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The Effects of Game Strategy on the Learning of English Grammar for the Twelfth Grade Students

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صدق الله العظيم

Nun. By the pen and that which they write
(Quran, Al-Qalam, verse 1)

سورة القلم

DEDICATION

This thesis is dedicated:

To the soul of my martyr brother Ahmed who sacrificed his life for freeing our home land.

To my parents who encouraged me and waited my success.

To my brothers and sisters.

To my dear wife who did her best to help me and presented patiently to achieve my ambition.

To my sons Ahmed and Osama.

To my dear daughter Nour.

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Abstract

The Effects of Game Strategy on the Learning of English Grammar for the Twelfth Grade Students

This study aimed to investigate the effects of game strategy on the learning of English grammar for the twelfth grade students at Gaza governmental schools.

To achieve this aim, the researcher adopted the experimental approach. The sample of the study consisted of (80) male students from Palestine Secondary School in West Gaza. The participants were divided into two equivalent groups: a control group, 40 students, and an experimental one, 40 students.

The educational games strategy was used in teaching the experimental group, while the traditional method was used with the control one in the first term and the first month of the second term of the school year (2009-2010).

An achievement test of five scopes with (50) items was designed and validated to be used as a pre and post test, as well as five quizzes, for the purpose of formative evaluation. The achievement test was meant to prove groups equivalence. Besides, it was used as a post test to measure any possible differences between the two groups.

The collected data were analyzed and treated statistically through the use of SPSS. The findings indicated that there were statistical significant differences between both groups, favouring the experimental one, and this is due to the method of educational games strategy.

Furthermore, implementing the effect size equation, the study revealed that educational game strategy had a large effect size favouring the experimental group.

In the light of those findings, the study recommended the necessity of implementing educational game strategy in teaching English language to make better outcomes in students' achievement of English language. Also, the researcher suggested that further researches should be conducted on the effects of games on different English skills, and other school subjects as well.

ملخص الدراسة

" أثر استخدام إستراتيجية اللعب على تعلم قواعد اللغة الانجليزية لدى طلبة

الصف الثاني عشر "

هدفت هذه الدراسة إلى التحقق من أثر استخدام إستراتيجية اللعب على تعلم قواعد اللغة الانجليزية لدى طلبة الصف الثاني عشر.

ومن أجل تحقيق هذا الهدف ، استخدم الباحث الطريقة التجريبية و طبق الدراسة على عينة ممثلة مكونة من 80 طالبا من مدرسة فلسطين الثانوية للبنين بمدينة غزة ، و قد وزعت العينة على مجموعتين أحدهما ضابطة (40 طالبا)، و الأخرى تجريبية (40 طالبا).

و لقد استخدمت إستراتيجية الألعاب التعليمية في تدريس المجموعة التجريبية بينما استخدمت الطريقة التقليدية لتدريس المجموعة الضابطة ، و ذلك في الفصل الأول و الشهر الأول من الفصل الثاني للعام الدراسي 2009-2010.

ومن أجل جمع البيانات اعتمدت الدراسة على اختبار تحصيلي مكون من خمس فروع تحتوي على خمسين فقرة بالإضافة إلى استخدام ست اختبارات قصيرة، ولقد استخدم الاختبار التحصيلي كاختبار قبلي و ذلك للتحقق من مدى تكافؤ المجموعتين، و استخدم أيضا كاختبار بعدي و ذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين ، أما الاختبارات القصيرة فكانت بمثابة تقويم مرحلي للتجربة المقترحة.

بعد تحليل البيانات و معالجتها إحصائيا أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية و ذلك بفضل إستراتيجية الألعاب التعليمية، و استخدام مربع "إيتا" من أجل معرفة مدى حجم تأثير التجربة تبين أن حجم التأثير كان عاليا.

وفي ضوء هذه النتائج أوصت الدراسة على أهمية استخدام إستراتيجية اللعب في تدريس اللغة الانجليزية لإعطاء نتائج أفضل في تحصيل الطلبة بمادة اللغة الانجليزية و أيضا اقترح الباحث باستخدام و تفعيل إستراتيجية التعلم على مهارات أخرى من اللغة الانجليزية و على مواد دراسية أخرى كذلك.

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List of Abbreviations

Abbrev.	Denotation	Page
ELT	English Language Teaching	10
EFL	English as a Foreign Language	10
ESL	English as a Second Language	10
IUG	The Islamic University of Gaza	10
TOEFL	Test of English as a Foreign Language	10
IELTS	International English Language Testing System	10
TESL	Teaching English as a Second Language	10
IUG	Islamic University of Gaza	10
MEHE	Ministry of Education and Higher Education	10

Chapter 1

Study Background

Chapter 1

Background

1- Introduction

English language plays an important role in everyday situations all over the world. It is a universal language which deals with all aspects of life. It is the language of science, information, technology, politics, economics and education. (Hamdona, 2007:1) Although Chinese language is spoken three times more than English around the world, English is regarded the most international and important one. (Quirk, 2007:3)

Kitao (1996:1-2) clarified more about the importance of English language by saying that it is difficult to identify the exact number of English speakers but according to estimate, there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language. However, the number of English speakers in the world does not indicate the rate of English importance because less than fifteen percent of the world population uses English. The importance of English does not depend on the number of speakers as English is regarded the first language in the world. It is the language of news, information, business, government, diplomacy, professions, culture, travel, tourism, the international music and communication. Ministries of education worldwide and educational institutions do their best to design communicative curricula that enable their students to use this language skillfully. (Haboush, 2010:2)

Kailani and Muqattach (2003:7-9) pointed out that Arabs need to learn English to communicate with native speakers; thus, enabling students to communicate in different situations is the main aim of teaching English. In fact, grammatical knowledge is regarded as a very important element of communicative competence and for language

users to communicate effectively. Hence, grammar is an essential tool in building confidence, language knowledge and fluency. (Vasilopoulos, 2008:3)

Al-Sofi (2008:13) pointed out that English is regarded one of the major subjects at schools of Palestine. Also, English is used as a second official language. This gives the language its importance in the Arab world in general and in Palestine in particular.

Doff (1988,32) stated that "if students learn the main structures of English, it will help them greatly to speak and to write the language". Accordingly, the main goal of teaching grammar is to help students speak English with organized and correct structures; and if our students learn English with clear and right structures when they are young, they will be good communicators in the future. Without grammar, students are able to communicate effectively only in limited situations. Besides that grammar is regarded as a very essential part of study, language, writing and ideas. Furthermore, grammar helps us to analyze and describe our language. In addition to what has been mentioned above, many EFL students seek to continue their study in English-speaking countries and they need to pass exams such as TOEFL or IELTS and students have to be excellent at grammar because it is a very important section in those exams. (Abu Jeld, 2004:6)

Teachers often ask about the effective method to teach grammar. In early days of grammar teaching, teachers used grammar translation method. By this method, students were asked to translate sentences into English based on grammar rules. (Hussein, 2004:1). In fact, using rules in teaching grammar considers as explicit knowledge. Noonan (2008:1) identified the differences between explicit and implicit knowledge by saying that explicit knowledge is conscious knowledge of grammar rules learned through formal classroom instructions, while implicit knowledge is unconscious which is available for spontaneous speech.

Radford (1997:8) believed that when children acquire a language; they observe how people around them use the language and practise it. The language which children hear is regarded as child's experience, and the output of the language is considered as a grammar of the language being acquired.

Andrews (2007:13-15) stated that explicit knowledge deals with clear grammatical rules, lexical and socio-critical features of an L2. Through explicit knowledge, students learn the language consciously. So, it is learnable and verbalisable. It also deals with metalingual knowledge which has grammatical features, words and the different categories of English grammar such present simple, articles, prepositions and so on. Hence, explicit teaching uses overt knowledge about language. On the other hand, the main goal of using implicit knowledge is to enable learners communicate with confidence and fluency. Students learn implicit knowledge unconsciously. That is, learners are not conscious of what they know and metalingual knowledge is avoided. Generally speaking, explicit knowledge is connected with learning while the implicit one is connected with acquisition; and acquisition is a sub-conscious process which takes place only when the learner focuses on conveying meaning.

The researcher discussed two important theories dealing with grammar teaching, the explicit way which allow teachers to use rules and grammar instruction with students and the implicit way which prevent teachers to use instructions and rules because it seeks to encourage students to use the language for the purpose of communication.

Hamrick (2008:1) believed that some teachers still accept grammar as the central method of language instruction, while others see it as a waste of time .In fact ,some teachers use the explicit teaching grammar by using meta-language to explain the rules of the second language. Vasilopoulos (2008:3) proved the previous idea by mentioning an experimental example concerning English textbook in Korea. That is, teachers there

focused on grammatical components and the reading skill. The results indicated that students have shown low proficiency in speaking even though they had good knowledge in vocabulary, grammar, and reading skill; to develop the learners' communication skills. Many teachers tried to adopt methods of communicative language teaching in their classrooms such as using games in teaching.

Decsri (2002:1) stated that:

Some teachers think that language games are a waste of time and prefer not to use them in classroom. Since games sometimes have been considered only for its one element, that is fun. In fact, games can provide EFL and ESL students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL, drama, role-play and songs, games are another useful strategy to promote students' language proficiency.

Furthermore, games offer fun exercises and relaxing learning atmosphere. When students play games, the learners' attention is on the message, not on the language and how to deal to the correctness of linguistic forms. In fact, this decreases the fear of the students to be active and excellent participants. In addition, games activate motivation and competition among students; and this enhances unconscious acquisition. Generally speaking, the advantages and the benefits of using games in language-learning can be summarized in nine points:

Games

- are learner-centered
- promote communicative competence
- create a meaningful context for language use.
- increase learning motivation
- reduce learning anxiety
- integrate various linguistic skills.

- encourage creative and spontaneous use of language.
- construct a cooperative learning environment.
- foster participatory attitudes of the students. (Jung, 2005:1-2)

In short, "games make the learning process closer to the acquisition process, which makes students learn in a more natural way". (Misirli, 2007:3)

2- Statement of the problem

The researcher has been teaching grammar to 12th grade students for ten years. Neither their grammatical accuracy, their motivation nor the classroom level of participation seem to have improved. This led the researcher to reflect on how grammar can be taught and studied more effectively. Thus, the researcher felt that it is crucial for him as a practitioner to find out both the advantages and limitations of using games with regard to the learning of grammatical rules and in relation to the raising of his students' motivation and the improvement of the classroom atmosphere.

