagogically oriented KAL.

The connections between KAL and pedagogy had in fact become so strong for her that she stated “I don’t have anything to do with grammar without teaching so everything that is grammar for me is connected to teaching”. This is a striking shift in the perspective on KAL, disconnected from pedagogy, which she had before she started teaching English.

Therefore, we can consider the teacher’s self-development in grammar skills is also a pedagogical technique that helps in creating professional atmosphere full of motivation inside the classroom, thereby, it will facilitate the process of choosing the most appropriate game to his/her students.

1.15. Grammar and the Teaching Methods

Concerning the issue of grammar teaching in the context of teaching methods in general, linguists were asking two main questions. First of all, should the method adhere to a grammar syllabus? Second, should the rules of grammar be made explicit?

1.15.1. Grammar Translation Method

It has took its principles from Grammar syllabus, where the teacher start his lesson by a statement of rule followed by a set of exercises, for example, the passive and active voice rule, yet, learners must correct all given exercises and get feedback from the teacher. This method involves translation into the mother tongue language as well.

1.15.2. The Direct Method

The direct Method emerged above the ruins of the grammar translation method, but it has prioritized the role of oral activities. Therefore, they rejected the role of grammar.

1.15.3. The Audiolingualism Approach

Is similar to the direct method in terms of its principle but much strict than it. The audiolingual syllabus consists of a graded list of sentence patterns.

1.15.4. The Natural Approach

Also called Deep-end CLT (communicative language teaching) , it rejected the grammar in its general sense i.e syllabus and instruction, it attempts to replicate the conditions of the first language acquisition, therefore, grammar is irrelevant for them.

Conclusion

The first chapter was intended to communicate the main key terms of our main research variable ‘Grammar Competence’. It is a theoretical part that includes abstract explanation, description and illustration concerning the theories related to grammar, its major philosophical definitions, and a set of distinctive related dichotomies that the reader must know in order to know the real meaning of Grammar Competence. Finally, there was an introductory part to the next chapter which is the relation of Grammar to Pedagogy.

CHAPTER TWO :
GRAMMAR GAMES

Content of chapter two

Introduction

2.1. Defining Games

2.2. Problems raised in teaching English in Algeria

2.3. Using Games in teaching Grammar in classrooms

2.4. Language Based Games and motivation in modern classes

2.5. Importance of motivation in classroom

2.6. Characteristics of language teaching games

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2.8.2. Board games

2.9. Digital ESL games

2.10. Most popular digital Grammar games in the world

2.11. The importance of Games in teaching

Conclusion

Introduction

This chapter will include a theoretical description and explanation of the basic variable of our research, which is “Grammar Games”. In particular, we will discuss the definition of games that have to do with the reality of teaching English as a second language in Algerian middle schools, we will also shed the light on the most common problems that the Algerian teacher face with his pupils. Furthermore, we stopped for a little detail of the use language games. Thus, in order to expand the cognitive scope of our variable, we tend to describe the importance of motivation in classroom, we will also illustrate some examples concerning grammar games in the past and the future.

2.1. Defining Games

According to oxford advanced learners’ dictionary: “Game is an activity that you do to have fun, often one that has rules and that you can win or lose”, But it is illogical to be satisfied with this definition in this research, so we have to give more opinions and explanations regarding our main topic, which is games in relation to language teaching and learning.

In this sense, we can distinguish different types of common games like: Crosswords Puzzle, Anagrams, Spelling Bees, Word Squares, Scavenger Hunt, Telephone Grammar and many other funny learning activities.

Furthermore, several teachers and experts has maintained the importance of games, they distinguish two main terminologies, “Gamification” and “Game based learning”. Moor

Russo said : “Gamification is the integration of game elements like point systems, leaderboards, badges, or other elements related to games into “conventional” learning activities in order to increase engagement and motivation. Game-based learning, in contrast, involves designing learning activities so that game characteristics and game principles inhere within the learning activities themselves”.



Figure 5- BULGARIAN ENGLISH GAME COMPETITION -SPELLING خطأ! لا يوجد نص من النمط المعين في المستند.

(source:<https://www.globalgiving.org/projects/bulgarian-national-english-spelling-bee/reports/>)



Figure -6Bulgarian National English Competition game Spelling Bee during Corona Pandemic

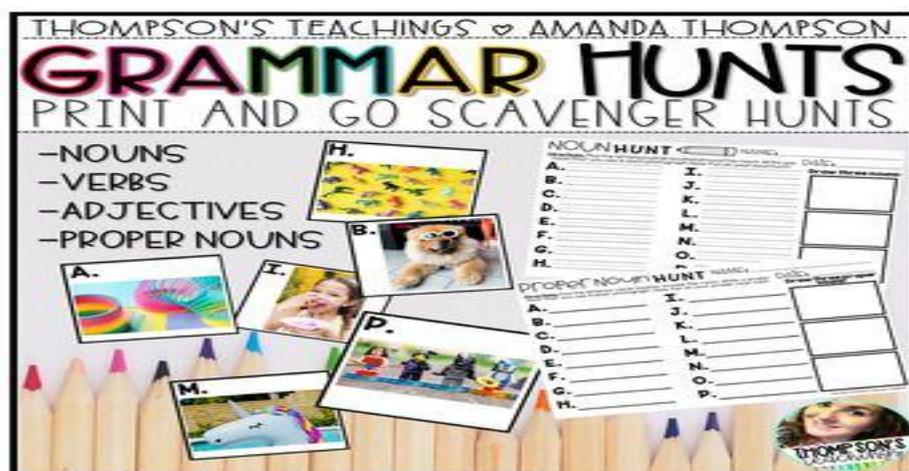


Figure -7 Scavenger Hunt game

(Source : <https://www.readingandwritinghaven.com/grammar-games-for-the-classroom/>)

In the context of gaming in language teaching, John Haycraft says that, games are an agreeable way of getting a class to use its initiative in English. As they are gently competitive, they increase motivation (John Haycraft, 1997: 94). It can motivate starters or even advanced learners. Thus in this study, we will shed the light on the level of secondary school pupils. Therefore, Brumfit and Ray stated : “Children learn through playing. In playing together, they interact and in interacting they develop language skills”, (Brumfit and Ray Tongue, 1995:142)

2.2. Problems raised in Teaching English in Algeria

English language took place in Algerian schools as a second language. This fact has seen several struggles especially in middle schools, who share the same teaching program. Still, problems generate the same failure every year. Thus, the absence of attention and motivation is the most popular reason. Thus, motivating the learners is not the teacher's business only, but it is the matter of the learner's environment as well. What is more important for teachers is to know what the most appropriate approach to teaching the language and what activities are suitable for a given group of learners. In most cases, teachers should realize that need to find creative ways to teach the language and increase the students' motivation to learn the language effectively and to eventually appreciate it. Games are one of the most charming and ethnically prosperous resources

that the teachers can easily use in verbal communication classrooms. They are valuable resources to expand pupils' abilities in speaking, reading and writing.

