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The Effect of Using Games to Teach English Grammar: The Case of Third Year Pupils at Derbal Ben Zian Middle School, Naama

Dissertation submitted to the department of English as a partial Fulfillment of the requirements for the degree of 'Master' in Linguistics

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Dedications

We dedicate this modest work to our incredible mothers, for their boundless love, make countless sacrifices, and provide endless support. They serve as a constant source of inspiration and encouragement in our lives. To the most exceptional parents on Earth, we will forever be grateful for their support and u confidence in us. When it comes to expressing our appreciation for them, words fail to capture the depth of our gratitude.

ACKNOWLEDGEMENT

Abstract

The present study aims to investigate the effectiveness of using games as a teaching technique to enhance and facilitate the teaching of English grammar. The research is an exploratory case study conducted with third-year middle school students at DARBAL Ben Zian in Naama. The researchers collected data to explore the effects that games can have on English classes and to discover the usefulness of games in helping students learn and memorize grammar rules in an entertaining way. In fact, a mixed method approach was employed in which a questionnaire was addressed to middle school English teachers to gain insights into their perspectives and practices regarding the use of games in grammar instruction. Additionally, a classroom observation was conducted to gain qualitative data. Actually, both qualitative and quantitative analyses were done to analyze data. The results revealed the positive effects of educational games on increasing students' motivation, promoting interaction and collaboration, and creating a positive classroom atmosphere that engages students to participate actively in grammar activities. Some recommendations are suggested for teachers to effectively use educational games to teach grammar.

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List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

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General Introduction

General Introduction

Language is an essential aspect of human society and culture serving as a key means of communication and a window into different civilizations. Therefore, it is important to explore effective technologies that can contribute to its improvement. Actually, English is the primary language in many countries. It is taught as a second or foreign language (ESL or EFL) at various levels all over the world. Today, the English language has dominated all fields in general and education in particular, and this is the case in Algeria. The educational system in Algeria is divided into different levels: primary, middle school which lasts four years, and secondary education for three years or more, which can last from three to five years. Within the three phases, learners/pupils are exposed to different aspects related to language including grammatical rules and structures.

Grammar plays a vital role in the English language, making it an indispensable aspect that cannot be overlooked in the teaching and learning process. Mastering grammar implies an accurate understanding of language structures; Hence, it gives an insight into how language works and how it can be used efficiently in different contexts. In addition, grammar serves as a tool for achieving communication objectives. Without a solid grasp of grammar, accuracy in speaking and writing cannot be attained.

Moreover, the essential role that the English language plays in education has made it important for learners to know more about the grammar which is the basis of the English language to achieve their goals. However, many learners have had negative experiences with certain grammar rules, finding them complex and challenging to grasp.

In this respect, EFL teachers often experience difficulties in various situations they may encounter when teaching particularly the ones in relation to grammar instruction. Grammar is commonly perceived as a complex component of language that is not easily grasped without the guidance of a teacher.

Simultaneously, it poses a difficulty for teachers to impart grammar knowledge in an engaging and comprehensible manner. This led the learners to perceive grammar learning as boring, unimportant and difficult. Thus, teachers are required to look for ways to overcome these challenges and find strategies to capture the attention of the learners, as well as to make them react positively towards this important aspect of Language.

As a matter of fact, incorporating educational games into the teaching and learning of grammar is a teaching strategy that can introduce diversity and enhance the overall experience. They are fun, stimulating, and natural activities that make learning grammar meaningful, and allow students to experiment with the language and control their learning especially if this is the case for young learners.

English grammar can be developed in different ways by reading books, doing online activities, interacting with native speakers and playing educational games. Nowadays, the integration of highly educational games has become prevalent in EFL classes because it is an engaging strategy that helps learners learn different topics and help develop certain skills while playing the game. Moreover, educational games create a relaxed and enjoyable atmosphere for both teachers and learners,

When it comes to teaching, young learners are often regarded as one of the most challenging groups, posing greater difficulties compared to adolescents or adults. This is mainly due to the fact that they are quickly distracted. Accordingly, playing games is another way to make grammar an easy task to accomplish. Learners of English, EFL learners can use grammar games to help improve their level. By playing fun games, ESL learners can easily remember the grammar of a difficult language, as well as develop other skills (speaking, writing, listening and reading)

Based on the previous discussion, the main objective of the current study is to investigate the effectiveness of incorporating didactic games in teaching grammar to pupils. Further, the investigation intends to discover the utility of games in making students learn and memorize rules in an entertaining way. Thus, to achieve our goal, some research questions have been asked:

1. Do educational games help pupils learn English grammar effectively?
2. How can teachers use educational games as a teaching strategy to enhance their grammar learning?

Then, the following hypotheses have been suggested in relation to the research questions:

a. If the pupils learn grammar through games, their ability to grasp grammar rules easily will be increased.

b. By using fun games, teachers will motivate pupils and engage them in the teaching-learning process.

The current research work is an exploratory case study that aims to investigate the effectiveness of educational games on learning grammar. The case study was conducted at DERBAL Ben Zian middle School in Naama. To collect data, a mixed method approach was employed. Two research instruments were used namely a questionnaire which was addressed to teachers and a classroom observation for the aim of collecting qualitative data.

The study is organized in two chapters. The first one is a theoretical chapter sets out the theoretical background behind teaching grammar through the use of games in the classroom. First, various definitions about grammar and its important role in teaching English were presented. Moreover, the focus is shifted to games, how they should be used, and why it is necessary to implement them in teaching grammar.

The second chapter centers on the practical side of the work. This chapter begins with a brief description of research design and case study. Then it provides the methodology considerations that had been adopted in the realization of the field work. Two tools were used to collect the data and the collected data were analyzed both qualitatively and quantitatively. At the end, the researchers provide some effective suggestions and recommendations that they may contribute to improving the level of pupils' in learning grammatical rules.
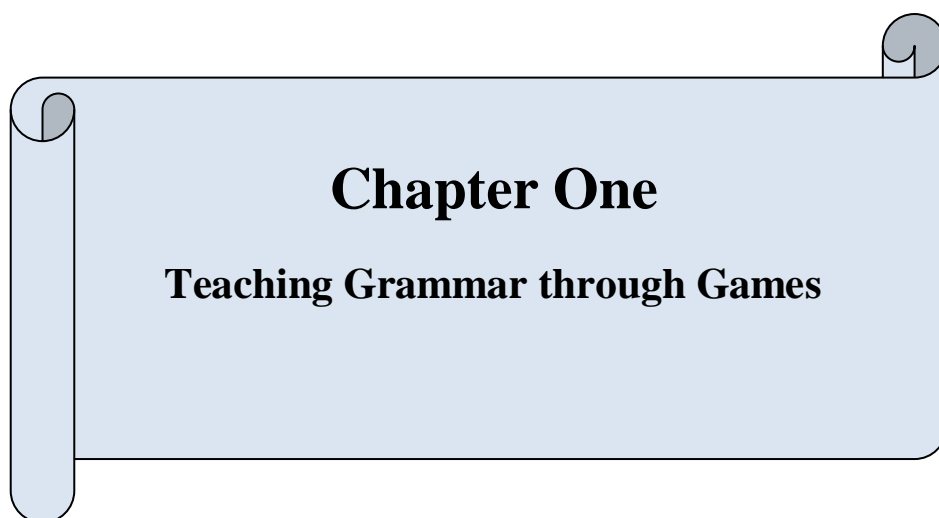
Chapter One

Teaching Grammar through Games

Chapter One

Teaching Grammar through Games

1.1.Introduction

Grammar has always played an important role in second and foreign language teaching and learning. In fact, it has generated significant discussions about language and learning processes. These discussions are mostly built around central questions such as whether or not grammar should be taught, and how and when it should be taught. Thus, this chapter sets out the theoretical background behind teaching grammar through the use of games in the classroom. Various definitions about grammar and its important role in teaching English were presented. Then, the focus is shifted to games, how they should be used, and why it is necessary to implement them in teaching grammar.

1.2.Definition of Grammar

The term grammar comes from the Greek expression "Grammatik tekhne" which means the *'art of letters'*. Yet, over time, the meaning of grammar has evolved into its contemporary understanding as we know it today. Actually, there are different definitions about grammar. Some of them are described as the structure of language and the way in which words are used and phrases are combined to produce sentences in a language.

Moreover, it is suggested that grammar has to do with different aspects of language such as syntax (the study of words and phrases and how they form together a sentence structure), morphology (the study of word shapes and their components), semantics (the study of the meaning of words) and sometimes phonology (the study of human voices). By addressing all these aspects, it is possible to express a specific meaning of the rules.

Thornbury (1999, p.1) mentions that "*grammar is partly the study of what forms (or structures) are possible in a language.*" In other words, Grammar is seen as the science of studying the arrangement of language parts (words and sentences) in general.

1.3.Grammar in English Language Teaching

Nowadays, English has become a global language that facilitates communication among people from various parts of the world in various situations. This is particularly relevant in educational institutions such as colleges and universities, where international students from diverse backgrounds can freely interact and communicate with one another .Even lectures at major universities are conducted in English. So, it is essential that people have a good command of this global language. However, one among the main spoken and written aspects of English is grammar. Only when the rules are right, then sentences can convey an exact meaning. Thus, it is necessary to estimate the importance of grammar in language teaching and learning.

1.4 .The Place of Grammar in Language Teaching

Grammar is one of the most ancient intellectual pursuits (DyKeman, 1961). Although grammar has traditionally been an important and integral part of the language over the past three decades, it has fallen out of favor because some teachers have become unsure of its value.

Many schools have stopped teaching grammar or have only taught it in parts. Learning and teaching a language are essential components of understanding grammar. Hence, language teaching should focus on linguistic units or forms or structures of language, which is the trend today. The goal is to shift the focus in the field of grammar from purely studying grammatical structures to emphasizing the actual usage of language in real-life contexts. Thus, the interest in language description results in the emergence of several new approaches to describe a language .Although it is valid to discuss multiple grammatical frameworks in modern times, it is more appropriate to refer to various linguistic theories rather than just "grammar." These theories include formal grammar, functional grammar,

Transformational grammar and minimalist grammar. The latest developments in grammar have influenced different teaching methods, such as structural and communicative approaches, which require further clarification and elaboration.

First, the structural approach to language teaching is more top down, giving forms and structures, a focus on form rather than meaning or use (Good, 2003). In this perspective, grammar plays a vital role as an integral outcome of language teaching. Consequently, it necessitates the adoption of a product-based teaching method. Good (2003) highlights that the product approach, which involves tightly controlled target language, emphasizes the identification and analysis of language structures, notions, and functions. Secondly, the communicative approach to language teaching and learning is more bottom-up, i.e. starting from content and task- based and completing a task (Good, 2003, p.27). Therefore, grammar in this approach is considered to be a major part of the process of language learning.

The most important goal of teaching grammar is to make it easier to speak and write English in proper and organized structures. If students learn English accurately and in the right structures when they are young, they will be well connected in the future. Without grammar, students can communicate effectively, but their ability is limited to specific cases and contexts. Besides, grammar is seen as a very important part when learning any language as it helps humans to analyze and describe the language in a successful way.

1.5. Common Problem in Grammar Teaching and Learning

One of the common challenges faced by English teachers is the low proficiency level of students. Many students lack a solid foundation in basic grammar and structural patterns, which hampers their ability to grasp more advanced concepts. When teachers overlook this and directly jump into explaining complex grammar rules, their efforts often prove futile and unproductive. To address this issue, teachers should begin with simple grammatical rules and gradually progress towards more intricate ones.

Additionally, teachers must ensure that students regularly practice applying these rules in real-life situations.

According to Harmer (1987), learners encounter various difficulties in learning English grammar. Firstly, there can be a mismatch between the form and function of grammatical structures. Certain grammatical forms in English serve multiple functions. For instance, the present continuous tense describes actions happening now but can also indicate future events. Conversely, English offers several different forms to express seemingly similar functions, such as the various verb forms used to indicate future tense.

The second challenge stems from the contrast between English grammar and the learners mother tongue. When the grammar systems of English and the learners; native language differ, difficulties arise more easily. An example is the structure of tenses in English compared to other languages.

Lastly, English grammar is riddled with exceptions. Like in any language, there are exceptions to grammatical rules in English. For instance, while the past tense is typically formed by adding "-Ed" to the verb stem (regular verbs), there are also irregular verbs that undergo complete changes, such as:

To sleep=slept

To keep=kept

To begin=began

1.6. Definition of Games

The Word game is generally defined as "*an activity carried on for amusement; a form of competitive activity or sport played according to the rules*", in the Oxford English Dictionary. Similarly, it is defined in the Macmillan dictionary as "*an activity that you do for fun and that has rules, and you can win or lose*".

In their part, Nicolson and Williams (1975, p. 1) define a game "*as a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder To keep*". (as cited in Pathan & Aldersi, 2014). Actually, the implementation of games is an important alternative useful tool in the educational process especially when the teacher is seeking to get the attention of the learners. In Grenall's (1990) definition, the term game refers to an element of competition between students or groups of students in a language activity. In this sense, Allery (2004, p. 504) defines a game as "*a competitive activity with prescribed setting, constrained by rules and procedures. The learning results from playing the game (for example, interaction and behavior exhibited) and not from academic content or specialist subject matter*". A game is a structured and regulated environment, governed by rules and procedures. Through playing the game, participants can experience various learning outcomes, such as improved interaction skills and behavior. Accordingly, games are activities that involve an element of competition between learners. Moreover, they are governed by rules that guide learners and enable them to learn in a smooth manner and to achieve certain learning outcomes.