In brief, the main intent of this research was born out of the researcher's wish to validate, through research, the pedagogical usefulness of game strategy.

3- Research questions

Accordingly, the problem of the study can be stated in the following major question:

What are the effects of game strategy on the learning of English grammar for the twelfth grade students?

From the above mentioned question, the following sub-questions were derived:

1. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'total post test marks'?

2. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'present tense' in the post test?
3. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'the first and the second conditional'?
4. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'passive voice'?
5. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'pronouns'?
6. Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'relative clause'?

4- Research hypotheses

Based on the questions, the researcher hypothesizes the following:

1. There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'total post test marks'.
2. There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'present tenses in the post test'.

3. There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to 'the first and the second conditional'.
4. There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'passive voice'.
5. There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'pronouns'.
6. There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'relative clause'.

5- Purpose of the study

The study aims to:

1. Examine the effect of using games on the students' level of grammatical accuracy.
2. Diagnose and highlight points of weakness and strength in the twelfth grade textbook.
3. Give a suggested perspective for improvements and innovations.
4. Monitor the factual level of the students' achievement in the grammatical exercises.
5. Contribute to improving the process of teaching English in general and grammar in particular to twelfth grade.

6- Significance of this study

Lies in the hypothesized possibility that the use of games in practising grammatical features may improve the students' rate of accuracy, as well as create a more positive class atmosphere and a more positive learning experience overall. Any positive results on the suitability of language games as a teaching-learning strategy will have implications for developing curriculum design, textual materials and the training of foreign language instructors.

7- Limitations of the study

The study is applied in accordance with these limitations:

- The study identifies the effect of games on the learning of grammar for the twelfth grade students.
- The study is applied in Palestine Secondary School for boys in Gaza.
- The study takes place in the scholastic year 2009/2010.

8- Definition of terms

8.1 game strategy:

They are educational means used in English language classes which help students acquire language through co-operative or competitive practice within certain rules.(Harb, 2007:9)

8.2 English for Palestine grade twelve textbook:

It is designated for the final year in the scholastic stages in Gaza and the West Bank governorates. The textbook consists of four main components: student's book, work book, audio cassette and teacher's book. (El-Helou, 2010)

8.3 Language learning:

It is "Any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". (Hismanoglu, 2000:2)

8.4 Strategy:

It is "a well-planned series of actions for achieving an aim". (Longman, 2001:1426)

8.5 The traditional method:

It is the conventional method used by English language teachers in Gaza. It is a teacher centered method, where the teacher dominates the scene while learners are mere passive receiver.

9- Abbreviations

ELT stands for English Language Teaching

EFL stands for English as a Foreign Language

ESL stands for English as a Second Language

IUG stands for the Islamic University of Gaza

TOEFL Test of English as a Foreign Language

IELTS International English Language Testing System

TESL Teaching English as a Second Language

MEHE stands for Ministry of Education and Higher Education

Summary

This chapter was an introduction to this study. It began talking about the importance of English language in our daily life and many fields such as science, politics, economics and education. Also, the introduction of this study talked about the importance of grammar in learning English language and the effective method to teach grammar which was game strategy. After that, the researcher connected this introduction with the statement of the problem. Moreover, it was mentioned that the study had six questions and six research hypotheses. Finally, significance of this study, limitations of the study, definitions of terms and the important abbreviations were clarified.

Chapter II

Literature Review

Chapter II

Literature Review

1- Introduction

According to the purpose of this study, which aimed at investigating the effect of game strategy on the learning of English grammar for the twelfth grade students at Gaza governmental schools, this chapter was divided into two parts. The first was a theoretical that was concerned with issues related to grammar such as (definition, importance, kinds, techniques and methods) and other issues related to game-strategy such as (definition, types of games, the importance of games in teaching grammar).

The second part discussed 26 previous studies that other researchers had conducted in concern with game strategy and grammar.

The researcher gave brief details and suggestions in addition to the recommendations of their studies. Finally, the researcher presented his comments on these previous studies.

Part One

Theoretical Framework

1.1 English for Palestine textbooks

English for Palestine, a twelve-year course, was written specially for schools in Palestine to meet the aims drawn by the Palestinian Ministry of Education. The course takes learners from a beginner level in grade one to a school-leaving level in grade twelve. The 12 levels systematically try to improve the four language skills (listening, speaking, reading and writing) and encourage students to become confident users of English. Each grade has four components which are:

1. **Student's Book** which presents the new language and provides classroom activities for practice.
2. **Workbook** which provides additional practice material for class and home use and practice tests.
3. **Teacher's Book** which offers detailed and step-by-step lesson notes for teachers of English language.
4. **Teacher's audio** cassette that presents all the listening activities.

(English for Palestine 12, Teacher's Book, 2007)

1.2 English for Palestine grade 12 textbook

English for Palestine grade twelve is designed for the final year in the secondary level, where students are aged 17-18. It meets the needs of students in both the academic and the vocational streams. The curriculum has ten units. Each unit is divided into 10 lessons taught over two weeks. The first 6 lessons in the student's book are for academic as well as for vocational streams while the last four lessons of each unit are for the academic students only.

The first two lessons of each unit introduce the unit topic and focus on practical reading skills for everyday life. In lesson 3, students work on activating and practising vocabulary from lessons 1 and 2. Lesson 4 is entitled integrated skills which deals with a mixture of the four skills of English language. Lesson 5 deals with grammar. The lesson has some grammatical exercises which give the students good chance to practise the lesson. Lesson 7 and 8 concentrate on an academic reading passage. Students have to read it and answer the questions below to prove their understanding. Finally, in lessons 9 and 10 students deal with writing skill. They have to write a summary of the text from the previous reading lesson and also they have to write a paragraph based on the title of the unit and the reading text.

Concerning the workbook, it has three sections for each unit. The first section deals with the most important vocabulary that students study in the student's book. The second section has additional exercises about the grammar lesson, and the last one deals with literature component for academic stream which is found at the end of each workbook unit. The grade 12 curriculum has three literary subjects which are the bet story, four poems and King Lear play.

(General Directorate for Supervision and Educational Training, 2006)

1.3 Grammar for Palestine grade 12

The grade12 English curriculum has ten units, in each unit there are ten lessons. Lesson five of each unit deals with a different grammar subject as the following:

1. The grammar lesson of unit one deals with making yes/no questions, and wh. questions based on present and past simple tenses.
2. The grammar lesson of unit two concentrates on present tenses, past tenses as well as verb to be and verb to have.
3. The grammar lesson of unit three revises the modal verbs.

4. The grammar lesson of unit four discusses the clause of conditionals.
5. The grammar lesson of unit five illustrates passive voice and infinitive and gerund verbs.
6. The grammar lesson of unit six revises the English pronouns and the reflexive pronouns in particular.
7. The grammar lesson of unit seven discusses special cases concerning infinitive and gerund.
8. The grammar lesson of unit eight deals with different prepositions.
9. The grammar lesson of unit nine focuses on the relative clause.
10. Finally, the grammar lesson of unit ten concentrates on the articles.

(English for Palestine 12, student's book, 2007)

1.4 General goals for teaching English in *English for Palestine* grade twelve textbook

Teaching English in grade 12 aims to achieve the following:

1. It exposes students to learning experiences and opportunities that will enable them to comprehend, interpret, and appreciate written texts of different genres and on a variety of topics.
2. It refines students' use of reading micro skills.
3. It develops students' ability to comprehend information in extended and international and transactional discourse.
4. It develops students' awareness of stylistic techniques and variations in written and oral texts.
5. It develops students' ability to critically evaluate texts, ideas, and arguments.
6. It develops students' skills in exchanging and conveying ideas.
7. It develops students' social interaction and communication.
8. It refines students' ability to use language appropriately.

9. It develops students' ability to produce creative academic and functional writing.
 10. It develops students' ability to read texts of different modes.
 11. It develops students' understanding and appreciation of culture, attitudes and values, and ability to analyze culture bases for judgments and evaluation.
 12. It develops students' high order thinking skills and cognitive and metacognitive strategies (creative critical thinking, problem-solving, logical reasoning, decision-making, summarizing note).
 13. It sharpens students' academic skills and learning habits.
 14. It enhances students' ability to transfer knowledge to other, similar and relevant contexts.
 15. It develops students' test-taking skills.
 16. It develops students' information searching, library, and basic research skills.
- (English Language Curriculum, 1999)

I- Grammar

Hamrick (2008:5) pointed out that the origins of grammar in the western world came back to the sophists of ancient Greece. Hamrick (2008:6) added that:

With little change in grammar into the renaissance and the enlightenment, we now encounter the birth of descriptions of English grammar. English grammar came into dominance in the 18th century. It was largely prescriptivist in nature.

So, "people have studied grammar for over 2000 years since the time of the Ancient Greeks". (Yu, 2005:12)

Traditionally, grammar is divided into two different but inter-related areas of study – morphology and syntax. Morphology is interested in how words are formed out of small units which are also called morphemes. So, forming a word like *antidisestablishmentarianism* is the function of morphology while syntax is the study of

connecting words together to form phrases and sentences. Thus, it is right to say in English:

Who did you see Mary with?

But it is wrong to say:

Who did you see Mary and?

It is clear that grammar deals not only with forming words together but also with the rules which control the interpretation. In fact, native speakers can easily form sentences and phrases without the need of studying grammar. They can, for example, tell you the negative of *I like syntax*, by saying: *I do not like syntax*. So, it will be strange if you ask a native speaker of English how to negate a sentence because human beings have no conscious awareness of the psychological processes concerning speaking and understanding a language. Simply speaking, native speakers have grammatical competence in their mother-tongue language. That is, they have the knowledge of the grammar of their language by forming and interpreting words, phrases and sentences in the language (Radford, 1997:1-2).

Cook and Newson (1996:22) identified the difference between competence and performance depending on Chomsk's point of view by saying: "Competence is the speaker/hearer's knowledge of his language/performance is the actual use of language in concrete situations".

Accordingly, native speakers may commit grammatical mistakes, make occasional slips of the tongue, or misinterpret someone's speech; this does not mean that native speakers do not know the native language, or do not have competence. Misproductions and misinterpretations are performance errors. So, grammar is connected with competence rather than performance (Radford, 1997:2).

