

The People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research

Constantine 1 University  
Faculty of Letters and Languages  
Department of Letters and English Language

**Games Techniques for Better Motivation in  
Boosting Learners' Strategies of EFL  
Grammar: Case Study of Second Year  
Students of English in the Department of  
Letters and English Language at Constantine 1  
University**

Dissertation Submitted in Partial Fulfilment for the Requirements of the Magister Degree in  
Applied Linguistics

**Presented by: M<sup>r</sup>. Nour BELHACENE**

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## **Dedication**

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

I dedicate this work to the most precious people to my heart :

My beloved wife **SOUHAILA**

My daughters **MERIEM & AMIRA**

My sons **ADAM Abd ERRAHMANE & MOHAMED**

And to all my **friends**

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I also feel indebted to all the teachers who have accepted to fill in the questionnaire. I wish to express my deepest thanks to my dear family for her love and who encouraged me and supported me in hard moments to achieve this work.

## **Abstract**

Grammar is recognized as an aspect which plays a crucial role in the process of language learning. This modest research is an attempt to investigate the impact of teaching grammar through interactive communication. Its main purpose is to explore the effects of language games as a teaching strategy to foster motivation in grammar learning to Second Year English students at Constantine 1 University and to gauge whether students prefer the traditional methods of learning grammar (giving rules and then doing simple activities) or the modern interactive ones where they are more involved and more interested. To carry out our study, two questionnaires were submitted to a sample of fifty Second Year LMD students and a group of twelve grammar teachers in the Department of Letters and English Language at Constantine 1 University. To confirm the validity of the set hypothesis which stipulates “if students were taught grammatical structures through games, they would feel motivated; and subsequently, they would foster the mastery of the grammar structures significantly”. The results from the analysis of both questionnaires revealed that both teachers and students are aware of the important role of grammar in the process of learning foreign languages and that grammar course will be more challenging and interesting when students practise games activities. The main conclusion drawn from this study is that language games have a fruitful impact on students’ learning outcomes, keep learners motivated, and encourage them to communicate, using the target language in meaningful context.

## **List of Abbreviations**

<b>ESL</b>	English as Second Language
<b>EFL</b>	English as a Foreign Language
<b>CLT</b>	Communicative Language Teaching
<b>GTM</b>	Grammar Translation Method
<b>WE</b>	Written Expression
<b>LMD</b>	License Master Doctorate
<b>N</b>	Number of students/teachers
<b>Q</b>	Question
<b>%</b>	Percentage

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## **GENERAL INTRODUCTION**

# GENERAL INTRODUCTION

## 1. Introduction

It is definitely agreed that game activities work very efficiently for teaching grammar in an ESL/EFL classroom. The number of advantages in making students 'play and learn' is numerous. They range from concentration to motivation to authentic communication. All over the world and at all academic levels, it is acknowledged that games yield the most fruitful impact in EFL classes. In this context, Saricoban and Metin (2000) say, "Games and problem-solving activities have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities." They go further to explain that grammar games help learners not only acquire knowledge but be able to transfer this knowledge in real life situations.

Moreover, games allow the students to learn, comprehend, internalize, and practise. They can achieve this quite successfully through repeated exposure to the target grammatical structure simply because they have benefited from a huge amount of motivation during the learning process. We all know that any subconscious learning carves deeper than an imposed one.

In addition to their highly motivating effect, games are also said to enhance collaborative work between the students. While games are motivating for the students, probably the best reason, according to Saricoban and Metin, to use games is that "the use of such activities both increases the cooperation and competition in the classroom." Indeed, games add excitement through competition, implement fun and develop a better relationship between teachers and students.

With this extremely positive idea in favour of teaching grammar through games in the Department of Letters and English Language at Constantine 1 University, we have engaged this modest research by means of which we intend to measure to what extent this activity is performed and whether we can envisage enlarging its practise.

## **2. Statement of the Problem**

The major focus of the language classroom is to sustain a natural mood in classroom. However, what happens with (EFL) grammar teachers reflects the difficulty they meet to engage themselves in a meaningful setting that would enhance their students' interest for what they are being taught. In fact, some students tend to attain full comprehension through mechanical memorization, others prefer meaningful mimicry while others again enjoy fun activities. As teachers, we all have experienced these situations where students refuse to voice out their participation in classroom because of some frustrating reactions from the classmates or the teacher. Such a situation has inspired us the project of investigating and testing the grammar classroom actors towards the use of games activities in the process of teaching/learning.

Grammar is taught to Second Year Students in the Department of Letters and English Language with the scope of familiarizing them with the essentials of the English parts of speech. If it is true that with no vocabulary there is no language, we are tempted to assert that with no grammar there is no academic language; the latter is what is supposed to be taught and practiced in all educational systems. The place of grammar through its coefficient, its credit number and its weekly time allowance in the English Bachelor Degree is undoubtedly significantly prominent.

The teaching of grammar in the course of pedagogical progress through the last century has been changing significantly. Shifting from the grammar translation method when



grammar was seen as the backbone of language, to the reading method which ranked it behind listening and speaking to the audio-lingual method where grammar has lost roots, to the communicative method which today gives priority to fluency and blames grammar and its accuracy. Fortunately, today grammar is seen as a complementary tool with all aspects of language to occupy a prominent place in the complex process of language learning. Its indispensable role has motivated numerous researches that have suggested modern approaches to teaching grammatical structures communicatively. This has led to the emergence of communicative grammar which itself suggests interactive and pleasant techniques of teaching among which we count grammar games activities. The latter are our primary concern in this study in the sense that we aim at identifying the blockage, if any, that prevents their implementation in grammar teaching.

### **3. Aim of the Study**

The reason behind the focus on this particular subject has spurred us on investigating Second Year L.M.D students and teachers when involved in grammar learning/teaching. The implementation of the LMD system in the Department of Letters and English Language took place in 2004; and since then, teachers have been given total latitude to design curricula and teaching methodologies that would fit their students' expectations and their potential employers. This freedom of syllabi designers has given rise to conflicts and misunderstandings in that one teaching method specified in a 'training offer' does not necessarily satisfy all teachers in charge of its application. Though all trainees show eagerness for the use communicative interactions in classroom, the techniques practiced do not collect total consent. If some teachers prefer games activities, others tend to favour role-play, and others again go for free conversations etc.

Through the implementation of different types of techniques, there would be eventual interactive responses in a way or another. For instance, discussing, role playing, presenting assignments and jigsaw, are indispensable activities to provoke the learners' interventions and participation in classroom. In this sense, the students' strong presence into the aforementioned classroom practices would prove a complementary coverage of the communicative competence components. So comparable accurate, fluent and appropriate use of the target language describes how communicatively competent the learners are. In other words, the present study main aim is to investigate to what extent Second Year L.M.D students would react to the practice of grammar games activities and how their teachers conceive the use of this technique.

If we, as teachers, believe in the necessity of giving and extending opportunities to our students' benefit for the quickest good performance in the target language, we must test a great variety of techniques at our disposal before sticking on the most efficient one. With this premise in mind, we have undertaken this project which aims at defining, explaining, theorizing, questioning and testing the use of grammar games activities in classroom. Who can, if not the teachers of grammar and their students, help us evaluate the efficiency this technique for a better performance? Who can, better these actors decide whether precedence is to be given to accuracy and fluency? And if the latter is seen as prior can we reach it through games activities?

Unlike the past, the earliest language teaching methods opt for students-centered approaches rather teachers-centered ones. This shift leads us to argue that games activities which provoke a substantial active involvement on the learners part, can be the right solution for developing both the linguistic and communicative competences.

The theory of intrinsic motivation may also give some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good then they will be learning while they are playing.

#### **4. Research Questions**

In the light of students' impediments and the teachers desire for better performance in grammar class, two focal questions may arise instead in this research:

1- Do teachers of grammar in the Department of Letters and English Language show readiness for practicing grammar games activities with Second Year Students?

2- What could be the students' reaction toward learning specific structures through games activities?

3- What could be the benefits of grammar games usage in classroom?

#### **5. Hypothesis**

In the light of the aforementioned questions we hypothesize that *Second Year Students would be more involved in classroom activities, more motivated and subsequently more receptive to grammatical structures if they were exposed to learning through grammar games.*

Joel Bacha (2003), author of "Play and Affect in Language Learning", explains how this theory works. Exposure to challenges and stimulation piques the children's natural curiosity and, in turn, promotes learning through the activity's required skills. This is because activities

that get the students to move around activate their mental capacities and stimulate neural networks, thus promoting learning and retention. Bacha's article goes on to point out that some studies are even beginning to show that intrinsic motivation can promote long-term language retention.

## **6. Methodology**

To check the validity of our hypothesis, two formal questionnaires will be used to collect the necessary data. The questionnaires will be addressed to both teachers and students of English at the University of Constantine 1. In this sense, the students' questionnaire aims at investigating their reaction to games activities in grammar class, and their opinions about the utility of this technique for improving their communicative competence. Also, it is to point out the deficiencies, if any, of games activities. On the other hand, teachers' questionnaire is designed to ensure that their answers are aroused by many years of training experience and observation to the students' behaviors. Teachers of grammar are expected to contribute to this project by telling how they perceive the notion of games in classroom and may prevent them from implementing it. The results to be obtained will either correlate positively or negatively with the set hypothesis.

## **7. Participants**

The participants to be joined in this study are teachers of grammar in the Department of Letters and English Language and Second Year Students. Because of time constraints the representative sample to the whole students population turns around 10%. They are 50 informants selected randomly from a total population of 510. The second sample encompasses (12) teachers of grammar at different levels and with different status.

## **8. Structure of the Study**

The present dissertation is divided into three main chapters. The first and second chapters are devoted to the review of the related literature. The third is concerned with the experimental part of the study.

Chapter One highlights the language aspect of grammar and its place in the complex learning/teaching process. It passes through the basic levels of building language structure, from the smallest unit to sentence structure, afterward to get the semantic meaning. It is referred to in this chapter as grammar definition and components. This can only be done either with the form of language usage, and its function when in use. The latter leads to delineate the concepts of grammar meaning, grammar organization and grammar teaching. The same chapter deals with the place of grammar in the course of time, and in the most prevailing approaches to teaching foreign languages.

Chapter two presents important theories of motivation and games. The former concept is defined in relation to language learning. It explains the difference between intrinsic and extrinsic motivations and how they related to the pedagogical learning process. It provides a definition to motivation and shows how it is excited during games activities. The second part of the second chapter is mainly concerned with the effect of games in classroom. It emphasizes the different effects produced by games on learners. It also displays a list of potentially interesting types of games that teachers of grammar can practice in classroom. Ultimately, this chapter once more redefines the games and their importance and their advantages in the educational system.

The last chapter is the field investigation. It provides a detailed analysis of participants' questionnaires. As detailed previously, the samples who contributed to the study are teachers of grammar in the Department of Letters and English Language at Constantine 1

University, and Second Year Students in the same Institution. Besides, this chapter qualifies the description and the interpretation of the obtained outcomes before checking to what extent the validity of the set hypothesis has been confirmed or not.

# **CHATER ONE :**

## **Grammar**

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## **Introduction**

All utterances in any language, from short greeting to long speeches, consist of one or more sentences of varying degrees of complexity. The sentence is the largest unit within which there is an organization imposed by the conventions of the language.

Linguists today use two concepts, the « morpheme » and the « phoneme », to account for the structure of the sentence. These units together with the rules of their arrangement enable to describe any utterance. The morpheme is the smallest element with which meaning can be associated. Example: «-the-cat-s-are-ing ». Compounds such as ‘lighthouse’, phrases such as « the big bad wolf »; clauses such as « that he is coming », and finally sentences; all are higher order constructions.

There is something distinctly familiar about grammar. Linguists have been studying it since centuries, and it remains an object of learning for countless schoolchildren throughout the world; it is an integral part of the language we use in everyday communication.

The grammar of the language is found only in the written language. Spoken languages have no grammar, or at least, fluctuate so much that they are only partially grammatical. This viewpoint has been supported by the etymology of the word “grammar”. It comes from the Greek word meaning “to write”.

Within linguistics, “grammar” is normally used in a technical sense to distinguish it chiefly from “phonology” which is the study of sounds of a language, and “semantics” as the study of the meaning.

From a descriptive point of view, however, there is no reason why we should restrict the term “grammar” to written language. The spoken language has a grammar, too. Indeed, there are still hundreds of languages in the world that have no written form, yet they all have grammars.

There are many grammars as that of English; books describing English grammar differ in how much of the grammar they cover and in how they set out the rules. There are also some differences in the categorization and terminology they use even when sometimes they refer to the same concept. Nevertheless, most categories and terms are widely shared, deriving from a tradition of grammatical description.

## **1.1. Grammar Definition**

### **1.1.1. Definition**

The term "grammar" has a number of definitions provided by linguists and theorists. Some of them are mentioned below:

Grammar "is the set of logical and structural rules that govern the composition of sentences, phrases and words in any given natural language" (Wikipedia 2009). Greenbaun (2002) uses the word 'grammar' to refer to "the set of rules that allow us to combine words in our language into larger units. Another term for grammar in this sense is syntax". (p. 1).

On the other hand, grammar is defined by Ur (1991) as "the way language manipulates and combines words (or bits of words) in order to form longer units of meaning". This definition indicates that grammar tells us how the rules of a language actually work - they arrange and shape words, nevertheless knowing what these rules do is not enough. "Hence the goal of knowing grammar rules is dual; first to be able to write accurately and secondly use this knowledge to communicate in addition to many other functions that may take place" (p. 35).

