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Using Games in Teaching Adjectives to EFL Learners

**The Case of First Year Licence Students at the Department of Letters and English
Language- Kasdi Merbah University Ouargla- Algeria**

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Dedication

I dedicate this dissertation to my dear parents. I owe million thanks and tremendous debt of gratitude to you. Thank you because you made this dissertation possible and instilled in me the love and passion for education. Thank you for your financial and moral support. Thank you for your encouragement, help and patience.

To my beloved sisters and brothers for their support in each condition.

To my adorable nieces thank you for your love.

To my second family, the new friends I made and bonded with in the campus and university.

Dedication

I dedicate this modest work to my beloved parents whose love always strengthens my will and provides me with encouragement.

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Abstract

The present study aims to investigate the effectiveness of using games in teaching grammar in general, particularly in teaching adjectives. In this research, the researchers test the use of games, as to whether it is effective or not in teaching adjectives. The case is first year licence students at the Department of Letters and English Language, Kasdi Merbah University Ouargla for the academic year 2021/2022. In this study, the research methodology is the quasi- experimental design. The sample of the study composes of 30 students. The researchers treat the experimental group in two different methods. Firstly, the researchers instruct students by using the traditional method and then they undergo a test. Secondly, they teach them by using a grammar game and they undergo a test as well. The researchers collect and analyze the data from the pre-test and post-test. Consequently, they observed the student's reaction towards the use of games in regards to motivation, communication and enthusiasm. Quantitative data gathered presented that games had a significant influence in teaching towards students' adjectives mastery and enhancing the student's comprehension. Moreover, the group that the researchers taught using games felt more motivated and enthusiastic in their learning.

Key Words: using games, teaching grammar, English as a foreign language, adjectives, English language teaching

List of Abbreviations

CLA: Communicative Language Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

GTM: Grammar Translation Method

TEFL: Teaching English as a Foreign Language

US: United States

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1. Background of the Study

Absolutely, education is described as the mixture of all the strategies and performance in which learners develop their abilities, attitudes, habits and values in the society in which they live (Ikporukpo 2001). Moreover, teaching strategies and techniques are the most variables that students' academic performance depending on (Redza et al, 2013). Grammar is the system of words that work collectively to shape significant and well formed sentences (Thekes, 2011; Goodman & Goodman, 2014). Moreover, it is very important for EFL students to build well formed sentences and confidently express their ideas. Since some of them may feel shy and uncomfortable because they are scared of committing grammar mistakes. It is so obvious that the correct grammar will minimize misunderstandings. From the clarification above, it is clear that grammar has a first-rate role in combining units of language to form considerable sentences. Traditionally, educators instruct grammar rules in a serious way, making the lesson dull and uninteresting (Richards & Rodgers, 2001). Students sometimes suffer from the boredom of lessons and they may feel not motivated to learn when teachers resort to teach the grammar rules strictly. One way to support the grammar structures of students is through the use of games. Woodward (1997) claims that educators ought to understand that the lesson can be revive by the diversity of language games. Language games promote language learning. Educators may use different ways to promote participation among students in the classroom. One of the most suitable teaching strategies is using games to teach English language. There are many advantages of using games in the field of teaching. First, training the students' concentration. Second, encouraging students towards learning. Third, creating proper atmosphere full of entertainment. Hadfield (1999) states that games have a significant role. Games can be utilized in learning languages. The unsuitable ways that educators used in the classroom may affect the learners' behaviors towards learning. The mere use of games, however, does not guarantee the effectiveness of the lesson. It is the educators' tactic and how they organize, design and treat the game and classroom's conditions. Thus, the researchers can conclude that sometimes the

delivery of material in teaching English may be not effective. For that reason, the research is interested in the effectiveness of using games in teaching adjectives to EFL learners.

2. Rationale

Language is considered as a tool of communication. As learners, we use language in our daily life to express our ideas. Language is an essential and in order to master it, we must learn the set of rules that govern the language which called grammar. At university, students have grammar sessions and according to us this session was boring and rigid since it includes only dictation and memorization of rules. Also, in first year we had an oral session, in this session the teacher often used games in delivering lessons and in providing knowledge. Thus, we notice the diversity of methods that used in oral and grammar session. It was absolutely obvious that our energy and capacity towards learning increased in the oral session rather than in the grammar session. That means the lack of techniques and activities in teaching is one of the reasons why students cannot master grammar. Therefore, we select grammar as a subject matter and we specify adjectives in particular since they used frequently on part of speech. Furthermore, we choose games as motivational method to measure their influence on grammar, whether they assist students to learn adjectives or not. Also, we attempt to apply games with first year licence students at the Department of Letters and English Language, Kasdi Merbah University Ouargla to observe the mere use of games on grammar rules and to test the application of this method on students' learning progress.

3. Aim of the Study

The goal of the present study is to investigate the effectiveness of using games in developing EFL students' proficiency in the use of adjectives. The case is first year licence students at the Department of Letters and English Language at Kasdi Merbah University Ouargla. Since first year students are required to merge sentences to write or interact

appropriately. EFL students are confused in learning adjectives' position and its order, in differentiating the irregular adjectives, and in identifying the identification of adjectives.

4. Statement of the Problem

Learning English language is regarded as a complex task to non native learners. Grammar rules are challengeable and considered as a complex matter to many students. Learners are unable to differentiate the functions of how to use adjectives in English language. Whether in their speaking or writing. Subsequently, it is essential to adopt good ways to teach grammar productively, and that's goes through motivational strategies rather than following the traditional method which seems a bit dull to some students. Alternatively, designing a scheme based on games is considered as the best solution to teach adjectives. Games change the classroom routine also stimulate learning and teaching the target language.

5. Research Questions

Grammar rules are significant in teaching and learning foreign languages. Students need to cover these rules in order to create meaningful sentences. However, some students find difficulties in learning grammar and they count them as a hard task. Therefore, the researchers attempt to integrate games in order to check the outcomes. In this study, the researchers will try to answer the following questions:

- 1- To what extent can games help EFL students in developing their learning of adjectives?
- 2- What are the students' attitudes towards the use of games in the classroom?

6. Research Hypotheses

In order to answer the suggested questions, the researchers formulate the following hypotheses.

- 1- The researchers assume that using games may help students to learn adjectives effectively.

2- The researchers assume that using games may not help students to learn adjectives effectively.

7. Methodology and Research Design

The present study mainly harness the quasi- experimental design, in order to state the connection between the two variables. The experimental method is suitable to obtain the result among the variables, and to convince evidence of the effect that one variable has on another. Whereby, the researchers chose a sample contains 30 students. The latter are selected randomly and they are different in gender. The researchers selected first year licence students at the Department of Letters and English Language at Kasdi Merbah University Ouargla. Since first year students are required to merge sentences to write or to interact accurately. The group was taught adjectives in two different methods: they were instructed by the traditional method first and then they were taught by using games. The group underwent a test in both cases. Data gathered from the pre- test and post- test presented the results of the study.

8. Organization of the Dissertation

The present dissertation is divided into three chapters. The first chapter shows the first variable grammar. It represents the main theoretical aspects of grammar and adjectives. Principally the importance of grammar in language teaching English. Furthermore, it deals with adjectives and their functions. Then, the second chapter exhibits the other variable which is games. It tackles the terminology of games in language teaching and their types. The third chapter, is the empirical phase of this dissertation. It deals with data collection and interpretation which obtains from the analysis of the pre and post tests. The research instruments that the researchers used is the quasi- experimental design. The results of the study determine the researchers' hypotheses whether games may help EFL students to learn adjectives effectively or not.

Chapter One:
Teaching Adjectives in the EFL
Classrooms

Introduction

1.1 History of Grammar Teaching

1.2 Grammar and TEFL

1.2.1 Grammar Translation Method (GTM)

1.2.2 Direct Method

1.2.3 Audio Lingual Method

1.2.4 Communicative Language Teaching

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Introduction

Language is a communication system. Languages allow individuals to communicate and socialize with one another. Therefore, language is a form of social interaction. In English grammar, words are divided into several classes. The latter called parts of speech, which are articles, nouns, pronouns, adjectives, adverbs, conjunctions, prepositions and interjections. The present study concentrates on adjectives. Linguists have been studying grammar since centuries and grammar remains a subject of learning for incalculable children's schools throughout the world. Grammar is an integral part of the language we use in our daily life communication and in our real life situation. There is a lot of various conceptions about grammar (Babickà, 2015). Grammar is a system of rules and principles for speaking and writing a language. Moreover, grammar is the study of the internal structure and the use of language; it is the study of how we formed words in phrases and sentences (Ur, 1988).

In some countries, studying English is regarded as a hard task in schools, and in order to master it, learners need to be skilled in listening, speaking, reading and writing. Besides, learners need to master vocabulary and grammar. Vocabulary expresses meanings while grammar is used to form this vocabulary for obtaining a meaningful sentence (Wiklins, 1972). Learners find difficulties in understanding the usage of adjectives in sentences since they are only taught adjectives in a limited context (Thronbury, 1999). Thus, students like to learn in different contexts.

1.1 History of Grammar Teaching

Grammar is about the way that language is constructed, how words are operated together and the way they are related to each other in a sentence. Historically, many definitions and methods of grammar and language in general have changed. During the last 100 years, teaching grammar recognized various methods and approaches. In the 19th century, the approach of

teaching language was quite rigid and the major method was the grammar translation method (Woods, 1995; Richards & Rodgers, 2001). Moreover, Celce-Murcia (2001) demonstrates the terminology to differentiate between the terms ‘approach’, ‘method’ and ‘technique’. Firstly, the term ‘approach’ is similar to a theory and it is extensive rather than ‘method’ and ‘technique’. Secondly, a method is a set of procedures and it is more specific than an approach; it is a system which provides us with tips to teach a foreign language. Thirdly, a technique is the narrowest of the three terms. It is a classroom activity found and used in a lot of method.

From 1960s, many new methods appeared, and each one of them has a certain objective (Richards & Rodgers, 2001). Furthermore, From 1950 till 1980s, many new methods were invented during that period and educators were aware of the fact that the selection of the suitable method is fundamental for obtaining high quality of language teaching (ibid.).

According to Richards and Rodgers (2001) grammar has several methods, stages and approaches. Some authors were inspired by the way of how children learn and use a native language (first language acquisition) and many of them also thought that teaching language in a context is significant by using a certain method in language teaching such as the preparation of the lesson, and organizing materials from simple to more complicated.