As mentioned before, games are organized according to rules, and they are enjoyable. Most games require choral responses or group works; whereas problem-solving activities require individual response and creative solutions. Yet, Games and problem-solving activities are generally used after the presentation, in the practice part because such communicative tasks can only be handled after mastering sufficient grammar and lexical points. They also reduce stress in the classroom.

To sum up, teachers must be kind and helpful to the pupils, and be patient when necessary. A teacher's positive energy could lead the students to become more motivated. From the other side, one cannot blame the teaching programme if he/she does not do any effort to make his pupils be engaged in the class.

2.3. Using Games in Teaching Grammar In classrooms

It is necessary to explain the relation between gaming and education. Therefore, Vernon (1980) claims that ESL teachers often wonder how one can teach grammar through games because it is easy enough to see how one can teach vocabulary, but grammar seems a little trickier, teachers should make a course design that includes the appropriate game that would serve the objective of the lesson systematically. Hence, an important step is to divide time appropriately for each task or game. The best way to gauge this is to pay attention to class for the first few days to see what length of time works the best for the pupils.

Additionally, there must be a previous preparation that makes the pupils familiarize with the classroom atmosphere. That way the teacher can move from an activity to another with minimal downtime. This is essential as the teacher can lose control of the class if he does not keep them occupied. However, grammar games lessons are generally getting noisy or rambunctious; in this case it is time to change the sort of the activities; here the teacher has to alternate between active tasks and quiet tasks. Teaching grammar with games will still be as effective, as just teaching them through repetitive writing and rewriting. Just imagine your class when you announce that it is time for grammar lesson and instead of moans and whining, you get smiles and excitement.

Also, teachers should be of a very attention about choosing games if they want to make them profitable for the learning process. If games are to bring desired results,

they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced. Not all of the games are appropriate for all students irrespective of their age. Different age groups require various topics, materials and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups, and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspects of language have to relate to students' ability and prior knowledge.

Games become difficult when the task or the topic is unsuitable or outside the students' experience. Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have time limits but according to SiekPiscozub, the teacher can either allocate more or less time depending of the students' levels, the number of people in a group, or the knowledge of the rules of a game, etc. Games are often used as short warm-up activities or when there is some time left at the end of the lesson. As Mr. Lee observes, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Mr. Rixon suggests that games should be used at all stages of the English lesson, provided that they are suitable and carefully chosen.

To conclude, the use of games is a motivating factor that help not only in grammar module but in English class in general. In this vein, Wright et.al state that: "Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information." (2006, p.2)

2.4. Language Based Games and Motivation in modern classes

The importance of motivation is not limited to stealing the student's attention to engage in academic activities, however, it is also necessary in determining the amount of material students will grasp from the activities they perform or the information to which they are exposed. Therefore, students who are motivated to learn a language use higher cognitive processes in learning, yet, time changes and methods of teaching overlap by consequence.

Recently, digital games became the new common norm in modern classes of English, Using games in the language classroom opens doors for new possibilities in teaching and learning. Games, if done correctly, can become a powerful tool for groups to work together. Three popular games based on television shows that can be easily adapted for use in ESL and EFL classrooms are Jeopardy, Family Feud, and Wheel of Fortune. Using simplified rules, teachers can present students with a game show-like experience which they will enjoy and that will motivate them to learn the target language.

2.5. Importance of Motivation in Classroom

Motivation is an abstract term that has a deep meaning related to the psychology of the learner, it has been generally viewed as energy or drive that moves people to do something by nature. (Dörnyei&Ushioda, 2011). Furthermore, According to Pintrich: “ motivation involves three interactive components: “ The first component is the personal and sociocultural factors that include individual characteristics, such as the attitudes and values students bring to college based on prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to instructional experiences in different courses. The third component is internal factors or students’ beliefs and perceptions. Internal factors are influenced by both personal and sociocultural factors and classroom environmental experiences” (Pinritch, 1994) .

Thus, the motivation of learners in classroom is influenced by different factors, namely, family, environment, classroom materials, and the teachers’ participations, in this sense, Lee (2000) has shown those factors in the following diagram, he said: “schools are *organizational cultures* comprised of oft en tacit, social-symbolic, and social-relational features. These tacit features include the friendliness of the teacher and peers in the classroom”