In this vein, Cailloins (1957) points out that a game is an activity that must have the following characteristics:

- ✓ Fun: The activity is chosen for its light nature.
- ✓ Separate: It is restricted by time and place.
- ✓ Uncertain: The result of the activity is not expected.

- ✓ Unproductive: The post is unproductive.
- ✓ Governed by rules: Activity has rules that differ from everyday life
- ✓ Imaginary: Accompanied by awareness of a different reality.

Based on the previous definitions, it can be concluded that the educational game is an enjoyable interactive and competitive activity between a group of members that is governed by clear rules and it is used to help in achieving clearly defined educational goals.

1.7.The Use of Games in Grammar Teaching and Learning

Grammar has always played an important and essential role in teaching English because it is simply the pulse of any language. As a matter of fact, grammar as a linguistic subject is often seen as 'boring' and 'tedious'. However, the failure or success of mastering or using grammatical rules and structures depends to a large extent on the strategy or approach adopted by the teacher. One of the strategies that can be used to make the teaching of grammar more effective and fruitful is the use of didactic/educational games. Teachers adopt "game strategy" to teach grammar for several purposes such as creating educational situations that allow students to communicate while presenting new rules and models automatically without any fear of making mistakes in front of their peers.

In addition to grammar practice, teachers tend to apply games in grammar classes as an attempt to incorporate both a "focus on form" and "focus on meaning" approach into teaching grammar. In this respect, Celce-Murcia (1979) asserts that *"in games, language use takes precedence over language practice, and in this sense, games help brings the classroom to the real world, no matter how contrived they may be"*(p. 54).

1.8. The Importance of Teaching Grammar through Games for young Learners

Teaching grammar in the traditional way requires learners to sit down, receive the grammar from the teacher, then practice and use the grammar in appropriate contexts. This method of teaching is likely to make learners bored easily. Since the attention of young learners is limited. So, the use of games in this case is an appropriate strategy to attract their attention, especially since young learners naturally have a desire to play and have fun. In his part, Petty (2004) asserts that games are able to engage children in the learning process and that they can make them really focused which is not possible in other methods. Thanks to games as they increase students' interest and motivation. Through games, the children can acquire much knowledge about the subject, i.e. learning and fun go together (Pathan & Aldersi, 2014).

Furthermore, Vernon (2006) argues that intrinsic motivation theory may give some insight into why teaching grammar through games is so successful. In fact, intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not decide internally that they want to learn grammar. They do not yet understand the concepts of why it is important to know the correct grammar. Thus, these external factors will not affect them much either. Alternatively, intrinsic motivation can encourage them to play games. If these games are good, they will learn while they are playing.

Moreover, through games, young learners can interact, discover and experiment in their surroundings. The use of games not only enhances motivation in students but also provides incentive and stimulus to use the language. Additionally, the physical movement involved in some games also helps keep kids vigilant and alert. Children naturally have a lot of energy. They are full of energy and they are not good at attending formal lessons for long periods of time. Consequently, if they participate in a game involving physical movements from time to time, they will

never lose patience or get bored. Most importantly, incorporating a philosophy of cheerleading increases confidence in all students. Usually, this does not only mean that they are getting better in English only, but in all subjects at school. This, in turn, makes teachers more motivated and optimistic, and they can really make a difference in their lesson.

1.9. The Purpose of Using Games in Grammar

Teaching has indeed undergone significant changes compared to traditional methods in the past. It is evident that learners in today's classrooms are more active and independent, relying less on the teacher. In this context, one important question arises: What is the main purpose of incorporating games in teaching and learning?

While some may perceive games as purely for student enjoyment, they can serve as valuable exercises and practical language practice. Games have the potential to motivate learners to continue their studies and engage with the language. One of the primary reasons for using grammar games is to integrate them into the practice of grammatical rules in an engaging manner, fostering positive competition among learners and facilitating effective learning.

Games create a relaxed and stress-free atmosphere, making them encouraging and entertaining for students. Additionally, games can contribute to enhancing accuracy in language usage. Overall, games are beneficial for teaching grammar as they provide opportunities for purposeful and accurate language use in various contexts. By incorporating games into grammar instruction, teachers can create a dynamic learning environment that encourages active participation, collaboration, and critical thinking. Games enable students to apply their grammar knowledge in practical situations and reinforce their understanding of grammatical rules.

It is important to note that while games offer many benefits for teaching grammar, they should be used in a well-planned and purposeful manner. Teachers should

select games that align with learning objectives and create meaningful language learning experiences. Additionally, games should be appropriately challenging and cater to the specific needs and proficiency levels of the learners.

In conclusion, games in teaching grammar serve a purpose beyond student enjoyment. They provide opportunities for engaging and practical language practice, promote positive competition, create a relaxed atmosphere, and enhance accuracy. Games facilitate purposeful and accurate language use in different contexts, making them valuable tools for teaching grammar effectively.

1.10. Factors Influencing the Selection of Educational Games

When choosing educational games, teachers should consider certain factors. Age should not limit the selection of games. It's important to choose games that are suitable and not randomly selected. Effective games should be appropriate for all pupils', regardless of their age or gender. The teacher should take into account the pupils' language level, interests, and educational background. Additionally, learners should be convinced that games are useful and can help them learn in an easy and stress-free manner. If pupils' view the game as useless, it will unsatisfactory results. The teacher should also pay attention to game preparation, time planning, and the duration of the game itself.

1.11. Type of Games

The games are a break from the school routine and learning English in the classroom, as they enable student to realize many skills , including grammar , and games can eliminate the anxiety that arises in using a foreign language or the uncertainly that arises in the correctness of the outputs. According to Jan and Gaydos there are four types of games that have emerged:

A. Motivation Games

Having fun and becoming motivated is among the main goals of using games. It is stated that motivation games "*refers to games that engage student in the behavior of learning describe content or information*"(Jan & Gaydos 2016 p.7).

In This regard, teachers have to make sure to choose games and challenges that stimulate student imagination and curiosity.

B. Card Games

Using card games in language teaching is indeed a popular and effective strategy. Here are a few reasons why cards are ideal for pair work:

Portability: Cards are compact and easy to carry, making them suitable for classroom activities. They can be easily distributed among pupils' and collected when the activity is over.

Engagement: Card games tend to be interactive and engaging, encouraging active participation from pupils'. This helps create a lively and enjoyable learning environment, promoting both language practice and social interaction.

Versatility: Cards offer a wide range of possibilities for language practice. They can be used for vocabulary review, grammar exercises, speaking activities, or even creative storytelling. Different types of card games can be designed to target specific language skills or learning objective.

Pair work: Card games often require students to work in pairs or small groups, promoting collaborative learning. Pair work allows pupils' to practice their language skills in an interactive and supportive setting, fostering communication, negotiation, and cooperation. Card games are frequently used for pair work because they are ideal for this purpose (Harmer, 2007).

Overall, card games are a versatile and effective tool for pair work in language teaching. They provide opportunities for meaningful practice, promote

engagement and collaboration, and create an enjoyable learning experience for pupils'.

Figure 1.1. Picture of Card Game

C. Board Games

There are many games that can be played with usage of board; one example is a game labeled naught and crosses (tic-tac-toe) which is a well known paper and pencil games that can be performed in pairs in the classroom or the teacher can separate the classroom into two groups and each group can get only a half of the board and they need to complete their side of the board with as many words as possible. In this vein, Wyldeck (2007) state that "*This game is extremely good practice, especially for children, in learning how to use verbs correctly"* (P25).

Figure .2. Picture of Board Game

D. Drill and Practice Games

It is an effective method in teaching different grammatical concepts. This activity fosters learning about building sentences through repetition and being employed with any other grammar topic and the teacher has already taught content, concept and theory to their student (Jan & Gaydos 2016) "*The main aim of drill and practice games is to practice and formalize already learnt contentctly*" (p.25).

E. Content Mastery Games

Content mastery games are used by teachers to help pupils' fully understand and master complex ideas and skills. These games are particularly useful in addressing challenging learning issues like misconceptions. Therefore, content mastery games are an excellent tool for teachers when their pupils' are tackling more difficult topics.

F. Competency Games

These games promote higher-order thinking skills such as problem-solving, argumentation, and systems thinking. However, teachers often avoid using this type

of game in school because they require advanced knowledge of the topic and the use of abstract skills.

Instead, teachers typically rely on motivation games and drilling/practice games, as they are easier to prepare and implement. These types of games can be used with pupils' at beginner and advanced levels.

1.12. The Limitations of Games in Teaching Grammar: When Not to Use Them

Games have long been recognized as a useful tool for engaging pupils and maintaining their interest. However, it is important to acknowledge that games should not be indiscriminately used in every teaching situation. Where games may not be appropriate in teaching English grammar. Specifically, we will examine the limitations of using games in the pre-teaching phase of grammar instruction.

1.12.1. The Role of Games in Teaching Grammar

Lee (1979:3) suggests that games should not be perceived as mere fillers for idle moments in the classroom. They are indeed valuable for keeping pupils calm and engaged. Nevertheless, it is crucial to recognize that there are situations in which games may not be the most effective approach.

Rinvolucri (1990) clarifies that games can be incorporated into grammar instruction in various stages. However, when it comes to the pre-teaching phase, the use of games might be limited. Before presenting a new grammatical structure, it is often more beneficial to introduce it through direct instruction, explanation, or guided practice. Games, while enjoyable, may not provide the necessary foundation for understanding the intricacies of a new grammatical concept.

While games are undoubtedly a valuable resource in teaching grammar, it is important to recognize their limitations. They should not be seen as a universal solution for every teaching situation. . By considering the specific context and

learning objectives, educators can make informed decisions about when to incorporate games and when to explore alternative teaching methods.

1.13. Advantage and Disadvantage of Games

Games possess a remarkable ability to capture our attention and engage us with their captivating nature. They have a rewarding quality that holds a powerful motivational force. Rinvolucri (1984:4) highlights the advantageous aspects of games, noting their effectiveness and the minimal preparation they require. Gozu &Caganga (2016:128-129) further emphasize the positive aspects of games, including their ability to foster self-improvement, adaptability to different knowledge levels, Facilitation of communication and interaction among learners, and engagement in problem-solving activities.

Rinvolucri suggests that games promote individual responsibility in grasping grammar concepts (1984:4). Teachers find joy in witnessing their students quickly grasp lessons through games, without excessive effort. Games create a comfortable learning environment, particularly for shy learners, as they provide a safe space where making errors is accepted. Despite the challenges, teachers willingly incorporate games into their teaching, even if these tasks are presented as enjoyable activities.
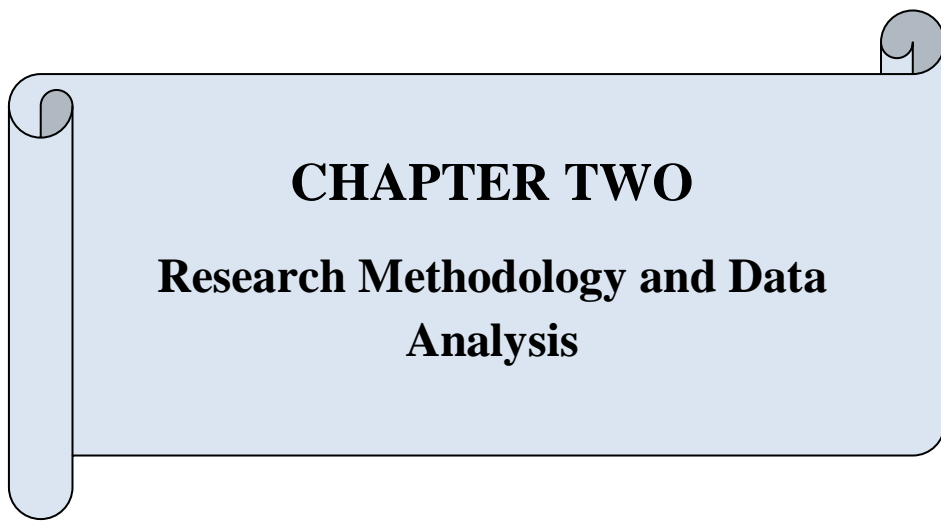
Games serve as an excellent means for learners to have fun while simultaneously acquiring language and grammar skills. English games, specifically, provide students with a purpose to communicate and practice grammar within various contexts, fostering social development alongside information acquisition.

Nevertheless, games also have their drawback. They can increase noise levels in the classroom and require substantial time for preparation. Additionally, repetition of games can lead to student boredom. In some cases, games may cause distractions, and teachers may face difficulties in selecting suitable games that meet the specific needs of their learners**.**

Conclusion

As stated above, incorporating educational games into grammar instruction is not a waste of time. This approach is undeniably one of the effective methods that benefit all pupils. However, it is essential for the teacher to possess a good understanding of educational games, their implementation, and the common challenges associated with them.

In fact, the preceding chapter introduces various definitions pertaining to grammar and games. It also discusses different types of games. The advantages and disadvantages of utilizing games for teaching and learning grammar are addressed. The subsequent chapter focuses on research methodology and data analysis.

CHAPTER TWO

Research Methodology and Data Analysis

Chapter Two

Research Methodology and Data Analysis

2.1. Introduction

This chapter begins with a brief description of research design and case study. Then, It provides the methodology considerations that had been adopted in the realization of the fieldwork. Actually, two research instruments were used to collect data. The collected data were analyzed both qualitatively and quantitatively as they will be sketched in the coming sections. The researchers have interpreted and discussed the results of the questionnaire in relation to the main research questions. The research also aims to provide effective suggestions and recommendations that may contribute to improving pupils' proficiency in learning grammatical rules.