1.2 Grammar and TEFL

Teaching grammar is not an easy task and it is essential for educators to know the methods that can be used in the classroom. According to Larsen-Freeman (2000), “A knowledge of methods is part of the knowledge base of teaching” (p. 9). Moreover, techniques in language teaching are highly described in Larsen-Freeman and Anderson’s book (1986) where their aim is mainly to set a list of various language teaching methods. They emphasize that the methods of practices change in time, and they criticize translation and the use of the native language in the classroom. Furthermore, they state that “The motivation for this advice was to maximize

students' opportunities to use the language they were studying" (p. 4). On the other hand, Richards and Rodgers (1986) argue that in some cases, it would be more efficient if educators use the learners' native language and it is suggested that such a big commitment to the target language makes language teaching isolationist, and this hinders educators and learners to create a connection between languages.

Grammar is a set of rules that permit us to integrate words in a certain language into larger units. Grammar can be defined as a way in which the language integrates words in order to shape longer units of meaning (Belhacene, 2014). For instance, in English language, the verb (to be) in the present form has two forms: the first one (is) which is used with a singular subject, and the second one is (are) which is used with plural. However, if the plural form (are) is merged with a singular subject, the result is rejected. For example, "This is a copybook". This sentence is grammatically correct; whereas, "this are a copybook". This sentence is incorrect. There is a set of rules that govern how units of meaning build in any language. We can say that students who know grammar are those who have mastered the language and can apply these rules to comprehend the correct and the accepted forms (ibid.).

Language can be analyzed at each of these four levels: text, sentence, word and sound. Traditionally, grammar is concerned exclusively with the analysis at the level of the sentence (Belhacene, 2014). Therefore, grammar is the description of rules that govern how language sentences are formed. Grammar consists of two essential components which are syntax and morphology; they assist us to identify the grammatical forms which give us the opportunity to enhance the expression of meaning. Furthermore, through history grammar has known many changes in methodology, these methods are grammar translation method, direct method, audio lingual method and communicative language teaching. Each method occurs in a certain period of time and each one has its objective (ibid.).

1.2.1 Grammar Translation Method (GTM)

According to Bibickà (2015), this method also called the classical method. In this method, the major goal of learning a foreign language is reading proficiency (to read classical literature). The grammar rules and drill were fundamental in teaching. Moreover, this method was based on the translation from the target language into learner's first language and vice versa. The former is principally connected with grammatical type of language syllabus (Woods, 1995; Larsen-Freeman, 2000). Furthermore, Lin (2010) states that grammar translation method is focuses on the grammar rules, memorization of vocabulary, translation of text and written exercises. Moreover, grammar is considered as the core stone in GTM because the major features of this method are based on learning its principles.

In addition, grammar is taught deductively; first educators provide their students with a particular grammar point, then they demonstrate its rules and this occurs by using exercises presented in isolated sentences. Furthermore, students are asked to memorize the grammar rule that educators gave them at the beginning of the lesson. Also, in this method accuracy is more important than fluency in language usage (Belhacene, 2014).

In GTM, educators could get the target outcome for learners by testing their grammar rules and translation. However, students are incapable to improve their communication skills out of this method (Belhacene, 2014).

1.2.2 Direct Method

The direct method, this method was known with several names like the new method, the natural method, and the oral method (Belhacene, 2014). The former invented at the end of the 19th century as a reaction against the Grammar-translation Method. In this method, learners learned grammar in unconscious way since an explicit grammar teaching was neglected. According to Thornbury (1999), "the same way as children pick up the grammar of their mother

tongue, simply by being immersed in language” (p. 21). In other words, in this method grammar is taught indirectly, educators provide examples with inclusive explanation and then learners conclude the grammar rules.

The core of this method was the active and spontaneous use of spoken language in the classroom. In this method, only the target language is allowed, and the focus is on pronunciation and grammar. Moreover, the supporters of natural method assented in analogy between first and second language acquisition. In addition, there are some authors who supposed that using only the direct method in the classroom is counterproductive. An important prejudice against using the mother tongue in teaching language creates with extension of the direct method (Harmer, 2007).

1.2.3 Audio Lingual Method

Audio-lingualism, emerged largely in North America (Bibickà, 2015). This method was based on repetitive drills and memorization which was a bit dull for students even though it was quite effective (ibid.). The supporters of this method considered that the language is understood as a type of behavior. In the late 1950s, Noam Chomsky refuted that language is behavior; he supposed that language is “an innate human capacity” (Thornbury, 1999, p. 21).

According to Howatt and Widdowsons (2004), the World War II played a vital role in the growth of the oral approach in America, which is known under the name of Audio-lingualism. Moreover, the war made the world more global; American soldiers often meet people from different countries face-to-face. Therefore, new languages such as German, Italian, and Japanese discovered. In 1942, the army established a training program, the main objectives were to take care of the language training needed (Burner, 2005). The former was extremely intensive and in fact it has an impressive outcomes. Therefore, an oral-based approach including intensive

drills become one of the major support of Audio-lingualism. Simultaneously, immigrants traveled to America in order to learn the target language which is English (ibid.).

1.2.4 Communicative Language Teaching

In 1970, Communicative Language Teaching (CLT) developed as a reaction to the boring types of exercises used with the previous approach. According to Thornbury (1999) “communicative competence consists of more than simply the knowledge of the rules of grammar” (p. 22). And according to him, many scholars claimed 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” (p. 18-19) actually, this method does not concentrate largely on grammar rather than how to use grammar in order to communicate. Moreover, Freeman (1986) reports it: “In Communicative Language Teaching (CLT), grammar is taught as a means to help learners convey their intended goal appropriately” (p.132).

1.3 Grammar and Language Syllabus

The word syllabus means what is to be taught in the lesson. Ur (1991) describes that syllabus is a type of ordered document which contains the content, specification of the learners and its objectives. There are various kind of language syllabus. In connection with grammar, we can mention for instance grammatical or grammatical-lexical syllabus which are common in use. But, modern course books are mainly based on mixed syllabus. This kind of syllabus is based on the combination of various aspects of language. It contains specification of different tasks and topics, grammar and vocabulary (ibid.). Educators might have several attitudes to the importance of the syllabus.

For many years, grammar is considered as the core stone of language syllabus since it was fundamental to comprehend grammar concepts and parts like verbs, nouns, adverbs. Even though from the 1970s when the CLA was presented and dominant grammar still maintained its status in language teaching. Later on, other sorts of syllabus emerged and grammar was not such a special feature anymore since linguists did not consider grammar as a significant factor for practical use of language (Woods, 1995).

1.4 Overt and Covert Grammar Teaching

In connection with various grammar methods, Thornbury (1999) offers other two perspectives on grammar teaching: covert and overt. Covert grammar teaching is when the grammar questions are invented from the context for instance when practicing communicative activities. On the contrary, overt grammar teaching is more traditional. It means the explanation of the grammatical issues to teach them by a set of rules (Babickà, 2015).

Grammar-teaching presents two elements: covert and overt. Overt grammar-teaching is when you maintain exactly what the rules of grammar are. Covert grammar-teaching is when the teacher just speaks naturally and uses activities in the classroom to encourage the students to do the same (they learn by example). Covert grammar is how every native speaker learns their own language (Urbànková, 2008).

1.5 Approaches to Grammar-Teaching

There are different approaches that can help teachers in their career. Therefore, it is significant to choose the suitable one for student's capacity, age and experience. In addition, one of the most specific factors for a suitable approach is the relationship between the educator and the student. The approach is more theoretical and it is connected with a certain aim. Whereas, the method makes the teacher able to apply a specific approach in practice (Babickà, 2015).

In teaching grammar, deductive and inductive approaches are two basic perspectives. When educators present to students a new grammatical subject, the deductive approach which is traditional is sometimes used. Educators give students an explanation of a chosen grammar issue and then they give its examples. This approach is more comfortable for educators since it is not time consumer and it gives students an explicit explanation in comparison with inductive approach. But the opposite side argues that students are not motivated. Especially young learners it may hinder their learning progress since the lesson started with grammar presentation (Thornbury, 1999 p. 30).

According to Felder and Henriques (1995), in inductive teaching learners are going to use new observations to guess and deduce rules and theories (induction). Then test these theories by using them to conclude consequences that can be proved. According to Michael and Richard (2006), “when we speak of inductive methods, we therefore do not mean total avoidance of lecturing and complete reliance on self-discovery, but simply teaching in which induction precedes deduction” (p.3). Instruction in the inductive method often starts with content and experiences. Therefore, students can make connections to their existing knowledge structures. Currently, concepts should be presented in context of its purposed real-world applications and its relationship to other field of knowledge (Khelifi, 2016).

Many researchers claim that this method requires a lot of efforts that teachers ought to do in planning lessons. Moreover, they need to select and organize the data carefully in order to guide learners to form an accurate formulation of grammar rules (Babickà, 2015).

Thornbury (1999) explains that “induction, or learning through experience, is seen as the “natural” route to learning” (p. 49). When we use the inductive approach in the classroom, the grammar rules are, easy to remember since the inductive approach is more natural. Besides, it increases students’ motivation and autonomy.

Table 1: The Relationship of Inductive and Deductive Approaches (Krashen, 2002, p. 09)

Deductive	Inductive
1/ acquiring the rule in the context of formal instruction	1/ acquiring the rule as a child acquires his first or second language
2/ aware about the rule	2/ Picking up the rule
3/ acquiring rules consciously	3/ acquiring rules unconsciously
4/ Learning the rule explicitly	4/ Learning the rule implicitly

1.6 Teaching Grammar in Context

There are some educators who tend to concentrate on the grammar rules and in their course, thinking that their learners learn more through memorization. However, this is not a good way of teaching grammar. Since learners will fail in using the language in context and they may only understand and memorize the various rules of grammar (Thornbury, 1999). The effective way of teaching the grammar rules is by using it in contextual situations; educators ought to seek for interesting ways to teach EFL students and not only to rely on memorization.

Thornbury (1999) claims that “grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey” (p.13). Therefore, learning grammar in context helps students to discover how the several grammar rules can be used in any sentence. Moreover, in teaching grammar in context, there is a clear connection between the knowledge of rules and the implicit control of the system (Harmer, 1991). EFL educators ought to know that teaching grammar is not effective without context, because teaching grammar in isolation may hinder the students’ developments since they do not have the chance to improve their comprehension of the grammatical rules (Khelifi, 2016). In addition, Thornbury (1999) states that “if learners are going to be able to make sense of grammar, they

will need to be exposed to it in its contexts of use, and, at the very least this means in texts” (p.72). In brief, students are able to master the target language if they learn it in context.

1.7 Adjectives in English

Mastering adjectives are crucial in learning language. Adjectives have an important function in the sentence since they have an impact on the other parts of speech like nouns and pronouns.

1.7.1 Definition

The term ‘adjective’ means when a word used to describe a noun or pronoun. In grammar rules, we can say that an adjective modifies a noun. The word modify referred to (change a little). An adjective provides a little distinct meaning to a noun and it adds a flavor to the sentence by making the noun sounds more complete (Azar, et al, 1981). Moreover, adjectives can be used to characterize a lot of things; physical, size, age, shape, color, material as well as abstract things like opinion, origin and purpose.