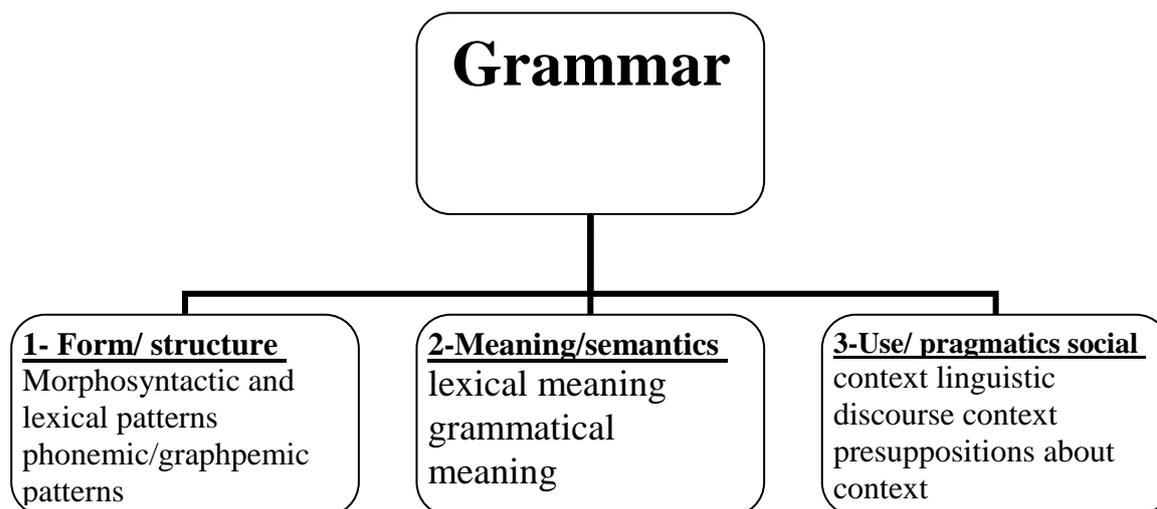
Taylor (2002:5) clarified that: "The language, once acquired, has got to reside in the minds of its users and has got to be invoked in any act of language use".

According to the above discussion, if learners are exposed to a natural communication situation, the natural processes responsible for second language acquisition will be activated. Also, it is clear that grammar deals with two kinds of knowledge implicit and explicit.

In fact, many studies tried to prove if explicit grammar teaching can lead to implicit knowledge of grammar. (Richards, 2007:269)

Yu (2005:10) believed that "grammar is not only a set of grammatical forms, but also it includes grammatical meaning and use as a whole". That is, grammar deals with three dimensions: form, meaning and use.

Yu (2005:11) offered a chart showing the three dimensions of grammar:



Thus, grammar deals not only with rules but also with meaning and using the grammatical structures accurately.

Wu (2007:26) claimed that language learners have two different knowledge systems: acquired and learned systems. The acquired system is developed by subconscious process which is improved when learners use language for communication. On the other hand, the learned system is activated when students understand and memorize grammatical rules consciously. Accordingly, the implicit teaching represents the acquired system while the explicit teaching represents the learned one.

The researcher believed that teaching grammar is very important element for speaking English language. In this section, the concept of grammar, the importance of grammar, the old and modern methods and techniques of teaching grammar were discussed and clarified.

1- What is grammar?

Thornbury (2004:1) defined grammar as "the study of what forms or structures are possible in a language". While, Abu Jeld (2004:2) clarified grammar as:

The sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language. These rules are internalized and subconsciously learned by native speakers.

According to Swan (2009:xix) "grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning". Radford (1997:1) believed that, traditionally, grammar is not only interested in forming the words, phrases and sentences together but also concerns with the interpretation.

Hence, "the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language". (Harmer, 2001:3-12)

2- The importance of grammar

The main goal of teaching grammar is to help students speak English with organized and correct structures. If students learn English with clear and right structures when they are young, they will be good communicators in the future. Without grammar, students are able to communicate effectively only in limited situations. Besides, grammar is regarded as very essential part of the study of language and ideas. In fact, grammar helps humans to analyze and describe their language. In addition, many EFL students seek to continue their study in foreign countries and they need to pass exams such as TOEFL and IELTS. So, students must be excellent at grammar to succeed in the exams. (Abu Jeld, 2004:6)

Like Abu Jeld (2004), Thornbury (2004:40) pointed out that "grammar has a psychometric function: that is to say, it is used as a measure of language proficiency". So, Doff (1988:32) stated that "if students learn the main structures of English, it will help them greatly to speak and to write the language". Nordquist (2010:2) realized that grammar is very important for excellent writing. So, he said "by gaining a clearer understanding of how our language works, you should also gain greater control the way you shape words into sentences and sentences into paragraphs". In a word, grammar leads learners to be effective writers. Ziegler (2007:7) believed that "language has a structure and grammatical form, the structure of language reflects its functional and communicative uses".

As a matter of fact, students need rules, structure and accuracy practice which lead them to fluency. The teacher should encourage fluency by offering climate of trust and support in the classroom through allowing pair-checking of answers before open-class checking as well as giving the class the chance to discuss a topic in small groups. (Belchamber, 2007:2-3)

3-Cases against and for Grammar

It is known that English has four main skills: listening, speaking, reading and writing; and it also has four sub-skills: vocabulary, grammar, pronunciation and spelling. In fact, grammar is regarded an essential skill enabling learners to organize sentences in a correct way helping to speak and write well. As matter of fact, researchers have different views and opinions concerning teaching grammar. Some of them believe that grammar should be taught and explained to learners. Others disagree and believe that grammar shouldn't be taught at all. Accordingly, there are arguments for teaching grammar and other arguments against teaching it.

3.1 The case against grammar

Thornbury (2004:18-20) mentioned five arguments against teaching grammar which are the following:

3.1.1 The communication argument

This argument indicates that students should know about the language rather than knowing about its grammar. It is thought that using communicative activities and language functions in the classroom leads learners to learn grammar unconsciously and this is called acquisition. So, explicit teaching of grammar is regarded as a waste of time. Accordingly, communicative language teaching stimulates students to use the language not to memorize the rules of the language.

3.1.2 The acquisition argument

This argument emphasizes that people can speak their mother tongue languages without learning the rules of grammar. That is, there is a difference between learning and acquisition. Learning results from formal instruction, especially grammar, and lack of using communication. In contrast, acquisition is a natural process and it occurs when the

learner is exposed to communication and many speakers. So, success in a second language is due to acquisition, not learning.

3.1.3 The natural order argument

This argument depends on Krashen's hypothesis which suggests that there is a natural order of acquisition of grammatical items. That is, people all over the world with different languages have universal principles of grammar which are innate. Universal grammar helps to acquire the first language in addition to second language acquisition. Accordingly, this argument does not prefer to deal with grammar textbook.

3.1.4 The lexical chunks argument

Chunks are larger than words but often less than sentences such as:

- 1- Excuse me?
- 2- Have a nice day.
- 3- If you ask me...
- 4- Here you are.

Acquiring chunks of a language leads to language development. So, lexical approach to teaching is more effective than the traditional emphasis on sentence grammar. It is easier to learners to focus on expressions and memorize them than focusing on abstract grammatical items. Thus, it is better for learners to get them memorize: have you ever been.....? than to say, the structure is present perfect.

3.1.5 The learner expectations argument

While some students come to their classes expecting to study the grammar of the language, others come to use the grammar they have learned for many years. Students need good chance to speak and learn the language avoiding writing exercises and doing grammar tasks. Thus, the teacher ought to deal with the two expectations and to provide a

balance between those who want to learn grammar and those who want to know how to use grammar and speak the language.

In fact, the researcher thought that using grammar in teaching communication and speaking English is very important. Without learning grammar, students can't organize sentences and questions well.

3.2 The case for grammar

On the other hand, Thornbury (2004:15-17) mentioned five arguments encouraging teaching and learning grammar as following:

3.2.1 The sentence-machine argument

Grammar is a description of the rules and regulations in a language and knowledge of these regulations help learners to generate many sentences based on the rules they learn. So, this argument is called the sentence-machine argument because teaching grammar provides learner with many means for limitless linguistic creativity.

3.2.2 The fossilization argument

Although excellent students get amazing levels of language proficiency without any formal study, research indicates that learners who do not receive instructional grammar and its rules can not keep the language in their minds for a long time. In contrast, those who get instructions are better in keeping the language.

3.2.3 The discrete item argument

This argument reflects the idea that any language has its own shape and rules and without this the language represents a challenge and a difficulty for learners and teachers. So, grammar help students to organize the language in different and obvious categories. Grammarians make language digestible. Accordingly, a discrete item can be isolated from the language and then divided into various lessons and units such as present simple,

the conditionals, articles and so on. By this way, the language and grammar seem to be easier for teaching and learning.

3.2.4 The rule-of-law argument

This argument is similar to the discrete item argument that grammar is a system of learnable rules. The process of teaching and learning is known as transmission which means transferring the knowledge, rules, facts discipline and order to learners. In fact, the need for rules, facts, order and discipline is suitable for large classes and unmotivated learners. Thus, teaching grammar with rules offers the teacher a structured and a clear system that can be taught and tested in methodical steps and teaching grammar through communication is something hard and unreal.

3.2.5 The learner expectations argument

Regardless of the arguments for or against grammar teaching, many learners come to their different classes with fixed expectations. These expectations may drive from their previous classroom experience of language learning. Many learners come to new classes and expect that focusing on grammar instructions is essential. That is, their previous classes depend on teaching grammar rules and they feel frustrated and bored if their teachers choose another technique to teach grammar, especially, the communicative one. The argument added that those students who want to learn the language communicatively, can depend on themselves and enroll special courses concerning communication and speaking skill. In a short, the teacher who ignores students' expectations and their language experience, makes them get frustrated and unmotivated.

The researcher believed that according to the Palestinian English Exams, grammar should be taught for all the levels of the students functionalizing its rules.

4- Kinds of grammar

Kailani and Muqattach (2003:187) pointed out that there are four kinds of grammar affecting English teaching methodology.

4.1 Traditional Grammar

This kind of grammar depends on classical and inflected languages such as Greek and Latin. Traditional grammarians designs eight parts of speech owing to the influence of Latin: noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection. Besides, traditional grammarians classify words within sentences as subject, verb, direct object, indirect object, complement, and so on. They also categorize nouns according to cases which are called: genitive, vocative, nominative, accusative, dative, and instrumental.

4.2 Structural Grammar

This kind of grammar is descriptive. It refers that language has a set of structural patterns in which words are arranged to reflect meaning. The meaning of a structure is determined by word form, function words, word order, intonation patterns, stress, and juncture. Furthermore, structural linguists categorize the parts of speech according to form and function.