2.2.Research Design

A research design is the *''procedures for collecting, analyzing, interpreting and reporting data in research studies''* (Creswell& Plano Clark 2007, p.58).The overall plan for connecting conceptual research problems with empirical research involves developing a research design that integrates various study components in a coherent and logical manner. The research design serves as a strategic framework to effectively address the research problem, acting as a blueprint for data collection, measurement, and analysis. Note that the research problem determines the type of design you should use, not the other way around (De Vaus, 2001). Actually, the design of a study encompasses various elements that help define its type, such as descriptive, correlation, semi-experimental, experimental, review, or meta-analytic. Additionally, within each type, there can be sub-types, like descriptive-longitudinal case studies. The design includes specifying the research problem, formulating hypotheses, identifying independent and dependent variables, determining the experimental design, and, if applicable, selecting data collection methods and outlining a statistical analysis plan (Creswell, 2014). Thus, in the current research, a case study design was selected based on its inherent characteristics and suitability.

A case study is a comprehensive or detailed examination from different perspectives of a specific phenomenon or social thing, like a program, event, organization, or community. (Stake, 1995, 2005; Yin, 2018). Case study research focuses on answering questions that ask how or why, and where the researcher has little control of events that are happening at present. It is important to understand that case study research goes beyond just describing things. It involves carefully planning the design, deciding how to collect data in advance, and determining the methods to analyze that data. In terms of defining types of case study research, researchers title them differently. Yin (1989) has identified some specific types of a case study research: exploratory, explanatory, and descriptive. Exploratory research is conducted in situations where there is insufficient knowledge about a particular phenomenon, and the problem at hand has not been clearly defined yet (Saunders et al., 2007). The main goal is not to give final answers to research questions, but rather to deeply investigate a topic from different perspectives. It focuses on exploring new issues that have not been fully understood yet. (Brown, 2006). Even in the most extreme scenarios, exploratory research plays a crucial role in shaping subsequent research efforts by establishing the foundation for more definitive investigations. It determines the initial research design, sampling methodology, and data collection methods. (Singh, 2007). Thus, an exploratory case study design is employed in the current study due to its nature.

2.3. The Research Approach

When it comes to conducting any research, there are generally three main approaches: qualitative methods, quantitative methods and mixed methods (Creswell, 2003; Creswell& Plano-Clark, 2007; Teddlie & Tashakkori, 2009). Actually, a mixed methods approach has been used in this research study to gather and analyze data, incorporating both quantitative and qualitative methods. This approach allows the collection and analysis of data from different sources, either concurrently or sequentially, with a focus on prioritizing and integrating the data at various stages of the research process (Gutmann & Hanson, 2002). Put it simply, the mixed methods approach enables the researcher to address questions that cannot be fully answered using either qualitative or quantitative methods alone. By combining both approaches, mixed methods offer a comprehensive understanding of a subject, capturing trends, generalizations, and in-depth insights into participants' perspectives. In this regard, Aliaga and Gunderson (2000) describe quantitative study as a research approach explaining a phenomenon by collecting numerical data that are analyzed using statistical approaches. On the other hand, qualitative researches are designed to provide the researcher a means of understanding a phenomenon by observing or interacting with the participants of the study (Denzin& Lincoln, 2008).

2.4. Sample Population

Sampling is the act, process or technique of selecting a representative part of a population for the purpose of determining the characteristics of the whole population. In other words, sampling involves the careful selection of a representative sample through the application of specialized sampling techniques, ensuring that the chosen sample accurately reflects the characteristics and attributes to the broader population. In a statistical investigation, the focus typically lies on

evaluating the overall size and examining the variations in relation to one or more characteristics of individuals within a particular group. This group of individuals being studied is referred to as the population or universe.

There are two basic approaches to sampling, probabilistic and non-probabilistic sampling. As far as the probability sampling is concerned, there are various types under this category including: simple random sampling, systematic sampling, stratified sampling and multistage cluster sampling. Secondly, the non-probability sampling includes: convenience sampling, quota sampling, judgment sampling and snowball sampling. In fact, probability sampling refers to a sampling method in which each individual in a population has a measurable and non-zero possibility of being selected as a part of the sample. A sampling process where each element in the target population has an equal chance or probability of inclusion in the sample is known as simple random sampling. In order to generalize the result, the current investigation will be based on representative basis; thus, the collected data would be representative of all population under investigation, the wider population is all teachers of English in Naama at middle schools. Since access to all those teachers is a difficult and time consuming task, the representative was chosen using a sample random technique to minimize any kind of bias. Consequently, out of all the teachers, ten were randomly selected as data collection to conduct the current research.

2.5. Research Participant

The research participants consisted of 30 middle school pupils in their third year and 10 teachers from different middle schools in Naama. They were randomly selected to ensure representation and enable generalization. The pupils being chosen for this research were between the ages of 14 and 15, and there were several objectives behind the selection.

The primary objective of engaging with English teachers was to investigate their viewpoints on the impact of using games in teaching English grammar to

young learners. The goal was to understand how incorporating games could affect the teaching of English grammar and how it could assist students in overcoming difficulties they encounter within the classroom in terms of grammar rules and structures.

2.6. Research Instrument

The research instruments that were used in this study encompassed two different tools which are a questionnaire and an observation. These tools were employed to ensure the credibility of the current study and to monitor pupils' interaction with the games. The research took place inside the classroom at DERBAL BEN ZIAN middle school. The researchers' objective was to gather quantitative data through the administration of questionnaires, which would provide insights into the potential effects of games on teaching grammar. Additionally, qualitative data was utilized to explore this phenomenon in more depth.

2.7. The Questionnaire

A questionnaire is a research tool or survey instrument that consists of a set of questions or prompts designed to gather information from individuals or group of people. The questionnaire is a technique; it has been widely recognized by researchers as an effective means of collecting data, since it provides the researcher with information, opinions, beliefs and attitudes. In this respect, Anderson and arsenaul (2005, p.170) declares that:

> The questionnaire has become one of the used means of
> collecting   information.   If   well   constructed;   a
> questionnaire permits the collection of reliable and
> reasonably valid data on a simple, cheap, and timely
> manner.

The questions may be open-ended or closed-ended, and the responses can be quantitative or qualitative. Questionnaires are widely seen as one of the most popular elicitation techniques which are used in collecting the data of many studies and research in social science and in applied linguistics research in particular. It can be defined as "*any written instrument that present respondents with a series of question or statement to which they are to react either by writing out their answer or selecting from among existing answers*" *(Brown, 2001, p. 6)*

Actually, the research participants consist of 10 teachers from the middle school DERBAL Ben Zian in Naama they were randomly selected to answer the questionnaire and were selected as participants in this research for many reasons like collecting certain information to support the researchers' hypotheses. All in all, the questionnaire was used as the most important tool to collect data in the current study.

2.8. Teacher's Questionnaire

The teachers' questionnaire in the current study was designed to assess their attitude towards the use of games for teaching grammar as a novel educational tool in the classroom. The questionnaire was distributed to 10 English teachers from schools in Naama it consisted of 14 questions divided into two parts. The first part gathered general information, including the gender of the participants. The second part focused on the significance of incorporating educational games in teaching English grammar, as well as the level of usefulness and helpfulness perceived by teachers.

A variety of questions were employed to collect data from the questionnaire including:

- ✓ Closed-ended items
- ✓ Multiple-choice items
- ✓ Rating scale items
- ✓ Likert scale items

    ✓ Open-ended items

Regarding the first type, closed-ended items, participants are required to choose among a set of predetermined answer alternatives. These questions are easier to answer, and the data can be quickly coded, entered, and analyzed objectively.

The second type, multiple-choice items also offers a range of predetermined answer choices determined by the researcher.

The third type, rating scale items, involves participants ordering and classifying a range of options according to their priorities and preferences. For example, ranking skills such as reading, writing, listening, and speaking.

Likert scale items, similar to rank ordering, provide specific choices for participants to express agreement or disagreement with a given question in the survey. Likert scale items typically consist of five, seven, or nine points. They can be categorized into four main types: agreement, likelihood, satisfaction, and importance.

The last types of questions used in the research were open-ended items where participants have the freedom to express and add their opinions about the issue being asked. In the present questionnaire, this type used multiple-choice questions with an option for "others." Participants were asked to choose from a set of offered answer alternatives and if they have other information that are not included in the choices concerning the question being asked, they will find 'others' at the end of the question in which they can express their opinion.

Regarding the questions layout, it is important to provide clear instructions on how to answer the questions, such as indicating where to put the response. The length and wording of the questions should be carefully considered, using simple words with a logical length to enable respondents to provide comprehensive answers.

To clarify, the first type of questions mentioned is actually a closed-ended question. It limits respondents to choosing an answer from the provided options without commenting or adding remarks. The researcher used this type of question nine times. An example of this type is:

E.g. Do you teach all levels?

Yes   No

The second type being used is open-ended questions, which do not offer predetermined replies. Instead, respondents have blank space to freely express their ideas. The researcher used this type of question five times. An example of this type is:

E.g. What are the difficulties that teachers face when using games?

....

As for the third type, multiple-choice items with more than two choices, which are generally closed-ended items, were used in the interview. A range of possible answers is pre-determined by the researcher. The researcher used this type of question five times. An example of this type is:

E.g. How often do you teach grammar?

a) Always

b) Sometimes

c) Rarely

d) Never

Lastly, Likerscale items were used only one time. They include specific choices for participants to indicate their level of agreement or disagreement with a certain question in the survey. An example of this type is:

E.g. Do you agree that the use of didactic games is useful for explaining the lesson and maximizing learning opportunities for pupils?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

2.9.Classroom Observation

The current study was conducted to investigate the impact of using educational games on enhancing English grammar. Classroom observation was used as the second tool to collect qualitative data. It aims at evaluating the major aspects during the ordinary grammar lesson as well as during the implementation of the games. Further, it aims to evaluate the pupils' behaviors, the teachers' behaviors and the learning environments characteristics as well. Actually, during the observation of the pupils in their naturalistic setting, the researchers could gain a great amount of information about the pupils and teachers' daily behaviors and attitude during sessions especially when the educational games are used.

2.10. Data Analysis

In the field of research methodology, data analysis refers to the systematic process of converting collected data into meaningful and interpretable results. Therefore, the objective of data analysis is to gain insights and understand the specific requirements or demands of a particular situation or problem.

2.10.1. The Teachers' Questionnaire Results

To come up with reasonable answers to the research questions, the analysis of this research instrument will be to a great extent a quantitative one. Accordingly, the following is an account of all the included questions as well as their answers.
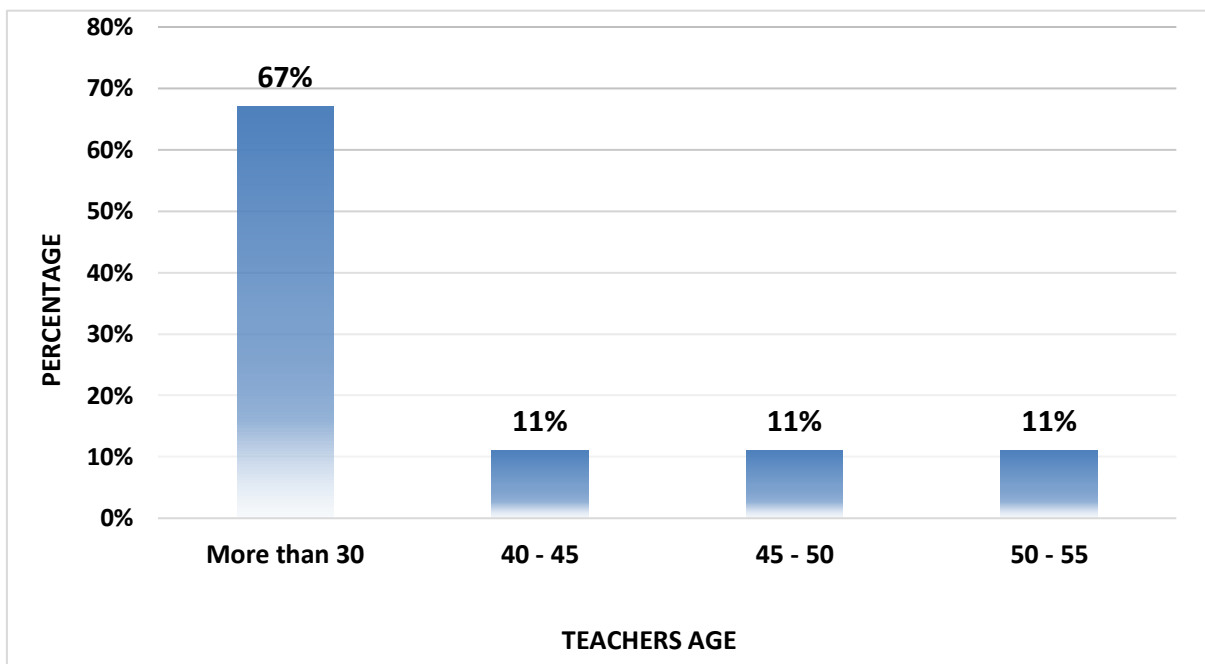
Part One: General Information