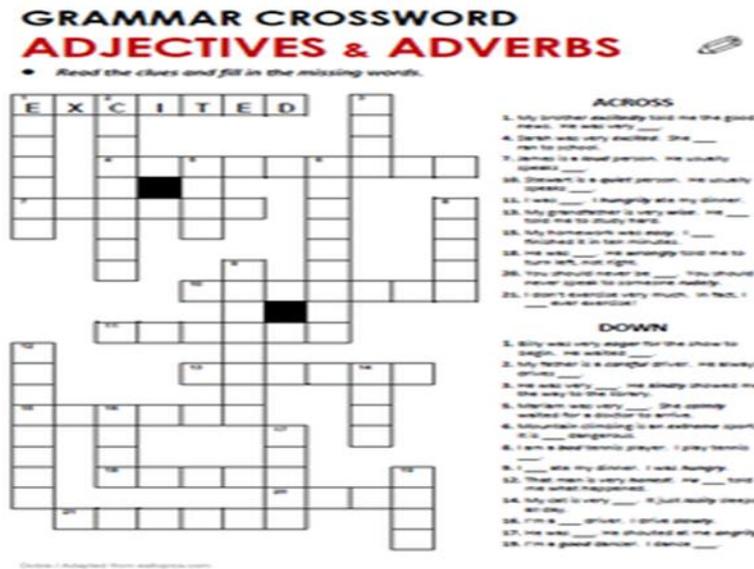


Figure-8 Crossword Puzzle

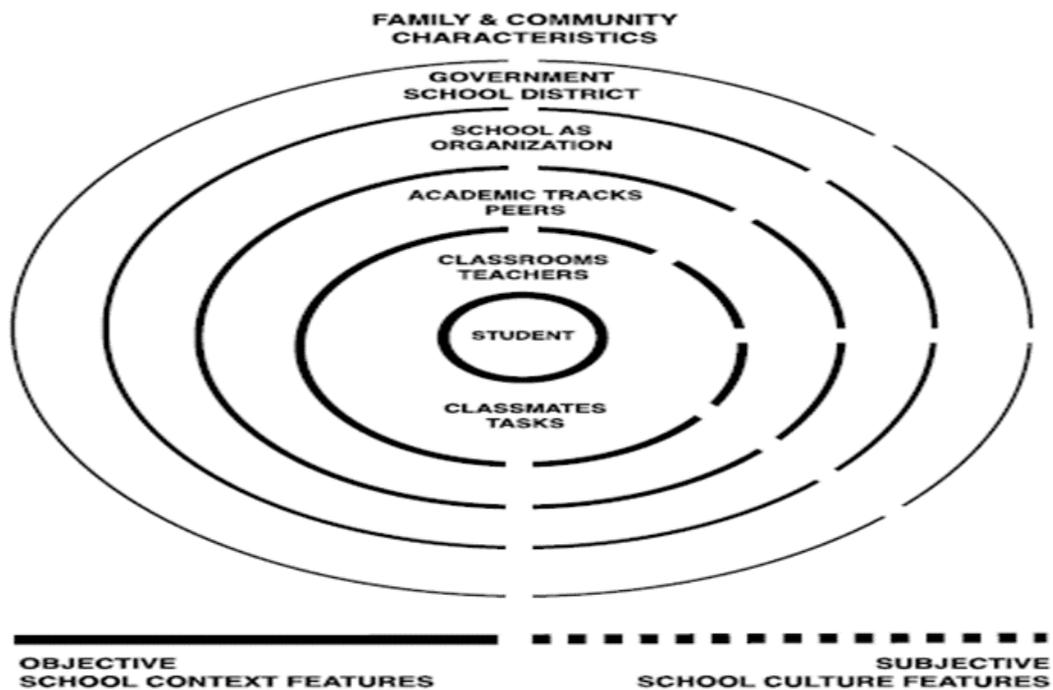


Figure -9 Embedded contexts model of school environments

(source: *The Handbook of Motivation/ Learning Strategies*)

2.6. Characteristics of language Teaching Using Games

One of the major struggles that ESL Teachers often face is to loose attention in choosing the most appropriate game to their pupils which lead them to fall in the trap of lack of control inside the classroom. From this point, Rogers has excelled in proposing the main

characteristics of language learning games that any teacher must know classifying them into :

1. *Gaming is competitive*: Competition may be:
 - (a) Against another direct participant (e.g. chess).
 - (b) Against time (e.g. race heats).
 - (c) Against your own best performance (e.g. hammer throw).
 - (d) Against a specific goal (e.g. puzzle-solving).
2. *Gaming is rule-governed*: There are a limited number of specific and well defined rules that all participants know about and understand. These rules cover every possible play, define play acceptability or non-acceptability, and grade plays in terms of some game values.
3. *Gaming is goal-defined*: There are a limited number of specific and well defined objectives for gaming which participants recognise and agree upon.
4. *Gaming has closure*: There is some pre-determined point at which a game is said to be finished, whether players have achieved the goals of the game or not.
5. *Gaming is engaging*: Gaming engages and challenges participants. Sometimes a game is fun, sometimes it is motivating, sometimes it is merely attention-focusing. But like an automatic transmission, a game requires players to engage their mental and physical gears.

2.7. Types of ESL Games

The term games is not related to entertainment only, yet it has a broad sense in any field. In education teachers compete in creating ESL games that satisfies their classroom objectives, their creation might be an imitation of the world of gaming in its general sense, i.e, a teacher may for example use dominos game to teach a lesson of the passive and active voice. Thus, this process required a great effort from the teacher to add his touch to the game and to not loose control of his class. According to different research studies, we assume that there are different classifications of ESL games, we mention them as follows:

- **Cooperative games**: these games are really important, their aim is cooperation among students. They are valuable when teachers have got new groups of students or they want to involve weak or shy students in the group.

- Communication games: they are concentrated on exchanging of information. Students get an information and they must react on it. It is usually pairwork but it could be also groupwork. These types of games are good for the topic which the teacher is going through with her students.
- Competitive games: the aim of this type of a game is to finish the game as soon as possible just before others. They are worth when a teacher wants to make any change, her students are tired, or it is just time for a game.
- Code-control games: playing this game students must use language without mistakes, because they are controlled. By making mistakes they loose points.

2.8. Most Common Grammar Games

Noughts and crosses/tic-tac-toe This game can be used for each level, it depends only on a teacher. The class is divided into two groups. One group has noughts and the second has crosses. A teacher prepares a large table on the board and writes words intent on various grammar (adjectives, irregular verbs,) in the fields. Pupils must say opposites, comparatives or superlatives, past forms.....The team is expected to make a line of three or five crosses or noughts.

SCHOLASTIC

Modal Verb Noughts & Crosses

Play this game like normal noughts and crosses, but with a twist.
Once you've chosen the square you want, you must make up a sentence
that uses the modal verb correctly before claiming the square.

can	must	would
might	could	should
shall	ought	may

Resource Bank
primary

Figure-10 Modal verbs Noughts & Crosses

(<https://resource-bank.scholastic.co.uk/resources/357282>)

2.8.1. Dominoes

It is a very old game, it was probably invented in China in the 12th century. It consists of plastic, wooden or paper blocks which are divided in two halves. On each part there is anything different written or drawn. Before the game you must first turn dominoes face down and mix them. The players choose the blocks (mostly about five), they must not show them to anyone. One player begins with putting one block on the table, then other continues with putting another block with the same picture next to the first one. If he has not got an acceptable block, he must take another block from the pile and another player continues in playing. The winner is the player who has not got any block. You can practise various kinds of grammar – irregular verbs, adjectives, pronouns etc.

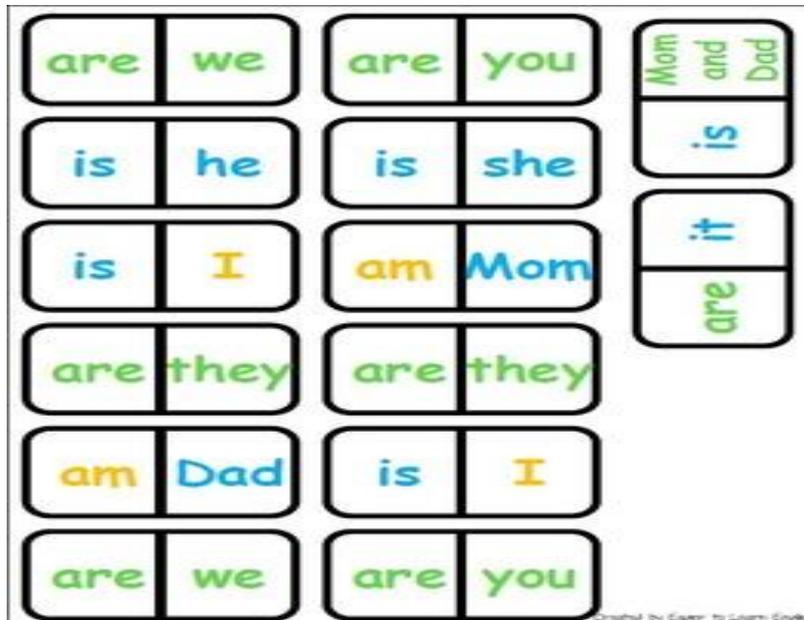


Figure - 11-خطأ! لا يوجد نص من النمط المعين في المستند. Dominoes grammar game sample

(Source: <https://www.teacherspayteachers.com/Product/ESL-Grammar-Dominoes-1932243>)

2.8.2. Board Games

Board games are really very popular with pupils. They are very variable and teachers can practise any grammar they want. Board games are made for pairwork or groupwork. Everything you need are some figures, a dice, a board and sometimes paper and a pencil. The game has Start and Finish. A pupil is supposed to throw the dice and according to the number he goes through the game. The field where he stays has some task, which he must fill in. The winner is the pupil who reaches Finish as the first.