Andrea DeCapua (2008) states that we can easily identify adjectives, they identify on the basic of their inherent features of characterizing nouns. Howard (2007) clarifies that adjectives describe nouns and pronouns. They provide us further information about people, places and things. According to Ba'dulu, AM (2008) adjectives are words that have an adjective as the essence. The definition of adjective phrase itself means a set of words are centered and followed by modifiers and determinants.

Commonly, the adjective placement is in front of noun that it is described, this is called attributive function. For example: The big blue motorcycle is mine. The words big and black are adjectives. The sentence means that the motorcycle that is big and has the blue color is mine (Andayani, 2018).

1.7.2 Forms of Adjectives

Adjectives have various forms; positive, comparative and superlative are the most common. Each type has its particular form. For instance, we use “er” for the comparative and “est” for the superlative. The following examples indicate their usage. For example, ‘Lata is taller than Sara’, ‘Tobias is the tallest one’; ‘My home is big and peter’s home is bigger than mine’ (Mohammed, 2014).

When we add “er” or “est” to adjectives, sometimes there are some changes in spelling. From the previous example, it is obvious that the word that begins with consonant and ends with consonant after vowel, we duplicate the last consonant (g) then we insert “er”. In the superlative form we use the article “the” before the adjective. Moreover, adjectives of one syllabus are short adjectives, whereas, the three or more syllables take “more” in the comparatives and “most” in the superlatives. For examples: the word “interesting”, changes into more interesting and changes into most interesting. Learners should not use “more” before an adjective that already has “the” or “er ” endings or “most” before an adjective that already has “the – est ” endings. (Beaumont, et al, 1998, p. 199).

1.7.2.1 Irregular Form

Generally, there are many adjectives have irregular forms; in this case, there are some changes occur when we use the adjective in comparatives or superlatives. For example, the adjective (good) changes into better than in comparative and changes into the best when we use it in superlative. Also, the adjective (bad) changes into (worse than) in comparative and (the worst) in superlative (Macklin, 1992).

In the other hand, there are some adjectives that cannot be compared. For instance: we cannot say (more asleep) or we cannot say for example your work was more impossible than mine. This sentence is incorrect, instead of this we can say: your work was difficult; mine was

nearly impossible. The adjectives that cannot be used with more are called absolutes; therefore, we utilize nearly, barely or almost with them rather than more (Mohammed, 2014).

1.7.2.2 Singular and Plural Forms of Adjectives

In English language, adjectives possess the same form for singular and plural, masculine and feminine nouns. For example, a good girl, good girls and a good boy, good boys. Demonstrative adjectives are the only exceptions; this and that which change to these and those before plural nouns. For instance this dog, these dogs and that woman, those women. Therefore, students should monitor carefully the changes of adjectives' rules in order to avoid mistakes (Thomson, et al, 1960).

1.7.3 The Type of Adjective Orders

Andrea DeCapua (2008) clarifies that in English language the order of adjectives is not random and they have a particular word order; various types of adjectives appear in a certain order. The exclusion to this is with adjectives of general description and physical state. According to Michael Swan (1995) adjectives came before the noun and they have a specific order. For example, we say 'the pretty young girl', not 'the young pretty girl'. The rules of adjective word order are complex. Ramsey and Jane (2007) maintain that one noun can be described as a list of adjectives. When more adjectives are utilized to modify a noun, it is significant to know the order of adjective.

According to Yule (2006), an adjective is a word that can be used with a noun to provide more information. In addition, sometimes we use more adjectives with a single noun. Moreover, the order of adjectives is very important, particularly, for EFL learners to learn how to construct a suitable sentence. The following lines show the main word order for adjectives in English:

1/ Opinion: To express attitude or observation (awful).

2/ Size: In this type, the size is the relative extent of something (tiny village).

- 3/ Quality: They are words like soft, quiet and famous.
- 4/ Age: To express how old it is, for instance old and new.
- 5/ Shape: In this type shape is a geometric figure, for example, round, square, fat and thin.
- 6/ Color: To express approximate color (yellow, black, and blue).
- 7/ Participle forms: They are words like ‘covered’, ‘missing’, and ‘broken’.
- 8/ Origin: To express where it is from; for instance, British, American, and Swedish.
- 9/ Material: To express what is made of; for example, brick, cotton and plastic.
- 10/ Type: They are words like human, chemical, domestic.
- 11/ Purpose: To express what is used for (alarm clock and walking boots).

1.7.4 Identification of Adjectives

There are some adjectives that can be identified by their endings. These endings are like ‘able’ (comfortable), ‘al’ (logical), ‘ic’ (terrific), ‘less’ (jobless), ‘ful’ (wonderful), and ‘ous’ (courageous). However, there is a large number of adjectives that cannot be identified in this way. They do not have a particular ending forms, sad, smart and dark. Moreover, there are some adjectives that can be used as both adjectives and adverbs. These cases in the same word are regarded as a hard task in identifying adjectives. Words have two functions: we worked hard (adv). We did some hard work (adj). Moreover, not all words ending with (ly) are adverbs. Some adjectives also end with (ly); for instance: ‘friendly’, ‘lovely’ and ‘lonely’. These examples demonstrate that adjectives are diverse (Beaumont, 1998).

Conclusion

In short, this chapter discussed the importance of grammar and the rules of adjective in language use. Grammar is the core of teaching foreign languages. Adjectives have a crucial role in forming sentences. EFL learners ought to learn the rules of adjective since they are frequent in

use and they describe a significant element in the part of speech which is the noun. In order to master the adjectives' rules educators try to design an appropriate method. Moreover, in teaching English, grammar methods depend on teachers' style and views. Educators ought to use different ways to transmit their objective. One way of teaching grammar is by using grammatical activities that are based on games. The next chapter exhibits how these games are useful in promoting students' mastery of English grammar.

Chapter Two:
Games in English Language Teaching

Introduction

2.1 Defining Games

2.2 The Significant of Games

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Conclusion

Introduction

Language plays a vital role in developing students' capacities since it is the major means to communicate effectively in the target situation. Learning a foreign language is not an easy task. Language learning is a challenging task that requires constant efforts. Furthermore, in order to communicate we need to create meaningful sentences. Thus, grammar has an important role in teaching foreign languages. When learners know the rules of grammar and can use them effectively in expressing their ideas, they will gain a better performance; therefore, their self-confidence increases in using the target language. English language rules can be a dreary and frustrating task, where learners often spend their effort to understand this target language. EFL students may face many difficulties in learning grammar. Thus, educators always try to design the right methods to facilitate learning. One way to break the difficulties of grammar lesson is by using games. The latter are a splendor that teachers use in order to stimulate the students' interest towards learning. They are good strategies for learning since they are quite different from the traditional method which seems rigid to some students.

2.1 Defining Games

Hadfield (1999) states that "a game is an activity with rules, a goal and an element of fun Games should be regarded an integral part of the syllabus, not as an amusing activity for Friday afternoon or for the end of the term" (p.5). This definition asserts the significance of games in teaching languages; however, they should have a particular purpose to be achieved, and they should be governed by particular rules. The notion of game can be described as a play which consists a set of rules. Games are crucial in learning; they can assist students to get and to remember the input easily since they include a certain kind of experience which helps the recall of the information. In addition to this, some scholars describe games as good methods to bring a meaningful communication to lessons. Games focus on all the four basic skills (speaking, reading, writing and listening), and teachers can use them for any students' age. Furthermore,

Hadfield (2006) argues that the game is an activity in which entertainment, challenge and enthusiasm in the classroom occur. It is an activity in which learners can play, interact and share their thoughts with each other. It is obvious that any activity which includes challenge, makes students motivated and gives them the chance to enjoy playing and interacting with each other can be called a game.

2.2 The Significance of Games

Mubaslat (2012) expresses that “games ought to be the heart of teaching foreign languages and that games should be used at all stages of lesson” (p.4). Many teachers think that games are used just for entertainment, but it is just a belief. In fact, games can function as a very meaningful practice of language. Betteridge et al. (1983) clarify the importance of games in language learning and state that how games are essential in giving learners encouragement to continue in their studies. Additionally, many games provide repeated use of language form and its frequent use during a limited period of time (Betteridge et al., 1983).

Gardner (1999) states that the use of games helps the teacher to cope with the different abilities of students in the classroom. In addition, the most familiar features of games are competition and cooperation among students. Thus, weak students and advanced ones can learn in collaborating with one another. Also, the main purpose of using grammar games is to merge the practice of grammar with motivation. Harmer (1998) believes that “Motivation is some Kind of internal drive that encourages somebody to pursue a course of action [...] The motivation students bring to class is the biggest factor affecting their success” (p.3). In English classes, students are afraid of committing mistakes and feel uncomfortable because they think they should master the target language that is unknown to them.

Deesri (2002) notes that “students feel uncomfortable and stressful in the classroom because they have to master unfamiliar and unknown grammatical structures and this affects their

learning which can be dealt with the use of games” (p.3). Here the role of EFL teacher is crucial in decreasing the students’ anxiety, and this is can be done by the use of games. Games are also good for shy students and for those who have low confidence. Games within the classroom would create a supportive learning atmosphere where shy learners will get the opportunity to speak and practice their language in front of the whole class (Longram & Purcell, 1994). Additionally, Sigurgeirson (1999) states that we can use games with students of all ages. Using games in teaching is considered as a good strategy because games can create variations when teachers use them with other methods. Thus, using games is important since they help teachers to produce contexts in which students can involve unconsciously in language learning.

2.3 Language Games as a Source of Motivation

Alijanian (2012) states that grammar classes seem a bit dull and the need of new teaching methods is significant to keep learners motivated throughout the lesson. Ellis (1994) clarifies that motivation has a great impact on learning languages in formal as well as informal learning contexts. Furthermore, William and Burden (1997) clarify that when students want to learn, the potential of learning will occur. The expression ‘want’ may refer to an active process that exists inside someone which pushes him/her towards acting and produced something. Likewise, Avedon (1971; quoted in Deesri, 2002) further argues that “games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses” (p.2). In other words, games stimulate students’ motivation in the classroom, as a result they will be more interested in learning languages. Harmer (1998) believes that “Motivation is some Kind of internal drive that encourages somebody to pursue a course of action...The motivation students bring to class is the biggest factor affecting their success” (p.3). Moreover, games are dynamic since in this case students will do their best and make more effort in order to win the challenge. This means their anxiety towards learning foreign languages reduces because they are excited, they focus on gaining the best score and they are not afraid of

committing mistakes. Thus, they will learn the grammar rules in an indirect way and this means they will improve their self-confidence. Bob Obee (1999) states in few points the advantages of the use of games. The latter provide purposeful contexts in which to use language, they encourage students to interact, they create enthusiasm and they boost students' attention in classroom activity.