Question 1: Teacher's Gender
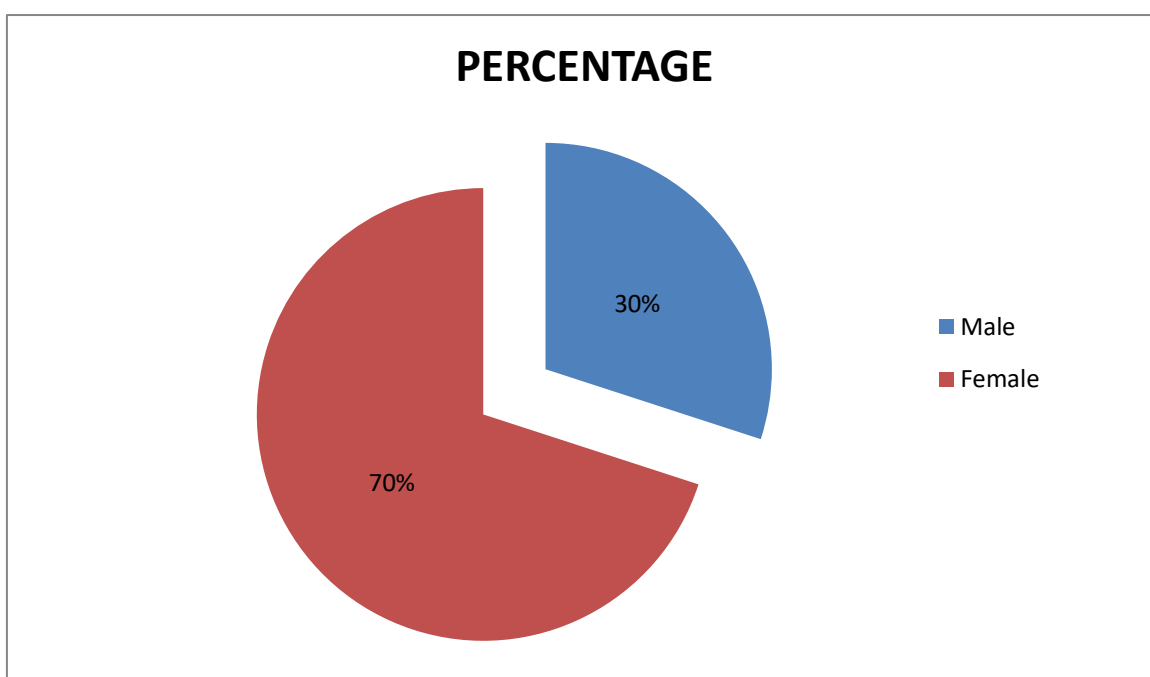
Pie-Chart 2.1. Teachers' Gender

The above pie-chart shows that the majority of teachers 7(70%) are female and only 3(30%) are male. This is because females are expected to be more interested in learning a foreign language.. However, males are more interested in choosing the scientific filed.

Question 2: Teachers' Age

Bar-Graph 2.1. Teachers' Age

Turning to the age of the respondents, the second question in the questionnaire asked the employees about their age in order to figure out the experience of teachers in education and their ability to deal with students and create an appropriate atmosphere in grammar lessons. As shown in the bar graph above, the teachers ranged in age as follow: More than 30 years old (67%), 40-45 years old (11%), 45-50 years old (11%)and from fifty to fifty-five years old only (11%).

Question 3: How long have you been teaching in middle school?
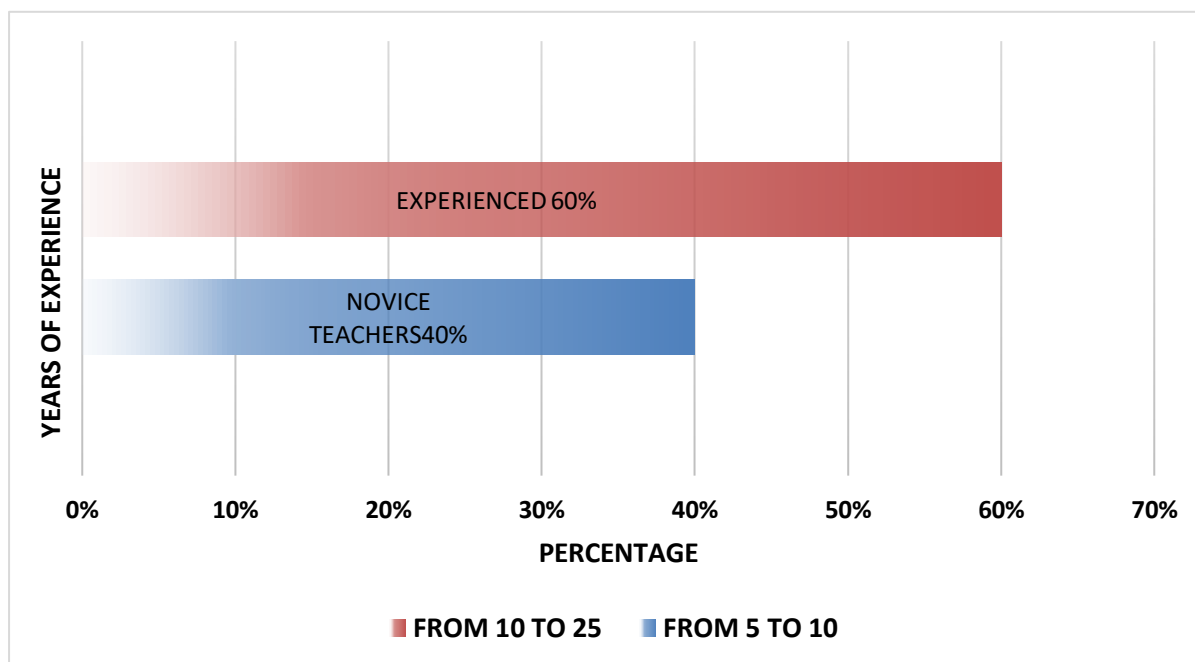
Bar-Graph 2.2. Teachers' Experiences

Most of the teachers, who received the survey, are highly experienced teachers, and have taught English as a subject in middle schools. This question is close-ended; it aimed at knowing the experience of the teachers. So, 40% taught from five to ten years and they are considered as novice teachers while 60% taught as well from ten to twenty-five years and they are seen as experienced educators.

Question 4: Do you teach all levels?

Answers	YES	NO
Percentage	80%	20%

Table 2.1. Teaching Levels

The aim behind asking this question is to verify if grammar is included in all levels or there are some levels that do not study the English grammar. From the above table, it can be seen that most of teaches teach all the levels in the middle school. Thus, (80%) of teachers said that they do teach all the levels. As for the remaining,(20%) of them declared that they teach only two levels.

Question 5: Do you teach all skills (listening, speaking, writing and reading)?
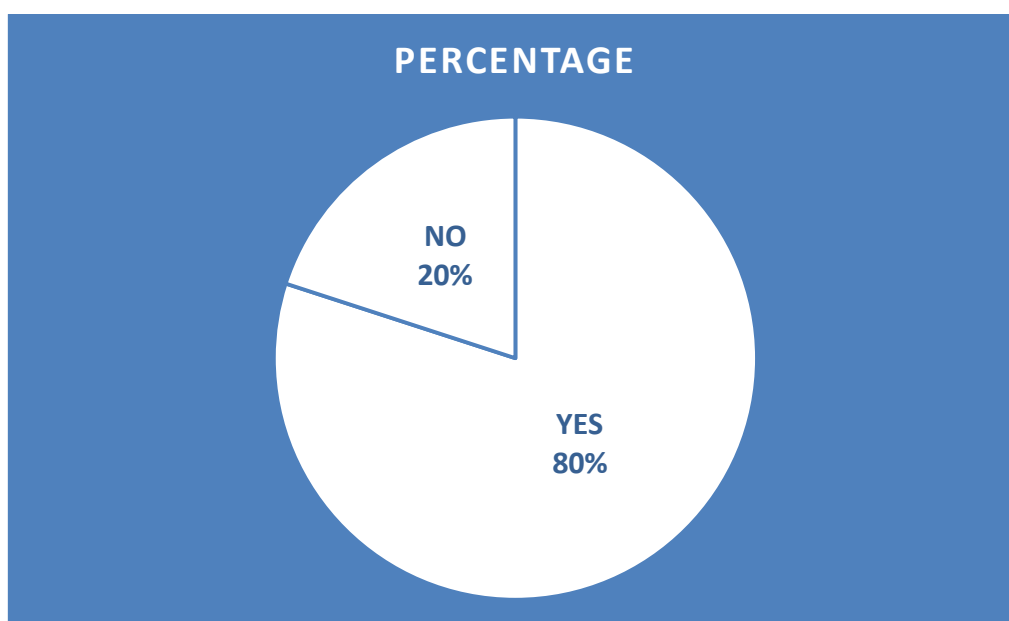
Pie-Chart 2.2. The Skills Being Taught by the Teachers

The paramount goal of any English teacher is to make his/her students listen carefully, speak fluently, read critically and write correctly. This question is open-ended; it aimed at knowing if the teachers give importance to these skills. It is apparent that 80% of the total number of teachers claimed that they actually teach and use all the four skills, but the remaining (20%) do not teach all the skills, only some of them.

**Question 6:**How often do you teach grammar?
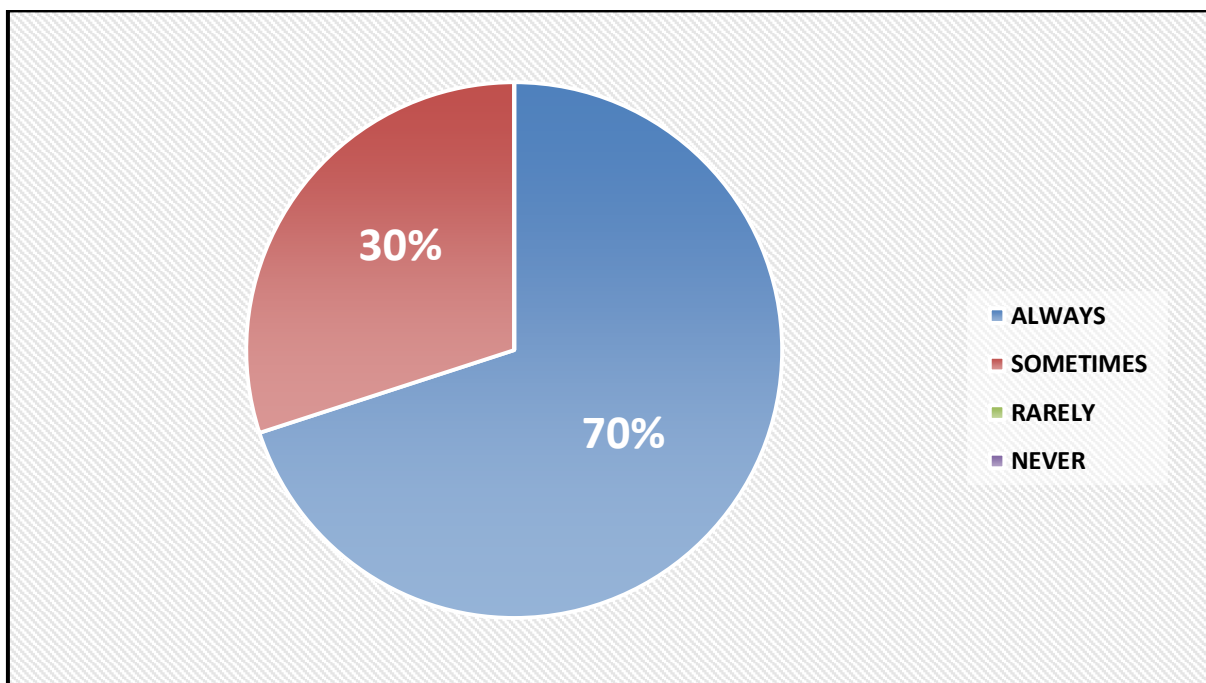
Pie-Chart 2.3. The Frequency of Teaching Grammar

Grammar is the first and most important stage in learning a language. In the classroom where students are not comfortable and anxious about the target language, language learning can be made interactive and interesting with appropriate grammar presentation tasks. This question is closed-ended which addresses the frequency of teaching grammar. Interestingly, (70%) of them answered that they tackle grammar in all the lessons while (30%) of teachers stated that they sometimes teach grammar.

**PART TWO   Effectiveness and Engagement in Game-Based Grammar Learning**

Question 7: In which skill is grammar included?
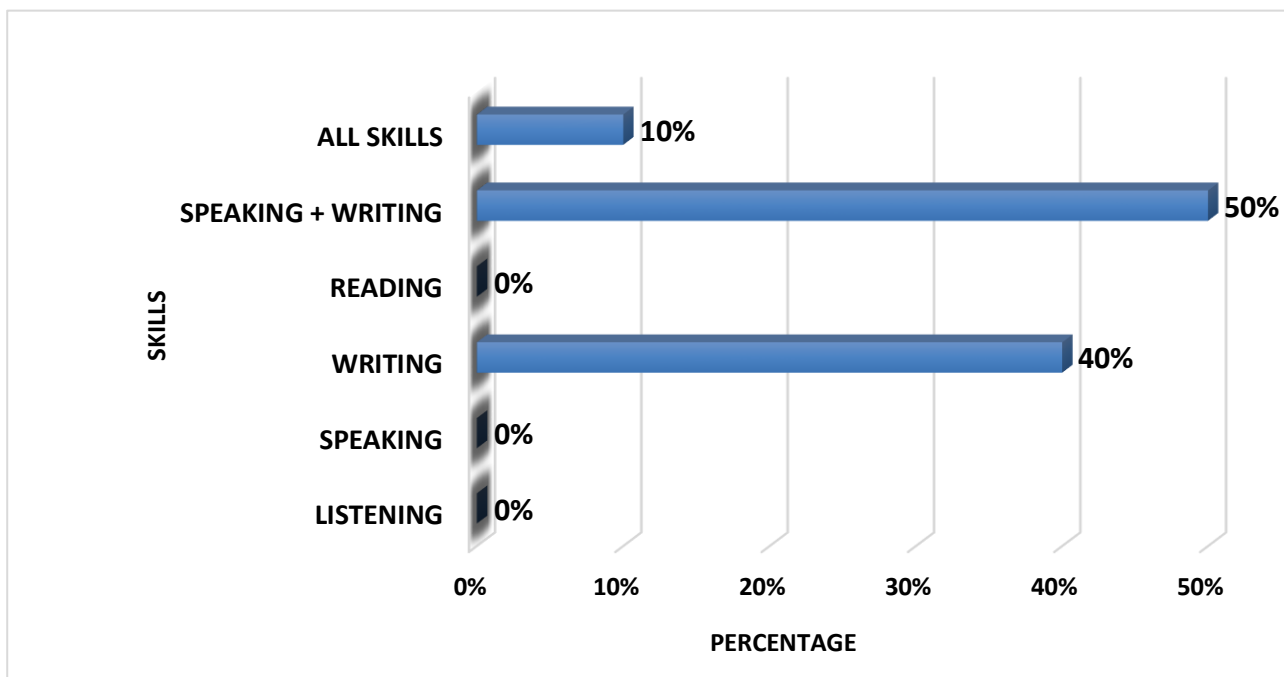
Bar-Graph 2.3. The Placement of Grammar within the Four Skills

Grammar has a vital role in language teaching but teaching it in isolation is not really effective, instead grammar should be taught in context that is within one of the four skills (listening, speaking, writing or reading). The aim behind this question is to figure out where grammar is included. As it is noticed in the above bar-graph, (50%) of teachers teach grammar using the speaking and writing skills; whereas, (40%) of teachers see that the writing skill is the only way to present the grammar lesson. Finally, (10 %) of teachers use all skills to include the grammar lesson.