Greenbaum (1988) gives another definition to the word grammar which is "the properties and processes that underlie the use of the language that underlie the ability of speakers to speak and understand the language" .

Cook (2008: 19-23) proposed four main popular meanings of the word grammar. The first one is prescriptive grammar which prescribes the logical and well-known rules that language users ought to follow, i. e. the governing rules according to which words forms should be changed. The second one is traditional grammar, mainly concerned with parts of speech and analyzing sentences by giving each word its function name. The third one, structural grammar which “describes how the elements of the sentence fit together in an overall structure built up from smaller and smaller structures. ” The last one refers to grammar as knowledge in the mind which was introduced in Chomsky's work in 1960 under the label 'linguistic or grammatical competence'. He defines it as follows: “By 'grammatical competence ' I mean the cognitive state that encompasses all those aspects of form and meaning and their relation, including underlying structures that enter into that relation, which are properly assigned to the specific subsystem of the human mind that relates representations of form and meaning. (Chomsky 1980:59; cited in Cook 2008:22).

Because of this diversity of views about the concept of grammar, Williams (2005), offers a brief and broad definition of grammar saying that, “grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions” (p. 2).

### **1.1.2. Grammar and Idealization**

Grammar deals with the mechanics of the language system; for instance, we can take a familiar item of grammatical description, such as “subject” and strip away its connections with meaning (the “doer” of action, etc). This leaves us with a more abstract idea of what a subject is. It typically comes first in statement; it is usually a noun and so on.

In using expressions such as “typically” and “usually” we are acknowledging that grammar is not a precise systematic framework. Sometimes grammarians make very general

statements about grammatical form. Such broad classifications bring a sense of security; this is how it is. Yet, when we turn to scrutinize actual sentences things are not so clear.

Once we exemplify grammar through actual instances, we discover that grammar does not exist on its own. It is inter-dependent with lexis, and in many cases grammatical regularity and acceptability are constrained and conditioned by words. In morphology, the past morpheme applies only where the verb in question happens to be “regular”.

Of course there are forms which behave in a completely rule-governed way. For example, the sequence of modal auxiliaries in the English verb phrase follows a strict and invariable rule. We can say, for instance,

*“He would have been playing tennis”*

but not

*“He have would been playing tennis”.*

Yet, it would be a mistake to equate “grammar” with “absolute rule”. Regularity in language is a matter of degree; it would be more precise to talk of rules hedged about by conditions – conditions which in many cases depend on lexis as much as on grammar.

Learners who persist in expecting the target language to be strictly rule-governed will get “derailed” on encountering exceptions. Certainly, many learners do beggins by making their own very broad idealizations about language. They may, for instance, convert all verbs into the past by the simple addition of the –ed suffix, riding over distinctions between regular and irregular verbs.

Formulating such idealizations is a necessary first step in language learning. The reality of the target language is immensely complex and it will take time before learners can come to grasp many of its inconsistencies. The process of learning grammar will involve a progressive

shift from more to less idealized notions of how grammar works; in other words, a gradual “descent” from more to less idealization.

### **1.1.3. Types of Grammar**

The wide scope of grammar which is the result of the theorists’ different viewpoints about it, brings about four main types of grammar: traditional, universal, functional and formal.

Traditional grammar depends to a large extent on classical and inflected languages such as Latin. Traditional grammarians design eight parts of speech (noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection). They classify words within sentences as subject, verb, direct object, indirect object and complement. Thus, Hagemann (2003: 23) defines it as "the systematic study of the parts of speech and the kinds of sentences".

Furthermore, Williams (2005:50) considers that "traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard". This means that it relies heavily on grammatical rules to produce correct structures.

Universal Grammar refers to the rules and the principles which are shared by all human languages. This theory is interested in the internal construction of the human mind; it sees grammar as an innate behavior. As Chomsky states it: “The human brain provides an array of capacities that enter into the use and understanding of language (the language faculty); these seem to be in good part specialized for that function and a common human endowment of the language faculty is a generative procedure. . . that generates structural descriptions (SDs). . . These SDs are the expressions of the language and the expressions they generate are universal grammar (UG)”.

The possible uses of language in everyday life; such as describing things, asking for information and discussing and talking about different events are known as functional grammar. As lock (1996:1) states it "(functional grammar) sees language first and foremost as a system of communication. . (its) focus is on the appropriateness of a form for a particular communicative purpose in a particular context".

According to lock (1996:1), formal grammar is "a set of rules which specify all the possible grammatical structures of the language". Its main concern is to deal with different forms of grammatical structures and their relationships to each other, regardless of their meanings of the communicative contexts in which they are used.

## **1.2. The Study of Grammar**

Greenbaum and Nelson (2002) believe that studying a language is a part of general knowledge. English language particularly has a more obvious practical application; it can help you to use the language more effectively. Grammar has a central position in the study of a language, but there is also a practical reason to emphasize the study of grammar. Everyone easily is capable to learn how to use dictionaries by him/herself to find out the meaning of words; but on the other hand, it is difficult to consult grammar books without a considerable amount of grammar knowledge. This grammar knowledge helps in the interpretation of texts.

Fall (1998) declares that even if you do write «good sentences» most of the time, you may make some mistakes. And since studying grammar is just learning a new vocabulary, so you can learn to correct these mistakes. In addition to that, understanding grammar also helps you write new kinds of sentences that are more effective and more persuasive. Speaking and writing correctly are very important because usually the first impression that someone gets about us comes from what we say or write and how we say it; hence, people judge us and our abilities by the way we use the language.

### 1.3. Grammar and Language

Grammar is used to refer to the set of rules that allow us to combine words in our language into larger units. Another term of grammar in this sense is: Syntax.

The rules of grammar state which combinations of words are possible in the language and which are not.

e. g.: “*Home computers are now much cheaper*”: is a possible English sentence.

Whereas “*Home computers now much are cheaper*” is not, because “*much*” is wrongly positioned.

Grammar maybe defined as the way a language combines words in order to form longer units of meaning. For example, in English the present form of the verbs ‘be’ in the third person has two forms: one (is) being used with a singular subject, and the other (are) with a plural one. If the plural form (are) is combined with a singular subject, the result is unacceptable or ‘ungrammatical’. Thus, a sentence like:

“*This is a book*”. is grammatical; whereas, “*this are a book*” is not.

There is a set of rules which govern how units of meaning maybe constructed in any language. We may say that a learner who ‘knows grammar’ is one who has mastered and can apply these rules to understand what would be considered acceptable language forms. Language in use can be analyzed at each of these four levels: text, sentence, word and sound. These are the forms that language takes. The study of grammar consists, in part, of looking at the way these forms are arranged and patterned. Indicate the source.

Grammar is partly 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, grammar is a description of the rules that govern how language sentences are formed. The system of rules that cover the order of words in a sentence is called “syntax”. The system of rules that cover the formation of word is called “morphology”. Grammar is conventionally seen as the study of the syntax and morphology of sentences. Put in another way, it is the study of linguistic “chains” and “slots”. That is, it is the study of the way words are chained together in a particular order.

At its heart, then, Grammar consists of two fundamental ingredients: syntax and morphology. Together they help us identify grammatical forms which serve to enhance and sharpen the expression of meaning.

A distinction is often made that depends on how the language is learned: as native language (mother tongue) acquired when the speaker is a young child (generally at home), or as a non-native language acquired at some subsequent period.

Nobody disputes that the foreign language student must learn the grammar of English in the sense that the sentences he produces must conform to English patterns in the accepted model. The learner has to master the conventional signals of the language. From a learner’s perspective, the ability both to recognize and to produce well-formed sentences is an essential part of learning a second language.

### **1.3.1. Levels of Analysis**

In studying how a language works, linguists recognize different levels of analysis. The following four levels are those usually identified: Phonology, Lexis, Grammar and Semantics.

a) Phonology: it refers to the sound system of a particular language, corresponding to the familiar term pronunciation.



b) Lexis: it refers to the words of a language, corresponding to the familiar term ‘vocabulary’.

c) Grammar: it includes two aspects:

1) The arrangement of words.

2) The internal structure of words.

For example, in a sentence such as: “*He kicked the ball out of the court*”, we may be interested in how the words combine to form a meaningful sentence. This aspect of grammar is usually called “Syntax”. However, we may also be interested in the fact that the word “*Kicked*” can be divided into two parts “*kick + ed*”. The first part represents an action and the second marks past time. This aspect of grammar is called morphology.

d) Semantics: it refers to the systems of meaning in a language. For example, how sentences relate to the real world of people, actions, places, and so on. There are no clear cut dividing links between the 4 levels of phonology, lexis, grammar, and semantics. Different analyses will make the divisions in different ways taking a functional approach to grammar; the analysis will be concerned with meaning to a much greater extent than a formal approach might do. In other words a functional approach will focus on how grammar can express meaning.

#### **1.4. Grammar and Meaning**

Many people think that grammar is no longer important. This is, after all, the age of e-mail and instant messaging, slang, rap music etc. But the importance of grammar can be observed when noticing that people who speak the same language are able to communicate because they intuitively know the grammar system of that language; i.e., the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize

the sounds of English words, the meanings of these words, and the different ways of putting words together to make meaningful sentences.

Luu Trong Tuan, Nguyen Thi Mind Doan (2010) suggests that everyone already knows a lot about grammar and most of the time uses it correctly. Wherever people read, write, speak or listen, they are using their knowledge of grammar. The latter, allows the students to more confidently and adeptly add, delete, substitute or combine words and clauses in sentence as a text is constructed with intention.

Grammar communicates meanings of a very precise kind. Vocabulary, of course, also communicates meanings.

-Take this example: a ticket inspector on a train says:

*“Tickets!”*

- Here, there is little or no grammar in the sense of either morphology or syntax. The meaning is conveyed simply at the lexical, or word level, ‘*tickets*’. Situational factors such as the passenger’s expectation that the inspector will want to check their tickets- mean that the language does not have to work very hard to make the meaning clear. The language of early childhood is like this: it is essentially individual words strung together, but because it is centered in the ‘here’ and ‘now’, it is generally not difficult to interpret.

*Mummy book.*

*Where daddy?*

-Adult language, too, is often pared down, operating on a lexical level (i.e. without much grammar).

*A: Coffee?*

*B: Please.*

*A: Milk?*

*B: Just a drop.*

We can formulate a rule of thumb: the more context, the less grammar. ‘*Tickets!*’ is a good example.

-Baby talk is fine, up to a point, but there soon comes a time when we want to express meaning for which simple words are not enough. To do this, we employ rules of syntax and rules of morphology and map these on to the meaning carrying words; so that *Mummy book*, for example, becomes (according to the meaning the child wants to convey):

*-That’s Mummy’s book.*

Or: *-Mummy’s got a book.*

Or: *-Mummy, give me the book.*

-Language learners have to do with a period of baby like talk and reliance on contextual clues, until they have enough grammar to express and understand a greater variety of meanings. Depending on their vocabulary knowledge and their resourcefulness, they can often cope surprisingly well.

-Learners need to learn not only what forms are possible, but what particular forms will express their particular meanings. Seen from this perspective, grammar is a tool for making meaning. The implication for language teachers is that the learner’s attention needs to be focused not only on the forms of the language, but on the meanings that these forms convey.

Actually, there are two kinds of meaning:

-But what meanings do these grammatical forms convey? There are at least two kinds of meaning and these reflect the two main purposes of language. The first is to represent the world as we experience it, and the second is to influence how things happen in the world, specifically in our relation with other people. These purposes are called, respectively, language's "representational" and interpersonal functions.

-In its representational role, language reflects the way we perceive the world. For example, things happen in the world, and these events or processes are conveyed by (or encoded in) verbs:

e. g: *The sun set.*

Many of these events and processes are initiated by people or things, which are typically, encoded in nouns, and which are in turn the subject and the verb:

e. g: *The children are playing.*

These events processes often have an effect on other features, also nouns: the thing or person affected is often the object of the verb:

e. g: *The dog chased the cat.*

These events which take place in particular circumstances are typically encoded in adverbials:

*The children are playing in the garden.*

*The sun sets at seven- thirty.*

*The dog chased the cat playfully.*

*Time can also be conveyed by the use of tense:*

*The children were playing in the garden.*

*The sun set at seven thirty.*

The second main role of language is interpersonal and is typically reflected in the way we use grammar to ease the task of getting things done.

There is a difference, for example, between:

*-Tickets!*

*-Tickets, please.*

*-Can you show me your tickets?*

*-May I see your tickets?*

*-Would you mind if I had a look at your tickets?*

“*please*” is one lexical way for softening the force of a command. A similar effect can be achieved by using “modal,” verb” such as can, may and might. Modality then is a grammatical unit by means which interpersonal meaning can be conveyed.

-These grammatical categories: subjects, objects, verbs, adverbials, tense, and modality are just some of the ways in which grammar is used to fine tune the meaning we wish to express, and for which words on their own are barely adequate. It follows that in learning a new language, learners need to see how the forms of the language match the range of meanings both representational and interpersonal that they need to express and understand.

## **Grammar for Meaning**

The word syntax comes from the Greek and means “a setting out together”. Putting together what we perceive to belong together, is a principle which lies at heart of syntax.

A study of grammar can also reveal how language itself has evolved over time, and how the needs of language users have shaped the language system into a communication device which serves their purposes remarkably well. In order to survive, human beings have always had to meet certain fundamental needs, including the need to get things done, and to exchange basic information about the world around them. Grammar has evolved so that these needs can be expressed efficiently: interrogatives and affirmatives facilitate the exchange of information

through question and statement, while the imperative mood provides a convenient means for the issuing of instruction and commands. Grammar is not simply a formal network, but a communicative device.