4.3 Transformational Grammar

Transformational grammar, often called generative grammar. This kind clarifies that language is based on a system of rules and not on a set of speech habits. These rules can produce an infinite number of structure at the deep structure level.

4.4 Communicative Grammar

Communicative grammar is a modern approach which is a reaction against structural grammar. It does not depend on memorizing the structures and the names of tenses like past simple, present continuous or future perfects but it depends on using the

language communicatively. This approach involves the use of forms and meaning of language items simultaneously.

4.5 Cognitive Grammar

Taylor (2002:20) stated that cognitive grammar refers to the idea that language is essentially symbolic in nature. Symbolic thesis indicates that language seeks to relate sound and meaning. Also, according to this theory, any linguistic expression, whether this be a word, a phrase, a sentence, a morpheme or even a text has three aspects which are semantic structure, phonological structure, and symbolic relations.

4.6 Functional Grammar

Functions usually refer to different situations in our daily life such as describing people and places, asking for directions, talking about the past, and so on. That is, functions mean possible uses of language. So, "a functional grammar is the kind of grammar most likely to have useful things to say to language learners and teachers". (Richards, 2007:3-10)

4.7 Universal Grammar

Universal grammar refers to the system of rules and principles that are elements of all human languages regardless of which language they speak. It is a theory of knowledge which is interested in the internal structure of human mind. The theory of universal grammar claims that the speakers know a set of principles that apply to all languages. (Cook and Newson, 1996:2-3)

According to Hamrick (2008:12) grammar is classified as follows:

- 1- Linguistic grammar: a scientific description of the language which makes hypotheses about the rules which govern grammatical tendencies.
- 2- Descriptive grammar: a linguistic grammar focusing exclusively on description.
- 3- Prescriptive grammar: a grammar that emphasizes socially-assigned notions of correctness and incorrectness in language usage.
- 4- Pedagogical grammar: a grammar for the purpose of instruction.
- 5- Formal grammar: a grammar taught in isolation.

Lamie (1999:1) suggested that traditional grammar-focused textbooks can be adapted on communication.

The researcher recommended that teachers should activate and use functional and communicative grammar to improve speaking skill of the students.

5- Types of Testing Grammar

Testing grammar is very important method to get feedback about students' understanding and achievement. In fact, it is more efficient to use different ways of testing. Kathleen and Doshisha (1996:1-4) suggested different ways to test grammar knowledge and to recognize or produce correct grammar and usage. So, they mentioned the following types of tests:

5.1 Multiple choice tests

This kind is very important and common. As it covers a lot of grammatical points quickly. The test maker gives the testee a sentence with a blank and four or five choices of a word or phrases which completes the sentence correctly. For example,
Look, the students.....football in the playground.

- a) play b)playing c)are playing d) have played**

5.2 Error correction

In this type, the test maker gives the testee a sentence with an error. Four words or phrases in the sentence marked with letters, and the testee needs to decide which of the words or phrases has the error. For example,

a)Most of students b)believe that they c)should be getting better grades d)than they are.

Also, in this type, the teacher can mix some sentences that have no errors, and the students are asked to show that there is no error. Furthermore, the students may be asked to correct the error.

5.3 Items to test knowledge of word/sentence order

This type can be used to test the testees' knowledge about word order. The old way is to show the learners with four alternative word orders. For example,

I wonder how she knows..... .

- a) how it costs much.**
- b) how much it costs.**
- c) it costs how much.**
- d) it how much costs.**

Another way is to give the learners some words and ask them to put the words in order. For example,

I wonder how she knows.....

- a) how**
 - b) it**
 - c) much**
 - d) costs**
-/...../...../.....

Finally, it might be done in a way that requires the learner to do some writing. For example,

I wonder how she knows..... .

how/ it/ much/ costs

5.4 Completion Items

Here, the learners are asked to fill in blanks in sentences. For example,

Give the book towoman in the blue dress.

5.5 Transformation Items

In this type, learners are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning. For example,

I don't need to go to the grocery store this week.

It isn't

5.6 Word changing Items

In this type, the testees are given a sentence and at the end of it there is a word between brackets, they have to fit into the sentence by changing the form of the word. For example,

I have neverto Australia. (be)

5.7 Sentence Combining Exercises

In this type, the testees are given two different sentences and they have to combine them together to make a clear and a correct sentence. For example,

I met a man. The man went to the same high school I did.

Rajaretnam (2004:1) suggested using online grammar quizzes for language learning and testing structures. In fact, multimedia computers and the worldwide web have made computers a source of entertainment, information, communication and education. It makes active interaction between the student and the computer. Also, it tests the students providing them with many models and activities without worrying about negative reactions. At the same time, it is non threatening. In addition, the quizzes are developed by ESL/EFL teachers from all over the world.

The researcher recommended that teachers should use different kinds of test to evaluate students' understanding at grammar.

6- Teaching Grammar

The concept of grammar is different according to various schools of linguistics. For example, traditionalists believe that grammar considers as a collection of rules and principles; while to the structuralists, it is the study of how sentences are formed, organized and arranged. The transformationalists see that grammar is the rules that

generate certain sentences together and allow speakers to understand utterances they have never heard of , whereas others consider the communicative approach as the functions of language. In spite of these different concepts of grammar, it is still the essential and the important element for organizing the language. That is, the language can not be learned without grammar. The problem with grammar is not to learn it or not. It is how to teach and presented grammar to your learners. (Kailani and Muqattach, 2003:187)

Hence, teachers do not agree on a limited method to teach grammar. Some of them prefer the old style and the explicit explanations of the English syntax, while others believe that the implicit teaching of grammar and the communicative methods are more effective. (Hussein, 2004:1)

Saricoban and Metin (2000:1) pointed out that:

In order to make grammar lesson effective, beneficial, and interesting, a teacher should use some well-developed and fascinating techniques in the classroom. The examples of such integrated sources and techniques – the use of songs, verse, games, and problem solving activities.

The researcher presented different techniques and methods focusing on teaching grammar as following:

6.1 Exploration, explanation, and expression (EEE)

Sysoyev (1999:3) suggested three stages for teaching grammar which are: exploration, explanation, and expression.

- **Exploration**

In this stage, students are given sentences with a certain grammar rule and they are asked to find out the structure with the help of the teacher, to deduce the rule. In fact, it is inductive learning.

- **Explanation**

Explanation is the second stage of learning grammar. After finding out and exploring the rule, students can summarize what was previously discovered, focusing on the form. The teacher can ask his students to look at the grammar reference at the end of the textbook to consider the rule.

- **Expression**

It is the third and the last stage of the process. After discovering the structure through the exploration stage, and looking at the rules through the explanation stage, students have to practise the new rule by communicative and interactive exercises. This stage is called expression because students should have the ability to express the rules by using their own words. To sum up, this technique of teaching grammar is a communicative one. It is called EEE method, consisting three stages: exploration, explanation, and expression.

6.2 Using songs in teaching grammar

Using songs in teaching change the routine of classroom activities. They relax and entertain the students when they learn a new structure. Songs facilitates grammar and make it easy. They depend on contextualizing. (Saricoban and Metin, 2000:3)

Orlova (2003:2) believed that using songs in teaching, develop students' speaking skills and promote their cultural competence. Brown (2006:1) added another advantage to songs that they help students to practise pronunciation and literary skills. Furthermore, songs facilitate memorizing when it is associated with a linguistic item and they contain words and expressions of high frequency and offer repetition. (Cakir, 1999:2)

The researcher thought that repetition by singing songs may help students to practise the grammatical lessons through an enjoyable atmosphere.

6.3 Using simple poems to teach grammar

Poems are as the same as games in that they contextualize grammar lessons effectively. It is clear that poems can be spoken, repeated, dealt with, and considered. Poems are regarded as an effective tool for practising grammar because they engage the senses of sight and hearing. Students can memorize the poems easily which helps to memorize the grammatical structures easily. (Saricoban and Metin, 2000:3). Hussein (2004:1) stated that poems use the communication syllabus and the implicit teaching of grammar.

6.3.1 The criteria of choosing a poem

Selecting a suitable poem is very important and basic element when teachers want to teach grammar through it. The teacher should select the poem according to the nature of the grammatical structure which will be presented, practised, or reviewed. Then, the level and the age of the students should be considered. Next, the theme and the length of the poem and its appropriateness to the classroom objectives should be taken into account, too. Also, teachers had better select poems from 20th century poets because old poems have complex vocabulary and syntax and also reflect old-fashioned ideas. Thus, poems which express universal features, humanistic values, cultural themes and emotional aspects will be more suitable and relevant to the foreign language learners. (Saricoban and Metin, 2000:4)

Hussein (2004:2) used a poem to teach the adjective poem pattern. The adjective poem written and revised by students:

Coffee

Coffee is bitter

Coffee is bitter, marvelous

Is bitter, marvelous, satisfying

Bitter, marvelous, satisfying, splendid

Coffee bean

Like the adjective poem pattern, Hussein (2004:5) presented an example about teaching adverbs endingly:

The Goat

The goat bleats happily,

The goat bleats happily, disturbingly,

Bleats happily, disturbingly, weirdly,

Happily, disturbingly, weirdly, calmly,

When it sees a female goat.

The researcher thought that using poems in teaching grammar might improve students' accuracy and fluency. Also, grammar is learnt by a funny, interesting, and motivating atmosphere which enables students to understand the structure for a long time.

6.4 Teaching grammar through drama and literature

Drama can stimulate and increase learners' knowledge about lexical and grammatical structure by using literary texts. So, drama and literature have three approaches to be taught. These approaches completely serve the language and its structure. Savuidou (2004:3) pointed out that the cultural model, the language model and the personal growth model are three approaches to teach language, grammar, vocabulary as well as different cultures through drama and literature. The three approaches are illustrated as follows:

6.4.1 The cultural model

It is a traditional approach to teaching literature. This approach gives the learners a chance to find out and explore the literary, social, political and historical context of a specific text. Thus, learners can understand different cultures and ideologies in relation to their own.

6.4.2 The language model

It is the most important approach to teach the language and its structure through drama and literature. Learners should analyze the literary text serving specific linguistic goals. So, different activities such as close procedure, prediction exercises, jumbled sentences, summary writing are used.