Question 8: Do you think that it is the teachers who should motivate the learners to learn more?
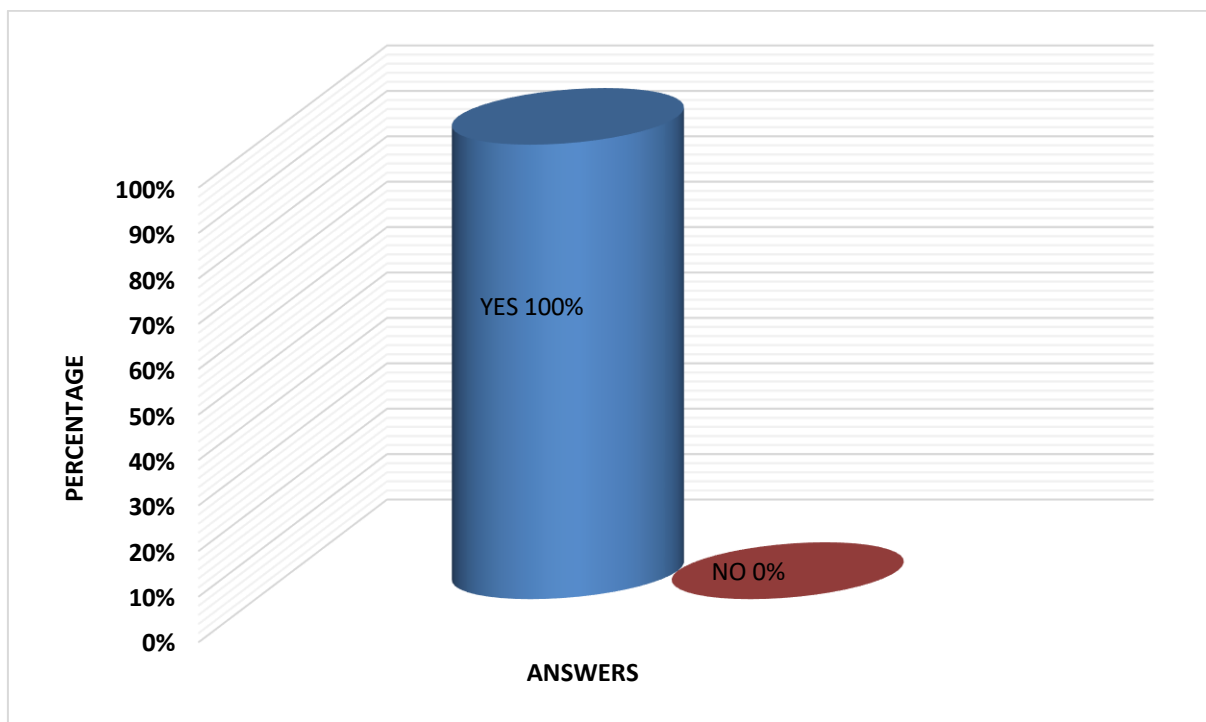
Bar-Graph 2.4. Teachers' Role in Motivating their Pupils

The above result shows that all teachers (100%) agree that the teacher is the one who has responsibility for motivating learners. Teachers support their opinion about the role of motivating learners through some justifications and explanations such as considering that the teacher plays a major role in motivating learners through his/her method and teaching materials being employed because learners are vulnerable to occasional psychological states and the teacher must deal with this problem. Also, the teacher usually performs different roles in the class, one of which is being a friend.

Question 9: Do you consider teaching grammar a hard task to accomplish?
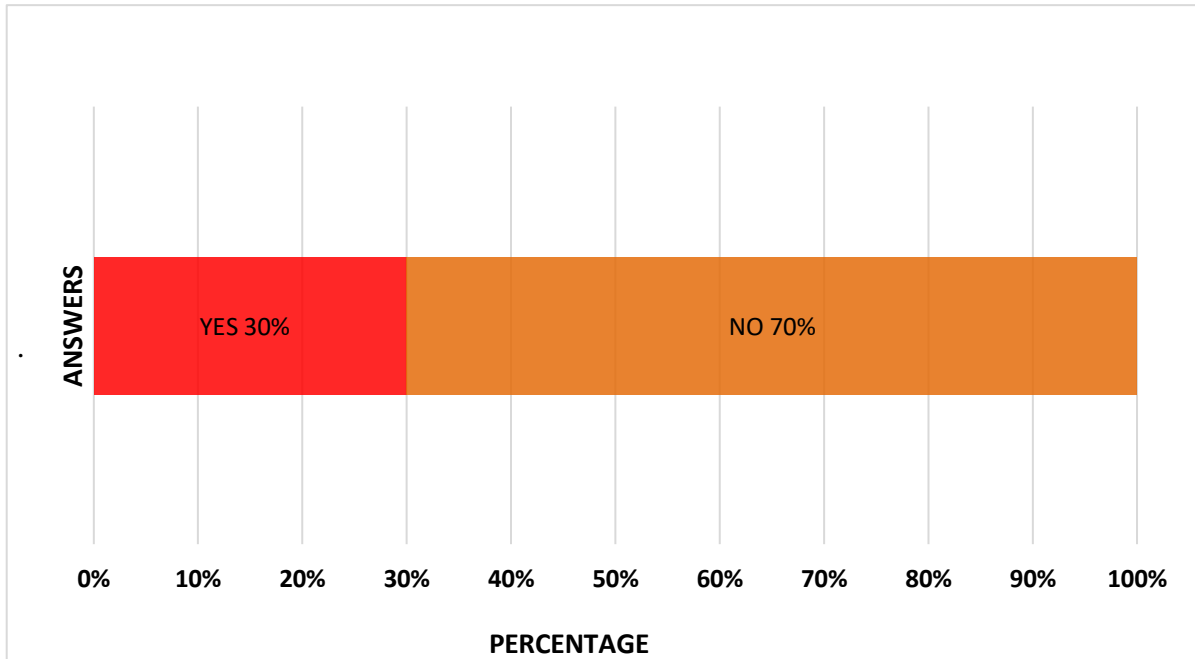
Bar-Graph 2.5. Difficulty of Grammar

Teaching grammar is an important component of teaching English, and it is an important element to learn to master the language. The question sought to find out whether or not teachers find it difficult to teach grammar. Therefore, (30%) stated that they face difficulties in teaching grammar; however, the rest (70%) of the teachers declared that they do not face any problems.

Question 10: Do Learners Face Difficulties with The Mastery of Grammar?
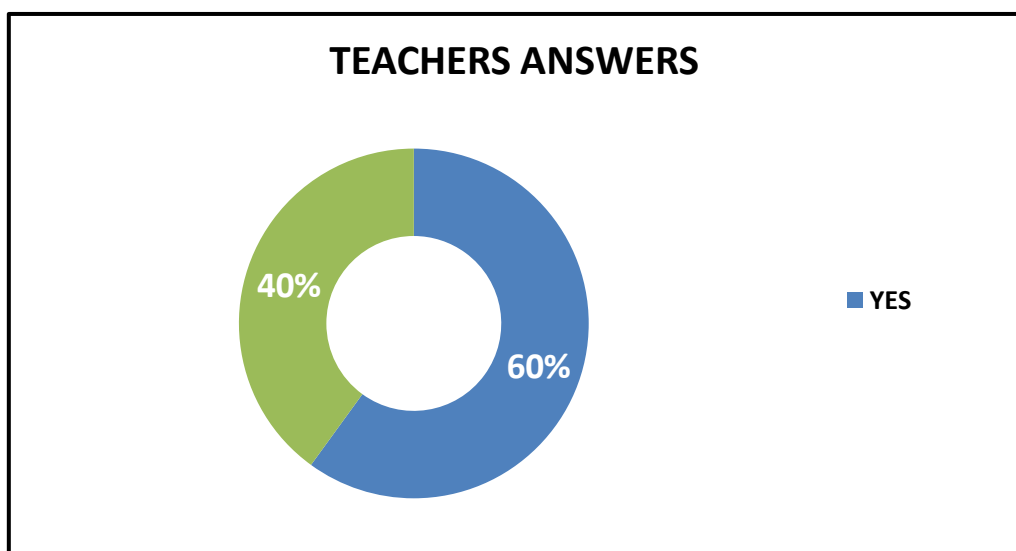
Pie-Chart 2.4. Pupils' Difficulties with the Mastery of Grammar

The major aim behind this question is to know if students have difficulty in mastering grammar. The results above show that the majority of teachers said yes (60%), the teachers who said sometimes were less representing (40%).

Question 11: What are the methods that you use to facilitate teaching grammar?

When your pupils' are disengaged or bored, losing their attention span can be a nightmare for every teacher during a lesson presentation. The purpose behind this question is to seek the alternatives that the teachers use when their learners are learning grammar. The participants revealed that they keep their learners focused through many ways .

Firstly, it depends on the lesson. One participant stated that sometimes, the teacher uses the deductive teaching method in which he/she offers an explicit presentation of the grammatical rule. Then, he/she supplements it with some practical activities. Actually, this approach starts from generalized situations into specific ones (the teacher focuses on instruction before practice), i.e. the teacher explains a set of rules followed by activities in which students practice those rules. On the other hand, the inductive method is also useful in which the teacher presents several examples that illustrate a specific rule and he/she lets students recognize the rule in a more natural way.

Another respondent claimed that the inductive-deductive method can also be used. In this method, the teacher provides students with some examples of similar type and the role of students is to find out similarities through the analysis of these examples (a mixture of the two previous methods)

Actually, interactive teaching method is extremely helpful and it is employed as a way to facilitate teaching grammar by many teachers as it is

illustrated in the responses. Here, the teacher uses games to teach grammar. In this vein, students will remember what they have learned. The interviewees agreed upon the fact that this method serves all kinds of students and fits their needs and interests (students with different learning styles)

Question 12: Do you use educational games in teaching grammar?

Answers	YES	NO
Percentage	100%	0%

Table 2.2. Do Teachers Use Games or Not

Games make learning fun, engage and motivate pupils, help them pay attention and stay focused on the subject. The goal of asking this question is to see if teachers are already using games in their classrooms. As can be seen in the figure above, (100%) of teachers prefer to use games when teaching grammar.

Question 13: Do your learners enjoy using Games?
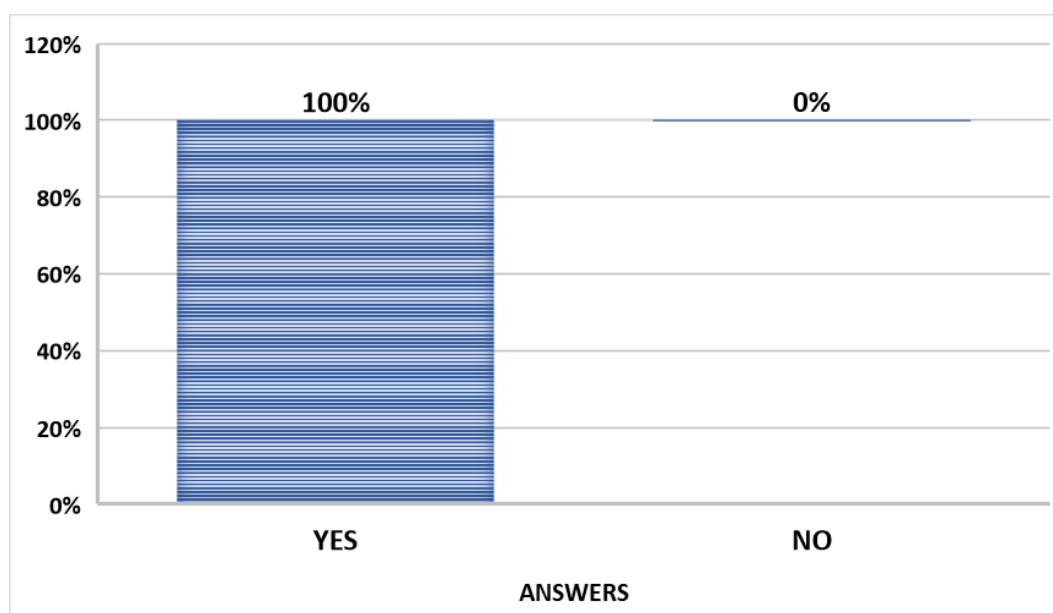
Bar-Graph 2.6. The Learners Attitude Towards

The results revealed that most of learners feel bored when dealing with the traditional language teaching methods. Indeed, they prefer to have fun when practicing the language rules. The question sought to find out the learners' attitudes and behaviors towards learning through having fun. So, all teachers 100% said that learners enjoy using games.