Human language is not artificial; it has evolved gradually, so that it is full of categories with fuzzy boundaries with no clear dividing line between grammar and lexis.

## **Social Distance**

Grammar has evolved to help us to function effectively in social life. In fact, it is hard to disentangle grammar from the very processes of socialization which we take for granted. To co-operate effectively in groups, we need both to get things done in our own interests, and also to attend to the need and wishes of others. In making a request, for example, there is always a potential conflict between these two needs, we want something for ourselves, but how can we meet our own needs without appearing to threaten the needs, or the “face” of the other person? Every request is potentially face threatening. Language has evolved to give us conventional ways of handling this potential conflict. We routinely say things like “Could I ...?” or “Would you mind?” suggesting (at least in theory) that what we want will depend on the other’s willingness to cooperate.

-Every clause expresses three kinds of meaning.

-experimental meaning: concerned with the representation of our experience of the word and of the inner world of our thoughts and feelings.

-Interpersonal meaning: which is concerned with language and interaction and the expression of judgments and attitude.

-And textual meaning: which organizes the formal two kinds of meaning into coherent text relevant to its context.

## 1.5. **Organization of Grammar**

Two important concepts are needed for the organization of grammar: rank and class.

Rank: refers to different levels of organization within grammar.

Consider the following example:

(1) *People throw stones.*

This stretch of language consists of one sentence and three words. Sentence and word are two ranks of grammatical organization, which in English are recognized in the writing system: the former by an initial capital letter and final full stop (or other final pronunciation mark) and the latter by spaces between the units. Thus, the term sentence is used for the highest rank of grammatical organization in both spoken and written English.

It is necessary to recognize ranks between sentence and word. For example, compare the following sentence with sentence (1).

(2) *People who live in glass houses shouldn't throw stones.*

Like number (1). This sentence can be analyzed into three units. Two of these units can be regarded as expansions of single words in number (1).

*People who live in glass houses* (expansion of people).

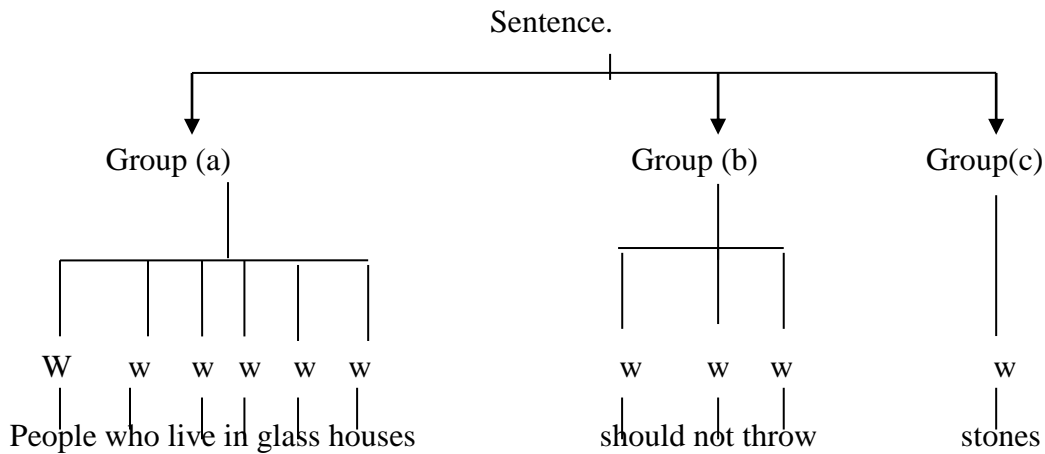
*Shouldn't throw* (expansion of throw) stones.

These units are called groups. Note that one of the groups (c) contains only one word, but it is still referred to as a group. Thus, the sentence consists of three groups, each of which consists of number of words. Another way of saying this is that the words are units which are constituents of the groups and the three groups are units which are constituents of the sentence.

As shown in:

(Functional English Grammar –Jack.C.Richards- Cambridge Language Education).

-figure (1a) A: sentence



(Sentence, group, and word). Figure (1a).

An additional rank between group and sentence is also necessary to be stressed. For example in the following sentence:

(3)She's great fun but her husband's rather dull.

CI

CI

The two underlined units are called clauses. This sentence consists of two clauses, each of which consists of a number of groups, which themselves consist of a number of words. As shown in:

Figure (1b):

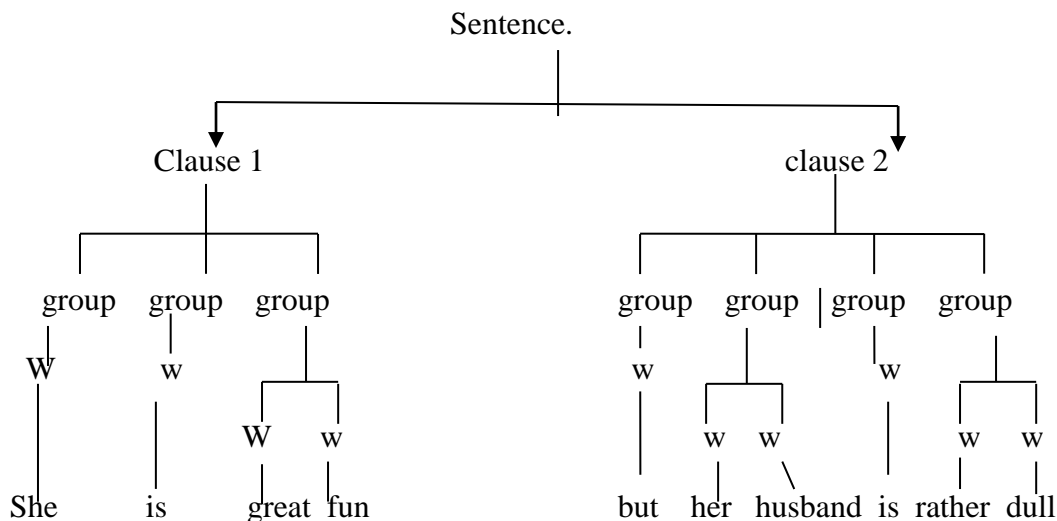




Figure (1b): sentence, clause, group, and word.

B)-clause:

Terms like noun (N) and verb (V) are names of word classes (traditionally known as parts of speech). The words in sentence (1) can be labeled according to three classes.

*'People throw stones'*  
|    |    |  
N   V   N

The same class labels are also used to label the groups.

This in number (2)

“*People who live in glass houses*” is a noun group. (N. G), and “*shouldn't throw*” is a verb group (V. G). The other major word classes are adjective (adj) and adverb (adv) and the same class labels are also used to label the groups.

For example: *-that's good.*

|  
adj

*-A very angry parent.*

|  
adj. Gr

*fortunately, the situation has changed.*

|  
Adv

*It is very deeply noted that.*

|  
Adv. G

Note that pronouns such as: he, she, it.... Are generally considered as a subcategories of noun.

C)-Phrases:

For example: Noun phrase, adverbial phrase, noun group and adverb group. However, a clear distinction is made between groups and phrases. As shown in preview examples, a group can be thought of as an expanded word. A phrase is more like a mini clause.

For example:

Clause: example.

*She slowly approached, the two frightened boys.*  
                          |  |  
                          V. G.  N. G. (object)

This following clause contains a verb group followed by a N. Group the N. G functions as the object.

Phrase: Example.

*Across the bridge.*  
      |              |  
Prep N. G (object)

A prepositional phrase has a comparable structure, with a preposition (words like: to, from, through, on...) or a complex preposition (such as: in front of, by means of ....) followed by a prepositional object.

-In other words; the words following prepositions in prepositional phrases are not expansions of the prepositions but objects of prepositions.

### 1.5.1. Grammatical Functions

-Five clause grammatical functions are subject, finite, predicator, object and adjunct.

-Subjects normally precede the finite in declarative clause and determine the person and number of the subject. Subjects are typically realized by noun groups.

-Finites are normally marked for tense and may be marked for number agreement (i.e.: agreeing with the person and number of the subject).

-Predicator function is realized by everything in the verb group except the finite.

-Objects type: follow the finite and predicator in declarative clause.

(A constituent functioning as object in an active clause can normally become the subject of a related passive clause.). Objects are typically realized by noun groups.

-Adjuncts are additional constituents that cannot become subjects of related clauses and can be omitted. Adjuncts are typically realized by adverb groups and prepositional phrases

-Within grammar, four ranks of organization can be recognized: sentence, clause, group, phrase and word.

-(A group can be thought of as an expanded word. A phrase has a structure which makes it like a mini clause).

The major word classes are nouns, verbs, adjectives and adverbs.

## **1.6. Grammar and Language Teaching Methods/Approaches**

Along the history of language teaching, the place of grammar in building students communicative competence has been a concern of debate, as the latter is the goal of most second/foreign language learners. That debate is due to a large extent to the manifest complexity of grammar and the controversy that is held about its principles. It is assumed that the crucial role of grammar is to convey meaning, in spite of this contextualizing grammar by providing a comprehensible and optimal input in the context of the classroom is a challenge. The field of Foreign/Second language teaching witnessed a number of teaching approaches and methods.

There is a noticeable development of teaching English methodology through recent history in which a language item is grammar taught in various approaches. Yet, it is necessary to shed light on the main approaches that focused on grammar in order that we can understand more clearly about the development and the history of grammar teaching.

### **1.6.1. Grammar under the Grammar Translation Method**

Lin (2010) argues that GTM (also called the classical and the indirect method) focused mainly on grammatical rules, memorization of vocabulary, translation of text and written exercises. It becomes a highly regarded method of teaching grammar. Grammar is considered as the backbone in GTM because the main characteristics of this method are based mainly on learning its principles.

Here, Grammar is taught deductively; i.e., the teacher first provides his/her students with a specific grammar point, then explains its rules by written exercises presented in isolated sentences, and what is demanded from students is just memorize the grammar rule the teacher gave at the beginning of the course. In addition to that accuracy was more important than fluency in language usage.

Teachers in GTM could get objective scores for learners by testing grammar rules and translation. But still learners were unable to develop their communication skills out of this method.

### **1.6.2. Grammar under the Direct Method**

The Direct Method (was known with various names such as the new methods, the natural method, and even the oral method) emerged by the end of the 19th century as a reaction against the Grammar-translation Method.

Under this method an explicit grammar teaching was discarded. Students learnt grammar unconsciously. Thornbury 1999 states that "the same way as children pick up the grammar of their mother tongue, simply by being immersed in language." (p. 21). In the Direct Method: "Grammar is not as important as in Grammar-Translation Method (Larsen -freeman, 1986: 24-26, 43-46). Grammar is taught by inductive analogy from the examples presented orally in the target language. Little or no analysis of grammatical rules is given. Structural patterns are

given through the repetition drills and sequenced by means of contrastive analysis and taught one at one time". (Brown, 2001: 45,74-75) (Cited in Lu, 2009: 23)

In order words grammar in this method is taught indirectly i. e. The teacher gives examples with extensive explanation and then students deduce the grammar rules.

### **1.6.3. Grammar in the Communicative Language Teaching**

Communicative Language Teaching (CLT) or the communicative approach, developed in the 1970s in reaction to the boring types of tasks and exercises used with the approach and methods approach long before. It believes that "communicative competence consists of more than simply the knowledge of the rules of grammar" Thornbury (1999: p:22). According to him, many researchers argued that "grammatical knowledge (linguistic competence) is merely one component of what they call **communicative competence**. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and how to do this in a socially appropriate way" (Thornbury: 18-19)

In fact, this method does not focus largely on grammar rather than how to use grammar in order to communicate. As Freeman (1986) reported it: "In Communicative Language Teaching (CLT), grammar is taught as a means to help learners convey their intended goal appropriately." (p.132).

### **1.6.4. Formal and Functional Approaches**

There are many ways of describing the grammar of a language.

One approach sees grammar as a set of rules which specify all the possible grammatical structures of the language. In this approach, a clear distinction is usually made between grammatical (well-formed) sentences and ungrammatical sentences. The primary concern is with the forms of grammatical structures and their relationship to one another, rather than with their meaning or their use in different contexts. A grammarian interested in this kind of description will often use for analysis sentences that have been made up to illustrate different grammatical rules rather than sentences drawn from real world sources.

Another approach sees language first as a system of communication and analyses grammar to discover how it is organized to allow speakers and writers to make and exchange meanings. Rather than insisting on a clear distinction between grammatical and ungrammatical forms. The primary concern is with the functions of structures and their meanings in context. A grammarian concerned in this kind of description is likely to use data from authentic texts in specific contexts.

The former approach to grammatical analysis is often called “formal”, while the latter approach is called “functional”.

To be aware of the real use of language learners, a description of the grammar of a language needs to do more than simply lay out the forms and structures of the language.

It needs to show what they are for and how they are used. Thus, the primary aim of the functional grammatical analysis is to understand how the grammar of language serves as a resource for making and exchanging meanings.

Formal and functional grammatical analyses differ in their approaches. Formal analysis tends to be primarily interested in abstract representations between structures and less interested in meaning and context. Functional analysis tends to view language as

communicative resource and to be primarily interested in how linguistic structures express meaning.

Four levels of linguistic analysis can be identified: semantics (meaning), grammar (the arrangement of words), lexis (vocabulary) and phonology (pronunciation).

Functional grammar is designed to account for how language is used (every text that is, everything that is said or written). Language has evolved to satisfy human needs and the way it is organized as functional with respect to these needs. A functional grammar is essentially a “natural” grammar in the sense that everything in it can be explained by reference to how language is used.