6.4.3 The personal growth model

This model seeks to make a connection between the cultural model and the language model by using a particular use of language in a text, as well as placing it in a specific cultural context. Accordingly, these three approaches to teaching literature are used to focus on the grammatical and structural analysis through a text as well as the cultural aspect. (Savuidou, 2004:3-5)

Chauhan (2004:1-2) pointed out that real communication involves ideas, emotions, feelings, appropriateness and adaptability. The conventional English class hardly gives the learners an opportunity to use language in this manner and develop fluency in it. Thus, the main purpose of the language teaching course is to develop skills in communication. An attractive alternative is teaching language through drama because it gives a context for listening and meaningful language production, forcing the learners to use their language resources, and, thus, enhancing their linguistic abilities. It is very useful in teaching literary texts as it helps in analyzing plot, character and style. It also involves learners more positively and actively in the text.

Drama activities or techniques are equally successful in making learners experience language in operation and provide motivation to use language embedded in a context and a situation.

In fact, Royka (2002:3) listed some advantages of using drama in teaching new languages as the following:

- Making the learning of the new language an enjoyable experience.
- Setting realistic targets for the students.
- Linking the language-learning experience with the student's own experience of life.
- Drama can create in a student a need to learn the language.
- Putting more responsibility on the learners as opposed to the teacher.

It is obvious that there is an overlap between drama and games that both of them use enjoyment and cooperation.

The researcher believed that drama offers positive atmosphere for learning. Also, grammar lessons can be presented through literary texts. Thus, teacher of twelfth grade English curriculum should teach some grammar points through the four presented poems in the Palestinian curriculum. That is, after teaching the vocabulary and the theme of the poems, the grammar points should be presented and clarified.

6.5 Musical activities

The researcher discussed in this research the importance of songs and poems in teaching grammar. Cakir (1999:1) pointed that "songs, rhymes, chants, and musical games are fantastic materials for the language teacher to use with young learners". In Orlova's opinion (2003:5), students prefer certain kinds of music which should be simple, cheerful and up-to-date and teachers ought to select interesting text on the topic music.

In addition to the above mentioned, using music in the classroom activities gives students a good chance to practise their listening skill, pronunciation lessons and implicit grammar. (Brown, 2006:2)

6.6 Teaching grammar based on presentation, practice and production (PPP)

Syllabus which based on grammar is regarded as the oldest methods of teaching English. It is clear that language can be learnt by the rules of grammar; and grammar based syllabus engage the learners with the four skills: speaking, listening, reading and writing. In fact, PPP is one popular model of teaching grammar. Language is presented in

context using methods including mimes, illustrations and visual stories. Then, the presented language is practised using drills and controlled activities such as gap fillings or sentence matching. Finally, the students are asked to express and produce the target language by using their own words in a free activity without a help from the teacher.

Accordingly, the language and grammar can be learnt by three steps, the first one which is called presentation completely depends on the teacher by using different effective techniques. The second one, practice, depends on the learners with a help from a teacher by using various suitable tasks. The last one is called production which completely depends on the learners who are asked to convey what they understand by using their own structures and words. (Russell, 2008: 1-2)

6.7 Inductive and deductive techniques used in teaching grammar

The importance of deductive and inductive approaches is to give students a good chance to practice thinking skills. So, deductive learning is an approach to language teaching in which learners are taught rules and they apply these rules when they use the language while the rules of grammar are not used directly according to the inductive learning. In fact, both inductive and deductive approaches create a positive and a cooperative atmosphere among students. Therefore, students can achieve the understanding and memorizing of the rules and then the production in meaningful discourse. It is clear that the two approaches encourage communication and stimulate students to communicate fluently.

6.7.1 Pedagogical considerations of inductive and deductive techniques

It is clear that both deductive and inductive techniques seek to improve thinking and linguistic skills and this very important pedagogical goal. That is, when students are asked to hypothesize, compare, construct, generate and participate effectively, that

indicated their understanding of the knowledge and the information being presented. In fact, both techniques depend on participation and communicative strategy which enable students to have confidence in their target language and develop both fluency and understanding of the foreign linguistic system. However, it is obvious that the inductive method involves students more in an analytical study of the language than the deductive method does. By observing the questions asked in the lesson, inductive method depends on the thinking skill and it is more useful for students' understanding and motivation and this creates interesting and funny atmosphere. (Al-Kharrat, 2000:5)

6.8 Integrating grammar for communicative language teaching

Before dealing with communicative language teaching, English language teaching has witnessed a lot of progress. Saricob and Metin (2000:5) asserted that teaching grammar is based on an integration of three stages: pre, while and post. In fact, in the pre-grammar stage, the teacher ought to convey the grammar instruction, stimulate interest in the topic and increase awareness by giving the students a reason for learning the presented topic. The while-grammar stage is supposed to facilitate understanding of the new grammar point and give students a meaningful input through pictures, texts and contextual examples. Finally, the post-grammar stage should give students a chance to use grammar in different real life situations. So, the last stage focuses on the productive aspects of the new structure. The use of pre- while – and post-stages into teaching grammar is discussed below:

Sample grammar lesson (used to):

1- pre-grammar

- First, the teacher discusses the topic entitled "changes in people over the years".
- The teacher shows two pictures of a woman. One of them is old and was taken 20 years ago and the other one is new. The old picture shows the woman playing the

guitar while the new one shows her painting pictures. The teacher then should ask his students to compare between the two pictures.

2- While-grammar

- In this stage, the teacher should give the students the chance to deduce the new grammatical structure. So, he tells his students that they are going to learn a new structure without mentioning the title and this is for motivational purposes.
- The teacher asks students to write sentences concerning the differences between the two pictures by using "used to". For example, students can say: "She used to play the guitar as a hobby, but now she does not. She paints pictures as a hobby now etc". By giving the above example, students can compare between present and past simple.
- The teacher can ask some questions to check students' understanding and ensure that the meaning is clear. So, he can ask questions like the following:
 - Did she often play the guitar in the past?/Does she play the guitar now?
 - Did she often paint pictures in the past?/Does she paint pictures now?
 - Did she have long hair in the past?/Does she have long hair now?
- The teacher asks the students to formulate the rule on the board and clarify it. The help is offered if it is needed.

3- Post-grammar

In this stage, the teacher can use many techniques to ensure that his students can produce structural and meaningful sentences. Below, three techniques are discussed:

- Brainstorming

The teacher asks his students to think about their past when they were children and ask them the following question:

What are the differences and the similarities between your life then and now?

Then, they have to fill in the following lines with appropriate sentences:

Your life as a child

.....
.....

Your present life

.....
.....

- Role-play

The teacher divides students into pairs and give a role play to each student. The role playing students are supposed to be old friends meeting after a long time. They should communicate and observe the differences in each using either their imagination or the role play cues.

- Writing

The teacher should ask students to write a story about the following topic for the school magazine. Imagine that you have been a sleep from 2007 till 2050. You have just woken up to be shocked about everything around you. Compare your old and new lives and write your story using used to.

To sum up, grammar has been taught like the four skills by using the three steps pre-, while- and post-. Also, grammar is connected with real life situations which make it more communicative and functional. (Pekoz, 2008:1-3)

6.9 Using games and problem-solving activities

Both games and problem-solving completely depend on the communicative activities and they are task-based and have a purpose beyond the production of correct speech. They are used after the presentation because communicative tasks are practised after mastering grammar or lexical points. Play and competition that are provided by games stimulate the motivation of the students and decrease the stress in the classroom. But in playing games, the learners' attention is on the message, not on the language. That

is, students acquire language unconsciously while their whole attention is engaged by the activity itself. (Saricob and Metin, 2000:5)

6.10 The importance of games in teaching grammar

Using games in teaching grammar is better than any other methods because it enables teachers to teach grammar by absorption and repetition which is the way people learn their native language. Vernon (2008:1) mentioned four reasons to teach grammar with games: First, by using games in teaching grammar, students not only gain knowledge but also can apply and use what they learn. So, games are regarded as communicative activities. Second, it is obvious that fun learning games usually contain repetition, which make the language easier and understandable by students. Third, using games motivate students and increase the cooperation and competition in the classroom and this creates positive atmosphere. Fourth, learning a new language requires a great and tiring effort. Games facilitate the matter because they are amusing and challenging and they allow meaningful use of the language in context.

Kablan (2010:352) stated that the game activities, which may have an important teaching role, contribute teacher and students in the class. It is claimed that game applications, which are well-organized according to the aim, increase the learning process, strengthen retention and supply effective learning with joy in place of boring lessons by increasing motivation.

The researcher believed that using communicative resources and activities such as games, poems, problem-solving, drama, music and songs in language teaching especially grammar, provide a relaxed atmosphere and motivated students. Also, these activities give students good opportunity to express themselves and enjoy themselves during learning.

7- Dealing with grammatical errors

Moses (2001:1) prefers to use the structural drills which allow students to correct their errors by an interesting way. Borova and Murphy (1997:1) believed that using explanation in teaching grammar is called conscious awareness which may take the form of explicit and learned information and this is the passive grammar.

II- Game

1- Introduction

Games are regarded as very useful and important strategy to stimulate language acquisition. They are defined as a form of play concerning competition, rules and fun. So, teachers should use games in teaching to attract students' attention, decrease students' stress and give them the opportunity to communicate effectively. (Deesri, 2002:1)

According to Jung (2005:4) "games encourage, entertain, teach, and promote fluency and communicative skills". In fact, games give students enjoyment and useful practice. They should be used according to students' reactions and response. Thus, games should not be a meaningless habit. The element of surprise and variety should be excited. As a result, games are supposed to be attractive and interesting as well as that students feel happy when they participate in game-playing. In addition, games strengthen the relationship between the teacher and the students. (Carrier, 1985:1)

Leblanc (1998:1) suggested ten requirements for good English teaching. One of them is about the style of teaching which should be entertaining.

Deesri (2002:3) added another advantage for games. They increase students' proficiency. That is, playing games in the classroom can increase students' ability in using language as students have an opportunity to use language with a purpose in the situations provided.

Ozercan (2010:31-32) stated that lectures in science classrooms are usually about abstract concepts and ideas and students are rarely given the chance to interact with the scientific experiments first hand and practice science in the classroom. So, learning process is more fun when the learner has more autonomy, which in turn increases learner's motivation.

2- The importance of interest and Humour in teaching English

The researcher discussed the importance of games in teaching a new language. Also, the characteristics of instructional games have been presented. As a result, it is obvious that games are connected with competition, enjoyment, active interaction, high motivation and interesting atmosphere. This helps students to learn and acquire the language easily. Chiasson (2002:1) emphasized the need to create a welcoming classroom for language learning:

In order to take risks, you need a learning environment in which you do not feel threatened or intimidated. In order to speak, you need to feel you will be heard and that what you are saying is worth hearing. In order to continue your language learning, you need to feel motivated. In order to succeed, you need an atmosphere in which anxiety levels are low and comfort levels are high. Issues of motivation and language anxiety are key to this topic of affect in the second language classroom.