Celce-Murcia (1979) argues that “in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be” (p.54). Games are related to the real usage of language; therefore, they put language learners in real life situations. In addition, McCallum (1980) clarifies several advantages of games: they enhance students' attention on a particular structures, grammar rules and elements of vocabulary. Games involve students from different capacities, active and inactive learners; also, they can be adapted to suit the age and the language level of students, they offer a proper atmosphere of healthy competition and teach students how to be creative and how to use the target language spontaneously. Also, the teacher can use games in any language teaching cases and with all skill areas (reading, writing, speaking or listening).

2.4 Factors Influencing the Selection of Games

There are some teachers who consider games as time consumer or just a method for fun; on the contrary, games are important sources that have a great role in facilitating learning foreign languages. While using games in the classroom, teachers should be aware of their roles in finding the proper game that meets the needs of learners. McCallum (1980) suggests that it is necessary for teachers to organize the game carefully and also educators may need extra equipments to play the game which are often not available.

Teachers should choose games appropriately according to the learners' age and their language level. Furthermore, Lengeling and Malarcher (1997) describe factors influencing the selection of suitable language games; for example, classroom space, noise and the main materials

that teachers need for the suitability of the game and time. The game should be related to the topic that the teacher uses in lesson and it should be well combined to the schedule.

In the classroom, students may have low self- esteem and they may suffer from the lack of motivation which can hinder their progress in many ways. Read (2007) believes that teachers may use different teaching styles and apply a variety of ways such as using games in delivering their lessons, to motivate students, encourage them to participate and to build their self-confidence. Motivation is considered as a significant factor in the learning process because without it we cannot learn. According to Butter (2017) statement on games are like materials “that allow individualized learning and encourage autonomy in order to cater to the genuine interests of learners” (p.735). Moreover, Harmer (2007) emphasizes that “for most fields of learning motivation is essential to success” (p.98). Educators ought to create a proper atmosphere in the classroom that includes enthusiasm, grin and using body language. The lesson must be different and teachers should not sit at desk day in and day out because this makes the lesson start bit dull for some students.

The chosen game should be as learning activities which improve the students’ abilities in learning a particular language. In order to make students more motivated, to have more fun and in order to stimulate their interest towards learning, teachers should use a variety of games (Wright et al., 2006). Teachers; however, should know when to use games and how to link them to the syllabus. EFL teachers should choose a simple and useful game that makes students comfortable. Also, they have to escape long explanations because students will get bored and see it as a difficult task to do.

2.4.1 Language Games and Organization

Educators should provide students with useful terms in which students will use it during the game. The codes are ‘loser’, ‘winner’, ‘what’s the score’, ‘you’re lucky’, ‘too bad’, ‘partner’ and so on. This step will make a difference in encouraging students to play because they will find it something new. They will feel themselves on the field of practicing games rather than learning. In addition, this helps students to avoid the use of their native language (Wright et al., 2006). Although there are some games which make some students the winners and the other losers. In the beginning of the year, teachers should start with games that allow all the students experience success, this makes students motivated and willing to study. After months teachers can mix games because students already build their confidence since they practice the method before; therefore, when students fail they do not find it as a big deal on the contrary, students are interested and motivated to play the game time and again in order to win.

2.4.2 Discipline and Forms of Classroom Communication

Educators may divide students in the classroom into pairs or groups. Wright et al. (2006) notice that “Pair work is easier to organize and control than group work” (p.9). However, pair work usually takes a lot of time due to the considerable number of students. Pair work narrows the expansion of relationships; therefore, obtaining less information. In addition to this, each student will claim to work with his/her friend. Consequently, teachers may select them randomly to make them open to new working relationships and exchange their point of view.

Wright et al. (2006) think that commitment is a good character that teachers should have also maintaining discipline within the classroom while students are playing language games is essential. Educators should tackle ever single point and discuss the rules of the game before start playing. Moreover, educators should be fair and encourage all students to engage in the game even the weak ones.

2.4.3 Competition and Scoring

According to Geiner (2010), competitive games can “enhance students confidence when they came out ahead of someone else” (p.55). From this definition, competition stimulate students towards learning and drive them to put forth their best effort because there are some students who are self motivated when there is a competition. It should be born in mind that games are challengeable and they require a lot of efforts. Games make students anxiety towards learning a foreign language decreases. Some students feel stressful because they consider the target language as a hard task this will hinder their creativity. When students play games full with competition or cooperation they will feel comfortable since they enjoy their learning.

Geiner (2010) states that scoring has a vital role in games because students are always excited and they want to gain more points to know how well they are actually doing. There are many ways to encourage students to gain scores. This can take many forms such as numbers or letters of the alphabet. Also, teachers can title the winners by giving them a nickname of the week or provide them with gifts at the end of the week.

2.4.4 The Teachers’ Roles

Woods (1995) differentiates the main areas of teacher’s position: controlling role, non-intervention role and managerial role. That means teacher can perform as an informer, director, arranger, replier..etc. In the classroom teachers have a variety of roles which are determined by the method used in some games teacher’s role is to be a leader who controls the class; sometimes just for observing the class. Peter Watcyn-Jones (2000) states that teacher has many roles and responsibilities he/she should act as a manager and coordinator of the classroom activity. The teacher should organize and prepare the materials needed, direct students and lastly evaluate the students’ work. Teachers should not always correct the students’ errors and mistakes because it could be hinder their learning.

Betteridge et al. (1983) even claim that the teacher “should never interrupt a game which is flowing successfully in order to correct a mistake in language use” (p.6). Teachers should know when to correct mistakes for instance, they can write down the student’s mistakes in a piece of paper and mention them when the activity is over, students will consider it as a feedback and they will realize their mistakes. According Batteridge et al. (2006), the teacher’s role while introducing new games to his/her students. First the teacher explains the game to students. Then, a teacher with one or two students describe the parts of the game. After that, trial by a group in front of the class. The teacher should write the instruction or key language on the board. In addition, he/she first examines the game, by groups. Educator should remove the key language from the board. Finally, the game continues.

Wright et al. (2006) state that before starting the lesson, teachers have to provide students a general idea about the process. This facilitate the transition of the information and ambiguity. Understanding how a new skill or information is applicable or how it is helpful to them now or later on in their life can make a big difference in motivating students since they use it in real situations. By using games, teachers may step out from his/ her role and remove it to students. Furthermore, students will take the responsibility this means they will do more efforts on their own consequently, build their confidence (Langran & purcell, 1994. p. 12-14). According to Khan (1996, cited in Hong, 2002) teachers must be explicit in connecting what students are learning with when, why and how in the classroom and link the game to the syllabus. Moreover, teacher should choose a game that includes both form and meaning because when the game serve only the form alone this limits the success and the students’ progress. “English language teachers should help the students to see grammar comprehensive term that incorporates all the branches of linguistics in the process of relating form to meaning, and meaning to situation, which is the main concept of functional grammar” (Adam Ismail, 2013).

2.4.4.1 The Organizer

Teachers are responsible to organize their classrooms, and this means to give students the right instruction for obtaining a good result and for students to acquire the ability to speak a foreign language appropriately. The organizer is one of the basic roles that teachers must perform in the classroom. Harmer (2001) states that organizing the classroom is very important and teachers must organize their students to do various activities. Furthermore, organization means that teachers are ready for an effective lesson and they can estimate the rate of success, while students are in the proper setting.

2.4.4.2 The Observer and the Facilitator

Harmer (2001) indicates that “when observing students should be careful not to be too instructive by hanging on their every work, by getting too close to them, or by officiously writing things down all the time” (p.62). Teachers should observe the design of the game carefully to show their responsibility in observing the procedure that they used; also, they should observe their students and show them how much they are curious to discover the information. When teachers observe the students, they should not show that they are very perceptive. Consequently, the students’ confusion and fear occur. During the game, teachers can walk around the classroom in order to observe and evaluate students performance.

Sometimes students face some barriers during their learning and they do not know the right way to overcome these obstacles. These barriers are a result of stress or poor background education knowledge; for example, students do not know how to express their thoughts. In this situation, teachers should help students to minimize these problems as much as they can. Harmer (2001) states that the teachers’ responsibility is just to encourage students to work on their own because teachers can help their students, but with limits. Basically, the teacher is the facilitator and the knowledge provider. As Littlewood in his book (1981) supports that “a teacher is a

facilitator of learning” (p.92). Therefore, teachers should use games in the classroom in order to develop students’ speaking capacities.

2.4.5 The Students’ Role

In Crookall’s point of view (1990), learners are motivated to participate and to take an active role in their learning. Also, learners and teachers can change their role and relations through games. Games are student centered activity since they require an active participation of students. Furthermore, learners need to focus and pay attention to the teacher’s instruction and concentrate on the game. When students completely focus on the game as an activity, they will acquire language in the same way that they acquire their mother tongue (Cross, 2000, p153). Students have a significant role in playing the game. They are considered as problem solvers, actors and processors. Their roles attach the type of activities in which they are involved in, and influence other students on the base of the arrangement of the classroom (Richards & Rodgers, 1986). Students in game-activities are not those who only wait for knowledge; it is a matter of fact that the teacher is the knowledge provider, but students also have to monitor their progress and cooperate with their classmates, participate effectively, learning from their mistakes and enrich themselves by learning from each other without any obstacles such fear (Johnson & Marrow, 1981).

2.4.6 Time and Suitability

Mackey (1965) clarifies that although applying games in teaching foreign languages consumes time, EFL teachers should give each activity its appropriate period of time and manage their time to enable them to achieve the setting objectives and create proper atmosphere for students to learn and to get fun correspondingly. Greiner (2010) states all types of games can fit all ages of students, but the content of games matters and make them specific to a certain group

of learners. Thus, students interest increases to play games since the learning topics are significant and the content is relevant to their level also to their interests.

Greiner (2010) argues that sometimes the EFL teacher's expectations do not match with the used game. EFL teachers may confront many obstacles or failures when they attempt to try something new, but they suppose to try time and again and not let these barriers hinder their ways. They should discover solutions to fix these problems in order to solve them. Many educational games can be used effectively with any certain group of learners, but there are some criteria such as the students' proficiency level, the students' number, the time, and the classroom setting that teachers should take into consideration (ibid.).