-In the functional tradition in linguistics the terms used for the levels of language are semantics, grammar and phonology. In formal linguistics the term “syntax” is used to replace “grammar”; this usage comes from the philosophy of language, where syntax is opposed to semantics. In the terminology of linguistics, syntax is just one part of grammar: grammar consists of syntax and vocabulary.

There is another reason for not using the term “syntax”. This word suggests that a language is interpreted as a system of forms, to which meanings are then attached. In the history of western linguistics, from its beginnings in ancient Greece, this was the direction that was taken: first, the forms of words were studied (morphology), then in order to explain the forms of words, grammarians explored the forms of sentences (syntax); and once the forms had been established, the question was then posed: “what do these forms mean?”.

In a functional grammar, on the other hand, the direction is reversed. A language is interpreted as a system of meanings, accompanied by forms through which the meanings can be realized. The question is rather: “how are these meanings expressed?”

### 1.6.5. **Communicative Grammar**

Communicative grammar is based on the communicative approach to the language teaching. Here, grammatical patterns must not only be learned at the utterance level but at the discourse level, too; the main objective focuses on the development of communicative grammatical competence (the ability to use and understand a structure in a variety of situation spontaneously. Wiki Answer (2012).

Nemouchi (2008) stated that "The last five decades have seen the focus shifting from form to meaning. In other words, traditional grammar has lost ground to communicative grammar" (p: 286).

When teachers first began to adopt a communicative method to foreign and second language teaching, the term "learning communication" was substituted by the term "Learning grammar ". The idea that grammar and communication are totally having no relation in common seems to be based on serious misconceptions about the nature of system of the language, the more effectively he/she can use this language for communication. Hence, grammar exists not for its own sake but in order to serve communication.

There are some restricted types of communication that may occur without any interest to grammar; for example, we can communicate through using gestures. As soon as we move beyond this rudimentary level; however, grammar will be at the heart of communication, Wilkins (1970) summed up this position as follow: "The notion that an individual can develop anything other than rudimentary communication ability without an extensive mastery of the grammatical system is absurd." (p: 35). Nunan (1991) also reported that students cannot communicate well if they do not have a fundamental level of grammar.



### 1.6.6. **Three Approaches to Grammar Teaching:**

Three approaches to the teaching of grammar will be examined. The first is by far the most widespread approach: the teaching of grammar as a product. As its name implies, this approach takes a product perspective on grammar, with teaching structured around a careful specification of language forms which provide the target language (or to be more precise the targeted language) for each lesson. The teacher might, for instance, spend a lesson or two concentrating on the past tense because she/he or the syllabus designer has decided that this is a form which learners need. Two key stages in the learning process can be promoted through product teaching. One is noticing new language input. The aim, here, is to make certain specified forms as noticeable as possible by carefully drawing the learner's attention to them. Secondly, product teaching can help learners to structure their knowledge of the language system: learners are given opportunities to manipulate forms, changing them and recombining them in order to discover more about how grammar works.

Having assessed the strengths and weaknesses of product teaching, we will move on to consider the process teaching. Process teaching engages learners in language use, formulating their own meanings in contexts over which they have considerable control; and in so doing, drawing on grammar as an ongoing resource. As noted previously, it is only through extended practice in language use that learners can proceduralize their knowledge, learning to deploy grammar while for the most part concentrating their attention on meaning. We will want learners to take every opportunity to use their existing grammar, so that language which becomes proceduralized is grammar rich.

#### **TASK:**

Which approach is taken by each of these classroom activities?

Product or process?

1- Underline all the past verbs in the dialogue.

- 2- Look at these pictures. Order them any way you like, then make up a story and tell it to the class. Can they give you the correct order of your pictures?
- 3- Rewrite each of the following sentences using the passive.

Product and process teaching are radically different from each other: the former requires a careful control of form for the learner; the latter emphasizes the use of language by the learner. (**Grammar practice activities “A practical guide” – PENNY. UR- Cambridge University**).

But it is not a matter of being either a “product teacher” or a «process teacher». In most circumstances it makes sense to combine the two. Encouraging noticing and structuring with product teaching, and employing process work to develop proceduralization and practice in the multiple skills of language use. Both approaches, however, need sensitive handling. In product teaching we must avoid doing everything for the learner, because language learning requires the learner’s active engagement and involvement. In process teaching, the situation is reversed: we need to constrain and regulate the learner’s involvement, fashioning contexts which promote not just active participation, but the activation of grammar.

Yet the more we release control over learner activity, the more we must accept that the learner can go her/his own way, and this may well mean that she/he frequently abandons grammar. So the grammar which we teach in product lessons may never emerge or develop in process work and this it may never get properly proceduralized by the learner. There is then, a kind of critical gap between a product and a process approach.

It is to fill this gap that we come to the third approach teaching grammar as skill, to be examined later. The aim, here, is to help learners make the leap from the careful control of grammar as product to the effective use of grammar as process. When we teach grammar as a skill, the learner is required to attend to grammar, while working on tasks which retain an

emphasis on language use. For example, the learners may work in groups reflecting on the quality of the language they have just used in a process task. Or, they may be working on a reading task which requires attention to grammar in order to properly interpret the text. Such task can make learners more aware of how own use of grammar can be molded and improved for effective communication.

Teaching grammar as a skill means striking a balance between product teaching (because there is still an emphasis on grammatical forms), and process teaching (because learners work with tasks which involve a measure of self-expression and focus on meaning)

Teaching grammar as product:

Helps learners to notice and to structure by focusing on specified forms and meanings.

Teaching grammar as process:

Gives learners practice in the skill of language use, allowing them to proceduralize their knowledge.

Teaching grammar as skill:

Carefully guides learners to utilize grammar for their own communication.

Product, process, and the critical gap:

Through a combination of product and process teaching, teachers can give their learners both a focus on specific grammatical forms and opportunities to deploy these forms in language use. The two approaches have complementary functions. In product teaching we focus the learner's attention on forms. But, aware that much of this knowledge can remain delicate and transitory unless the learner can put it to use in a meaning focused context, we turn to process teaching. However, as we have just seen, process teaching requires a delicate

touch, and many of these forms may never emerge at all, or not at all adequately. So, we can easily find ourselves facing a kind of critical gap between process teaching and product teaching. Many features of the grammar will be lost-focused on and practiced in product teaching, yet never emerging adequately in process work.

To deal with this, we will need an approach which allows a focus on grammatical forms, but which at the same time retains a measure of self-expression and meaning-focus. If we can achieve such a balance, then we can help guide the learner to appreciate and use grammar as a communicative device, encouraging a richer deployment of grammar in more subtly regulated process tasks. This approach, then, means guiding the learner's own attention to grammar, and designing tasks which help us to teach learners the skill of using and attending to grammar in language use. It is for this reason that the approach is called 'teaching grammar as skill'. Its objectives are complementary to those of product and process teaching.

The field of language teaching has witnessed the emergence of many teaching approaches/methods. In spite of the fact that most of them share the same ultimate goal which is to allow learners to use the target language communicatively, there has not been consensus on one particular approach/method to be considered the most efficient. The debate has been also over how can grammar instruction be best accomplished (Rules presentation and contextualizing forms).

### **1.7. Conclusion**

What is grammar? There is more than one answer to this question, as we have seen. What grammar is depends on how you choose to look at it, so that we can regard it as a formal mechanism as a functional system for signaling meanings, or as a dynamic resource which both users and learners call on in different ways at different times.

Yet, whatever our perspective, it is apparent that grammar does not exist in a void. In language description, we have seen that the more precisely we wish to formulate statements about form and meaning, the more we are compelled to acknowledge the interdependency between grammar, lexis, and context.

In language use, it is clear that grammar is closely tied to discourse, acting as a resource to be activated to different degrees and in different ways depending on the context.

In short, grammar is a dependent, rather than an independent, phenomenon.

Learners themselves have a multiplicity of needs: they require some sense of the regularity in the language system; they need some understanding of the relationship between forms and functions, and they need an ability to act on this knowledge in language use. But learning to deal with these needs takes time because language learning is a gradual process. Effective grammar teaching means being aware of these different needs. This will require a variety of teaching strategies and approaches, ranging from the careful control of grammar (as product) to the more subtle shaping of process tasks. Ultimately, the teaching of grammar (like the beast itself) is multidimensional. In order to put these different approaches into practice, we have to detach ourselves from any one perspective on grammar, and therefore from any one inflexible teaching method.

Language without grammar would be chaotic: countless words without the indispensable guidelines for how they can be ordered and modified. A study of grammar (syntax and morphology) reveals a structure and regularity which lies at the basis of language and enables us to talk of the “language system”. Just as it would be impossible to describe language without seeking out this framework, so it would be impossible to learn language effectively without drawing on grammar. Indeed, many language learners enter classrooms with an acute

awareness of the importance of grammar as a kind of framework through which they can structure their work, and measure their progress.

**CHAPTER TWO :**  
**Using Games In EFL Classroom**

## CHAPTER TWO: Using Games in EFL Classroom

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## **Introduction**

Nowadays, it is assumed that maintaining motivation for language learners is essential and has a fruitful impact on the whole process of language learning. The traditional methods of teaching which are based on the teacher's active role and the learners' passive role, do not appeal to improve student's performance in language learning. In recent years, there has been a switch from more traditional classes, where teachers play the central role; and likewise, who over-control the classroom and limit students' ingenuity, to learner-centered instruction in which the learner is responsible for the learning process; whereas, the teacher is just a guide and facilitator (Atkinson 2003). This calls for the necessity to adopt innovative teaching strategies such as language games. There has been quite a lot of research done on the use of educational games in general, and on using games to teach English in EFL classroom in particular. Hence, constant hard work is required and the language learner should consider that learning a foreign language is a serious challenge.

To take up this challenge, teachers must permanently have resource to games to enhance the learners' desire to learn the language. Because it is obvious that a student is always a student no matter how old he/she is.

Students learn better when they have the feeling that they are making progress. This happens when the atmosphere in the classroom facilitates it. There is a variety of activities that create this kind of atmosphere; games are one of them. According to Saricoban. The use of such activities increases the cooperation and competition in the classroom».

Indeed, games can be used to add excitement through competition or to create bonding between the students, and between the students and the teacher.

We must discard the misconception which states that all learning should be serious and solemn in nature and that if one is having fun he is not learning. This assertion is entirely faulty simply because it is possible to learn a language as well as enjoy oneself at the same time. It appears then that one of the best ways of doing it is through performing games.

Many experienced textbook and methodology manuals writers have proved that games are not just fruitless; they are rather activities endowed with great educational values. This is why a great number of writers are today inclined to believe that games should be treated as central not peripheral to the foreign language teaching. Games are for children and adults classes too, provided they are adapted to the learners' level.

## **2.1. Problems Raised by Teaching English**

If we look at the real situation in Algeria, would we find it as ideal as expected? Sadly, the answer is no.

One of the most obvious problems is the lack of motivation of the students. This is really a problem because when students lack motivation, there is nothing that the teacher can do to help them no matter how courageous he or she may be. Teaching English when students are not motivated is really a boring task and this will not give the teacher the strength to continue what he or she is doing.

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 they 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. They can also be exercises to teach a variety of language matters such as sentence patterns, vocabulary, adjectives and adverbs etc.

Games and problem-solving activities, which are task based and have a purpose beyond production of accurate speech, are the examples of the most preferable communicative activities. 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. 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.

Through well planned games, learners can put into practice and internalize vocabulary and grammatical structures extensively. Play competition provided by games enhances the motivation of the young learners. They also reduce stress in the classroom. Teachers must be kind and helpful to the students, and be patient when they do not understand.

A teacher's positive energy could lead the students to become more motivated. Positive energy affirmation and a belief in the students' ability develop a comfortable atmosphere for the students in the classroom.

## **2.2.Traditional Language Teaching Vs. the Learner-Centered Instruction**

As far as Teaching is concerned, the traditional method shifted attention to widely controlling the classroom while teaching a language; hence, transmitting the knowledge from a richer efficient user of a language: the teacher, to the poorer user of the language: the student; for that reason students will certainly lose their affective level for learning and their achievement in terms of other language skills will be decreased. Consequently, this view of teaching came to be criticized, Scrivener (1994: 2) considers that to give an assignment, to examine it and to exercise it is the best way of learning.

Furthermore, Language is not an autonomous scheme that students can take without involving their feeling, perceptions and emotions.

Recently, with all the research results on learning and teaching that emerged, the teaching profession recognizes that the diversity of language in multiple worldwide context requires an eclectic blend of tasks each tailored for a particular group of learners in a particular place studying for a particular purpose in a given period of time. In this context, Nunan (1991) says

«It has been realized that there never was and probably will never be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about L2 acquisition, and which are in keeping with the dynamics of the classroom.»(p. 228)

Moreover, Richard's (2006:6) shifted attention to the learners' needs and techniques and he strongly believed that students' innovation and creativity will increase if the teacher gives them some control in the classroom; this will certainly improve their sense of competence and self-worth.

### **2.3. Definition of Games**

A game is considered as being “a competitive activity that is creative and enjoyable in its essence, which is bounded by certain rules and requires certain skills” (Akilli 2007: 4). This definition implies that a game provides students with the pleasure and the enthusiasm of positive interaction and competition, as they should accomplish the task of the game using their cognitive abilities and imposed by its governing rules. According to Merriam Webster Online Dictionary, a game is»A contest, physical or mental, according to certain rules, for amusement, recreation, or for winning stake; as a game of chance; games of skill; field games, etc.»As to Oxford Dictionary (1999), a game is»a form of play or sport with rules; a time when you play it". Particularly, educational game is»individual or group of games that have cognitive, social, behavioural, and / or emotional dimensions which are related to educational objectives". (www.education.com). It is worthy for the teacher to include the game strategy as a reinforcing device in the classroom in order to»break the ice»creating a relaxed atmosphere full of entertainment and fun; thus, learning will attract the students attention (Dobson (1981). According to Haldfield (1999 : 8)»A game is an activity with rules, a goal and an element of fun (...) Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.»This definition shows the need for games in teaching, so that teachers can benefit from this effective technique to carry out stakes to learners amusingly.