Question 14: How do you Find the use of Games?
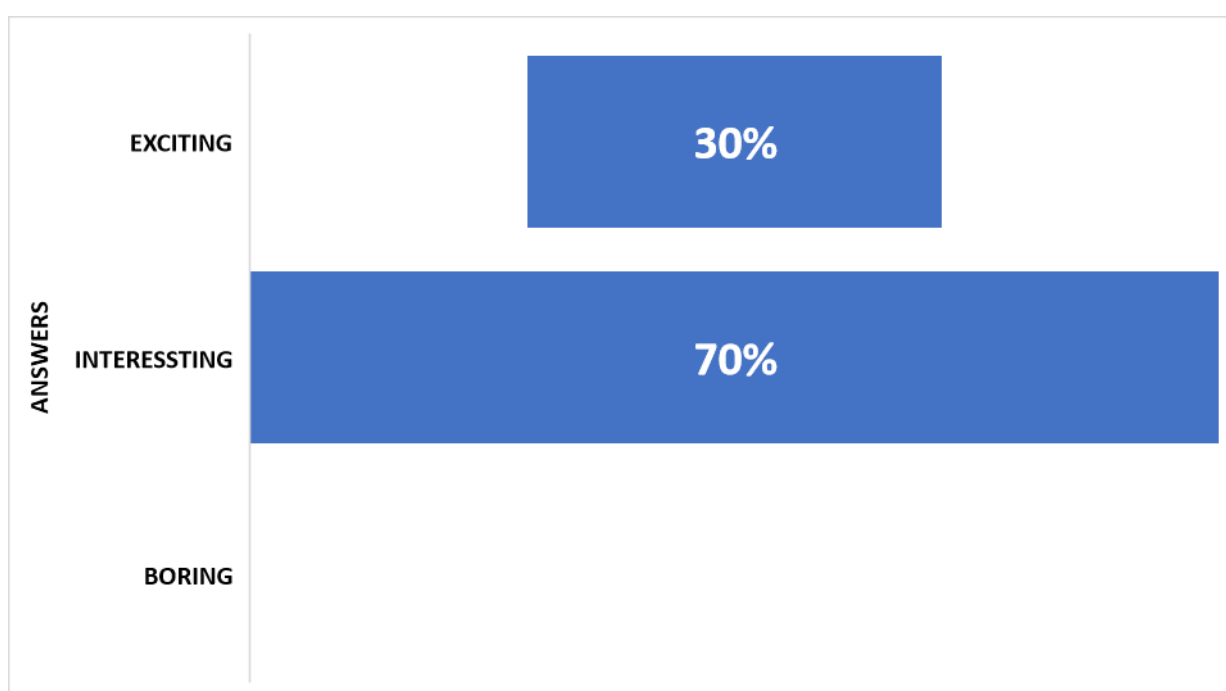
Bar-Graph 2.7. Using Games in Classroom

Teachers use games as a teaching strategy because they consider them entertaining which may help learners to improve their grammar level. Accordingly, most participants (70%) confirmed that the use of games in the classroom is interesting, whereas, (30%) of them said that the use of game is exciting. No one pointed out that games are boring.

Question 15: Do you agree that the use of didactic games is useful for explaining the lesson and maximizing learning opportunities for the pupils?
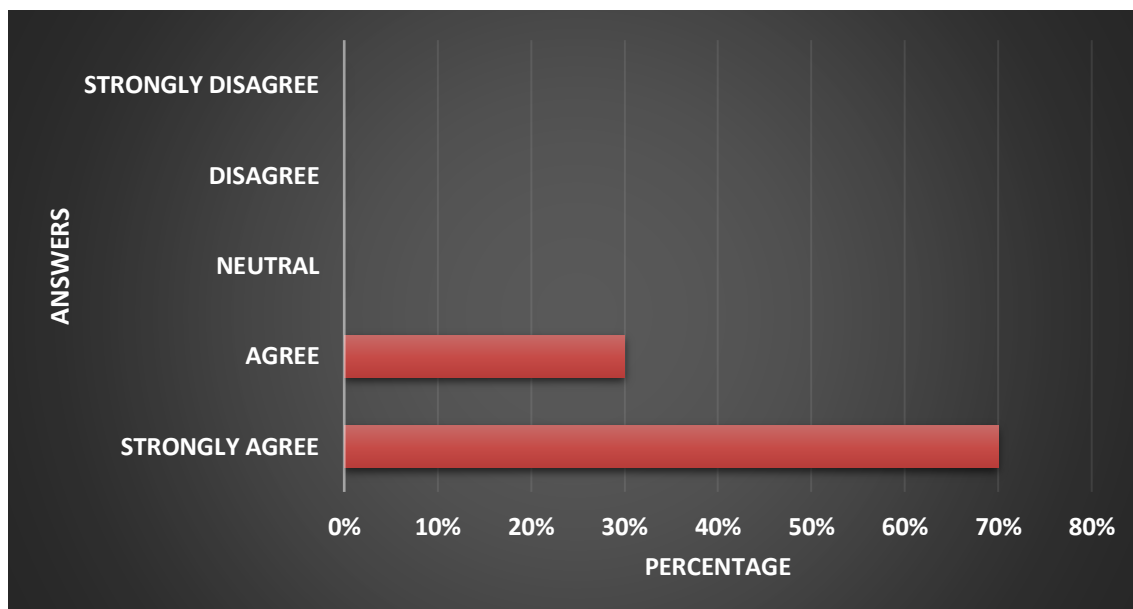
Bar-Graph 2.8. Participants Point of View about Didactic Games

Some teachers prefer to use the didactic games as a tool to facilitate the presentation of the grammatical rules as it is apparent in the above bar-graph, (70%)of teachers strongly agreed that games have a positive impact on the learners' performance. As for the rest of teachers (30%), they agreed that games motivate even the weak pupils and they attract the pupils' attention because they break the routine

Question 16: Do you think using games create a relaxed atmosphere during the session?
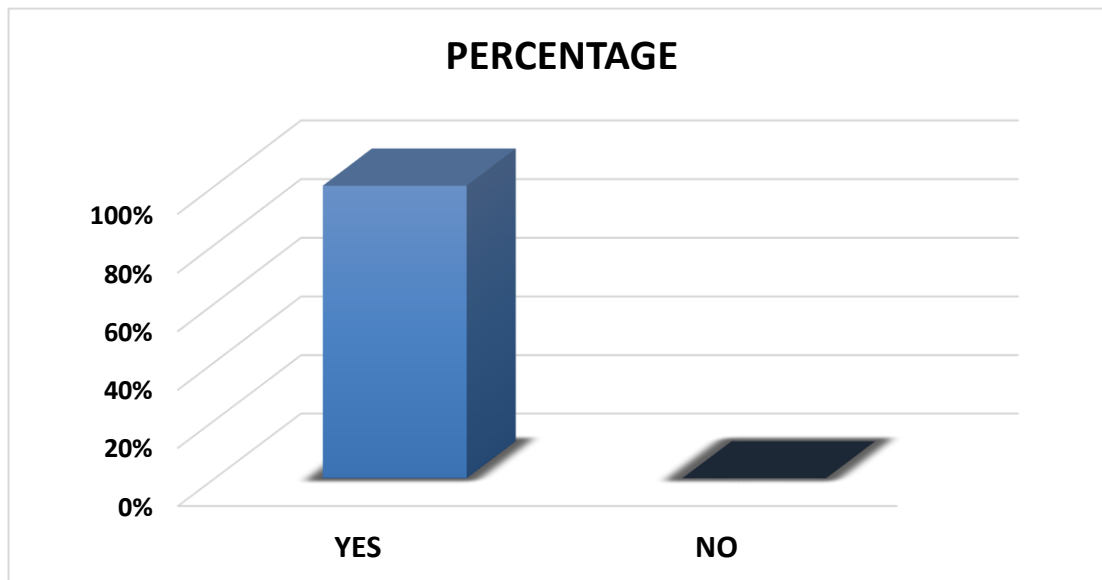
Bar-Graph 2.9. Creation A Relaxed Atmosphere In Classroom

In this item, teachers had been asked to answer the question if the use of games creates a relaxed atmosphere during the sessions. All the teachers choose the same response which is yes. In other words, (100%) of them agreed that the use of games create a relaxed atmosphere and help students learning in a good environment.

Question 17: Do you think that the practice of games will improve the learners understanding?

Answers	YES	NO
Percentage	100%	0%

Table2.3. Teachers' Perception Toward The Role of Games

The majority of the teachers agree that the practice of games will improve the learners' understanding. (100%) of the teachers stated that using games activities in the classroom may motivate learners and help them to improve their familiarity with grammar because games usually create an enjoyable environment of learning.

Question 18: How do you consider teaching grammar with games?
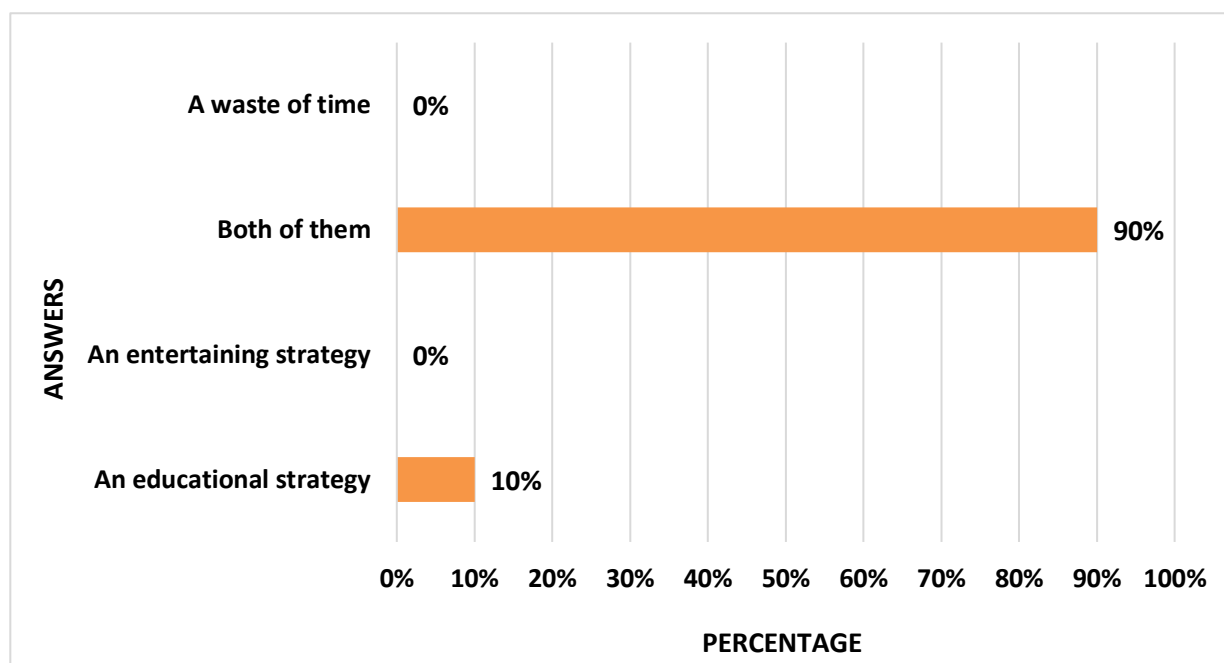
Bar-Graph 5.10. Game Usefulness In Teaching Grammar

Teachers have different points of view about games. Some of them (10%) see that they are an "educational strategy" while the other (90%) consider them as an entertaining and educational strategy because they highlight their importance in providing learnable knowledge in an enjoyable way. All in all, it was revealed that games are considered as an important technique to enhance learners' knowledge. In addition, they bring fun in the classroom when learning grammar, i.e. learners feel happy and interested to play them in an enjoyable way.

Question 19: what are the difficulties that teachers face when using games?

In this item, they were asked about the difficulties that teachers face when using games. In response to this question, the teachers' answers were summarized in the following points:

- ✓ The main challenge is the lack of experience, i.e. teachers should learn how to manage the lesson when he/she uses educational games.
- ✓ Lack of sufficient facilities such as handout and projectors (ICT facilities), i.e. classes are not equipped with such facilities which make the students interested.
- ✓ It is not an easy task to make a balance in reaching the objectives of the lesson and what fit the students' needs, i.e. to make the lesson interesting and effective.
- ✓ Time management is a challenging factor because half an hour is not enough to teach a lesson through a game.
- ✓ Students with low proficiency are another problem.

Question 20: In your opinion, what is the educational value of games?

As far as the educational value of the games is concerned, the teachers highlighted a number of values and benefits. Interviewees' answers were summarized in the following points:

- ✓ Educational games have a great pedagogical value when they are used effectively in the class.
- ✓ Providing a relaxed and funny learning environment.
- ✓ Developing students' mental abilities.
- ✓ Developing students' critical thinking skills.
- ✓ Stimulating students' interest in classroom activities.
- ✓ Increasing the students' interest in learning a new grammatical rule.
- ✓ Through the use of games, learners will be greatly motivated to learn grammar.