2.5 Language Games and Communication

According to Hadfield (1984) "games provide an opportunity for real communication" (p.4). EFL students need to improve their communication skills, grammar provides students with the adequate and suitable comprehension of English language particularly when they receive it unconsciously and that goes through practice, for that matter teachers should discover the right procedures to help students in developing their language correctly one way is the use of games. When students express their ideas with each other they will improve their language. As it is cited in, Zemmit (2015), Deesri (2003) confirm that "using games in the classroom gives students the ability to practice the language because they are given situations and have the chance to use real communication. Also, students drill and practice grammatical rules and other functions". Through practicing games in the classroom EFL students will communicate effectively as Godwin-Jones (2014) further explains that "learners are using language in real and meaningful ways to accomplish a task through games" and it is great that "they are exposed to cultural and linguistic knowledge that they are unlikely to have encountered in a textbook or in the classroom" (p.10). Furthermore, while playing games, students will interact with others so they will learn how to use or produce language spontaneously. This helps them improve their

language skills and through playing games students will test, search and cooperate different objects (Mubaslat, 2012). Language games also permit students to work either in pairs or in groups and give them the chance to use the language themselves and gradually improve their fluency (Willis & Willis, 2013). CLT approach can shape the classroom practice in which students have the chance to communicate according to the contexts occur in the classroom in which English is taught (Savignon, 2017).

2.6 Advantages of Games

Schwartz (2012) claims that “The more people play, the more positive emotions are generated, which in turn makes play easier and thus helps to generate even more positive emotion”. Prensky (2001) states that the benefit of using games cannot be ignored. Fun activities enhance learning in the classroom and make students relax. Simultaneously, they can learn and get fun. Greiner (2010) summarizes the advantages of games in twenty points. Games are entertainment, and they promote acquiring the target language. In the classroom, games produce an environment which contains competition and motivation. Thus, students’ attention increases. Games put learners in different atmosphere consequently, they will forget that they are learning. With games, students acquire the grammar rules unconsciously because they concentrate on the use of language not on the form. In addition, games afford students the opportunity for dense practice. They make significant context for the target language. Moreover, games reduce students’ anxiety. Games help learners to learn by using their senses also they provide learners to practice in the classroom by using all skills. Games change the classroom atmosphere. Also, they are instrument that facilitate the students’ performance. Games permit the proceduralization of declarative information. They are students centered activity. They affect the relationship between educators and learners. Furthermore, games provide all learners the opportunity to comprise energetically in classroom practice. They afford learners the chance to practice their speaking in the target language. Games stimulate shy learners to share their thoughts and take part in

participation. In addition, games promote collaboration between learners. They permit the correction of peer also permit teaching of peer. Games accommodate the various learning speed of learners.

Simply, games have enormous impact on students' learning progress. While practicing games, the four skills listening, reading, writing and speaking are overlapped and that is according to the type of game and the teachers objectives.

2.7 Types of Games

Recently, educators rely on using games in teaching English language. There are several types of games that can be used in the classroom, the most used ones are games which focus on grammar, oral communication, and other games based on pronunciation, listening and writing skills and so on. Many scholars classify educational games into different ways. Hadfield (1999) divides language games into linguistic games and communicative games. The first one focus on accuracy, such as supplying the correct synonym and applying the correct form of the sentence, the second one which is communicative games focus on iteration, sharing information and ideas in conversations between people.

Rixon (1981) states that “the most obvious way of classifying games from a language teacher's point of view is according to the language they practice.”(p.1). We can divide games according to their general character and the form of students.

2.7.1 Communication Games with Pictures

Harmer (2007) clarifies that sometimes teachers use pictures as a basis of creative writing. Using pictures in the classroom has a great impact in acquiring communication skills. Through the use of pictures as an aid in teaching helps students in learning how to communicate, acquire new vocabulary and improve their listening skill. For example, “describe and draw” where participant can play in pairs one student give the instruction and the other draw.

2.7.2 Board Games

Board games are highly applied in teaching contexts to teach, manage and link students from various educational backgrounds (Holmes and Gee 2016). Board games support discussion, relationship and cooperation between learners. According to Zimmerman (2004), a “game is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome” (p.160). Educators may adapt board games to the lesson. Furthermore, educators may create games that fits the students’ needs.

2.7.3 Pair Work

Harmer (2007) states that when educators form pairs they should take into account some criteria, like friendship between learners who want to work together, and the students’ level. Jane (2010) points that pair work is a good way for learners to learn more things and to have the chance to talk more. Usually, pair work provides learners with a comfort zone in which they will work and use new skills and concepts. From this definition, it is clear that learners will exchange points of view, discover new thoughts and acquire new languages. Harmer (2001) states that pair work is great for learner to practice dialogue, read a text, predicting new contexts from reading or comparing their notes. Furthermore, when learners work with each other, pair work is a part of interaction in the classroom and this may lead to discussion, communication and checking answers (David, 2003).

2.7.4 Team Work

Team work is a procedure that contains four or six students to enhance communication skills also it enhance critical and decision making which increase productivity because learners can benefit from each other instructions. Team work increases participation in the classroom. Learners in teams often talk and communicate with each other. Thus, exchange different

thoughts and learn how to share their ideas. Team work encourages learners and teach them the culture of collaboration. It provides learners the opportunity to improve their listening and speaking skills. Creating group of students is easy. Usually, educators select groups according to the capacity of each students.

2.7.5 The Whole-Class Activity

According to Harmer (2007) the whole-class grouping can play as a strong bond among learners and arranging the whole class as one group is a traditional method and effective one. Educators control the class without facing any difficulties. A good example of this activity is “finding partners” or bingo. The whole class activity has a significant aspect, which is the classroom discussion when learners communicate together they will shape a bond between them. Generally this activity is useful and efficient it stimulates fluency and it makes students exchange their thoughts. In addition, the whole class activity can be used at the end of the session to recap all what have been taught in the session. The whole class activity is beneficial when it is used in a form of question answer technique.

Conclusion

Teachers have a major role in the classroom. They choose the right strategy that fits students' capacities. They should select games carefully for language classrooms. Therefore, the lesson can run well. Using games in the classroom offers students entertainment and relaxing learning surroundings. The use of various types of games permits students to explore which kind of game makes them more excited. Furthermore, the students' attention is on the game and their major aim is to win and gain the score not on the grammar elements, and this will eliminate their fear of being judged. Simultaneously, students discover and master several types of grammar elements in an indirect way. EFL teachers have to switch games each time and not to rely only on one game.

Teaching is a process that requires efforts, desire and love. It is not a matter of said, it is a matter of done. Teachers must work on their style and use different strategies to motivate and students and push them towards success. Teachers ought to provide students with the information in effective ways to gain good outcomes. The next chapter will implies the research methodology of this study. The researchers will test through the quasi-experiment whether games can help EFL students to learn adjectives effectively or not.

Chapter Three:
Quasi Experimental Investigation on
Using Games in Teaching English
Grammar

Introduction

3.1 Research Method

3.2. Population and Sampling

3.3 Experiment Variables

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Introduction

The present research is designed to investigate the effectiveness of using games in teaching adjectives to EFL learners. It aims to investigate the importance of including educational games as a strong vehicle and as a strong instrument in foreign language classes for the sake of improving the students' learning progress and increasing their motivation to learn grammar generally and to learn adjectives specifically. This chapter displays the research methodology and the tool of collecting data which is the quasi-experimental design for first year licence students at the Department of Letters and English Language, Kasdi Merbah University Ouargla. The chosen students are tested, so that the hypotheses will be proved or rejected.

3.1 Research Method

This study was designed with an aim to explore the effectiveness of using games in teaching adjectives to EFL learners. The most suitable method in this case is the quasi-experimental design.

This method determines the relationship between the two variables whether it exists or not and this goes through the observation and measurements when the researchers applied the treatment. Furthermore, the quasi-experimental design includes two tests: the pre-test and the post-test. This method helps the researchers to measure and collect data about students' attitudes towards learning adjectives.

3.2 Population and Sampling

In the present study, the target population is EFL students. The sample was selected from first year licence students at the Department of Letters and English Language at Kasdi Merbah University Ouargla Algeria. The whole population is composed of one hundred and fifty (150)

students and the target sample consists of thirty 30 students who are selected randomly and they are different in gender.

The reason of choosing this sample is the fact that first year licence students have been exposed to English grammar as an important module. Furthermore, they suppose to describe things and write correct and well formed sentences in paragraphs; they should have strong background knowledge in grammar since the latter is used in different modules especially in written comprehension and expression.

3.3 Experiment Variables

In this study, there are two variables, independent and dependent. The researchers chose using games as an independent variable to determine the effect on the dependent variable. The game technique is a fun way to learn. Richards and Schmidt (2002) demonstrate that in teaching foreign languages, games are a systematic activity that usually has some unique characteristics. It is clear that games are regular techniques governed by a set of rules. The dependent variable depends on the effect of the independent variable; in this case, the dependent variable is students' adjective mastery. The latter refers to students' ability to recognize, use, and comprehend adjectives.

3.4 Test Validity and Reliability Defined

According to Drost (2011), reliability is the extension in which measurements are frequent. For instance, we may find different researchers who implement the measurements and this occurs under distinct situations and occasions, with supposedly an alternative tool which measures the same thing. In addition, Joppe (2000) maintains that reliability is when any research tool can be used to produce similar results. Also, Kothari (2004) argues that the tool used in the research relies on validity and reliability of data. Moreover, Arikunto (1995) indicates that validity is measured according to the test measurement. Furthermore, if the test

has an adequate validity, it can measure the aspects that will be measured. The present study guaranteed reliability by using the quasi-experimental design method. The latter is a suitable tool to obtain the required results and to show the evidence that one variable has an influence on the other.

3.5 Rationale

The overall aim is to investigate the effectiveness of using games in developing EFL student's accuracy in the use of adjectives. The case is of first year licence students at the Department of Letters and English Language, Kasdi Merbah University Ouragla. The researchers have chosen this topic since EFL students have difficulties with the use of adjectives and they find it difficult to break down their ideas from their native language into English. Students face difficulties in the use of adjectives in sentences, and they are not aware of the derivational process for forming adjectives. Therefore, the researchers seek to examine the use of games as a teaching method in order to see the results of the integration between games and the rules of grammar.

3.6 Description of the Experiment's Sessions and Tests

In order to determine to what extent games can help EFL students to learn adjectives effectively, the experiment takes two sessions and each session takes one hour and forty minutes. The researchers presented the lesson into two different ways. Firstly, they presented the lesson to thirty students by using the traditional method. they explained the rules of using adjectives, when, how and where we use them. The lesson involved the order of adjectives and also superlative and comparative forms. Next, the researchers gave students some exercises in the pre-test in order to test their comprehension. Secondly, in the next session they treated the same group of students who had the lesson of the traditional method. The students were taught the

adjective rules by using a different strategy which is games. When students heard the word 'game', all the class paid their attention as if it was a surprise for them.