Greenall (1990: 6) express that»The term 'game' is used whenever there is an element of competition between individual students or teams in a language activity.»Therefore, games comprise many factors such as rules competition, relaxation, and learning.

In this sense, Ersoz (2000 : 6) pointed out that :

«Language Learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.»

## **2.4. Motivation**

Broadly speaking, motivation is vital to learning a foreign language, and likewise, building students' competency. Slavin (2003: 328) considers motivation as» one of the most ingredients of effective instruction». This reinforcing tool consists of internal processes and external incentives which push us to satisfy some need (child, 2004). Motivation is not only important in getting students to engage in academic activities, its significance is also remarkable in determining the amount of material students will grasp from the activities they perform or the information to which they are exposed. Students who are motivated to learn a language use higher cognitive processes in learning about it and absorb and retain more from it. For Brophy (1988: 205-206), motivation to learn can be said to be a tendency to find academic activities meaningful and worthwhile and to try to derive the intended academic benefits from them. Motivation to learn can be constructed as both a general trait and a solution- specific state». Therefore,

educational games are considered as strong motivators among other types of reinforcement.

### **2.4.1. Definition and Types of Motivation**

Motivation can be defined as being a psychic force that drives an individual towards his/her goal realization. According to Murphy & Alexander (2000), Pintrich (2003), Schunk (2000) and Strpek (2002), “motivation is an internal process that activates, guides and maintains behaviour overtime... motivation is what gets you going, keeps you going and determines where you are trying to go” (cited in Slavin 2006: 317). It is a process of inducing the individuals’ desires and intensifying his/her efforts towards a desired goal. “Motivation can vary in both intensity and direction» (Slavin: 317), i.e. the individual might be motivated to reach a state for which s/he is internally motivated for, or to get something externally motivated for. In this sense, motivation could be seen as convincing drives to get some needs or satisfy some desires. Many scholars agree that the notion of motivation is complex because what energizes and maintains learners’ behaviour is due to various factors. Therefore, there has been recognized two different types of motivation: intrinsic and extrinsic.

Intrinsic motivation “comes from within the individual. Thus; a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better” (Harmer 2001: 51). Here, it has to do with the satisfaction and commitment of performing a given activity, and “it can be a personality characteristic” (Slavin 2006: 317). Browns (2001: 59) highly appreciates this type of motivation and states that “if all learners were intrinsically motivated to perform all classroom tasks, we might not even need teachers”. Slavin (2006: 336-338) suggests that the teacher can enhance students’ extrinsic motivation by the

use of different tricks, which sustain their curiosity to follow the task, and to know more about it. In addition to using a variety of presentation and practice modes; moreover, helping students to set their own goals and discover their interests.

Extrinsic motivation is the one that “is caused by... outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel” (Harmer 2001: 51). In contrast with intrinsic motivation, extrinsic motivation has to do only with reward and the individuals’ feelings toward it; rather than, the satisfaction with the accomplishment itself. Here, it is the teacher’s role to motivate students extrinsically. Slavin (2006: 338-341) suggests some practical steps which can help, such as expressing clear expectations through telling students what they ought to do, how the evaluation will take place, and the consequences of success or failure. Besides, the teacher should provide clear feedback instantly and frequently, this will help students to know how well they are doing and to evaluate themselves. Furthermore, if the teacher supplies an enjoyable relaxed learning atmosphere, and offer a reward from time to time, it would be very beneficial.

### **2.4.2. Theories of Motivation**

There are a number of theories about motivation, but none can be treated as a perfect model. In fact, they complete each other because each one sees the concept of motivation from a different facet. The major theories of motivation are: the Behavioural Theory, the Expectancy Theory, the Maslow’s Theory and the Attribution Theory.

The Behavioural Theory relies on the concept of reward and reinforcement. It advocates that providing positive incentives after a desired behaviour increases



the probability of its repetition. Whereas, punishments after an undesired behaviour decrease the probability of its repetition. Moreover, withholding an incentive at the occurrence of an undesired behaviour increases the probability of desired behaviours to occur in the future (Slavin 2006: 318).

The expectancy theory is based on the individual's perception of reward; more precisely, the individuals' perceptions according to his/her ability to accomplish the task, and the reward that is associated with it. This is presented in the expectancy-valence model which is expressed in the following formula:

Motivation (M) = Perceived probability of success (Ps) x Incentive value of success (Is)

Here, expectancy refers to the person's belief that his/her action will lead to a certain outcome; while, valence refers to the positive or negative value related to the expected reward (Slavin 2006: 325).

Maslow, in his hierarchy of needs theory, claims that human needs are the ones motivators. They fall into a hierarchical order of seven needs, which are psychological needs, safety needs, belongingness and love needs, esteem needs, need to know and understand aesthetic needs and self-actualization need by this respect. The low level need must be satisfied before attempting to reach the need of the next higher level. The first three needs once they have been satisfied, they are no longer a motivator. Maslow classifies these needs into two categories. The first category is deficiency needs which are the most essential, they are the first four needs. The second category is growth needs which are the last three need, these needs cannot be fully satisfied (Maslow 2006/ 319).

The attribution theory of motivation pursues the individual's reasons and explanations behind his/her success or failure to comprehend them. People may relate their success or failure to the influence of internal or external factors, such as ability effort, mood, luck, task difficulty or the impact of others (Slavin 2006: 321). Weiner (1994, 2000; cited in slavin: 2006: 321) categorizes such causes into three types. The first one, external or internal; the second one, stable or unstable; the third one, controllable or not. This theory assumes that individuals' intention behind sustaining such excuses is to prolong their positive self-image.

## **2.5. Educational Value of Game**

In order to get students involved in the language class and to ensure a natural anxiety-free language learning environment, certain techniques could be applied. One of the best ways of getting learners drawn in the language class is through fun activities. Among the fun activities, games are effective to be used with learners because of their unlimited benefits

Games provide a wonderful atmosphere in the language class. It is widely documented that English language games improve learning; they are one of the most effective classroom tools. The first reason why games are so useful is that since games make learning fun, students are willing participants and not just present in class because they have to be. Students pay more attention because when they enjoy themselves, they do better, feel better about themselves, and do even better it is a learning cycle working in their favour. The next reason in playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore; they have a reason to communicate which makes them want to know and learn more. In addition to this, games stimulate and motivate learners

to a new level. Also because of the fun involved in the games a massive amount of vocabulary and grammar can be revised in a short time.

The philosophy of encouragement incorporated into these games increases confidence in all students. Apart from all this, language games like any other games involve learners in a healthy competition that can help them learn more. «As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning». (Vernon, Teaching English Games).

Finally, language games create a bond between the teachers and their students, which is fulfilling for the teacher and students alike. In short, if used properly by teachers, games are excellent ways where learners have fun and at the same time acquire a language. So, it can be said that English language games actually give students a reason to communicate and a context for speaking practice.

Many researchers have argued that games are not just time-filling activities but have a great educational significance in monitoring the learning environment. Lee Su Kim (1995: 1) states that:

"There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time.

One of the best ways of doing this is through games.»

A view that meets other researchers' vision claimed that games are important in giving the classroom its desired meaning; Wright, Betteridge and Buckby (1984 : 1) stated that :

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

This sight had strongly agreed that games enhance various language skills as well as the affective side of the students; they are considered by language teachers as effective learning aids because they foster students' motivation since they are amusing interesting and at the same time challenging. The activities which are included in a game stimulate students' memory. Again, games not only may provide shy students with optional opportunities to express what they were not able to express before, but they may attend the activities with fun, forgetting their shyness and feeling of fear as well. Furthermore, games add interest to what students might not find interesting. Sustaining interest can mean sustaining effort. A view that meets Wright, Betteridge and Buckby (1984: 2),

"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. Thanks to games, shy language learners will have more chances to speak and show their feeling and opinions in English as much as they can».

These communicative strategies, in other words, motivate and promote students' interaction, improve learners' acquisition and most importantly provide meaningful practice to all language skills. Moreover, games increase students' achievement, competency and knowledge of vocabulary.

## **2.6. Advantages of Games**

The role of the learner in the teaching/ learning process is emphasized by recent developments in educational psychology (Nunan, 1992, Slavin, 2003). Consequently, in recent years, there has been a change 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.

Using games is considered as a means that allows language teachers to add colour 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

(1984: 1) 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!”

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 t e 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)

## **2.7. Using Games in Teaching Grammar**

According to Haldfield (1999): “A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.” (p: 100). This definition shows the need for games in teaching, so that teachers can benefit from this affective technique to carry out tasks to learners amusingly.

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. For that reason, teachers should have a plan in mind about how to organize a beneficial grammar game lesson using different strategies. 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 students. Additionally, teachers must have everything ready to go before the students enter the classroom. That way the teacher can go from activity to activity 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.

### **2.7.1. Classification of Language Games**

Games are “task-oriented and have a purpose beyond the production of correct speech” (Celce-Murcia 1988: 132); for this reason, teachers should be “aware of the essential character of a type of game and the way in which it engages the learners can be helpful in the adaptation of games or the creation of new games” (Wright, Betteridge & Buckby 2006: 4). Even though classifying games is not easy, because they pretend to look alike in some ways, Hadfield (1984: 4) states that classifying games may fall into three taxonomies.

The first one is communicative games and linguistic games. Communicative games are activities which stress fluency of language games, “with non-linguistic goal or aim... provide an opportunity for real communication...; thus constitute a bridge between the classroom and real world.” (Hadfield 1984: 4). On the other hand, linguistic games stress the accurate use of language. They aim to foster the linguistic correct use of syntactic forms and vocabulary.

The second one is competitive games and cooperative games. In competitive games players do their best to accomplish the task, or reach the goal first. But these games have a negative effect that “the need for speed distorts the language used” (Hadfield 1984: 4). In cooperative games, “players or teams work together towards a common goal” (Hadfield 1984: 4). This type of games help learners to build emotional and affective balance, as each one will sacrifice his/her ego for others; as a consequence, they acquire some attitudes that facilitate their adaptation to the environment.



The third taxonomy contains ten categories. They are information gap, guessing, search, matching, exchanging and collecting, combining, card games, problems and puzzles, role play and simulation. Here, we may find some categories which could overlap with one or more of the previous taxonomies (Hadfield 1984: 4). For instance in an information gap activity, one or more students constitute group A, have information that other students who constitute group b do not have, and need it to accomplish a task such as drawing a picture. When group A tries to convey the message of the information successfully, it is a communicative game. On the other hand, if the teacher asks group B's students to work as one group; in this sense, it will be considered as a cooperative game. However, if the teacher asks them to work individually or in numerous sub-groups, it will be a competitive game.

### **2.7.2. Language Games in the Classroom**

Hadfield (1984: 4) advocates that “games should be regarded as an integral part of the language syllabus”. Doing has numerous advantages.

By the use of games, “students have to take individual responsibility for what they think the grammar is about.” (Rinvoluceri 1984: 4). As games offer a comfortable and a secure environment for learners, this will affect positively their interaction and involvement; thus, each one will gain this opportunity to express himself/herself and his/her point of view freely. “The teacher is free to find out what the students actually know, without being the focus of their attention.” (Rinvoluceri 1984: 4); that is to say, games may serve as a diagnostic tool for teachers to recognize students' weakness and strengths. Games shift the classroom atmosphere from a deadly boring one to an exciting one, as they are fun activities. Games can enliven the lesson and keep students motivated, even shy students will

be encouraged to participate. Furthermore, as games provide indirect practice of specific syntactic patterns, vocabulary and pronunciation, they can help to improve students' attention, concentration, memory, listening skills and so forth. Moreover, they increase students' communication and involvement, and reduce teacher's domination. "Games also help the teachers to create contexts in which the language is useful and meaningful" (Wright, Betteridge & Buckby 2006. 2). It is well-known that students are motivated by different reasons, and each one has his/her preferred learning style; here, the flexibility of language games is the key to sustain the whole class interest, satisfy each individual's needs.

Language games have become an essential and vital instrument in the language classroom because students use of them to acquire grammar unconsciously in a novel and enjoyable atmosphere. This can lower the students' anxiety and improve their confidence. In order to carry out a game in the language classroom, there are some steps which the teacher has to follow as selecting the appropriate game knowing when to present it, having a comprehensive idea about his/her role during the whole process and how to deal with mistakes.

The more the teacher is careful about choosing the appropriate game, the more advantageous it will be. Thus, appropriateness is a crucial factor; it means, the game should be compatible with students' level and age, serve the lesson's objectives, adequately challenging and fun. As Celce-Murcia confirms (1988:133), "well-planned games can teach and reinforce grammar points very successfully if the activities are geared to students' proficiency, age and experience".

Before engaging in a game the teacher has to ensure that students fully comprehend the task of the game, and have sufficient vocabulary and structure to carry it out. As Celce-Murcia (194: 132) states:

When using games (...) the teacher must be sure that the students are in tune with the work and structures needed to carry out the task. Quick drills and exercises should usually be done before students play the game. This will encourage them to practice the appropriate forms rather than the pidgin-like forms that may result when second-language learners are forced to engage in a communicative task before they have sufficient command of the words and structures needed to accomplish it.