✓ Games can be used in any language teaching situations and with all skills (reading, writing, speaking or listening).

✓ Increasing students' motivation and reducing students' anxiety.

✓ Games involve equal participation among participants (good and average students).

✓ Educational games increase positive feelings and improve students' self-confidence.

2.10.2. Classroom Observation Analysis

Observation was another tool that was used to collect data while monitoring learners. This monitoring technology is useful for gathering information on most areas of focus. The observation aims to evaluate three main aspects during the implementation of games: pupils' behaviors, teacher behaviors, and characteristics of the learning environment. The researchers can provide a great deal of information about the daily behaviors of pupils' and teachers and situations during observation sessions. However After the presentation of the educational games, it was noticeable that the negative attitudes that the students had towards each other changed to be positive and effective. The researchers noticed that playing games is very useful and it is an effective technique to help students understand grammar easily and enhance learning as the excitement of the students was clearly noticed.

During the session, the researchers observed a significant change in pupils attitudes following the introduction of educational games, which were utilized to teach the present simple tense. Pupils' initially negative attitudes transformed into positive and effective interactions as they engaged in the game-based activities. It became evident that playing games not only brought enjoyment but also served as a highly effective technique for facilitating pupils' comprehension of grammar, particularly the present simple tense, thus enhancing their overall learning experience.

The teachers' lesson focused on teaching the present simple tense, and the specific game employed in the lesson can be found in Appendix B and some pupils' answers are included in Appendix C. This game provided pupils' with a hands-on opportunity to practice and apply the present simple tense. By incorporating the game into the lesson, the teacher aimed to create an interactive and engaging environment where pupils' could reinforce their understanding of the grammar rule.

Based on the classroom observation, pupils' showed excitement and interest from the beginning of the session when the teacher informed them that they would play games in that session either through their facial expressions or by making some gestures that expressed their happiness. Stress and shyness are also reduced. As a matter of fact, most teachers seem to use games in teaching grammar to make it easier for their pupils' to understand the grammatical rules and structures.

2.11. Discussion and Interpretation of the Main Findings

At this stage of the chapter, the researchers try hopefully to provide a discussion and interpretation of the main results with the aim of exploring the validity of the hypotheses mentioned at the beginning of the present study. Specifically, the researchers sought to determine the first hypothesis which is, if the pupils learn grammar through games, their ability to grasp grammar rules easily will be increased.

 Data obtained from the two research tools, namely questionnaires and classroom observation, revealed that teaching grammar can be a challenging task that depends on the pupils being taught and the methods used by teachers to facilitate grammar instruction, especially when pupils become bored. Different teaching methods were identified, such as the deductive method, where teachers provide an explicit presentation of the grammatical rule followed by practical activities, and the inductive method, where teachers present examples for students to recognize the rule in a natural way. The combination of the two methods, known as the inductive-deductive method, was also found to be useful. Teachers

emphasized the effectiveness of interactive teaching methods, particularly, where games are used to teach grammar. This method was seen as beneficial for all types of students, as it stimulates their attention and makes the learning process interesting. Thus, the first hypothesis was confirmed.

Regarding the second hypothesis, which suggests that, by using fun games teachers will motivate pupils and engage them in the teaching-learning process, the results indicated that teachers provide various types of activities for students to practice. The use of entertaining games was found to motivate pupils and engage them in classroom activities. Educational games were found to have pedagogical value, creating a relaxed and enjoyable learning environment, developing students' mental abilities and critical thinking skills, stimulating their interest, and increasing motivation and reducing anxiety. Games were seen as applicable to different language teaching situations and skills (reading, writing, speaking, or listening), promoting equal participation among students of different abilities and fostering positive feelings and improved self-confidence. Furthermore, the second hypothesis was confirmed.

In conclusion, both the questionnaire and classroom observation confirmed the hypotheses, showing that, if the pupils learn grammar through games, their ability to grasp grammar rules easily will be increased. Additionally, By using fun games teachers will motivate pupils and engage them in the teaching-learning process.

Recommendation

Teaching is a challenging effort that combines the elements of art and science, requiring a special set of skills. Not everyone possesses the ability to effectively engage in this profession. The goal of embarking on this work was to simplify the learning of grammar for pupils by incorporating educational games. Additionally, the objective was to make language learning more applicable and valuable in practical situations.

Based on the information gathered through a teacher's questionnaire and classroom observation, it can be concluded that games had a positive impact on students' language proficiency. Additionally, games facilitated interactivity, collaboration, and dynamism among the learners.

The game that was used in the classroom succeeded in creating a relaxed environment, an entertaining and informative atmosphere. Hence, a competent teacher is someone who knows well his students and their learning styles in order to identify what they lack, their needs and wants. He should be aware of when, how and why and what kind of games to use.

Because of the great role played by the game in involving learners in the learning process, it will be useful to suggest some recommendations that may help improve pupils' performance through using games. In light of the results of the current study, the researchers recommend first that EFL teachers should include gaming activities in the oral expression session and in other language skills sessions as well. In addition, all EFL teachers should increase their students' awareness of the importance of game activities, by designing appropriate game activities that suit the pupils' needs.

When it comes to pupils learning English as a foreign language, it is recommended that they are made aware of the benefits of engaging in activities that enhance their overall English proficiency, with a particular focus on expanding their vocabulary knowledge. Additionally, it is advised that EFL pupils dedicate more time and effort to actively participating in various types of games, both inside and outside the classroom, as this can greatly enrich their English skills and vocabulary knowledge.

Conclusion

To conclude, the use of educational games has been proven effective in enhancing the grammar skills of 3rd-year middle school pupils. Teaching grammar becomes more engaging and interesting through the implementation of educational games. Based on this, it can be suggested that incorporating educational games into the educational process can lead to significant improvements in pupils' grammar skills. This positive outcome can be attributed to factors such as the individual and cooperative learning opportunities provided by the games, the pupils' positive attitude towards using games in education, and the supportive role of the researcher.
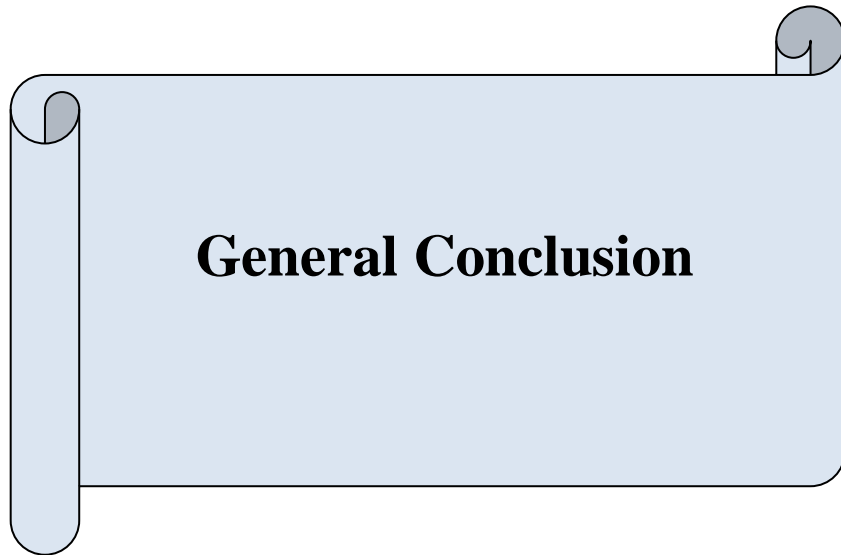
General Conclusion

The use of games in teaching English grammar to young learners has gained significant attention in recent years. As a fundamental aspect of language learning, grammar instruction often presents challenges for young pupils due to its abstract and complex nature. However, incorporating games into the teaching process can create a more engaging and interactive learning environment. By integrating fun and playful activities, games provide opportunities for pupils to practice grammar rules and structures in a contextually meaningful way. Therefore, the objective of this study is to explore the effectiveness of using games as a pedagogical tool for teaching English grammar to young learners by examining the impact of games on pupils' motivation, engagement, and retention of grammar concepts. This research aims to hopefully contribute to the development of innovative and effective teaching approaches in English language classrooms.

The investigation of the current study revolves around two research questions that have been asked at the onset sequenced as follows:

1. Do educational games help pupils learn English grammar effectively?

2. How can teachers use educational games as a teaching strategy to enhance their grammar learning?

To provide answers to those research questions, two hypotheses have been put forward:

a. If the pupils learn grammar through games, their ability to grasp grammar rules easily will be increased.

b. By using fun games, teachers will motivate pupils and engage them in the teaching- learning process.

To achieve the intended objective, an exploratory case study was conducted at DERBAL Ben Zian Middle School, involving teachers and third-year students. Both qualitative and quantitative analysis methods were employed to analyze the collected data. The study employed a mixed method approach to collect data from

middle school teachers and pupils in order to evaluate the significance of educational games and their impact on student learning. To do so, a questionnaire Was addressed to the teachers in addition a classroom observation. Through data analysis, the study affirms the hypotheses which states that if the pupils learn grammar through games their ability to grasp grammar rules easily will be increased and by using fun games, teachers will motivate pupils and engage them in the teaching- learning process.

Furthermore, the study concludes that incorporating enjoyable games in teaching helps teachers motivate pupils and actively involve them in the learning process. However, it is worth noting that some pupils may passively engage with games solely for entertainment, and certain teachers may not effectively utilize games in their instruction. Nonetheless, the findings demonstrate that educational games can play a crucial role in enhancing students' learning outcomes, making the learning experience more engaging and immersive.

Overall, the study achieves its aim of creating a relaxing, fun, and informative game atmosphere for learning grammar. Learning through enjoyable activities is beneficial, but it is important to consider modifying games according to content, cultural aspects, context, and learner needs. Games can change the classroom atmosphere when learning becomes monotonous, but they may not be suitable for every teaching situation or every learner's needs.

As mentioned previously, it must be emphasized, at this level, that the results Obtained from this exploratory study is generalizable even though the number of participants is small. Moreover, there are many middle schools in Naama but one is chosen randomly. Thus, the study was conducted on a scale, and the examination area was restricted to teachers and pupils only.

In fact, the results obtained can be subject to verification through the utilization of other various tools, enabling the integration of additional data and diverse perspectives. This integration can facilitate the creation of supplementary recommendations by combining the findings of this research with new

investigations. To be more specific, future researches can focus on exploring alternative solutions in order to gain deeper insights and establish exemplary practices for teaching English grammar. By doing so, these efforts can address .
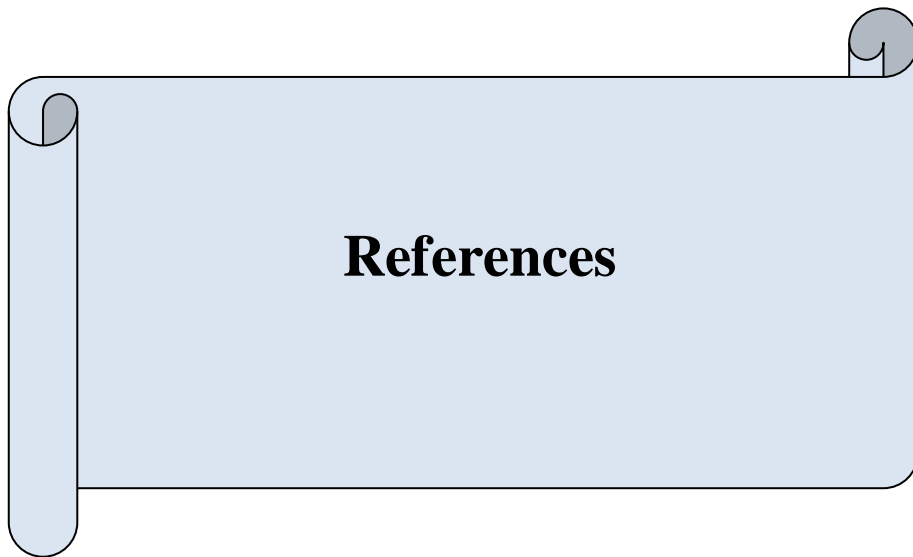
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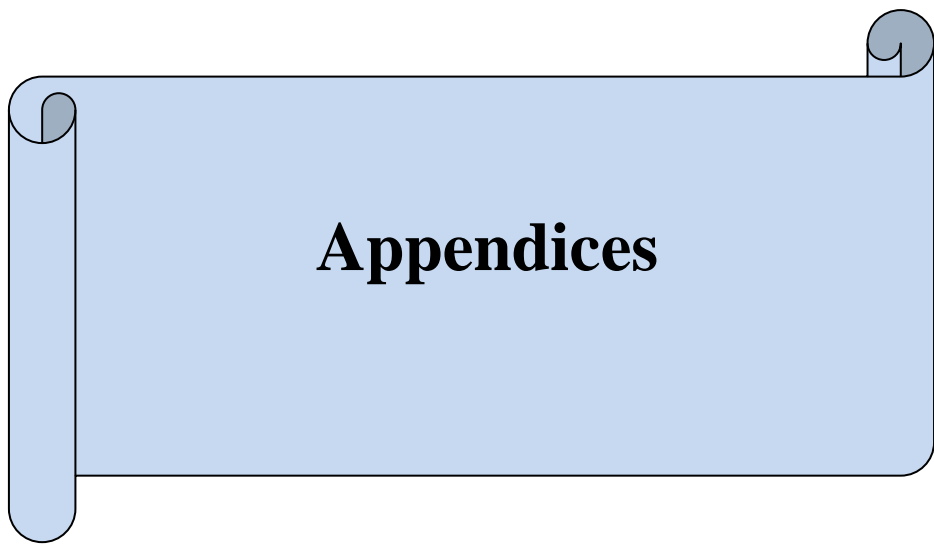
Appendices

Appendices

Appendix 'A'

Teachers' Questionnaire

Questionnaire

Warmest and kindest regards to the participants, We are Master 2 students, and we are conducting a quick survey to investigate the effect of using educational games on enhancing English grammar for EFL learners.