Accordingly, anxiety prevents students from receiving education, and then language acquisition fails to progress.

3-The importance of motivation in teaching process

Motivation in language-learning is very important and essential. It helps students to be excellent communicators as a result of self-confidence. Thus, seven factors influence motivation: attitudes, self-efficacy belief, goals, involvement, environment, support, and personal attributes. Also, motivation strengthens the relationship between teacher and learners. (Ebata, 2008:1)

Suslu (2006:1) defined motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". In fact, in the classroom, students are different. Some of them seem naturally enthusiastic about learning, but many need their teachers to stimulate, challenge and inspire them. So, effective learning depends on the teacher's ability who should activate interest and enjoyment which increase the motivation of the students to learning. (Davis, 1999:1)

As a matter of fact, there is a very important question about motivation which is how can motivation be created. Ebata (2008:1-2) focused on three factors which influence motivation: self-confidence, experience of success and satisfaction, and good relationships among learners and between teacher and students.

- **Self-confidence**

Self- confidence is the most important factor. It provides learners with the motivation and energy to become active and positive

- **Experience of success and satisfaction**

Experience of success gives the students energy and power to achieve their goal. It provides the learners with pleasure in communicating with others. Some students may feel successful when they can express their thought and ideas to other students, others may feel successful when they do a challenging task. The feeling of success depends on the degree of improvement and achievement. Clearly, there is a strong connection between success and satisfaction. That is, success satisfies people not only in learning language but in anything.

- **Good relationships among learners and between teachers and students**

First, the teacher should put into his consideration that, before teaching a language, his students come from different backgrounds. That is, they have different interests, future goals, aims for English learning and different personalities. Hence, teachers have

to search for suitable strategies of teaching which increase the student's motivation to learn the language and appreciate it easily. As a result, this leads to good relationship between students and teachers. This relationship creates a comfortable and enjoyable classroom.

One can think that these three factors: self-confidence, experience of success and satisfaction, and good teacher-learner relationships are regarded as very important and essential roles in developing language learners' motivation.

According to Zemke (1984:1) "increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences". In fact Weller (2005:1) mentioned five basic principles of motivation which are applicable to learning in any situation:

- The environment can be used to focus the student's attention on what needs to be learned. When the teacher creates warm and active atmosphere, this promotes efforts and attitudes toward learning. Also, interesting visual aids, such as booklets, posters or practice equipment, motivate learners by capturing their attention and curiosity.
- Incentives motivate learning: during learning and teaching process, the teacher should use praise and rewards to encourage students; and without them, learning will not succeed. Students must find satisfaction in learning based on their understanding that the goals are useful to them and also on the pure enjoyment of exploring new things.
- Internal motivation lasts longer and is more self-directive than external motivation, which must be repeatedly reinforced by praise or concrete rewards. Simply speaking, some students have little capacity for internal motivation and must be guided and reinforced constantly.

- Learning is most effective when an individual is ready to learn, that is, when one wants to know something. Without the desire of learning from students, they can learn. Sometimes the student's readiness to learn comes with time and the teacher should encourage its development.
- Motivation is enhanced by the way in which the instructional material is organized. Generally speaking, when teachers organize their materials well, the information could be meaningful to students.

Finally, Davis (1999:1) mentioned eight characteristics that emerge as major contributors to student motivation:

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples.

Oplustilova (2008:20) discussed the problems and the big barriers which face motivation as following:

- The work is too easy and is not challenging to the students.
- The work is too difficult and makes no sense to them.
- Other learners are causing disruption or slowing down the pace of the lesson.
- The topic is being taught in an unimaginative and tedious way.
- There is not enough learner activity built into the lesson plan.
- The lesson is a long one with no breaks.
- Students are not interested in the topic/subject.

4- What is game strategy?

Games are excellent strategy for teaching language. They are not only used for entertainment activities but also for practicing communication. Games regard as a tool for improving problem solving skills and stimulating the students' language competence. So, they are activities which need efforts to achieve certain aims according to certain specific goals. (Harb, 2007:33)

Hadfield (2002:4) defined games as " an activity with rules, a goal and an element of fun". Deesri (2002:1) defined games as "a form of play governed by rules. They should be enjoyed and fun". According to the above definitions, games involve many factors: rules, competition, relaxation, and learning, in particular. Games also lead to active learning and positive atmosphere. Jones (2005:1) believed that "motivating and fun activities can be time consuming for teachers to create".

Accordingly, the researcher believed that games should have certain rules distinguishing them from other classroom activities such as telling stories, songs, discussion, writing, reading, and role-plays. Also, games stimulate active participation, generate fun, make good atmosphere and increase students' motivation.

5- Characteristics of instructional games

Yu(2005:34) pointed out that:

Games have different characteristics such as:

- A game involves a challenge against either a task or an opponent.
- A game is governed by a definite set of rules.
- A game is freely engaged in.
- Psychologically, a game is an arbitrary situation clearly separate from real-life.
- Socially, the events of a game situation are considered, in and of themselves, to be of minimal importance.
- A game has a definite number of possible solutions; that is, only a finite number of things can happen during play.
- A game must always end, although the end may come simply because time has run out.

Summing up, the basic characteristics of games in general are:

- A game is fun and interesting
- A game is rule-governed
- A game is goal defined
- A game is engaging
- A game is competitive
- A game has a closure

6- The importance of games

Games provide distinguishing learning opportunities to meet students' needs while practising language activities. This can be summarized in Yu's opinion (2005:40) as the follows :

I hear and I forget
I see and I remember
I do and I understand

Similar to Yu, Harb (2007:37) asserted that through games, students learn much information, facts and concepts about people and things. Harb (2007:37) added that the main goal of game activities is enjoyment. Games enhance the social and affective aspects of the students' character. Moreover, games are a tool of expression. Students can express their thoughts, ideas, feelings, emotions and aptitudes through games.

6.1 Games and communication

By using games, teacher should concentrate on communication rather than on correctness of language. Games should be an important part in the English curriculum, not as an amusing activity. They give students good chance for real communication and thus bridge the gap between the classroom and the real world. (Hadfield, 2002:4)

The researcher thought that games, songs, poems, plays and problem-solving activities are regarded as task-based. They have the purpose of producing correct speech, they are very useful and practical for communicative activities.

6.2 Games as motivator

Yu (2005:46) clarified that "language games have effective ability to develop students motivation". So, using games in teaching English will vary a lesson and motivate students. English becomes useful and less frightening.(Mclaughlin, 2004: 95)

Accordingly, the lack of motivation is probably the greatest obstacle to learn. (Yu, 2005:46)

6.3 Interactive and supportive classroom atmosphere

Games can vary learning situations and change the atmosphere of classroom and so increase students motivation. Mclaughlin (2005:6) asserted that classroom games promote language development in a fun and communicative atmosphere.

6.4 Games and competition

Jones (2005:1) stated that "competition can make even the dullest lesson exciting for both adults and children". Hong (2002:1) stated that "Teachers need to consider which games to use, when to use them, how to link them up with the syllabus".

6.5 Using games to enhance student achievement

Robert (2010:1-2) involved in more than 60 studies conducted by classroom teachers on the effects of games on students' achievement. The studies should that using games in the classroom is connected with 20 percentile point gain in student achievement and this is are latively strong finding. Robert (2010:1-2) stated that teachers can improve students' achievement in the classroom by using academic games as follows:

6.5.1 Use inconsequential competition

By teaching a certain unit, a teacher ought to organize students into teams of four students. Each teams might play games four or five times during the unit. When they play a game, the first three teams who finish the game receive points (for example three points for the first team, two points for the second one and one point for the third team). After that the first three teams are given simple and fun reward, such as coupons to buy juice or any simple things. Throughout the year, students should participate in different teams to get the experience of winning and losing. However, points should be used for fun, they must not be recorded into students' grades.

6.5.2 Target essential academic content

Unless games focus on the essential and the necessary academic content, they will have little or no effect on students' achievement and waste classroom time.

6.5.3 Debrief the game

After carrying out a game with students in the classroom, the teacher should evaluate the game if it is applicable, easy, interesting or difficult. Thus, students can be asked questions to show their difficulties in playing a game.

6.5.4 Have students revise their notes

At the end of the game, students should revise their understanding of the content. They can discuss difficult terms and concepts related to the content. The researcher believed that using the above points regarding games in the classroom develop the students achievement. Games have a significant effect on student achievement when teachers use them effectively and purposefully.

6.6 Games are connected with enjoyment

Games can capture the attention of the students because players think deeply how to win and get good scores and this motivates them and make the lesson more interesting. (Deshpande, 2008:28)

6.7 Games increases students' proficiency

Using games in the classroom gives students the ability to practise the language because they are given situations and have the chance to use real communication. Also, students drill and practise grammatical rules and other functions. (Deesri, 2002:3)

6.8 Playing games means being active

Kramer (2000:5-6) stated that games encourage people to act, and this leads them to be active. Using games achieve the following advantages:

Spiritual Area

- Thinking, combining
- Planning
- Making decisions
- Concentrating
- Training your mind
- Receiving knowledge
- Understanding the impact of systems

Emotional Area

- Rules, accepting laws
- To learn how to work with others
- To learn how to lose.
- To learn more about yourself and others
- To use fantasy and creativity.

According to Deesri (2002:2), when teachers want to choose certain games to be played in the class, they should first consider the games' purpose, students' characteristics whether they are old or young, and the suitable time of playing the game. Some games should be used in the morning, others in the afternoon and others on Friday.

7- Kinds of games

According to Hadfield (2002:4) games are divided into two kinds: competitive games, in which players seek to be the first to reach the goal, and co-operative games, in which players work together towards a common goal.

7.1 Computer games

Franciosi (2010:1) stated that classroom activities and computer games have common concepts in that both are goal-oriented and rule-driven processes designed to engage participants with challenges. Franciosi (2010:5) listed four common characteristics of computer games which have the same concepts into a familiar classroom activities:

- Goals that are perceived as clear and achievable.
- Related challenges that gradually become more difficult.
- Meaning choices for participants.
- An uncertain outcome.