According to Rinvoluceri (1984: 3), games can be used at all stages of the lesson. Teachers can use games to start the lesson in a simulating way and diagnose what the students already know. Also, after presenting a point or an item whether to reinforce and practice it, or to realize if it is well achieved.

The teacher plays an important role in conducting a game; because s/he is the main source from whom students seek guidance. S/he has to check that students are proceeding well and correctly to achieve the planned outcome(s). Otherwise, s/he could offer more explanation if it is necessary. Generally, it is not advised to interrupt students just for correcting mistakes, because “(it) impedes the involvement of the students and the flow of the game” (Wright Betteridge é Buckby 2006: 9). It would be better, if the teacher takes notes about the committed mistakes, and refers to them later on, or gives more activities to practice the correct forms.

### **2.7.3. The Importance of Teaching Grammar with Games**

There has been a movement away from the traditional methods of teaching English grammar through writing, rewriting and worksheets to using a more active approach through games. And below are some reasons behind preferring to teach grammar through games.

Games and problem-solving activities are task-based and have a purpose beyond the production of correct speech; hence, they are the examples of the most preferable communicative activities. In addition to that grammar games help students not only in getting knowledge, but to be able to apply and use this learning to encourage them to use the target structures with enthusiasm (Harmer:2007).

Additionally, games have the advantage of allowing the students to practice and internalize grammar and structures extensively. They can do this because students are often more motivated to play games than they are to do desk work.

Moreover, during the game, the students are focused on the activity and end up absorbing the language subconsciously. One can also add that fun learning games usually contain repetition, which allows the language to stick.

### **2.7.4. Knowledge Transfer from Grammar to Writing**

The concept of knowledge transfer is preferred and well known to the programme evaluators of any language teaching. Transfer for Ingam (1975) “has to do with effect of past learning on present learning and with the effect of intervening learning on the recall of past learning” (p:264). Nemouchi (2008) expressed that the importance of this assumption is that it enables learners to

apply what they have already learned in any subject to another; for example, when they transfer their grammar knowledge (how and when to use prepositions, articles, tenses, adjectives, etc.) while writing paragraphs and essays.

Slavin (2003:241) claims that teachers should provide their students with specific instruction in how to use their skills and information in one situation in order to solve problems in another situation. However, while students may be effective speakers of English, they need guidance to become effective writers. Students need to learn how to transfer their knowledge of grammatical concepts from oral language to written language.

### **2.7.5. The Most Effective Games**

When one looks for games to use in classroom, he/she just picks something to be a "time filler" that does not have any linguistic purpose. These games may entertain the students, but when the teacher does not have much time with them each day, he/she may want the game to do double duty to get the most out of the time he/she spends playing games.

Lin Hong, author of "Using Games in Teaching English to Young Learners", explains that not all games are going to work to teach the students language skills. If the game is simply for fun and not linked to educational goals it may not be the best use of your time. It is possible to have a fun game that is educationally sound, however. To find out if the game is educationally sound, we should think about these questions posed by Hong:

- Which skills do the games practice?
- What type of game is it and what is its purpose?
- Does the difficulty level of the game mesh with the students' ability level?

- Does the game require maximum involvement by the students?
- Do the students like it? Do you like it?

To add to these questions also ask yourself:

- What specific vocabulary or grammar are you introducing or practising with this game?
- Can you keep control of your class and play this game?
- What materials do you need for the game and can you obtain these easily?
- What controls, if any are needed, will you have in place to ensure the children are on track?

Competition is not always appropriate, and it is not appropriate at all for five year olds and under. Can you play a game for the sake of the game and not in order to define winners and losers? Here are some ways play down competition: Do not keep score all the time, make sure the teams tie, play down any "winning", praise everyone, play until everyone has finished - the winners are those who finish, not those who finish first, and everyone finishes.

## **2.8. Conclusion**

Educational games have many characteristics which allow teachers to teach grammar in a more recent way; give learners the chance to develop their long term retention and increase their sense of creativity. They change the traditional role of the teacher to be a guider and the learner's role to be an active participant. Educational games have demonstrated their effectiveness to promote motivation in different ways, due to their flexibility and the fun they have conveyed.

Scrambled sentence games are a great way to have fun while students enrich their store of grammar at the same time. Students' vocabulary can be stretched through playing with words because their brain will be enforced to play with letters. Thus, it will be effective to study a language by using another ingredient of language. This procedure keeps the students' mind active, and guides them to more dynamic participation of the language, particularly in subjects of grammar learning.

In this respect, educational games play a basic role in the teaching language process.

## **CHAPTER TREE :**

### **The Field Work**



## CHAPTER THREE: The Fieldwork

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## **Introduction**

The present research is designed to investigate the effectiveness of using communication in teaching grammar (using games). It aims at investigating the importance of including educational games as a strong vehicle in the foreign language classes for the sake of improving students' motivation to learn grammar and its impacts on students writing production.

The work is divided into two sections: the teachers' and the students' questionnaires. This chapter introduces a description of the research methodology, the sample, the description of both teachers' and students' questionnaires, followed by the procedure of analysis and its interpretation.

### **3.1. The Research Sample**

Our sample is randomly selected from second year LMD students, Department of Letters and English Language at University of Constantine 1. The reason of choosing this particular level (2<sup>nd</sup> year) is because they have been introduced to English grammar during the first year, and are considered as largely impregnated by the module. The teachers who kindly filled in this questionnaire are teachers of Grammar because they are at the heart of our issue. Twelve (12) questionnaires were handed in and returned one week later.

### **3.2. The Research Method**

Since the choice of the research method is dictated by the nature of the subject to be treated, the most suitable method, in this case, is the questionnaire which will allow us to collect data and information about students' and teachers' opinions, attitude, and feeling about communicative grammar and grammar games activities as achieved in Second Year classes.

### **3.3. Administration of the Questionnaires**

The students' questionnaire was given to two groups because of numerous absences in classrooms; we read the 18 questions and explained questions that seemed ambiguous. We asked students to give their own answers anonymously. The questionnaire was filled in the classroom and collected at the end of the session.

Concerning the teachers' questionnaire, 14 questions were given to 12 grammar teachers. Teachers handed back the answered copies in one week.

### **3.4. Analysis of the Questionnaires**

#### **3.4.1. Students' Questionnaire**

##### **3.4.1.1. Description of the Students' Questionnaire**

The students' questionnaire includes 18 open-ended and close-ended questions, divided into five sections. The first one (Q 01- Q04) includes general information about students' levels in grammar and their opinions towards this module, whether they consider it difficult or not. The second section involves five questions (Q 05-Q 09) which aim at investigating learners' views and attitudes about learning grammar through games and the way they prefer learning grammar (games / activities) (Q 06), and whether they consider playing games as a waste of time (Q07). The third section is made up of two questions (Q 10-Q 11) about learning writing. It aims at getting the students' opinions about learning to write involving their views about the importance they give to grammar in writing.

The objective of section four (Q12-Q14) is to gather information about the students preferences of learning grammar, whether they are inclined toward inductive or deductive learning or if it is better when playing games; in addition to check students' attitudes toward English grammar in terms of grammar terminology as easy to remember and why.

The last section (Q15-Q18) is about the relationship between grammar and writing and whether learners are aware of the importance of grammar knowledge on their writing and

whether applying grammar rules in their writing helps them remember these rules. This section also involves learners' views about whether problems with grammar cause them to lose marks in examination essays.

### 3.4.1.2. Analysis and Interpretation of the Students' Questionnaire

#### Section One: General Information

**Q. 1:** How do you find the module of grammar?

- Very Interesting
- Interesting
- Boring

Option	N	%
Very Interesting	14	28%
Interesting	29	58%
Boring	7	14%
<b>Total</b>	50	100%

Table01: Students' Attitudes towards the Module of Grammar

This table shows that 56% of students find the module of grammar interesting. 30% say that it is very interesting, whereas 14% feel that this module boring for them. As expected and hoped, it is the slightest minority that considers the module under investigation as boring. If we combine the first two options that we consider as positive we will get more than 85% of the informants.

**Q. 2:** English grammar is difficult

- Yes
- No

Option	N	%
Yes	25	50%
No	25	50%
Total	50	100%

Table02: Students' Views about English Grammar.

As the table above shows, there are equivalent rates for both options. 50% of students think that grammar is difficult whereas the other half find it easy. This is quite objective because it corresponds to the usual results we get in exams. Equal approximate rates of 50% fail and succeed.

**Q. 3:** Please, explain why?

.....  
 There are 25 students who found English grammar difficult and they explain it in the following terms:

- English grammar has many rules that make students confused (10 students).
- Grammar tenses are complicated and difficult (7 students).
- Grammar demands more accuracy and more attention (02).
- Some rules are difficult to apply while writing i.e. in context (03).
- (03) Students did not give their reasons.

The other 25 do not find English grammar difficult for the following reasons:

- Knowing the rules and the exceptions makes it easy (06 students).
- Practicing its rules enables us to remember them (05 students).
- It is easy if students are motivated helped by their teachers (02).

- English grammar rules are simple, clear and easy to understand (06).
- It is easier compared to Arabic and French grammar (04).
- (02) Students did not explain.

**Q. 4:** Your actual level in grammar is:

- Beginner
- Intermediate
- Advanced

Option	N	%
Beginner	5	10%
Intermediate	43	86%
Advanced	2	4%
<b>Total</b>	50	100%

Table03: Students' Levels in Grammar

As seen in table 3. 86% of students consider their level in grammar as intermediate, other 4% consider themselves as advanced, whereas the rest 10% explained they are beginners. It is obvious that students are not the best position to evaluate their level, and when confronting this critical situation, they opt for the 'intermediate' stance.

## Section Two: Learning Grammar through Games

**Q. 5:** Does the atmosphere in the class help you absorb grammar rules?

- Yes
- No

Option	N	%
Yes	34	68%
No	16	32%
<b>total</b>	50	100%

Table04: students' Opinions of Class Atmosphere

68% of students find the class atmosphere helpful to absorb grammar rules. 32% say that it is not. Here, we should acknowledge that the informants' replies are highly reliable in that the atmosphere in class differs from one group to another depending on several factors. Among the latter, we may cite the teacher's personality and sociability. If these students in majority declared their satisfaction with the prevailing atmosphere in class, it is certainly because of their teacher of grammar who contributes greatly to this situation. To other students other teachers

**Q. 6:** Do you prefer playing games while learning grammar or is it better to practice other activities?

- Games
- activities

option	N	%
Games	28	56%
Activities	22	44%
<b>Total</b>	50	100%

Table 05: Students' Preferences

Here, 56% of students prefer playing games while learning having a grammar lecture, and the remaining respondents (44%) prefer to practice other activities. These close rates are understandable when we know that culturally the Arabic language is rarely taught interactively. Knowing that our students have not had enough opportunities to practice learning through games, they consider this technique as a diverting session rather than an academic one.

**Q. 7:** Learning English grammar through games is a waste of time.

- Yes
- No

Option	N	%
Yes	11	22%
No	39	78%
<b>Total</b>	50	100%

Table06: Students’ Opinions toward Grammar Games.

From table 6, we see that the majority of students (78%) see that learning English grammar through games is not a waste of time. This result is not in contradiction with that of question 6 because they may prefer other activities than games without considering the latter as a waste of time.

**Q. 8:** please, explain why.

.....  
 .....

11 students did not support the idea of teaching grammar through games, 4 of them did not express their reasons, whereas 7 justified in the following terms:



- Students will concentrate more on playing games and doing actions and forget about the aim behind the game (03 students).
- We benefit better by getting as much information as possible and doing activities i.e. practicing the rules (03 students).
- Students can not apply what they have learned through games in real situations (one student).

39 students like playing games while learning, and they argue:

- Learning grammar through games will be more interesting ( 05 students).
- Grammar games have a lot of advantages because when you play games you feel that you are at ease and rules are automatically acquired (02 students)
- Through games we can remember the rules better (15 students)
- Games help students to understand the lesson easily (05)
- Making students not getting bored –routine- (08)
- Grammar module usually rigid but when we play games it will be more flexible (04 students)

**Q. 9:** Do you feel that you can learn more by playing games than by doing simple activities?

- Games
- Activities

Option	N	%
Games	32	64%
Activities	18	36%
<b>Total</b>	<b>50</b>	<b>100%</b>

Table07: Students' feelings about playing Games and Doing Activities

Table 07 reveals that more than half students (64%) feel that when they learn grammar through playing games, they will achieve more than when they do simple activities. 36% believe in the traditional method of learning. Even though many of the informants (see question 6) prefer other activities than games, a substantial majority goes for learning better through games.