The data gathered from this survey will be used to help us examine the different experiences and perspectives of teachers to understand and help with this important issue. The data you provide is anonymous and confidential, and will be used for the research purposes of this survey only.

Thank you for your time and your kind and honest response.

Please honestly answer the following questions by writing your answers or ticking in front of the spaces provided:

Part I:General Information

1) What's your gender?   Male ☐   Female ☐

2) How old are you?   ....

3) How long have you been teaching in middle school?

   ....

4) Do you teach all levels? Yes ☐   No☐

5) Do you teach all skills (listening, speaking, writing, and reading) ?

   Yes☐   No☐

6) How often do you teach grammar?

   A) Always) sometimes)rarely☐   D) Never☐

Part II:Effectiveness and Engagement in Game-Based Grammar Learning

1) In which skill is grammar included?

Listening ☐Speaking ☐Writing ☐Reading☐

2) Do you think that it is the teachers who should motivate the learners to learn more?

Yes ☐No☐

3) Do you consider teaching grammar a hard task to accomplish?

Yes ☐No☐

4) Do learners face difficulties with the mastery of grammar?

Yes ☐No ☐Sometimes☐

5) What are the methods that you use to facilitate teaching grammar in a case your pupils are disengaged or bored?

....

....

6) Do you use educational games in teaching grammar?   Yes☐   No☐
7) Do your learners enjoy using games? Yes ☐   No☐
8) How do you find the use of games?

Exciting☐ Interesting ☐boring☐

9) Do you agree that the use of didactic games is useful for explaining the lesson and maximizing learning opportunities for pupils?

Strongly agree☐ Agree ☐ Neutral ☐   disagree ☐strongly disagree☐

10) Do you think using games create a relaxed atmosphere during the session?

Yes☐   No☐

11) Do you think that the practice of games will improve the learners' understanding?

Yes☐ No ☐I don't know☐

12) How do you consider teaching grammar with games is it :

-An educational strategy ☐

-An entertaining strategy ☐

-Both of them ☐

-A waste of time ☐

13) What are the difficulties that teacher face when using games?

....
..

....
..

14) In your opinion, what is the educational value of games?
   1. Now that you are back to traditional learning, do you think distance learning had

....

....

....

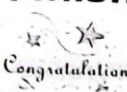Thank you so much for your time.

Appendix 'B'

Pupils' Game

Board Game

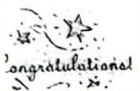| Finish		I _____ (use) the Internet every day.	They _____ (play) in a rock band.	**Present Simple Master Game**
I _____ (be) the smartest here.		**Skip One Turn**	We _____ (read) alien stories.	
She _____ (dress) like a Barbie doll.		You _____ (drink) salted chocolate.	**Move Back 3 Spaces**	It _____ (be) called the Master Game.	*Rules Box*
He _____ (fix) old.		She _____ (watch)		**Super Skip**	1) Roll a dice. When you get a six, you can start playing.
Oh No! Go back to Start		He _____ (wash) his feet twice a day.		He _____ (be) the king of our school.	2) Roll the dice again. Move forward according to the number on the dice.
It _____ (have got) 100 legs and a small		We _____ (wear) trainers for sports.		**Move Ahead 3 Spaces**	
You _____ (be) scared of tarantulas		They _____ (say) a lot of funny things.		She _____ (write) a love letter every day.	3) Make the sentence *positive,*
She _____ (guess) the right answers		**Oh No! Go Back**		You _____ (eat) cooked snails.	I _____ (like) lots of homework.
Move Ahead 2 Spaces	He _____ (go) to a girls' club.	I _____ (listen) to adults.		**Start**

Appendix 'C'

Pupils' Answers'

Board game

Finish

Congratulations!

I _am_ (be) the smartest here.

She _dresses_ (dress) like a Barbie doll.

He _fixing_ (fix) old machines.

Oh No! Go back to Start

It _have gotes_ (have got) 100 legs and a small head.

You _are_ (be) scared of tarantulas.

She _guesses_ (guess) the right answers.

Move Ahead 2 Spaces

He _goes_ (go) to a girls' club.

I _listen_ (listen) to adults.

I _use_ (use) the Internet every day.

Skip One Turn

You _drinkes_ (drink) salted chocolate.

She _watch_ (watch) soap operas.

He _washes_ (wash) his feet twice a day.

We _____ (wear) trainers for sports.

They _sayes_ (say) a lot of funny things.

Oh No! Go Back

They _play_ (play) in a rock band.

We _read_ (read) alien stories.

Move Back 3 Spaces

It _is_ (be) called the Master Game.

Super Skip Move Ahead

He _is_ (be) the king of our school.

Move Ahead 3 Spaces

She _writes_ (write) a love letter every day.

You _eat_ (eat) cooked snails.

I _like_ (like) lots of homework.

Start

Present Simple Master Game

Rules Box

1) Roll a dice. When you get a six, you can start playing.

2) Roll the dice again. Move forward according to the number on the dice.

3) Make the sentence _positive, negative and question_. If you answer correctly, you can stay here, if not move back where you were.

4) Two or more players can be on the same space. Play till all reach the end.

Board game

Finish

Congratulations!

___am___
be) the
smartest
ere.

he ___dress___
dress) like
Barbie
oll.

le ___fix___
fix) old
machines.

**Oh No!
Go back
to Start**

t ___has got___
have got
00 legs
nd a small
ead.

ou ___are___
be) scared
if.
arantulas.

she ___guess___
guess) the
right
answers.

**Move
Ahead 2
Spaces**

He ___goes___
(go) to a
girls' club.

I ___listen___
(listen) to
adults.

I ___use___
(use) the
Internet
every day.

**Skip One
Turn**

You ___drink___
(drink)
salted
chocolate.

She ___watch___
(watch)
soap
operas.

He ___washs___
(wash) his
feet twice a
day.

We ___wear___
(wear)
trainers for
sports.

They ___say___
(say) a lot
of funny
things.

**Oh No!
Go Back**

They ___play___
(play) in a
rock band.

We ___read___
(read) alien
stories.

**Move
Back 3
Spaces**

**Super
Skip
Move
Ahead**

**Move
Ahead 3
Spaces**

She ___writes___
(write) a
love letter
every day.

You ___eat___
(eat)
cooked
snails.

It ___is___
(be) called
the Master
Game.

He ___is___
(be) the
king of our
school.

I ___like___
(like) lots of
homework.

Start

Present Simple Master Game

___Rules Box___

1) Roll a dice.
When you get
a six, you can
start playing.

2) Roll the dice
again. Move
forward
according to
the number on
the dice.

3) Make the
sentence
positive,
negative and
question. If
you answer
correctly, you
can stay here,
if not move
back where
you were.

4) Two or
more players
can be on the
same space.
Play till all
reach the end.

Board game

Finish

Congratulational

_am_
be) the
martest
ere.

he _dress_
dress) like
Barbie
oll.

le _fix_
fix) old
machines.

Oh No!
Go back
to Start

t _has got_
have got)
00 legs
nd a small
ead.

ou _are_
be) scared
f.
arantulas.

he _guess_
guess) the
ight
nswers.

Move
Ahead 2
Spaces

I _use_
(use) the
Internet
every day.

Skip One
Turn

You _drink_
(drink)
salted
chocolate.

She _watch_
(watch)
soap
operas.

He _washs_
(wash) his
feet twice a
day.

We _wear_
(wear)
trainers for
sports.

They _say_
(say) a lot
of funny
things.

Oh No!
Go Back

He _goes_
(go) to a
girls' club.

They _play_
(play) in a
rock band.

We _read_
(read) alien
stories.

Move
Back 3
Spaces

I _listen_
(listen) to
adults.

It _is_
(be) called
the Master
Game.

Super
Skip
Move
Ahead

He _is_
(be) the
king of our
school.

Move
Ahead 3
Spaces

She _writes_
(write) a
love letter
every day.

You _eat_
(eat)
cooked
snails.

Present Simple
Master Game

Rules Box

1) Roll a dice.
When you get
a six, you can
start playing.

2) Roll the dice
again. Move
forward
according to
the number on
the dice.

3) Make the
sentence
positive,
negative and
question. If
you answer
correctly, you
can stay here,
If not move
back where
you were.

4) Two or
more players
can be on the
same space.
Play till all
reach the end.

I _like_
(like) lots of
homework.

Start

Board game

Finish

Congratulations!

_am_
(be) the
smartest
here.

he _dress_
(dress) like
Barbie
doll.

le _fix_
(fix) old
machines.

**Oh No!
Go back
to Start**

t _has got_
(have got)
100 legs
and a small
head.

You _are_
(be) scared
of
tarantulas.

she _guess_
(guess) the
right
answers.

| **Move Ahead 2 Spaces** | He _goes_ (go) to a girls' club. | I _listen_ (listen) to adults. |

I _use_
(use) the
Internet
every day.

**Skip One
Turn**

You _drink_
(drink)
salted
chocolate.

She _watch_
(watch)
soap
operas.

He _washes_
(wash) his
feet twice a
day.

We _wear_
(wear)
trainers for
sports.

They _say_
(say) a lot
of funny
things.

**Oh No!
Go Back**

They _play_
(play) in a
rock band.

We _read_
(read) alien
stories.

**Move
Back 3
Spaces**

**Super
Skip**
Move
Ahead

It _is_
(be) called
the Master
Game.

He _is_
(be) the
king of our
school.

**Move
Ahead 3
Spaces**

She _writes_
(write) a
love letter
every day.

You _eat_
(eat)
cooked
snails.

I _like_
(like) lots of
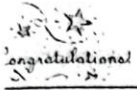homework.

Start

Present Simple Master Game

Rules Box

1) Roll a dice. When you get a six, you can start playing.

2) Roll the dice again. Move forward according to the number on the dice.

3) Make the sentence _positive, negative and question._ If you answer correctly, you can stay here. If not move back where you were.

4) Two or more players can be on the same space. Play till all reach the end.

70

Board game

Finish

Congratulations!

aum
be) the
martest
ere.

he _dresses_
dress) like
Barbie
oll.

le _fixes_
fix) old
machines.

**Oh No!
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to Start**

t _hasgot_
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00 legs
nd a small
lead.

'ou _are_
be) scared
f
arantulas.

;he _guesses_
guess) the
ight
answers.

**Move
Ahead 2
Spaces**

He _goes_
(go) to a
girls' club.

I _listen_
(listen) to
adults.

I _use_
(use) the
Internet
every day.

**Skip One
Turn**

You _drink_
(drink)
salted
chocolate.

She _watch_
(watch)
soap
operas.

He _wash_
(wash) his
feet twice a
day.

We _wear_
(wear)
trainers for
sports.

They _say_
(say) a lot
of funny
things.

**Oh No!
Go Back**

They _play_
(play) in a
rock band.

We _read_
(read) alien
stories.

**Move
Back 3
Spaces**

**Super
Skip**
Move
Ahead

He _is_
(be) the
king of our
school.

**Move
Ahead 3
Spaces**

She _writes_
(write) a
love letter
every day.

You _eat_
(eat)
cooked
snails.

It _is_
(be) called
the Master
Game.

Present Simple Master Game

Rules Box

1) Roll a dice.
When you get
a six, you can
start playing.

2) Roll the dice
again. Move
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3) Make the
sentence
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you answer
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can stay here.
If not move
back where
you were.

4) Two or
more players
can be on the
same space.
Play till all
reach the end.

I _like_
(like) lots of
homework.

Start

Summary

The present research aims at investigating the effect of using games to teaching English grammar to young learners. Its main aim is to answer the question of whether or not the educational games help pupils learn English grammar effectively and How can teachers use educational games as a teaching strategy to enhance their grammar learning. Hence, an exploratory case study was conducted to investigate the effectiveness of educational games on learning grammar.

Key Words: English grammar teaching, the effect of using games.

ملخص

يهدف البحث الحـالي إلى معرفة تـأثير استخدام الألعـاب في تـدريس قواعـد اللغة الإنجليزيـة للمتعلمين الصـغار. هدفه الرئيسي هوالإجابـة على السـؤال حـول مـا إذاكانت الألعـاب التعليميـة تسـاعد التلاميذ علـى تعلم قواعداللغـة الإنجليزيـة بشكل فعـال أملاوكيف يمكن للمدرسين استخدام الألعـاب التعليميـة كاستراتيجية تعليمية لتعزيز تعلم القواعد. ومن ثم،تم إجراءدراسـة حالـة استكشـافية للتحقق من فعاليةالألعاب التعليمية في تعلم القواعد .

الكلمات المفتاحية :تعليم قواعد اللغة الإنجليزية ،تأثيراستخدام الألعاب

Résumé

La présente recherche vise à étudier l'effet de l'utilisation des jeux sur l'enseignement de la grammaire anglaise aux jeunes apprenants. Son objectif principal est de répondre à la question de savoir si les jeux éducatifs aident ou non les élèves à apprendre efficacement la grammaire anglaise et comment les enseignants peuvent-ils utiliser les jeux éducatifs comme stratégie d'enseignement pour améliorer leur apprentissage de la grammaire. Par conséquent, une étude de cas exploratoire a été menée pour étudier l'efficacité des jeux éducatifs sur l'apprentissage de la grammaire.

Mots clés : Enseignement de la grammaire anglaise, effet de l'utilisation de jeux.