7.2 Video games

Video games are an interesting way to spend time with learners. They are full of academic multidisciplinary study and they attract students' attention in addition to enhancing course content. Video games expose students to the language, both spoken and

written. Also, they motivate students in the classroom more than the books they study (Cruz, 2007:1-4).

8- Games criteria

Kramer (2000:4-5) asserted that teachers should use games according to basic criteria as following:

8.1 Common experience

Games make people together, regardless of race, gender and generation. The majority of games are multi-player games which lead to group experiences. Also, there are games which are played a lone.

8.2 Equality

When students play a game, they have the same chance to win.

8.3 Freedom

Students have the freedom to participate in a game or not. They shouldn't be forced by anyone. Playing games is not a work, not commitment, nothing you have to do. So, some questions are supposed to be asked before choosing a game. These are:

- Which skills do the games practise?
- What type of game is it and what is its purpose?
- Does the difficulty level of game suit the students' ability level?
- Does the game require maximum involvement by the students?
- Do the students like it?
- What specific vocabulary or grammar are you introducing or practising with this game?
- Can you keep control of your class and play this game?
- What materials do you need for the game and can you obtain these easily?
- Are the rules of the game easy and clear?

As a matter of fact, effective language games should have clear rules, obvious goals and a lot of fun. (McLaughlin, 2005: 95)

It is clear that games used in the classroom should have obvious objective and certain rules which contribute in achieving the education goal.

9- Time

Teachers are supposed to set a time-limit to stop their students whether they finish the activity or not (Jones, 2000:5). According to Rinvolucrl and Davis (1997:2), the game activity should have a time-limit and write this up to be seen by all students. Teachers should give the students a warning before finishing a game so that students can start to finish off.

10- Instructions : Presenting and organizing games

Rinvolucrl and Davis (1997:xv) clarified that a teacher has to give his students the clear instructions of a game whether in clear English or in the students' mother tongue. To give obvious instruction, Rinvolucrl and Davis (1997:xv-xvi) suggested the following points:

10.1 A short reading comprehension

A teacher can write the expressions of the instructions on board; then he explains the game and asks the students refer to his written instructions as they play. Realistic skim reading also can be achieved.

10.2 Picking it up as you go along

The teacher ought to start the game with little explanation. Students who understand the rules of game are supposed to explain them to those who don't.

10.3 Closed pairs

A student or a group of students begin playing a game and the others watch and follow them. Also, it can be done by playing the half of a game by a student and the whole class continue the other half.

In fact, when you show children what to do and, at the same time, give instruction for games in English, they will listen to you with a real purpose. (Slattery and Willis, 2003)

11- Organizing students

Organizing students in the classroom depends on the type of the activity. Some activities should be worked individually, some in pairs and some in small groups (Jones, 2001:v). Jones (2000:5) stated that for pair work, students can either work with the person sitting next to them or the person in front of or behind them. For group work, two students can easily turn their chairs round to face two others behind them.

Kennedy (1999:110) pointed out that teachers face many problems in the classroom because of lesson planning and classroom management.

Therefore, managing the activities can be done by pair work, individual work, group work and often with work-class feedback and discussion. (Mclaughlin, 2005:36)

12- The role of teachers

Mclaughlin (2005:6) asserted that when teachers carry out any games or activities with students, they should prepare the material in sufficient quantities, explain the activity and check students' answers at the end of an activity or a game.

Greiner (2010:39) pointed that:

When giving instructions for a game it is first of all vital to explain to the students “why” they are going to play the game and how they will profit from it. If learners are aware of what they gain from a game they will be more engaged participants. Second it is important to explain “what” students are going to do while playing the game. This explanation should be done step-by-step. Third, the teacher should explain “how” the students have to play the game. Handing out photocopied rule sheets to each group is very helpful, as the learners can refer back to them and

refresh their memories if necessary during the game. Finally 40 it is important to clarify what the “outcome” will be. Students will be more focused and therefore will work more effectively if they know what they can expect at the end of the game.

Summary

This part dealt with the theoretical framework of this study. It discussed two titles: grammar and game.

The researcher began the part talking about the English for Palestine in general, English for Palestine of grade twelve in particular and grammar lessons of 12th grade. After the introduction of 12th grade curriculum, the researcher concentrated on the concept of grammar and its definitions, kinds, techniques of teaching and its importance in the language itself. Furthermore, the researcher discussed the game strategy and its definitions, the importance of using games in teaching grammar and the criteria of choosing educational games.

Part Two

Previous studies

Introduction

This part dealt with the previous studies. The researcher used 26 studies concerning four domains. The first one tackles studies that examined the effect of games on learning and teaching grammar. The second is related with the studies which examined the effect of games in teaching English language and its different skills and sub-skills such as speaking, reading, writing, listening, vocabulary, grammar and spelling. The third tackles studies that examined the effect of games in teaching other school subjects such as chemistry, science, Arabic language, grammar and mathematics. The final domain tackles studies that investigated the effect of implicit method on teaching grammar in particular and English language in general. It is known that game-strategy comes under the umbrella of implicit method which concentrates on an indirect way of teaching English as well as using enjoyment and interesting techniques in teaching the language.

1- Related studies concerning using games in teaching grammar

Yu (2005) explored the effects of the use of games as a teaching strategy for raising the grammatical accuracy level of secondary student of German as a second language. This thesis seeks also to examine the effect of game-based grammar instruction on students' motivation and classroom atmosphere. In addition, it explored that the use of game in practicing grammatical features may improve the students' rate of accuracy, as well as create a more positive learning experience overall. The participants in this study

were divided into two groups, the control and experimental groups, and received 90 periods, over 18 weeks, of grammatical instruction by the same teacher. The teaching program was the same for both groups. The difference consisted in the use of game-based practice for the experimental group, while the control group performed traditional grammar-based practice only. Data were collected using the following instruments: grammar tests and examinations, a questionnaire on motivation, a questionnaire on classroom atmosphere, a questionnaire on the type of grammar practice, a questionnaire on the grammar and grammar instruction, focus group interviews with students, and the researcher's field notes. The findings of this study showed that the class became entirely student-centered. The researcher noticed several differences in student behaviour. He added that for the time in the classroom, instead of hearing a lot of Japanese, he heard predominately English spoken. Also, he observes students interacting with native English speakers.

Torlakovic (2001) aimed to explore the extent to which grammar instruction contributes to improving learners' performance and confidence in positioning adverbs in an English sentence. Over a two-week period two groups of ESL learners were exposed to 6 hours of grammar instruction. One group had teacher-fronted instruction while the other was exposed to CALL software. Both groups completed identical tasks in terms of format, instruction, task, features, content and feedback. The groups were given a pretest, an immediate posttest, and a delayed posttest. Findings showed a significant improvement on the intuition task and a significant confidence improvement on both intuition and production tasks for the computer group. The in-class and the control group showed on significant gains. It is hypothesized that frequency of exposure and practice accounted for the difference between the in-class and the computer group.

Al Wahaibi (1998) examined the effects of games on the language structure and vocabulary in English language for 10th grade students in Riyadh. One question was designed to this study: what is the effect of using games in teaching the language structure and vocabulary in English language for 10th grade students? In fact, two questions and three hypothesis were derived. The study used a quasi-experimental approach. The sample of the study were two groups chosen randomly. One of them is an experimental one which consisted of 32 female students. This group was taught by using language games. The second group was control. It also consisted of 32 female students. The students of control group were taught by the traditional method. Data were collected by designing a test which was used as a pre and post test. The same test was used with the two groups. Also, the researcher designed some suitable language games for the structure and vocabulary of 10th grade to English curriculum. The games and the traditional method were taught during the second term (two periods every week). The results showed that the language games improved students' performance in the structure and vocabulary more than the traditional method. Thus, the researcher recommended that language games should be used to improve students' performance in learning of structures and vocabulary of English.

Willoughby (1993) aimed to explore the instructional materials and related class activities for students of English as a second language and its effects on the students' performance. The researcher wanted to create the grammar-based dialogue card games to help his Japanese students to speak more English in class and to listen to each, and take more responsibility for learning on their own. The materials consist of one deck of 3-by-5 inch picture cards and 46 grammar-based card activities. The deck of cards consists of 27 different pictures in matching pairs, for a total of 54 cards. Participants were instructed to practice a dialogue in small group of 3-5 students, while playing one of three familiar

American card games. The findings of this study showed that the class became entirely student-centered. The researcher noticed several differences in student behaviour. He added that for the time in the classroom, instead of hearing a lot of Japanese, he heard predominately English spoken. Also, he observes students interacting with native English speakers.

Cote-Moran (1991) explored the effect of games and classroom activities on the students' performance that shows comprehension and assimilation of the material taught. The researcher claimed that classroom activities that encourage student performance in the initial learning stages, require sustained student participation, and maintain a high level of interest throughout the activity are among the most effective.

Four classroom activities for second language learning were described. They included games and other exercises designed to enhance vocabulary development, review grammatical structure, encourage conversation on a variety of topics, and introduce cultural elements into instruction. All activities were intended for use in either small groups (two to four students) or large groups (the entire class divided into two teams). For each activity, required materials, preparations, object of the game, specific procedures, the first activity was the game of snakes and ladders, was designed to help students use and synthesize content material. The second, using the principle of the game of checkers, can be used to review information about two countries. The third, played like tic-tac-toe, five-in-a-row, was a fast-paced activity designed to review and reinforce vocabulary and grammatical structures. The fourth one is a puzzle using fairy tales. The findings of this study say that students respond enthusiastically to these activities because they share the common elements of excitement, purpose individual contribution and group support in decision-making. For writing practice, lower-level students can be assigned to write a brief summary of the story by using the vocabulary learned in context.

Advanced-level students can rewrite the story by changing the situations and adding more details. Researcher understand that games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. So, games are important of implicit teaching.