The target activity which is the cross word game stimulated students' inquisitiveness. The act of thinking outside the box to find the answer can assist students to break out their comfort zone and look to things from a different angle. However, the researchers grouped students into groups and they gave each group a motivational name; for example, fighters, leaders and so on and so forth. The researchers used the cross-word game; they drew a cross-word table on the board, and they drew two girls next to the table. Students were required to describe the girls and compare between them by using the adjectives which they were supposed to find in the cross-word game. Each group was supposed to write as many well formed sentences as they can, taking into consideration adjective order rules. The winner is the group that wrote many sentences with fewer mistakes. Twenty minutes were given as a time limit. They were all involved, asking questions from time to time and they were trying to finish before time. One finishing, each group started talking, and everyone was waiting impatiently for his or her turn to participate while the researchers were listening to others. Students were highly motivated, and to be the winner was the main goal of all of them. Finally, a prize was given to the students who finished quickly. After they played this game, the researchers gave students some exercises in the post-test to test their comprehension.

Concerning the first session, the researchers presented the lesson in one hour. They gave the pre-test to students in order to measure their grades concerning the rules of adjective in a period of forty minutes. In the pre-test, students were asked to answer five exercises of multiple adjectives' questions.

In the first activity, the aim is to examine if students know how to write well organized sentences. Sentences include different adjectives; students should discover the right position of each adjective in the sentence, and how they are ordered according to their arrangement; for

example, opinion, size, other qualities, age and so on. The activity consists of seven sentences. The latter are unorganized words. Students are asked to reorder the words in each sentence and put each adjective in the right position. Here, the researchers tried to deal with all types of adjectives to determine the learner's level in using such a part of speech.

The second exercise is composed of two sections, and it was designed to estimate the learner's level in grammar (how to produce a correct sentence using the comparative form and how to form a superlative form). In the first section, students are required to write three sentences in which they have to use the comparative form. The second section consists of four sentences. Students ought to fill in the blanks with the right adjective that fits its appropriate sentence (using its superlative form).

The third activity is a form of filling in the gaps. It contains six sentences. In this activity, all what students have to do is to select the suitable adjective from the box, taking into consideration the context and put it in the right place to form a meaningful sentence.

The fourth activity is constructed to check the learner's capacity to know how to use the appropriate adjective that is used with the right adverb. The activity includes four sentences in which students were expected to choose the possible option. Students may find more than one possible answer. This exercise distinguishes between the students' cognition levels.

The last activity helps students to acquire more vocabulary and this assists them to obtain a good vocabulary stock. In this activity, students have eight adjectives. Students were supposed to match the adjective with its synonym.

In the second session after the researchers presented the lesson in one hour, they gave the post-test to students in order to measure their grades concerning the rules of adjective in a period of forty minutes. It was done to know the learners' adjectives mastery after they were

taught by using games. In the post-test, learners were also asked to answer multiple adjectives' questions. The post-test covered the same aimed practices as for the pre-test.

3.7 Data Statistical Analysis of the Experiment

To investigate the effectiveness of using games in teaching adjectives to EFL learners, the researchers conducted two tests: a pre-test and a post-test. In the current study, they adopted the software SPSS version 25 (Statistical Package for Social Sciences) to calculate the obtained data. Concerning the scoring, they adopted 20 points' rating scale. Tests were planned to prove or disprove our hypotheses. After collecting data, the researchers analyzed the data by comparing and calculating the difference between the pre-test and the post-test of the experiment.

3.7.1 The Test's Scores

The following Table indicates the results of students' pre-test and post-test. The researchers got the data in form of scores from the two tests. Thirty (30) students contributed in both tests. Following this, the researchers will compare the findings to determine which method is more effective.

Table 2: Students' Marks in the Pre-Post Tests

Student's Number	Marks/ 20	
Thirty students (30)	Pre-test	Post-test
01	10	13
02	8	12
03	6.5	10.5
04	9	13
05	11	15
06	14	18

07	18.5	20
08	7	10
09	11.5	14
10	9.5	13
11	12	15.5
12	14	19
13	9.5	13.5
14	10.5	12
15	13	13
16	16	16.5
17	11	15
18	11.5	16
19	14.5	17.5
20	15	20
21	12	18.5
22	10	14
23	12	16
24	13	16
25	11	15
26	13	16.5
27	10	17
28	10	14
29	11	12
30	12	14

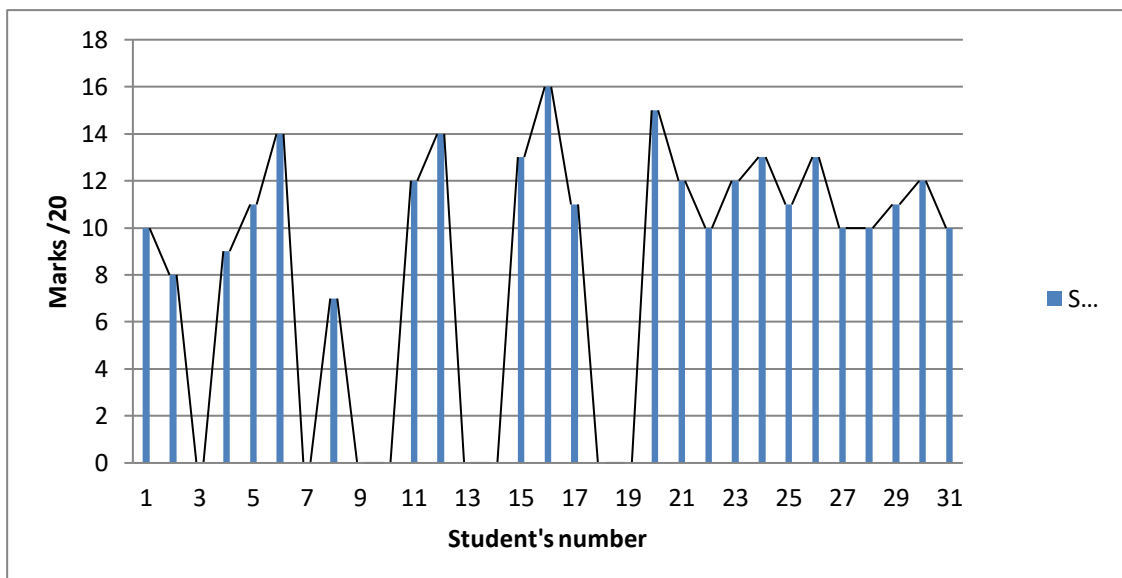
3.7.2 Analysis and Interpretation of the Tests' Scores

The tests were arranged to know the level of EFL students before and after the treatment. The researchers can observe that the scores in the post-test are higher than the scores of in the pre-test. Also, they can notice that the highest score in the pre-test is (18.5) and in the post-test it is (20). Whereas, the lowest score in the pre-test is (07), and for the post-test it is (10.5).

From the results of Table (2), the researchers notice that the students' scores have changed individually in the post-test. Therefore, there is an important and noticeable improvement in the post-test. They can say that participants have benefited from using games as a learning strategy.

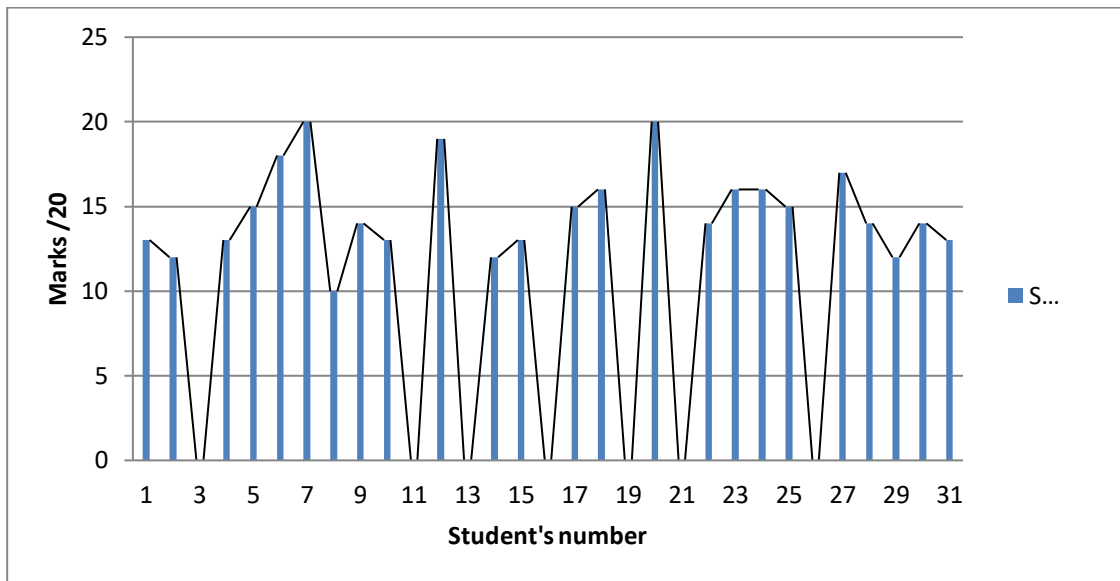
According to the collected data, one may say that the final scores were due to the new teaching strategy. Using games in the classroom as a teaching technique may affect the students' learning progress.

Figure 1: Student's Marks of the Pre-Test



Many students found difficulties in learning adjectives. Therefore, their marks were medium.

Figure 2: Student's Marks of the Post-Test



The majority of students benefited from using games in the classroom. Therefore, the marks were excellent.

3.7.3 Statistical Calculations of the Pre-Test and the Post-Test

Based on the Table below, the researchers remark that the average of the pre-test is (11.53), whereas the average of the post-test is (14.98). The standard deviation of the pre-test is (2.58) and the one of the post-test is (2.62). From these results, they observe that there is a remarkable change from the pre-test to the post-test. Consequently, they can say that using games assists EFL learners' improvement in learning adjectives.

Table 3: The Average and Standard Deviation of Pre/Post-Tests

Tests	N	Average	Standard Deviation
Pre	30	11.53	2.58
Post	30	14.98	2.62

3.7.4 T-Test of the Experiment: Inferential Statistics

The T-Test was used to count the differences between the pre/post test averages. Relying on the results obtained in Table 4, the number of the target sample is 30. Therefore, the degree of freedom ($DF = N-1$) ($N =$ the students' number) is 29, and the level of significance is ($sig = 0.001$). Also, the standard deviation is 1.54. Consequently, the t-test is 12.23.

Table 4: The Differences Between the Pre Test and the Post Test

The Pre-Post Tests	Average	Standard Deviation	T	Df	Sig
	3.45	1.54	12.23	29	0.001

In other words, the treatment (using games in teaching) had a significant effect on the experimental group mastery of adjectives. Hence, the researchers conclude that using games as a teaching technique in EFL classes has an effect on increasing students' mastery of adjectives.