These games focus on non-threatening practice of essential grammar application within sentences. Add information to a simple sentence through a subordinate clause; connect clauses using interesting connectives; identify concrete, collective, proper & abstract nouns and substitute them to understand how information can easily change; spot verbs, adjectives and adverbs and substitute them for ones that add more interest or change sentence meaning. Identifying and changing questions, commands, statements and exclamations, plus seeing how words/sentences can be misinterpreted when apostrophes are omitted, are covered in the last two of these 6 exciting games. Set includes answer cards and all game instructions are printed on the A3 boards.

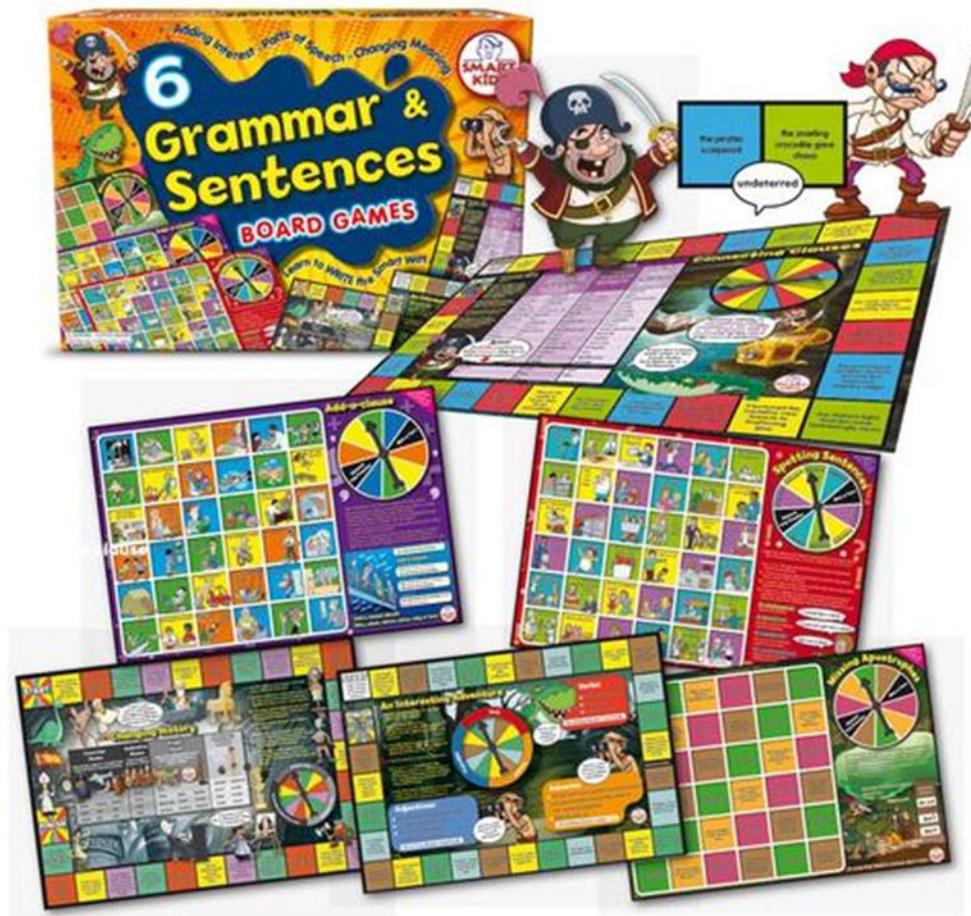


Figure - -12 Grammar Board Game

(source: <https://www.smartkids.co.uk/products/6-grammar-sentences-board-games>)

2.9. Digital ESL Games

The digital educational game is characterized by its combination of pedagogical purpose and entertainment. They are designed strategically to integrate the content of learning into the goals of games. In this sense, they can be used as instructional tools or as individual

learning tools. Entertainment is the main feature of games. Digital educational games aim to facilitate acquiring knowledge and skills through entertainment by creating a simulative and stimulating environment in which learning takes place. Pleasure for its own sake is an important part of language learning, a fact which is often over-looked by the teacher in his quest for teaching points, or by the course designer focusing on presentation or repetition. Digital educational games often include such attractive elements as competition, adventure, exploration, role-playing, puzzles, etc. These activities enable students to have fun when playing games and they make learning happy and pleasant: “Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more”.

2.10. Most Popular Digital ESL Game in the World

Mingoville

It is a type of a digital educational game with the purpose of encouraging children’s learning of English. The course designed in Mingoville is for improving spelling, reading, pronunciation, and listening skills. For vocabulary study, there are many different games involved in Mingoville, teaching children words related to such topics as animals, family members, colors and clothes, shops, time and travel, body parts, house and furniture, numbers and letters, nature and seasons, sports and media. Students learn names of various items by matching words and images. Once clicking on a certain picture, the spelling of words appears and at the same time, the pronunciation of the word is heard. This audiovisual aid is an effective technique in learning a language.



Figure -13Mingoville Game Profile

(source: <https://fifthwisdom.com/games/mingoville-english/>)

2.11. The Importance of Using Games in Teaching

There has been a great emphasis on the role of the learner in the process of learning and teaching in the educational and psychological studies (Nunan, 1992, Slavin, 2003). Consequently, in recent years, there has been a huge transition in the teaching approaches which has been changed from more traditional classes, where the teacher plays the central role, to more learner-centered instruction in which the learner is responsible for the learning process whereas, the teacher is just a guide and facilitator. In this sense, using games is considered as a means that allows language teachers to add a sense of diversity to their classroom activities and to make them lively by providing challenge and entertainment at the same time. As Danesi (1979: 7) suggests, “puzzles may also serve as a needed change of pace to the daily routine of teaching techniques and can perhaps serve to increase students' motivation as a result”.

Clearly it is to the learners' benefits to be exposed to a variety of classroom techniques for that interest is asserted. It is obvious from our experience as EFL students that the more words learners exposed to, the better vocabulary they will have. Accordingly, games seem to be central to language teaching; they bring in relaxation and fun in the classroom, hence, help shy students appear and develop among their classmates because of friendly competition and challenge that the game offer. Furthermore, the

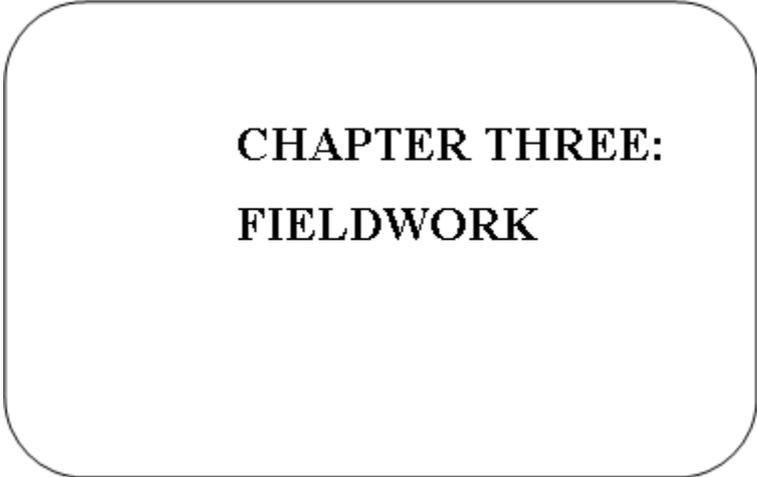
valuable role of including games as a teaching activity has to be considered by language teachers.