### Section Three: Learning Writing

**Q.10:** Classify the following items according to the importance you give them while writing (using 1, 2, 3, 4, 1 is the most important)

- a- Organization of ideas
- b- Grammar
- c- Vocabulary
- d- Punctuation

Rank	N	%
A	14	28%
B	13	26%
C	21	42%
D	2	4%
<b>Total</b>	50	100%

Table08.a: 'Organization of Ideas' Ranking

Rank	N	%
A	15	30%
B	16	32%
C	18	36%
D	1	2%
<b>Total</b>	50	100%

Table 08.b: GrammarRanking

Rank	N	%
A	20	40%
B	19	38%
C	9	18%
D	2	4%
<b>total</b>	50	100%

Table 08.c: VocabularyRanking

Rank	N	%
A	1	2%
B	2	4%
C	2	4%
D	45	90%
<b>Total</b>	50	100%

Table08.d: PunctuationRanking

The table below summaries the results (in percentages) obtained for the four options

Option	Rank 1	Rank 2	Rank 3	Rank 4
A	28%	26%	42%	4%
B	30%	32%	36%	2%
C	40%	38%	18%	4%
D	2%	4%	4%	90%

Table 08.e: Organization of ideas, Grammar, Vocabulary and Punctuation Ranking

This table shows that ‘vocabulary’ is given the first place with 40% by the students, then comes ‘grammar’ with (30%) followed by ‘organization of ideas’ (28%) and finally punctuation which is given 2%. It is difficult to give an objective interpretation to the students ranking of the aspects of language because we do not much about how they perceive these notions. Vocabulary ranks first because in the students’ mind it represents the main deficiency in their progress toward more proficiency in the target language. Punctuation which does not an important role in Arabic as it does in English is neglected by the informants

**Q. 11:** When you write, you focus more on:

- Grammar
- Ideas
- Both

Option	N	%
Grammar	6	12%
Ideas	10	20%
Both	34	68%
Total	50	100%

Table 09: Students' Focuses while Writing

Almost all students (68%) agree with the idea that both grammar and ideas have to be given a great focus while writing. 20% of them think that it is better to focus on ideas whereas the minority (12%) advocate grammar.

#### Section four: Learning Grammar

Q12: In learning grammar, you prefer:

- a- To be given the rules directly by your teacher
- b- To find the rules by yourself
- c- To play games

option	N	%
<b>A</b>	27	54%
<b>B</b>	11	22%
<b>C</b>	12	24%
<b>Total</b>	50	100%

Table10: Students' preferences in learning Grammar

Table 10 displays that 54% of the students prefer a deductive approach, i.e. a direct stating of the rules by the teacher. 22% prefer inductive learning of the rules, i.e. to find the rules by themselves. The rest of the students 24% prefer the communicative approach i.e. by playing games. We are tempted to evaluate the students' viewpoints as deceptive because they do not match the modern approaches to teaching which advocate the students-centered learning. The

latter is to be required by both teachers and students. However, our informants give the impression that they prefer waiting for the information to come from the teacher.

**Q.13:** Grammar terminology is difficult to remember.

- Yes
- No

Option	N	%
Yes	12	24%
No	38	76%
<b>Total</b>	50	100%

Table 11: Students' Attitudes towards Grammar Terminology

As the table above shows, 76% of the respondents find that grammar terminology is no longer difficult. The immediate interpretation one can give to this rate is that the respondents have been familiarized with the technical terminology since the secondary school.

**Q. 14:** if yes, please justify your answer.

.....  
 .....

12 students explained that grammar terminology is difficult because:

- English grammar has several rules. Hence, it includes several terms to remember (6 students)
- It is not very important to remember grammar terminology in writing or speaking (1 student)

- Most of the time grammar terminology are similar, so it will be difficult t distinguish between them ( 1 student)
- Grammatical terminology are difficult to understand, so difficult to remember and retain (4 students)

### Section five: Grammar and Writing

**Q. 15:** Do you know that your writing is influenced by the knowledge of grammar you have gained?

- Yes
- No

Option	N	%
yes	44	88%
No	6	12%
<b>Total</b>	50	100%

Table12: Influence of Grammar on Writing

According to this table 88% of the students are aware of the role of grammar knowledge in their writing. Whereas 12% may consider that their writing has no relation to the knowledge of grammar they acquire. Happily, it is the slightest minority that does not link between writing and grammar. These informants are not to be blamed because we consider that it is the teacher's job to inform them about the importance of knowledge transfer from grammar to writing.

**Q. 16:** Applying grammar rules in writing helps you remember these rules:

- Yes
- No

Option	N	%
Yes	48	96%
No	2	4%
Total	50	100%

Table13: Remembering Grammar Rules through Writing

As displayed in table 13, nearly all students 96% consider that they remember better grammar rules when applying them in writing composition and essays. This rate coincides with that of the previous question.

**Q. 17:** Improving your grammar will contribute to improve your writing.

- Yes
- No

Option	N	%
yes	48	96%
No	2	4%
Total	50	100%

Table14: Improving Grammar and Improving Writing

Similarly to the previous table, here only 2 students (4%) think that improving grammar has no relation with improving writing skill. While the rest (96%) say the opposite. One is tempted to stress the common consent on the correlation between writing and grammar. One does not go without the other; to the point that, nowadays, there are theories in favour teaching grammar and grammar during the same session. Many of the American course books



like “Hefferman College Handbook (1998)” shelters common contents for writing and grammar.

**Q.18:** Problems with grammar cause you lose marks in essays writing

- Yes
- No

Option	N	%
Yes	40	80%
No	10	20%
<b>Total</b>	50	100%

Table15: Incidence of Grammatical Problems on Writing

Many students (80%) believe that problems with grammar cause them to lose marks in essay writing. 20% of them think that it has no relation to each other. One more time, the respondents in as significant majority link between their problems in grammar and in writing. This result confirms what we said before concerning the possible coupling of these modules.

### 3.4.1.3. Discussion of the Results

Data obtained from section one (about general information) show that nearly all students find grammar module interesting 86% (30% said that it is very interesting and 56% said interesting); such findings demand more responsibility from grammar teachers; i.e., to keep their module always interesting for their learners and constantly seeking ways and strategies in their teaching for getting students more motivated and interested. In the same section, we find that students are divided into two equal groups in rate; one part claims that English grammar is difficult because students are confused of the numerous and complicated grammar

rules and tenses, on the other hand 50% of students claimed that when their teachers help them practise grammar rules and perform activities and tests, it will be much easier to remember and understand.

In the second section concerned with learning grammar through game, we observe that more than half students prefer games activities because they feel they can make more benefits. Than when they learn grammar through performing traditional activities; the reason behind that is that games, communication, debates, discussion of ideas... etc. create a positive atmosphere in the classroom that encourage students to participate and motivate them. For that 7% of them agree that learning English grammar through games is not a waste of time (Q 07).

From the analysis of students' responses about the writing process, we notice that students give grammar the second position in their classification of the most important item they take into consideration while writing (after vocabulary). It is evident that students are aware of the role that grammar plays in their writing. In Q.11, 70% of the respondents said that they focus on both grammar and ideas in the same time while writing; this shows clearly that students think first of ideas and vocabulary and then directly use grammar to link and express these words and ideas so that their essays and writing will appear more accurate.

In learning grammar, the students' answers revealed that 54% of them prefer a deductive method in their learning, then playing games 24% and the last choice is the inductive learning; i.e., relying on themselves while learning. This fact may explain that students believe that they are not ready to solve problems without teachers' help; hence, even when playing games they prefer to be guided by their teachers.

In the last section (05) concerned with the relationship between grammar and writing, we notice that nearly all students are aware of the importance of grammar knowledge on their

writing; and therefore, they expect that with enough knowledge they will be able to improve their writing and when they face difficulties with grammar it will cause them having problems in losing marks in writing examinations. The students’ awareness of the importance of grammar and their writing leads them to give more attention and interest to grammar module.

**3.4.2. Analysis of the Teachers’ Questionnaire**

**3.4.2.1. Description of the Teachers’ Questionnaire**

The teachers’ questionnaire includes fourteen questions that intend to gather information about the teachers’ views concerning teaching grammar, the importance they give to grammar in teaching writing, whether they prefer using games in their courses and if they believe that teaching grammar through communication, interaction, debates and playing games make students acquire and remember grammar rules easily. Teachers’ questionnaire includes close-ended and open-ended questions where teachers have to explain their attitude or suggestions

**3.4.2.2. Analysis and Interpretation of the Teachers’ Questionnaire**

**Q. 01:** How long have you been teaching grammar?

..... Year

<b>Years of Teaching</b>	<b>N</b>	<b>%</b>
<b>1-10</b>	5	41.66%
<b>11-20</b>	5	41.66%
<b>21-30</b>	2	16.66%
<b>Total</b>	12	100%

Table 16: Experience in Teaching Grammar

Table 16 shows that 50% of the informants have been teaching grammar from 1 to 10 years, 33.33% have been teaching from 11 to 20; whereas only 16.66% have taught it for 21 to 30 years. We consider that there is a fair balance between the 12 actors because the amalgam is useful in that the experienced teachers are here to guide the novices. The latter are certainly to be counted among the adjunct doctoral students whose experience varies between 1 and 5 years.

**Q. 02:** What is the method / approach you use when teaching grammar?

- Direct method
- GTM
- CLT
- Others

Option	N	%
Direct method	3	25%
GTM	2	16.66%
CLT	5	41.66%
Others	2	16.66%
<b>Total</b>	<b>12</b>	<b>100%</b>

Table 17: The Approach / Method that Teachers Use

Here, we notice that the majority of teachers 41.66% prefer using the CLT method in their teaching. The Direct method comes next as a second choice with 25%. 16.66% of them choose the GTM, 2 teachers (16.66%) claim that they use either Eclecticism or other methods (not specified). Ecstatically, we observe that teachers of grammar in the Department of Letters and English Language adopt the communicative language method. This leads us to say that

that we are in presence of up-dated teachers who keep in tune with modern techniques of teaching. This is encouraging for the achievement of this study because grammar games aims at enhancing fluency which is itself one of the main characteristics of CLT.

**Q.03:** Please explain the reasons for choosing this particular method / approach.

.....  
.....

03 teachers advocate the direct method; one of them does not give his/her reasons behind choosing this particular method, while two others explain that it is the easiest and most helpful for learners.

02 teachers prefer the GTM because it focuses on the grammatical structures which help students when writing their essays. In addition to that, teachers can use the target language or translation when they feel that their students do not understand a structure.

The majority of teachers (05) defend the importance of CLT in teaching grammar module for the following reasons:

- It motivates students and creates a relaxed atmosphere.
- Movements, interaction, participation, discussions and debates make grammar module more interesting for both teachers and students.
- Because students feel better.
- Giving students a rule and let them follow it cannot lead to fair results.
- Be helpful in learning the language i.e. it does not motivate students to interact in the FL and it makes them receptive rather than productive.

One Teacher says that the eclectic method is the most interesting one because it combines all other methods and uses the most suitable for his/her students.

One Teacher uses other methods but did not name them nor gave the reasons behind choosing them.

**Q.04:** Do you happen to play games with your students when teaching?

- Yes
- No

Option	N	%
Yes	9	75%
No	3	25%
<b>Total</b>	12	100%

Table 18: Teachers and Playing Grammar Games

Table 18 reflects that more than half teachers (75%) play games while teaching grammar. 25% do not practice this technique when attempting to explain a language structure. Again, these rates correspond to those of many answers given above where the informants seem to be in tune with the modern teaching methods. Playing games, while teaching, has proved to be an efficient technique that should be generalized to all educational institutions.

**Q. 05:** Do you prefer a specific kind of game (for example crossword, puzzles, etc) and use it repeatedly?

- Yes
- No

Option	N	%
yes	4	33.33%
No	8	66.66%
<b>Total</b>	12	100%

Table 19: One or Several Grammar Games

Here 66.66% of teachers do not restrict on one kind of game probably because they want to escape boredom. 33.33% of them prefer to play one kind of grammar games. Though it is difficult to justify the second stance, we are tempted to argue that the minority of the respondents stick to one type of game to avoid wasting time in familiarizing their students with the rules of the one.

**Q. 06:** Does teaching grammar through games have a positive or negative effect on students' achievement?

- Positive
- Negative

Option	N	%
Positive	10	83.33%
Negative	2	16.66%
<b>Total</b>	12	100%

Table 20: Teachers' Attitudes about Teaching Grammar through Games

Nearly all teachers 83.33% (except 2; 16.66%) respond positively to the question that teaching grammar through games has a positive effect on students' achievements. The respondents under scrutiny are in no way different from those in developed countries where the notion of game activity is daily practiced. However, it is to be noted that Algerian teachers do not use it in excess because of the lack of means. Teaching grammar through games requires pedagogical tools that are not often available in schools and universities.

**Q. 07:** Do you think that one hour and a half is enough to teach grammar game lessons?

- Yes
- No

Option	N	%
Yes	6	50%
No	6	50%
<b>Total</b>	12	100%

Table 21: Time Allocated to Teaching a Grammar Game lesson

Table 21 displays that half teachers find that one hour and half is enough to deliver a grammar game lesson, whereas the other half 50% find it not insufficient. Of course, it depends on the type of game scheduled for the lesson. To let the students play for one hour and a half is not recommended because they need to be provided by some rules and theories related to the structure being taught; they also need to be evaluated. On the other extreme, to let them play for few minutes can be frustrating. Learners, especially children, get more involved in a relaxed mood where interaction and communication prevail.

**Q. 08:** Do you think that making students interact, exchange ideas and move in the class can motivate them to study grammar or is it just a waste of time?

- Motivates
- Waste of time

Option	N	%
Motivate	11	91.66%
Waste of time	1	8.33%
<b>Total</b>	12	100%

Table 22: Teaching through Communication and Physical Response

This table reveals that 91.66% of teachers believe that making students interact exchange ideas and move in the class can motivate them to study grammar. Whereas only 1 (8.33%)



teacher thinks that it is a waste of time.Strikingly, our informants do not deviate from their initial stance: grammar through games can be highly effective.

**Q. 09:** Do you attempt to make your students aware of the importance of grammar in their writing?

- Yes
- No

Option	N	%
Yes	12	100%
No	0	0%
<b>Total</b>	12	100%

Table 23: Students Awareness of Integrating Grammar with Writing

According to table 23, all teachers try to make their students aware of the importance of grammar on their writing.This is another evidence of the teachers’ involvement in the modern methods of teaching. Students at any academic level need to be made aware of the correlation between the different modules so that they transfer the rules taught in one module to another. Similarly, they need to know that what they are being taught is to be use outside the classroom.