3.8 Validity of the Treatment

To determine whether the test is valid or not, the researchers analyzed both content validity and construct validity.

3.8.1 Content Validity

Best and Kahn (1995) state that content validity indicates the degree of the tests' measurement or it is related to the quality for which it was designed. Content validity is based upon the accurate examination. This means that the content validity is based on materials in which they contract with the objectives of learning. Moreover, the tool of the test must match with the learning objectives. Also, the test adapted and were based on the grammar syllabus for

first year licence students at the Department of Letters and English Language at Kasdi Merbah University Ouargla.

3.8.2 Construct Validity

Construct validity concentrates on the aspects of the test which can measure the capacity of students in learning adjectives. In this study, the researchers made various activities in the tests to measure the students' adjectives mastery. The latter covers different aspects of adjectives which are the order, comparative forms, superlative forms and adjectives' equivalents. The researchers maintained the validity of the tests through the consultation of two teachers at the Department of English. The latter gave their own feedback to correct some mistakes. Then, the researchers fixed mistakes and the result of the tests' validation is attached in the appendices.

3.9 Statistical Significance and Hypothesis Test

In the present study, the suggested hypotheses are:

H_1 : The researchers assume that using games may help students to learn adjectives effectively.

H_0 : The researchers assume that using games may not help students to learn adjectives effectively.

Based on Table (4), it can be seen that the Sig=0,001 and the T-test is 12,23. While the criteria of acceptance of hypothesis is: Sig< 0,05. In the present study the result is 0,001<0,05. Consequently, the first suggested hypothesis H_1 is accepted and the second one H_0 is rejected.

From the results above, the researchers may say that games can greatly aid EFL students in their acquisition of adjectives since they promote learners' motivation to receive knowledge, particularly adjectives, which is considered as a difficult task to some students.

Through the researchers' observations, most of students enjoy playing games. They were highly motivated since they confronted a new and motivational method in learning grammar since they usually received the information in the causal method of teaching (the traditional method).

3.10 Findings and Discussions

In this study, the researchers tried to investigate the effectiveness of using games in developing EFL learners' mastery of adjectives. The research questions were as follows:

1. To what extent can games help EFL students in developing their learning of adjectives?
2. What are the student's attitudes towards the use of games in the classroom?

In order to prove or disprove the suggested hypotheses, a quasi-experimental design was carried out. The researchers selected the participants from first year licence students at the Department of Letters and English Language at Kasdi Merbah University of Ouargla. The subjects were selected randomly. Students received the lessons in two different methods. Firstly, the researchers applied the traditional method. Secondly, they treated them with using games. Students were asked to practice adjectives throughout the lesson.

Based on the results of the pre-test and post-test scores, it has been shown that the learners' scores after using game were higher than before. It can be thus seen that games can improve students' adjectives mastery. The students' post-test average was higher than their pre-test average (14.98 > 11.53). Therefore, the researchers can say that games are one of the best techniques used in motivating learners to learn English, especially in learning adjectives. The findings demonstrated that most of the selected students (74.9 %) benefited from using games as a teaching strategy in learning adjectives.

Games provided a good atmosphere where the selected participants were able to learn English in an indirect way. Besides, they promoted students to participate actively and allowed them to get rid of their fear. Moreover, games gave students the chance to think creatively, to build their confidence and to learn foreign languages easily. In addition to this, learners can grasp and memorize the information briefly.

Conclusion

This chapter exposed the tactic of using games in teaching grammar rules, particularly adjectives. After conducting the quasi- experimental design and analyzing data, the findings showed and confirmed the first hypothesis which says that games may help EFL students to learn adjectives effectively. Using games as a way of teaching fits students and pushes them forward in learning. Games have a great effect in developing the student's knowledge and grammar. They help students to build their self-confidence and their personality since they interact with their classmates. Moreover, they will gain knowledge and they will learn how to accept different thoughts and views.

General Conclusion

The development of language has recently known many views and theories even though the focus becomes on context and meaning rather than on form especially in speaking. However, grammar rules have a vital role that cannot be disregarded in learning languages because everything in this life has its principles, rules and basics that cannot work without it. Therefore, grammar rules are essential in learning foreign languages; we cannot just speak or write without following a set of rules. In learning English as a foreign language, each component has the right placement and a specific function. Adjectives are a significant part in forming sentences since they modify the noun or the pronoun and describe a place, a person or a certain thing, and they are frequent in use. In this study, the researchers thus chose adjectives as a subject matter due to its importance.

The purpose of this study was to figure out the effectiveness of using games' activities in English language classes. The researchers chose games as an entertaining and educational strategy to test the target hypotheses whether games may help EFL students to learn adjectives effectively or not. The researchers applied this research at the Department of Letters and English Language-Kasdi Merbah University of Ouargla. They selected first year licence students since grammar is considered as an important module in their first and second years.

This dissertation was divided into three chapters. The researchers began with the theoretical frame work for the two variables. The first chapter dealt with grammar and adjectives: the researchers tackled grammar in general, its importance and its development. Moreover, they shed light on adjectives and their functions in the sentence.

In the second chapter, the researchers dealt with games as a motivational method; they discussed the factors behind choosing games and they shed the light on the role of teachers and learners in this case. Furthermore, they tackled some types of games; each one of them has a different way to play.

The third chapter was the field work in which the researchers used one instrument for gathering data from first year EFL students involved in the quasi- experiment. They analyzed the gathered data, and they compared between the marks of the pre-test and the post-test to prove or disapprove the suggested hypotheses. Throughout this research, they found that marks improved from the pre-test to the post-test and using games' activities in English classes as a method of teaching is significant in improving the student's mastery of adjectives and grammar. Furthermore, in the classroom and through the observation. The researchers notice that there are some students who were unready yet to play games in the class. Also, they found some difficulties to convince and push students to share playing games with their mates. However, the majority of the students like using games as a method since it changes the atmosphere of the classroom and since they learn and acquire adjectives in an indirect way.

To conclude, the research work confirmed the first hypothesis which is games may help EFL learners to learn adjectives effectively. Games are a motivational method and they help students' learning progress. They are a learner-centered approach, and teachers here have a vital role in guiding and observing the students' performance in the classroom while they play games. However, the learning process needs intrinsic motivation and a strong inner desire to learn a foreign language, because if we do not love what we are doing, we are not going to reach a proper level and we are not going to have any knowledge since we are learning without willingness. That is to say, learners need to work on themselves and love learning also they should not only rely on their teachers in the classroom.

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Appendices

Appendix A: Students' pre-test

The Pre-test

Name:

Exercise 1:

Reorder the following adjectives to form a sentence.

1. Patricia / long / skirt / yellow / wears / a /.

2. has / brown / short / Dina / hair /.

3. Tobias / his / old / loves / motorcycle / black /.

4. my mother / her/ old / loves / glass / round/ small / table/ .

5. Daniel / to / goes / buys / jewelry seller / he /small / silver/ charming / ornaments /, /.
.
6. Julia / bored / so / was / in / the / lesson / grammar /.

7. lives / my / best friend / in / brick / an / house / ancient /.
.

Exercise 2:

a. Form sentences using these adjectives as the example below.

Example :

- Faster : A hours is faster than a turtle.

1. Slower :

2. Older :

3. Younger :

b. Complete each sentence with an adjective from the box. Use its superlative form.

Big	Dangerous	Good	Tall
-----	-----------	------	------

1. Kathy was theto play the piano solo at the concert.
2. She bought thecake in the shop.
3. What's theanimal in the world?
4. Who is theperson in your family?

Exercise 3:

Choose the correct adjective to complete the following sentences.

Attentive	timid	suspense	Consequences
hesitant	catastrophe		

1. The whole scenario was a There were broken buildings everywhere.
2. Sandy was anlady. She never missed a thing.
3. David wasto ask for a day off. His boss was an angry man.
4. Sara was ayoung girl. She did not like to talk to others.
5. There was so muchbefore their game.
6. She has to face theof her actions.

Exercise 4:

Underline the correct option. Sometimes both options are possible.

1. Is the lunch ready ? Because I am very hungry / very starving.
2. They looked absolutely surprised / astonished when she announced she was pregnant.
3. An extremely cold / bitter wind kept everyone indoors.
4. The movie was really / very dreadful.

Exercise 5:

Match adjectives with their equivalents.

- | | |
|--------------|-----------|
| 1. Hot | Tiny |
| 2. Hungry | Starving |
| 3. Old | Ancient |
| 4. Tired | Exhausted |
| 5. Ugly | Silent |
| 6. Small | Boiling |
| 7. Surprised | Hideous |
| 8. Quite | Amazed |

Break a leg

Appendix B: Students' post-test

The Post-test

Name:

Exercise 1:

Reorder the following adjectives to form a sentence.

1. Jack / tired / was / really / bed / to / he / went / early / . / ,
2. My grandmother / old / loves / table / her / wooden / square / .
3. Sara / nice / velvet / red / wears / sweater / a / .
4. We / Swedish / restaurant / to / favorite / went / my / .
5. My / gigantic / uncle / in / a / house / lives / .
6. Selena / has / hair / short / blond / a / .
7. Hana / her / loves / car / small / grey / .

Exercise 2:

a. Form sentences using these adjectives as the example below.

Example

-Slower : A snail is slower than a lizard.

1. Bigger:.....
2. Younger:
3. Larger:.....

b. Complete each sentence with a word from the box. Using superlative form.

Far Large old interesting

1. Canada is the secondcity in the world.
2. Mount Denail is the mountain peak in the United Sate.
3. My grandmother is thein our family.
4. Thefilm we've ever seen is "Enter the Dragon".

Exercise 3:

Choose the correct adjective to complete the sentences.

Lively Colorful Solid

1. Lucas was verywhile cleaning his computer.
2. Cut the apple with aknife.
3. Deepika painted ascenery.
4. Big vehicles needroad to move about.
5. There areplayers in the cricket team.
6. Limos is aperson otherwise.

Exercise 4:

Underline the correct option. Sometimes both options are possible.

1. There was a really beautiful / spectacular sunset last night.
2. The birde looked absolutely beautiful / gorgeous.
3. The Louvers in Pairs was very / absolutely enormous.
4. Are you sure / positive that you saw me switch the iron off?

Exercise 5:

Match adjectives with their equivalents.