Wright-Betteridge and Buckby states that: “if it is accepted that games can provide intense and meaningful practice of language; then, they must be regarded as central to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!”, he stated that the advantages of using games can be summarized as follows:

- Games add variety to the range of learning situations.
- Games can be used to change the pace of a lesson and so maintain motivation.
- Games can be used to punctuate long formal teaching units and renew students' energy before returning to more formal learning.
- Games can give 'hidden' practice of specific language points without students' being aware of this.
- Games encourage student participation and can remove the inhibitions of those who feel intimidated by formal classroom situations.
- Games can change the role of the teacher from that of formal instructor to that of manager or organizer of activities that students enjoy participating in. this can be useful in reducing teacher-student distance or conflict.
- Games can increase student-student communication, and so reduce the domination of the classroom by the teacher.
- Games can act as a testing mechanism, in the sense that they will expose areas of weakness and the need for remedial work. (Carrier and The Centre for British Teachers, 1980 : 6)

Conclusion

This part of the work included an abstract explanation of language games and their relationship to the teaching of grammar in middle schools. It is closely related to the previous part, but we added a set of details and new clues, as such motivation and problems faced by the teacher, and we also highlighted some of the circulating games in the era of technology and the importance of using them inside and outside the school. Hence, this part would be an important mediator to the next practical chapter



**CHAPTER THREE:
FIELDWORK**

Content of chapter three

Introduction

3.2. The Method

3.3. Students' Questionnaire

3.3.1 The Sample

3.3.2 The Objective and Description

3.4. Teachers' Questionnaire

3.4.1 The Sample

3.4.2 The Objective and Description

3.5. Data Analysis :

3.5.1 The Analysis of Students' Questionnaire

3.5.2 Discussion of the Results

3.5.3. The Analysis of Teachers' Questionnaire

3.5.4 Discussion of the results

Conclusion

Introduction

The present research is an assumption to investigate teachers' and second year pupils' attitudes toward the role of language games in enhancing learners' grammar competence. In the first and the second chapters, we have conducted a literature review concerning the two variables: grammar competence and language games.

However, this chapter contains the field work, i.e., the practical part of this research, hence, the work is divided into two sections : the teachers' and the students' questionnaires.

We tend to give the description of the research methodology, the sample, the teachers' and students' questionnaires. Finally, the analysis of gathered data and its interpretation..

2.2. The Method

In this research, a descriptive method is conducted for the collection of data since it aims at making a correlation between two variables: grammar competence and language games. This study is carried out by means of two questionnaires administrated for both teachers and students. The questionnaires aim at investigating teachers and students attitudes toward the role of language games in enhancing students' grammar competence, and feeling about communicative grammar and grammar games activities .

3. 3. Students Questionnaire

3.3.1. The Sample

The sample is randomly selected from second year level at BenChellali middle school in Bousaada , it consists of forty (40)students .

3.3.2. The Objective and Description

Our questionnaires have been designed for the purpose of gathering informations from our respondents of students , it aims to identify students' perceptions concerning the role of language games in enhancing their grammar competence.

The students' questionnaire includes 16 multiple choice and open-ended questions, divided to three sections . The first section is general Information about the sample of students and their opinions about English module in general .The second section is about grammar competence and learners 'levels and opinions towards this module, whether they consider it difficult or not. The third section is about the role of language grammar games in learning process .

3.4. Teachers' Questionnaire

3.4.1.The Sample

In this study, the sample of teachers is consisted of five teachers(N=05) (all teachers of English)in the middle school of Ben Chellali brothers in Bousaada .

3.4.2The Objective and Description

The teachers' questionnaires intend to gather information aboutthe teachers' attitude toward teaching grammar and finally their views concerning teaching grammar games and whether language games affect students' grammar knowledge or not.

Teachers' questionnaire includes 15 close ended ; and open-ended questions where teachers have to explain their attitude or suggestions . The questionnaires divided to three sections :generalinformations, Grammar Competence,Language grammar games.

3.5. Data Analysis

In the second part of this chapter which is data analysis, we will introduce the results that were collected from both teachers' and students' questionnaires. The results are going to be presented in the form of tables or graphs.

3.5.1. The Analysis of Students' Questionnaire

Students Questionnaire

Section One : General Information

Question 01 : How do you find the English module :

- Interesting

- Boring

option	participants	percentage
interesting	32	80%
boring	08	20%
total	40	100%

Table 1 student's attitudes towards the module of english

This table shows that 80% of students find the module of English interesting. Whereas 20% feel that this module boring for them. As expected and hoped, it is the slightest minority that considers the module of English as boring.

Question 02 : Do you enjoy english session

-Yes

-No

Option	participants	percentage
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YES	35	87,5%
No	05	12,5%
Total	40	100%

Table 2students' attitudes toward the English course

From these results, we noticed that the majority of the students like to study English, which represents 87, 5% (N=35); against 12, 5% (N=5) of them do not like to have it.

Section Two: Grammar Competence

Question 01 :How do you find English grammar

-Easy

-Average

-Difficult

Option	participants	percentage
Easy	10	25%
Average	20	50%
Difficult	10	25%
Total	40	100%

Table 3Students' Attitudes towards the module of Grammar

This table shows that 25% of students find the module of grammar easy. 50% said that it is average, whereas 25% said that this module difficult .

It is the minority that considers the module of grammar as difficult.

If we combine the first two options that we consider as positive we will get more than 75% of the informants.

Question 02 : Do you think that the time devoted for teaching grammar is sufficient ?

-Yes

-No

Option	participants	percentage
Yes	12	30%
No	28	70%
Total	40	100%

Table 4Sufficiency of allowed time

The majority of the respondents (70%) think that the official allocated time is insufficient, whereas 30% of them find it enough. So, the factor time will create a constraining factor against expected learning.

Question 03 :How do you evaluate your grammar competence ?

-Very good

-Good

-Acceptable

-Poor

Option	participants	Percentage
V .good	06	15%
Good	08	20%
Acceptable	16	40%
Poor	10	25%
Total	40	100%

Table 5students' grammar competence

Table 05 shows that 40% of respondents say that they have an acceptable level of grammar competence ,whereas 15% believe that they have a very good level . 20% of them say that they are good ,and 25%state that they believe that they are poor .

Question 04 : Where do you find grammar difficulties ?