**Q. 10:** Do you feel that students’ paragraphs and compositions are improving when they learn grammar through games?

- Yes
- No

Option	N	%
Yes	12	100%
No	0	0%
<b>Total</b>	12	100%

Table 24: Impact of Games on Paragraph and Essay Writing

Table 24 shows that all teachers agree that teaching grammar through playing games improve their students' writing. This common and total consent is also depicted and theorized in the literature related to the topic. The impact of games on the learners' writings is sometimes immediate and sometimes remote. When immediate, it appears at the level of individual words taught during game parties; when remote, it emerges in paragraphs writing at the level of sentence structures and other characteristics of writing.

**Q. 11:** Are you an advocate of teaching grammar through playing games?

- Yes
- No

Option	N	%
Yes	10	83;33%
No	2	16;66%
<b>Total</b>	12	100%

Table 25: Advocate of Games Activities

Here, in the table 25, 10 (83.33%) teachers out of 12 declared that they advocate playing games while teaching the module of grammar. As previously in many questions, there is only respondent(16.66%) who considers that there is no need for playing games.

**Q.12:** Please, explain why?

.....  
.....

As observed in the previous question, there are 11 teachers who are advocators of teaching grammar through communication (games); 03 of them did not justify their choice.

08 teachers claimed that the reasons behind their choice are:

- Playing games motivates and helps students participate in the classroom, discuss each others' ideas, and interact with each other's positively (03 teachers).
- It is proved that communication, interaction, and playing games are very beneficial.
- It breaks routine, enjoy, and participate in a rigid course.
- Playing and learning in the same time is an important strategy.
- Games always attract students, so that they give more attention to what they are learning.
- Teaching any module (grammar in particular) using communication has many advantages, for example it enable students improve their writing.

There is one teacher who is not an advocator of teaching grammar through playing games.

This teacher prefers the traditional method of teaching grammar.

**Q. 13:** Difficulties with grammar are likely to cause most problems for students when writing.

- Yes
- No

Option	N	%
Yes	12	100%
No	0	0%
<b>Total</b>	12	100%

Table 26: Grammar Difficulties cause Problems in Students' Writing

Table 26 indicates that all teachers (100%) agree that if students find problems when they write it is because they face difficulties in their grammar module. This full awareness is important to stress because it plays a prominent role in the type of curriculum these teachers may design in the future. We have already explained the LMD system allows any teacher to submit a training offer with a personalized content. Hence, it would be beneficial for future university students to practice more games in classroom.

**Q. 14:** If students are helped to reduce their problems with grammar, will this improve their grades (marks) in content areas like literature or civilization.

- Yes
- No

Option	N	%
Yes	11	91.66%
No	1	8.33%
<b>Total</b>	12	100%

Table 27: Progress in Grammar and Progress in Content Subjects

91.66% of respondents, as shown in table 27, say that when we solve students' problem with grammar we can expect from them to get better marks in other modules such as literature, civilization ...etc.

### **3.4.2.3. Discussion of the Results**

From the teachers' answers we notice that a great number (41.66%) believe that in CLT to teach grammar (Q 02); this reveals that teachers touch the benefits of this method on their students writing. We also notice that more than half teachers (66.66%) do play games in their classes because they raise students' motivation and create a positive atmosphere in the classroom. Moreover, the results indicate that all teachers 91.66% agree that teaching grammar through games has a positive effect on students' achievements, and this view is also shared by students.

The data collected from the questionnaire also show that all teachers (100%) in (Q 09, 10, and 13) try to make their students pay more attention to the role of grammar in their paragraphs and composition; thereby, they can explain to their learners that the difficulties they face with grammar are likely to cause them most problems when writing. Furthermore, 91% of teachers are convinced that if students are helped to reduce their problems with grammar, it will improve their grades in literature or civilization. What is important here is to reinforce this idea in the students' minds so that they will develop a capacity to balance between their grammatical knowledge and their ability to write their ideas clearly; (expecting excellent marks).

So, the results obtained here shows that teachers share a sense of awareness with their students (compared with students answers) of the necessity of learning grammar (using games) in increasing the skill of writing.

### **Conclusion**

The analysis of students' and teachers' questionnaire reveals that both of them consider grammar as an important aspect to improve writing and it will be interesting and easier if teachers use certain strategies such as playing games.

On the whole, both learners and teachers show a positive attitude towards learning grammar through games; for students, it is practical and challenging; and for teachers, it is beneficial and will facilitate their work in teaching a grammar course. This reveals that they are largely aware of its effect.

Both actors, teachers and students, agree with the idea of games as motivating tools in the grammar teaching context. It would be advisable to extend this technique to all language learning groups in the Department of Letters and English Language. This general viewpoint shared by teachers and students is determinant for the future syllabi designers who must take into account these actors expectations.

Ultimately, we can declare that the set hypothesis which stipulates that “*Second Year Students would be more involved in classroom activities, more motivated and subsequently more receptive to grammatical structures if they were exposed to learning through games activities*” The validity of our hypothesis has been largely confirmed by both teachers of grammar and their students who have clearly defended this teaching technique.

## **GENERAL CONCLUSION**

## **General Conclusion**

The present study is based on an investigation of the influence of communicative grammar on enhancing students' desire to learn grammar. It aims at investigating the correlation between the use of language games and second Year students' motivation to learn grammar in the department of English at the University of Constantine 1. This dissertation is divided into three chapters ; the review of literature has dealt with two sections. In the first one we tried to demonstrate the importance of teaching grammar, the different approaches/methods of teaching. In the second chapter how to use games as a teacher strategy to doing so.

The third chapter is our study in the field. The analysis of both teachers' and students' questionnaire revealed several aspects concerning their views about learning grammar using a new method (communicative method) and its influence on increasing students achievements in writing.

Using language games are very beneficial for students who are eager to practise grammar rules through language games, and teachers are advised to take it into consideration. Moreover, the results of the questionnaires confirm that, « if language games are implemented in grammar lessons Second Year students' motivation will be increased ».

These positive aspects will lead to a good change in students paragraphs and compositions.



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## **APPENDIX 01**

## APPENDICES

### Appendix A: Students' Questionnaire

Dear students.

You are invited to fill in this questionnaire, which is designed for the requirement of a Magister Degree project; your answers will provide us with information about your perceptions and attitudes towards learning grammar through games and its influence on the students' writings.

Please tick (✓) the appropriate box, and make full statements where necessary.

Thank you for your cooperation.

#### Section One : General Information

**Q1:** How do you find the module of grammar?

-Very interesting

-Interesting

- boring

**Q2:** English grammar is difficult ?

-Yes

-No

**Q3:** Please , explain why ?

.....  
.....  
.....  
.....  
.....

**Q4:** Your actual level in grammar is

-Beginner

-Intermediate

-Advanced

**Section Two : Learning Grammar through Games**

**Q5:** Does the atmosphere in the class help you absorb grammar rules?

-Yes

-No

**Q6:** Do you prefer playing games while learning grammar or is it better to practice activities?

-Games

-Activities

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

-Yes

-No

**Q8:** Please , explain why ?

.....  
.....



.....  
.....

**Q9:** Do you feel that you can learn more by playing games than by doing simple activities?

- Games
- Activities

**Section Three : Learning Writing**

**Q10:** Classify the following items according to the importance you give them while writing (using 1 , 2 , 3 , 4 . 1 is the most important)

- a-Organization of ideas
- b-Grammar
- c-Vocabulary
- d-Punctuation

**Q11:** When you write, you focus more on :

- Grammar
- Idea
- Both

**Section Four : Learning Grammar**

**Q12:** In learning grammar, you prefer :

- a-To be given the rules directly by your teacher
- b-To find the rules by yourself
- c-To play games

**Q13:** Grammar terminology is difficult to remember.

-Yes

-No

**Q14:** If yes , please justify your answer.

.....  
.....  
.....  
.....

**Section Five : Grammar and writing**

**Q15:** Do you know that your writing influenced by the knowledge of grammar you have gained?

-Yes

-No

**Q16:** Applying grammar rules in writing helps you remember these rules:

-Yes

-No

**Q17:** Improving your grammar will contribute to improve your writing.

-Yes

-No

**Q18:** Problems with grammar cause you lose marks in essays writing.

-Yes

-No

## **APPENDIX 02**

## Appendix B: Teachers' Questionnaire

Dear teachers,

The following questionnaire is part of a research work that deals with the influence of teaching grammar through games and its impact on the students' writings. Your answers will be of great contribution for the research because it provides us with indispensable information as to your attitude and awareness of the issue.

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

Thank you for your collaboration.

**Q.01:** How long have you been teaching grammar?

.....Years

**Q.02:** What are the method / approach you use when teaching grammar?

- Direct method
- GTM
- CLT
- Others

**Q. 03:** Please explain the reasons for choosing this particular method/approach.

.....  
.....  
.....

**Q.04:** Do you play games in your teaching ?

-Yes

-No

**Q.05:** Do you prefer a specific kind of games ( for example crossword, puzzles , ect ) and use it repeatedly ?

-Yes

-No

**Q.06:** Does teaching grammar through games have a positive or negative effect on students' achievement ?

-Positive

-Negative

**Q.07:** Do you think that one hour and a half is enough to teach a grammar game lesson?

-Yes

-No

**Q.08:** Do you think that making students interact , exchange ideas and move in the class can motivate them to study grammar or is it just waste of time ?

-Motivates

-Waste of time

**Q.09:** Do you attempt to make your students aware of the importance of grammar in their writing?

-Yes

-No

**Q.10:** Do you feel that students' paragraph and compositions are improving when they learn grammar through games?

-Yes

-No

**Q.11:** Are you an advocate of teaching grammar through playing games?

-Yes

-No

**Q12:** Please, explain why ?

.....  
.....

**Q.13:** Difficulties with grammar are likely to cause most problems for students when writing?

-Yes

-No

**Q.14:** If students are helped to reduce their problems with grammar, will this improve their grades ( marks ) in content areas like literature or civilization.

-Yes

-No

Thank you for your collaboration

## Résumé

La grammaire est reconnue être un aspect qui joue un rôle crucial dans le processus de l'apprentissage des langues. Cette recherche est une modeste tentative se rapportant à l'enseignement de la grammaire communicative à travers les jeux éducatifs. Son objectif principal est d'étudier les effets de jeux de langage comme une stratégie d'enseignement pour favoriser la motivation à faire apprendre la grammaire à des étudiants de deuxième année d'anglais à l'Université 1 de Constantine et d'évaluer si les étudiants préfèrent les méthodes traditionnelles d'apprentissage de la grammaire (donner des règles, puis faire des activités simples) ; ou les méthodes interactives où ils sont plus impliqués et plus intéressés. Pour réaliser notre étude, deux questionnaires ont été soumis à un échantillon de cinquante étudiants de deuxième année LMD et un groupe de douze enseignants de grammaire dans le département de lettres et de langues étrangères à l'Université de Constantine 1. Pour confirmer la validité de l'hypothèse qui stipule que « si les élèves ont appris des structures grammaticales à travers des jeux, ils se sentent motivés, ce qui conduit à favoriser la maîtrise des structures grammaticales de manière significative ». Les résultats de l'analyse de deux questionnaires ont révélé que les enseignants et les étudiants sont conscients de l'importance du rôle de la grammaire dans le processus de l'apprentissage des langues étrangères et qu'un cours de grammaire sera plus stimulant et intéressant lorsque les élèves pratiquent des activités de jeux. La principale conclusion de cette étude est que les jeux de langage ont un impact fructueux sur les résultats d'apprentissage des élèves, comme ils aident à maintenir la motivation des apprenants, et les encourager à communiquer, en utilisant la langue cible dans un contexte significatif.

## ملخص

من المعترف به ان تدريس النحو يلعب دورا حاسما في عملية تعلم اللغة. هذا البحث المتواضع هو محاولة لتدريس قواعد اللغة من خلال الاتصال التفاعلي, و الغرض الرئيسي هو استكشاف اثار ادماج الألعاب اللغوية في التدريس باعتبارها استراتيجية حديثة لتعزيز الرغبة في تعلم اللغة من طرف طلاب السنة الثانية انجليزية في جامعة قسنطينة 1 , و لقياس ما اذا كان الطلاب يفضلون الطرق التقليدية في تعلم قواعد اللغة (اعطاء القواعد ثم القيام بأنشطة و تمارين بسيطة) او تلك التفاعلية الحديثة حيث يصبح الطالب اكثر انخراطا و اكثر اهتماما للدرس . لتنفيذ دراستنا , قد قدمت اثنين من الاستبيانات على عينة من خمسين طالبا للسنة الثانية ل.م.د و مجموعة من اثني عشرة مدرسا للنحو في قسم الآداب و اللغات الاجنبية (قسم انجليزية) في جامعة قسنطينة 1 .

لتأكيد صحة الفرضية التي تنص على ان : " لو تم تعليم الطلاب التراكيب النحوية من خلال الالعب اللغوية , فإنها تعطي دوافع , و بالتالي تؤدي الى تعزيز التمكن من قواعد اللغة بشكل كبير " . كشفت نتائج تحليل الاستبيانات ان كلا المعلمين و الطلاب يدركون اهمية دور النحو في عملية تعلم اللغات الاجنبية .

الاستنتاج الرئيسي المستخلص من هذه الدراسة هو ان الالعب اللغوية لها تأثير مثمر على نتائج تعلم الطلاب, و الحفاظ على دوافع المتعلمين و تشجيعهم على التواصل باستخدام اللغة الهدف في سياق ذي معنى .