- | | |
|----------------|-----------|
| 1. Angry | Furious |
| 2. Exciting | Thrilling |
| 3. Frightening | Freezing |
| 4. Big | gorgeous |
| 5. Clean | Enormous |
| 6. Cold | Spotless |
| 7. Wonderful | Packed |
| 8. Crowded | Dreadful |

Break a leg

Appendix C: T-Test statistics

```
T-TEST PAIRS=pre WITH post (PAIRED)
/CRITERIA=CI (.9500)
/MISSING=ANALYSIS.
```

Test T

[Jeu_de_données0]

Statistiques des échantillons appariés

		Moyenne	N	Ecart type	Moyenne erreur standard
Paire 1	Pre	11,5333	30	2,58288	,47157
	Post	14,9833	30	2,62443	,47915

Corrélations des échantillons appariés

		N	Corrélation	Sig.
Paire 1	pre & post	30	,824	,000

Test des échantillons appariés

		Moyenne	Ecart type	Moyenne erreur standard	Différences appariées		t	Ddl
					Intervalle de confiance de la différence à 95 %			
					Inférieur	Supérieur		
Paire 1	pre - post	-3,45000	1,54446	,28198	-4,02671	-2,87329	-12,235	29

Appendix D: Student's Answer

14
—
20

The Pre-test

Name: XXXXXXXXXX

Exercise 1:

Reorder the following adjectives to form a sentence.

1. Patricia / long / skirt / yellow / wears / a / .
Patricia wears a long yellow skirt. (A)

2. has / brown / short / Dina / hair / .
Dina has short brown hair. (A)

3. Tobias / his / old / loves / motorcycle / black / .
Tobias loves his old black motorcycle. (A)

4. my mother / her / old / loves / glass / round / small / table / .
My mother loves her small old glass round table. (X)

5. Daniel / to / go / buys / jewelry seller / he / small / silver / charming / ornaments / . / .
Daniel goes to jewelry seller, he buys small silver charming ornaments. (X)

6. Julia / bored / so / was / in / the / lesson / grammar / .
Julia was so bored in the grammar lesson. (A)

7. lives / my / best friend / in / brick / an / house / ancient / .
My best friend lives in an brick ancient house. (X)

Exercise 2:

a. Form sentences using these adjectives as the example below.

Example :

- Faster : A horse is faster than a turtle.

1. Slower : Bicycles are slower than cars. (A)

2. Older : My brother is older than my sister. (A)

3. Younger: My best friend Sara is younger than me. ✓

b. Complete each sentence with an adjective from the box. Use its superlative form.

Big	Dangerous	Good	Tall
-----	-----------	------	------

1. Kathy was the goodest to play the piano solo at the concert. ✗
2. She bought the biggest cake in the shop. ✓
3. What's the dangerest animal in the world? ✗
4. Who is the tallest person in your family? ✓

Exercise 3:

Choose the correct adjective to complete the following sentences.

Attentive	timid	suspense
Consequences	hesitant	catastrophe

1. The whole scenario was a catastrophe. There were broken buildings everywhere. ✓
2. Sandy was an attentive lady. She never missed a thing. ✓
3. David was hesitant to ask for a day off. His boss was an angry man. ✓
4. Sara was a timid young girl. She did not like to talk to others. ✓
5. There was so much suspense before their game. ✓
6. She has to face the consequences of her actions. ✓

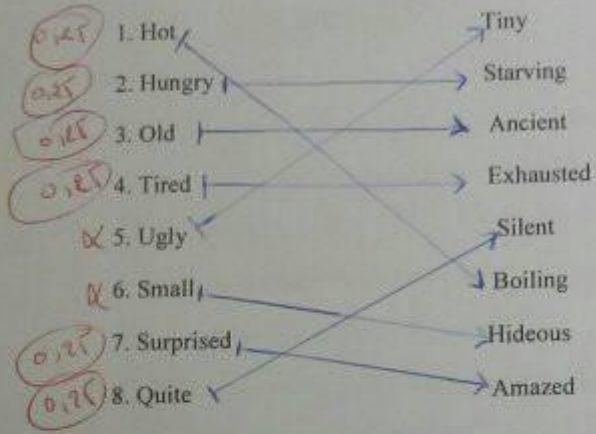
Exercise 4:

Underline the correct option. Sometimes both options are possible.

1. Is the lunch ready? Because I am very hungry / very starving. ✓
2. They looked absolutely surprised / astonished when she announced she was pregnant. ✗
3. An extremely cold / bitter wind kept everyone indoors. ✓
4. The movie was really / very dreadful. ✓

Exercise 5:

Match adjectives with their equivalents.



Break a leg

The Post-test

19
20

Name: _____

Exercise 1:

Reorder the following adjectives to form a sentence.

1. Jack / tired / was / really / bed / to / he / went / early / . / ,

Jack was really tired, he went to bed early. (N)

2. My grandmother / old / loves / table / her / wooden / square / .

My grandmother loves her old square wooden table. (N)

3. Sara / nice / velvet / red / wears / sweater / a / .

Sara wears a nice velvet red sweater. (N)

4. We / Swedish / restaurant / to / favorite / went / my / .

We went to my favorite Swedish restaurant. (N)

5. My / gigantic / uncle / in / a / house / lives / .

My uncle lives in a gigantic house. (N)

6. Selena / has / hair / short / blond / a / .

Selena has a short blond hair. (N)

7. Hanna / her / loves / car / small / grey / .

Hanna loves her small grey car. (N)

Exercise 2:

a. Form sentences using these adjectives as the example below.

Example

-slower : A snail is slower than a lizard.

1. Bigger: Elephants are bigger than bears. (N)

2. Younger: Puppies are younger than dogs. (N)

3. Larger... Russia is larger than France. (N)

b. Complete each sentence with a word from the box. Using superlative form.

Far	Large	old	interesting
-----	-------	-----	-------------

1. Canada is the second largest in the world. (N)
2. Mount Denali is the farthest mountain peak in the United State. (N)
3. My grandmother is the oldest in our family. (N)
4. The most interesting film we've ever seen is "Enter the Dragon". (N)

Exercise 3:

Choose the correct adjective to complete the sentences.

Lively	Colorful	Solid
Sharp	Eleven	Gentle

1. Lucas was very lively while cleaning his computer. (0.15)
2. Cut the apple with a sharp knife. (0.15)
3. Sara painted a colorful scenery. (0.15)
4. Big vehicles need solid road to move about. (0.15)
5. There are eleven players in the cricket team. (0.15)
6. Limos is a gentle person otherwise. (0.15)

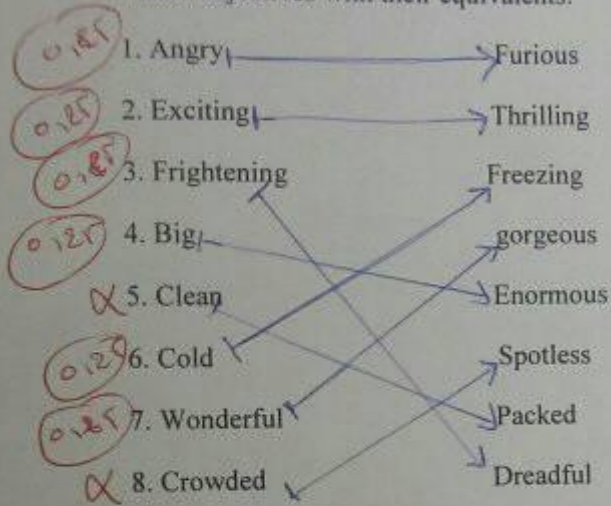
Exercise 4:

Underline the correct option. Sometimes both options are possible.

1. There was a really beautiful / spectacular sunset last night. (0.25)
2. The bride looked absolutely beautiful / gorgeous. X
3. The Louvers in Pairs was very / absolutely enormous. X
4. Are you sure / positive that you saw me switch the iron off? (0.25)

Exercise 5:

Match adjectives with their equivalents.



Break a leg

Résumé

La présente étude vise à étudier l'efficacité de l'utilisation des jeux dans l'enseignement de la grammaire en général, en particulier dans l'enseignement des adjectifs. Dans cette recherche, nous testons l'utilisation des jeux, pour savoir s'il est efficace ou non dans l'enseignement des adjectifs. Il s'agit d'étudiants en première année de licence au Département de Lettres et Langue Anglaise, Kasdi Merbah University Ouragla pour l'année académique 2021/ 2022. Dans cette étude, la méthodologie de recherche est le devis quasi-expérimental. L'échantillon de l'étude est composé de 30 étudiants. de deux manières différentes. Premièrement, nous instruisons les étudiants en utilisant la méthode traditionnelle, puis ils subissent un test. Deuxièmement, nous leur enseignons en utilisant un jeu de grammaire et ils subissent également un test. Nous recueillons et analysons les données du pré-test et du post-test. Par conséquent, nous avons observé la réaction de l'élève envers l'utilisation des jeux en termes de motivation, de communication et d'enthousiasme. Les données quantitatives recueillies ont montré que les jeux avaient une influence significative dans l'enseignement vers la maîtrise des adjectifs des étudiants et l'amélioration de la compréhension de l'étudiant. De plus, le groupe auquel nous avons enseigné à l'aide de jeux s'est senti plus motivé et enthousiaste dans son apprentissage.

Mots Clés: utilisation de jeux, enseignement de la grammaire, anglais langue étrangère, adjectifs, enseignement de l'anglais.

المخلص

تهدف الدراسة الحالية إلى معرفة فعالية استخدام الألعاب في تدريس القواعد بشكل عام و في تدريس الصفات بشكل خاص. نختبر في هذا البحث ما إذا كان استخدام الألعاب فعال في تدريس الصفات أم لا. حيث أن المشاركون في هذه الدراسة هم طلاب السنة الأولى ل م د قسم الآداب و اللغة الانجليزية بجامعة قاصدي مرباح ورقلة للعام الدراسي 2022/2021 حيث تتكون عينة الدراسة المستهدفة من 30 طالبا. كما استعملنا في هذه الدراسة منهجية التصميم الشبه التجريبي. حيث قمنا بمعاملة المجموعة بطريقتين مختلفتين. تكمن الأولى في تدريسهم بالطريقة التقليدية ثم نقوم باختبارهم. أما الثانية فتكون بتدريسهم بواسطة استعمال الألعاب النحوية ثم نقوم أيضا باختبار آخر. نقوم بعد ذلك بجمع وتحليل المعطيات من الاختبار القبلي و الاختبار البعدي. بناء على ذلك راقبنا ردة فعل الطلاب اتجاه استعمال الألعاب من ناحية التحفيز و التواصل و الحماس. كما أظهرت البيانات الكمية التي تم جمعها أن للألعاب تأثير كبير في تدريس قواعد النحو و إتقان الطلاب للصفات وتعزيز فهمهم. علاوة على ذلك تبين أن المجموعة التي قمنا بتعليمها باستخدام الألعاب كانت أكثر اندفاعا و حماسا نحو تعلمهم للصفات.

الكلمات المفتاحية : استخدام الألعاب, تعليم القواعد, اللغة الانجليزية كلغة أجنبية, الصفات, تعليم اللغة الانجليزية.