-In writing process

-In speaking process

-Both of them

Option	Participants	percentage
-In writingprocess	16	40%
-In speakingprocess	10	25%
-Both of them	14	35%
Total	40	100%

Table 6grammar difficulties of students

Table 06 indicates that 40%of the sample of students say that they find grammar difficulties in writing process,whereas 25% of them say that they find grammar difficulties in speaking process and35% of them state that they find grammar difficulties in both of writing and speaking processes .

Section three : The role of language grammar games

Question 01 : Does your teacher provide you with games activities to practice grammar ?

-Yes

-No

Option	participants	percentage
--------	--------------	------------

Yes	40	100%
No	00	00%
Total	40	100%

Table 7Practice of grammar gaames

Table- 07 indicates that 100%of the sample of students know about grammar games and their teachers give them activities to practice grammar .

Question 02 : If yes, how do you learn from them ?

Students say that grammar games helps them to learn .Participation, discussions and debates make grammar more interesting for them.

Question 03 : How much of time do you practise grammar language games at class ?

-Always

-Sometimes

-Rarely

Option	participants	percentage
Always	00	00%
Sometimes	26	65%
Rarely	14	35%
Total	40	100%

Table 8Frequency of using language games inside the classroom

Table 08 shows that no one says that they always practice grammar games , 65%say that they sometimes using games and 35% say that they rarely practice grammar games .we notice that language game is used from time to time by many teachers as a technique in language teaching.

Question 04 : Does the atmosphere in the class help you do grammar games?

-Yes

-No

Option	participants	percentage
Yes	36	90%
No	04	10%
Total	40	100%

Table 9 : Students' Opinions of Class Atmosphere

Table 09 indicates that 80% of the sample say that the atmosphere of the class is helping to practice grammar games ,whereas 20% say that the atmosphere at class is not helping to practice grammar games. We notice that the majority of students say yes and this improves the strong role of the teacher who creates an appropriate atmosphere at class .

Question 05 : Do you think language games make grammar learning easier ?

-Yes

-No

Option	participants	percentage
Yes	36	90%
No	04	10%

Total	40	100%
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Table 10: students opinions about effect of games on learning

Table 10 states that 90% of the sample say that yes the games make grammar learning easier, whereas 10% say that no .the majority think that language games facilitates learning and make it easy .

Question 06 : Do you prefer playing games while learning grammar or is it better to practice other activities?

- Games

- Other Activities

Option	participants	percentage
Games	32	80%
Other Activities	08	20%
Total	40	100%

Table 11: student's preferences of activities

Table 11 shows that 80%of respondents prefer to play games while learning grammar ,whereas 20%say that they do not prefer playing games while playing . it is noticed that the majority prefer games because of its positive and joy atmospher .

Question 07 :Do you prefer to play games individually or in groups ?

-Individual

-In groups

Option	participants	percentage
Individual	20	50%
In groups	20	50%

Total	40	100%
-------	----	------

Table 12: preferences of playing games

Table 12 shows that 50% prefer to play games individually and 50% prefer to play in groups .the two options are in the same degree of preference for the students of the sample.

Question 08 : Do you think that the use of language games improve your level atenglish language?

-Yes

-No

Option	participants	percentage
Yes	28	70%
No	12	30%
Total	40	100%

Table 13: students' attitudes toward the effectiveness of language games

Table13 states that 70%of the participants say yes to that the use of language games improve theirrlevel at English language,whereas 30% say that the use of language games does not improve their level at English language .

Question 09 : Do you want the digital games to be applied in the class in the future ?

-I agree

- I disagree

- Neutral

Option	participants	percentage
I agree	36	90%
I disagree	00	00%
Neutral	04	10%
Total	40	100%

Table 14: students' awareness toward the use of digital games

Table 14 states that 90% of the sample agree with the use of digital games in futur, whereas 10% they are neutral and no one disagree . it is obvious that the sudents are aware about the importance of using digital games in learning process .

Question 10 : If you agree please say why ?

Because digital games will facilitate learning process ,technology is attracted to deal with.

3.5.2 Discussion of the Results

From results that obtained from the to students questionnaire, we can affirm that :

- Nearly all students find English module interesting and they enjoy English session.
- Half of students number say that English grammar is in average level for them, quarters say that grammar is easy for them and this refers to the role of teacher who help them and explain them grammar rules, whereas a quarter say that grammar is difficult because there are numerous and complicated rules to deal with .
- Many students claim that the time devoted for learning grammar inside the classroom is insufficient.

➤ From the students' self evaluation of their grammar knowledge, 25% see themselves are poor ,

Hence, the majority of them are from acceptable to very good .their evaluation reflects their

given interested to English grammar

➤ Students affirm that their teachers provide them with games activities of grammar which

help them enhancing grammar level.

➤ Atmosphere of classroom is beneficial for practice grammar games ,students can

communicate, debate, discuss their ideas..... etc.

➤ Students neglect traditional method of learning ,they react better with the atmosphere of games

.

➤ Digital games is a demanded and affirms request that ameliorate learning process .

3.5.3. The Analysis of Teachers' Questionnaire

Teachers Questionnaire

Section One : General Information

Question 01: How long have you been teaching English?

a. 1-5 years

b. 5-10 years

c. More than 10 years

Option	participants	percentage
1-5 years	00	00%
5-10 years	02	40%
More than 10 years	03	60%
Total	05	100%

Table 15: teacher Experience in Teaching English

The teachers are asked to give the number of years of their teaching English at middle school ; their experience of teaching . Table 15 shows that all of them have an experience of more than five years of teaching , 40% of them have from five to ten years of teaching ,and 60% of them have more than ten years of teaching .it considered that the mjority of teachers have a long experience of teaching which reflects positively on the students and their learning process .

Question02 : How many students are/ were in the group that you teach/taught ?

- a. Less than 30
- b. From 30 to 40
- c. More than 40

option	participants	percentage
Lessthan 30	00	00%
From 30 to 40	02	40%
More than 40	03	60%
Total	05	100%

Table 16:Tthe average number of the students' in a class

From the table above and in the usual conditions, 40% from teachers teach from 30 to 40 students in class, 60% say that they teach more than 40 students at one class .the teachers use several techniques in the session of teaching and that may be effected by the number of student at class .

Section two : Grammar Competence

Question01 : How important is grammar work in your session ?

- a. Very important
- b. Important
- c. Not important

option	participants	percentage
Very important	03	60%
Important	02	40%
Not important	00	00%
Total	05	100%

Table 17: teachers' attitudes toward the importance of grammar

Table 17 idicates teachers answers about their attitudes toward the importance of grammar in their session. 60% say that grammar is very important ,40% say that grammar is important .it is clear that all teachers of the sample are aware about grammar importance in their teaching sessions .

Question 02. Which sub-skill do you focus more during the lesson

- a.Pronunciation
- b.Grammar
- c.Vocabulary

option	participants	percentage
Pronunciation	01	20%
Grammar	02	40%

Vocabulary	02	40%
Total	05	100%

Table 18: teachers' sub-skill preferences

Table 18 reflects that 20% say that they focus on pronunciation , whereas the same percentage 40% is given to vocabulary and grammar .This reflects that teachers focus on grammar competence .

Question03 : Which of the following is more difficult to achieve ?

- a. Word meaning
- b. Word pronunciation
- C. Word grammar

option	participants	percentage
Word meaning	01	20%
Word pronunciation	02	40%
Word grammar	02	40%
Total	05	100%

Table 19: Difficult aspects to be achieved

Table 19 shows that 20% say that word meaning is more difficult to achieve ,whereas 40% say that Word pronunciation is more difficult to achieve and the same thing for who say that word grammar is more difficult to achieve .

Question 04. Do these difficulties demotivate the students ?

- a. Yes
- b. No

option	participants	percentage
Yes	03	60%
No	02	40%
Total	05	100%

Table 20: factors demotivating students

This question is related to the previous one. Table 20 indicates that 60% say yes to that these difficulties demotivate the students, whereas 40% say no .

Question05 : If yes, how?

60% agree that difficulties demotivate students by discouraging and make them feel unable to achieve better learning, they lost motivation and interesting in this module .

Question06 : What are the difficulties do you face when teaching GRAMMAR ?

- a. Class size
- b. Lack of materials
- c. Students ignorance of the session and the module as well
- d. Insufficient time for the instruction
- e. Students are not interested and demotivated
- f. Other reasons

Option	participants	percentage
A	04	80%

B	04	80%
C	02	40%
D	05	100%
E	03	60%
F	04	80%

Table 21: The main difficulties that may face teachers' when teaching grammar

Table 21 shows that the factors of the size of class and Lack of materials and other reasons are in the same average(80%) and they are considered as obstacles to teach grammar inside the classroom , whereas 40% say that Students ignorance of the session and the module as well make an obstacle while teaching ,60% say that Students are not interested and demotivated ,and all of teachers of the sample 100% agree that Insufficient time for the instruction is the main and the principal problem that prevent from teaching grammar.

Section three : Language grammar games

Question 01: Do you play games with your students when teaching ?

- Yes

- No

Option	participants	percentage
Yes	03	60%
No	02	40%
total	05	100%

Table 22: Teachers and Playing Grammar Games

Table 22 indicates that 60% play games while teaching grammar ,whereas 40% say that they do not play games while teaching grammar .the majority are using the technique of playing games because it is an efficient tool for the learning process .

Question 02: Does teaching grammar through games have a positive or negative effect on students 'achievement?

- Positive

- Negative

Option	participants	percentage
Positive	05	100%
Negative	00	00%
Total	05	100%

Table 23: Teachers' Attitudes about Teaching Grammar through Games

Table 23 shows that all of the teachers of the population say that teaching grammar through games have a positive effect on students' achievements, but because of the lack of pedagogical means which are not always available it is not possible to use games technique every day .

Question03 : Do you agree that language games help teachers to create meaningful and successful language context?

a. Yes

b. No

Option	participants	percentage
--------	--------------	------------

Yes	05	100%
No	00	00%
Total	05	100%

Table 24: Teachers' attitudes toward language games

Table 24 indicates that all teachers agree that language games help them to create a meaningful language context.

Question 04: Do you think that the timing is enough to teach grammar game lessons?

- Yes

- No

Option	participants	percentage
Yes	05	100%
No	00	00%
Total	05	100%

Table 25: sufficiency of timing to Teaching a Grammar Game lesson

Table 25 shows that all of the teachers see that the timing is not enough to teach grammar game lessons. So, the factor of time will create a constraining factor against expected learning.

Question 05: Do you think that making students interact, exchange ideas and move in the class can motivate them to study grammar ?

-yes

-no

Option	participants	percentage
Yes	04	80%
No	01	20%

Total	05	100%
-------	----	------

Table 26: Teaching through Communication and Physical Response

This table reveals that 80% of teachers believe that making students interact exchange ideas and move in the class can motivate them to study grammar. whereas only 20% of them believe that the students can not be motivated .it is clear that the teachers of ours ample have a strong belief that grammar through games can be highly effective.

Question 06: Are you an advocate of teaching grammar through playing games?

- Yes

- No

Option	participants	percentage
Yes	04	80%
No	01	20%
Total	05	100%

Table 27: Advocate of Grammar Games Activities

Table 27 shows that the majority of the teachers are advocates of teaching grammar through playing games .

Question 07: Please, explain why?

Teaching grammar through playing games creates a positive,joyfull and beneficiel atmosphere for students to learn and practice grammar ,it helps them and gives them a motivation to learn more,it facilitate grammar rules and the students can remember the rules better . Games always attract students,sot hey participate at classroom discuss each others' ideas, and interact with each other's

There is only one teacher who is not an advocator of teaching grammar through playing games,he prefers the traditional method of teaching grammar

Question 08: Difficulties with grammar are likely to cause most problems for students when writing.

- Yes

- No

Option	participants	percentage
Yes	03	60%
No	02	40%
Total	05	100%

Table 28: Grammar Difficulties cause Problems in Students' Writing

Table 28 indicates that 60% agree with that difficulties with grammar cause problems for students while writing ,whereas 40% see that grammar difficulties do not cause problems for students while writing.

3.5.4 Discussion of the Results

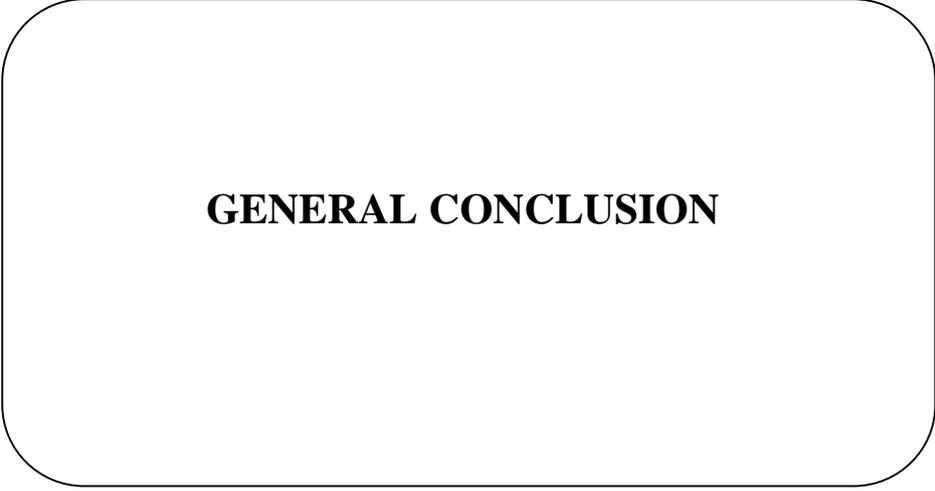
Teachers' questionnaire reveals that :

- Teachers have a long years of teaching English and they teach a big number of students, this means they are proficient and they know more about teaching process and learning strategies .
- Teachers affirm that grammar and vocabulary are important to master English language .
- Words pronunciation and usage are the most difficult aspects to achieve , difficulties of learning them demotivate students and discourage them .
- Class size, Lack of materials, Insufficient time for the instruction, are the main classroom difficulties that face the teachers.

- Teachers play grammar games with their students and all of them believe the positive effect of playing games at classroom
- The atmosphere of classroom while playing grammar games eases teachers' work, their sessions of English go smoothly.
- Teachers claim that the time devoted for learning grammar inside the classroom is insufficient.
- Teachers have a positive experience with games, and most of them see it as an entertaining and amusing method.

Conclusion

From the precedent analysis, it is noticeable that both of teachers and learners are conscious about the efficiency of language games and its strong effect in enhancing students' grammar learning. It proved that language games are an effective technique and stimulating strategy that helps in developing the pupils' grammatical competence.



GENERAL CONCLUSION

General Conclusion

The present study was based on an investigation of the influence of communicative grammar on enhancing the learner's will to learn grammar. In fact, It aims at investigating the correlation between the use of language games and second year students' motivation to learn grammar in the middle school of Ben Chellali Brothers . The ultimate goal of this study is to investigate whether language games have a significant role in enhancing grammar skill.

This dissertation is made up of three chapters, the first chapter is concerned with literature review about grammar while the second chapter is devoted for the language games the third chapter was devoted for the field work. So the first chapter is the review of literature of different concepts and theories that related to grammar and teaching methods .The second one is about games and their use in classroom.

The third one is our study of the field , It presents the methodology selected for this study, this chapter we analyzed the gathered data from both of teachers and students questionnaires. The results of the questionnaires bear out that : « if language games are implemented in grammar lessons students' motivation will be improved and increased ».The teachers are advised to take it into consideration that teaching through games is one from the more suitable techniques to give the students' opportunity to memorize and practice the words, and enhance their mastery of language.

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Appendices

APPENDIX 01

Students Questionnaire

Dear students,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering information to accomplish a master's dissertation. your answers will provide us with information about your perceptions and attitudes towards learning grammar through games Your answers will be of great contribution for the research to gather the needed information for the study.

Please tick (√) the appropriate box or give a full answer where necessary.

Thank you for your collaboration.

Section One : General Information

Q01 : How do you find the English Module :

- Interesting
- Boring

Q02 :Do you enjoy English session

- Yes
- No

Section Two : Grammar Competence

Q01 :How do you find English Grammar

-Easy

-Average

-Difficult

Q02 : Do you think that the time devoted for teaching grammar is sufficient ?

-Yes

-No

Q03 :How do you evaluate your grammar competence ?

-Very good

-Good

-Acceptable

-Poor

Q04 :Where do you find grammar difficulties ?

-In writing process

-In speaking process

-Both of them

Section Three :The role of language grammar games

Q01 : Does your teacher provide you with games activities to practice grammar ?

-Yes

-No

Q02 : If yes, How do you learn from them ?

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Q03 : How much of time do you practise grammar language games at class ?

-Always

-Sometimes

-Rarely

Q04 : Does the atmosphere in the class help you do grammar games?

-Yes

-No

Q05 : Do you think language games make grammar learning easier ?

-Yes

-No

Q06 : Do you prefer playing games while learning grammar or is it better to practice other activities?

- Games

- Other activities

Q07 :Do you prefer to play games individually or in groups ?

-Individual

-In groups

Q08 : Do you think that the use of language games improve your level at english language?

-Yes

-No

Q09 : Do you want the digital games to be applied in the class in the futur ?

-I agree

- I disagree

- Neutral

Q10 :If you agree please say

why.....

Appendix 2

Teachers Questionnaire

Dear teachers,

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering information to accomplish a master's dissertation. In this questionnaire we tend to investigate "teachers' attitudes toward the use of language games in enhancing students' grammar knowledge". Your answers will be of great contribution for the research to gather the needed information for the study.

Please tick (√) the appropriate box or give a full answer where necessary.

Thank you for your collaboration.

Section one : General Information

Q 01: How long have you been teaching English?

- a. 1-5 years
- b. 5-10 years
- c. More than 10 years

Q02 : How many students are/ were in the group that you teach/taught ?

- a. Less than 40
- b. From 40 to 60
- c. More than 60

Section two : Grammar Competence

Q01 : How important is grammar work in your session ?

- a. Very important
- b. Important
- c. Not important

Q02. Which sub-skill do you focus more during the lesson

- a. Pronunciation
- b. Grammar
- c. Vocabulary

Q03 : Which of the following is more difficult to achieve ?

- a. Word meaning
- b. Word pronunciation
- C. Word grammar

Q04. Do these difficulties demotivate the students ?

- a. Yes
- b. No

If yes, how?

Q05 : What are the difficulties do you face when teaching GRAMMAR ?

- a. Class size
- b. Lack of materials
- c. Students ignorance of the session and the module as well
- d. Insufficient time for the instruction
- e. Students are not interested and demotivated f.
- f. other reasons

Section three :Language grammar games

Q01: Do you play games with your students when teaching ?

- Yes

- No

Q 02: Does teaching grammar through games have a positive or negative effect on students' achievement?

- Positive

- Negative

Q03 : Do you agree that language games help teachers to create meaningful and successful language context?

a. Yes

b. No

Q 04: Do you think that the timing is enough to teach grammar game lessons?

- Yes

- No

Q 05: Do you think that making students interact, exchange ideas and move in the class can motivate them to study grammar ?

-yes

-no

Q 06: Are you an advocate of teaching grammar through playing games?

- Yes

- No

Q07: Please, explain why?

.....

Q 08: Difficulties with grammar are likely to cause most problems for students when writing.

- Yes

- No

ملخص الدراسة

تدريس القواعد يلعب دورا مهما و أساسيا في تعليم اللغة ، هذا البحث هو محاولة لاستكشاف تأثير إدراج ألعاب القواعد

التعليمية في عملية التدريس كتقنية تعليمية حديثة تهدف الى تعزيز الدافعية و الرغبة لدى متعلم اللغات الأجنبية

لتطبيق دراستنا في المجال العملي اخترنا نهجا كميا و طريقة وصفية و قمنا بتقديم استبيانات لكل من عينة متكونة من 40

تلميذا من تلاميذ السنة الثانية متوسط بإكمالية الإخوة بن شلالى ببلدية بوسعادة ولاية المسيلة و عينة أساتذة اللغة الانجليزية

المتكونة من 05 أساتذة و كشفت نتائج تحليل كل من استبيانات الطلبة و الأساتذة أن كلاهما مدرك وواعي بأهمية دراسة قواعد

اللغة لتعلم اللغات الأجنبية الى جانب تفضيلهم ادراج الألعاب في التدريس و التي تعتبر من الاستراتيجيات الحديثة للتعلم على

حساب استخدام الأساليب التقليدية لتعلم القواعد

النتائج أكدت صحة الفرضية القائلة بأن ألعاب اللغة تحفز و تعزز دوافع التعلم لدى المتعلم و تسهل عملية التدريس للمدرس

، مما سبق و على ضوء هذه النتائج الايجابية فانه ينصح باستخدام الالعب اللغوية كتقنية أساسية لتدريس النحو.