Melon (1991) aimed to explore the effectiveness of highly visually-oriented CAT for teaching difficult syntax skills to Deaf students. The researcher claimed that computer-assisted instruction (CAT) can enhance English language learning. So, educational software can offer hearing-impaired more rewarding opportunities for interactive language experience. In addition, CAT can employ graphics, windows, and reverse video to highlight and emphasize instructional points and to provide corrective feedback. The experiment dealt with the effectiveness of computer assisted instruction for the Deaf in the area of Orr nation of questions in English. The Question Game study was carried out in two stages, Yes-No Game, and WH-Game. The teaching materials were evaluated through their use by two groups of students in a school for the Deaf. Group A consisted of 8 students (2 male, 6 female) at the 7th1gth grade level, Group B, at the 4th15th grade level, was composed of 9 students (5 male, 4 female). The original plan for evaluating the materials had called for a two phase intervention. There were two groups which are experimental and control groups. The first group was to receive the training while the second group was to be exposed to a place treatment. The researcher used three tests: a pre-test and two post-tests. Analysis of the test scores showed that as a result of the CAI intervention, both groups A and B made significant gains of the test, demonstrating the students' improvement in recognizing correct WH-Questions. It appears that CAI approach has substantial potential for accelerating the acquisition of English syntactic knowledge by deaf students. The Question -Game may enable students

to proceed through three phases of language learning with more facility. This approach suggested the desirability of building a complete CAT-syntax curriculum. It's obvious that computer games are resource that can help the teacher to provide adapted teaching for the weaker students.

2- Related studies concerning using games in teaching English language

Harb (2007) explored the effectiveness of educational games on the sixth graders' achievement of English language in Gaza southern governorates. In addition, this thesis aimed at familiarizing English language teachers with basic principles of designing, selecting and using games in teaching English language. The researcher used the experimental approach. The sample of the study was 94 male students from a school for boys and 98 female students. Data were collected by an achievement test of five scopes with 50 items. It was used as a pre and a post test. So, the experimental group was taught through the educational games strategy, while the controlled one was taught by the traditional method. The results of the study indicated that there are statistically significant differences in the sixth graders' achievement of English language due to the method in favor of educational games strategy. Besides this, it showed that there are statistically significant differences in the sixth graders' achievement of English language due to gender in favor of the female experimental group. In the light of the study, many recommendations were suggested. The recommendations were suggested to different people such as curriculum designer, decision makers, supervisors and English language teachers.

Qaddoum (2007) aimed to examine the effect of using educational games in the academic achievement and retention of English for the fourth grade students at Nablus governmental schools . The participants in this study were divided into two groups, the experimental group which was taught with educational games, and the control group

which was taught traditionally. The sample consisted of 120 students, of the fourth basic grade at Nablus governmental schools and they were divided into the above mentioned two groups. Data were collected by designing an achievement test and six educational games. The tool was shown to six experienced university professors at Al-Najah national university in order to make sure of the availability of the tool. The main result of the study is that pupils' achievement concerning the level of remembering, comprehension and application in the post measure was better than their achievement concerning the same level in the pre and retention measures. Finally, using the educational games in teaching English as an integrated strategy is recommended to facilitate the students understanding, and to achieve the desired educational goals.

Abdoun (2009) aimed at identifying the effects of educational games on improving the spelling of English language for 6th grade students. The researcher used the experimental method in this study. The sample of the study consisted of sixty-six female students. So, two groups were formed, one of them was experimental and consisted of 33 female students and was taught by using the educational games. The other was controlled and also consisted of 33 female students but it was taught by the traditional method. An achievement test was designed to collect the data. The results showed that there were significant differences between the two groups, in favour of the experimental one. Finally, it was recommended to use the educational games in other skills of English language and other school subjects.

Abu Qulbein (2004) investigated the effect of using language games on vocabulary achievement of seventh grade students who learn English as a foreign language at (UNRWA) and Palestinian authority schools in the district of Jerusalem. Also, this thesis seeks to make an effective reference for educators who look for new methods in teaching languages, especially teaching English language and to make the

process of teaching and learning easier. The population of the study consisted of all seventh graders (male and female) students who learned student's book 3 in the district of Jerusalem. In the year (2001-2002), the number of the students who learned this level in this district was 945 divided into 352 school boys, and 593 school girls. The sample of the study was 154 boys and girls of seventh graders. The researcher selected two schools out of seventeen schools in the district of Jerusalem. One of them is a school for boys and the other one is for girls. The sample 154 was divided between boys and girls. The boys were 80, seventh graders. They were distributed in two classes in the same school. One of the classes is 39 and the other is 41. the second school is for girls. The sample of girls was 73. Also, they were distributed in two classes 36 and 37. After that, the experimental groups and the controlled ones in both schools were chosen randomly by drawing lots. The experimental groups were taught by using the language games method, while the controlled ones were taught by the traditional method. Data were collected by using the language games and the vocabulary achievement test. In fact, the language games were applied during ten weeks. Each game was presented in one period at a maximum time of 35 minutes under the supervision of the researcher in the girls' school, and an English teacher in the boys' school. At the end of the process, both the researcher and the English teacher carried out the achievement test to find out students' achievement in vocabulary for both groups in each school. The results showed that there was no significant difference between the experimental and the controlled groups in the level of their ability in English as a foreign language and also due to gender. On the other hand, the results showed that there were differences in the means between the experimental and the controlled groups in the vocabulary achievement test in favour of the experimental group which mean that language game strategy affects students achievement in vocabulary. At the end of this thesis, many recommendations were suggested. The recommendations

were written to ministry of education, Palestinian material writers, supervisors and teachers of EFL. In fact, the most important recommendations seemed to be that the Palestinian English curriculum should be enriched with different kinds of games and teachers should be trained how to develop and to use special games to their students.

Al-Madanat (2000) explored the effect of using games on the seventh grade English language curriculum in the conceptual reading (98) male and female students were selected and randomly distributed into an experimental and controlled groups. The researcher chose lesson 2 to be taught to the both groups. The experimental one was taught the lesson by using language games, while the traditional method was used with the controlled one. To collect the data, an achievement test with (50) items was designed and validated. The findings indicated that there were statistical differences between the experimental and the controlled groups in favour of the experimental one and this is due to language games. On the other hand, the study showed that there is no statistical differences owing to gender, and the interaction between the teaching method and gender. Finally, the study recommended the importance of using language games in more studies, language skills and other various subjects.

Al-Nimrat (1995) aimed at exploring the effect of using language games on the tenth grade students' achievement of vocabulary. The sample of the study was (200) female and male students and they divided into two groups, experimental and a controlled one. The controlled group was taught the vocabulary by using the traditional method while the experimental group was taught the same vocabulary by using different language games. An achievement test was designed to collect the data and it was a pre and a post test. After analyzing the results, the study showed that there were significant statistical differences on the achievement of the study sample which could be attributed to the use language games. Finally, it was recommended the necessity of using more

games in English language and its other skills such as structures, conversation, and pronunciation.

Abdo (1993) explored the effect of language games on supporting the oral communicative skills (receptive and productive) in English as a foreign language. The sample of the study was purposive, selected from the first basic grade from one of the private schools in Amman. The sample was divided into experimental group and a controlled one. The oral communicative skills were taught to the experimental group by using the language games method and the controlled group was taught the oral skills by the traditional method. The data were analyzed using the two-way analysis of variance to compare the means at ($\alpha \leq 0.05$) between the experimental and the control groups. The results showed that educational games method had effective and positive effect on the performance of the students more than the traditional one.

Meskill (1990) aimed to examine the effect of games on the motivation of students who spoke English as a second language. The study sample consisted of fourteen students who learned English as a second language; two of the students were from Europe, two from the Middle East and the others were from south and middle America, Africa and Asia. All the participants spoke English as a second language. The students could communicate with each other by using idioms related to the game. So, the game had many movement in perusing a thief and catching him. The game aimed at focusing on the meaning included in the text of the game, and at dealing with it as if it was real. The findings of the study indicated that the effect of game on students' ability in getting information and dealing with it in English was positive.

Bernaus (1987) aimed at identifying the importance of games in activity and motivating students by certain dramatized texts which were acted on school stage. The study sample was a group of Spanish students aged between 14 and 15. the students

studied English as a second language in a secondary school in Spain. The instrument of the study was an questionnaire which was used to measure the students' attitudes towards English language. The questionnaire were given to the students at the beginning of the school year. In fact, it was a pre and post questionnaire. The findings of the study indicated positive attitude towards learning English after teaching the students English language by using educational games. Thus, 75% of the students chose English language while 50% of the students did like learning English.

3- Related studies concerning using games in teaching other school subjects

Al-Mubireek (2003) examined student preferences for and performance on gender-oriented versus gender-neutral educational computer games. Also, the thesis investigated if educational computer games affect girls' and boys' perceptions of the study of mathematics and the relevance of mathematics to their lives. The study was designed to answer six questions. The most important one is: Does playing computer games affect students' perception of the subject of math? The study was conducted with two fourth-grade classes at a Midwestern Public Elementary School. Data were collected by a descriptive correlational research and a qualitative research data-collection approach. Also, pre-game-playing and post-game-playing interviews, performance data based on computer game scores, and the researcher's observations were used. In fact, participants were asked to play three specific computer games: a female-oriented game, a male-oriented game, and a gender-neutral game . The findings showed that boys scored higher on all three computer games with repeated sessions of play, the girls' scores increased significantly and the girls' final scores were close to the boys' final scores. In addition, the study indicated that both girls and boys believed the subject of math was relevant to their daily lives both before and after the game-playing. Moreover, the study showed that math-related educational computer games that are gender-neutral in orientation can

appeal to both girls and boys and can positively affect their perceptions of the subject of mathematics. The researcher recommended using games in teaching math because participants did not become bored as they found the games challenging. The participants particularly liked games that would progressively become more challenging. Also, the computer games enabled the participants to associate mathematics with pleasure.

Bahadli (2003) investigated the effects of educational games on students achievement in the subject of chemistry. Accordingly, the researcher designed three hypothesis. The most important one is: There are no statistically significant differences at ($\alpha \leq 0.050$) between the performance of the control group and that of the experimental one when they are taught chemistry using educational games. Some educational games were designed based on the 8th grade chemistry curriculum. The participants of the study were 30 students presented the experimental group and taught by using educational group. The other one was 29 students presented the traditional one and was taught by using the traditional method. Data were collected by an achievement test with 30 items and was applied in the first term. The findings of the study indicate that using educational games into teaching chemistry improve students' achievement and improve the curiosity of students. Accordingly, the researcher recommended that it is necessary to use the educational games in teaching chemistry for 8th grade. Also, it was recommended that teachers of chemistry should be trained how to design the educational games through educational courses. In addition to the above mentioned, the curriculum of chemistry should be included educational games.

Hassan (1999) explored the importance of using educational games in teaching Arabic language grammar. The researcher chose to teach the "present verb" for fourth graders in the government schools in the district of Asyute in Egypt. The participants were three groups. One of them was experimental one and the other two groups were

controlled. To collect the data, the researcher designed an achievement test and applied it on the experimental and the control groups. In fact, the aim of the test was to show the effect of using the previous way on the students achievement and on their ability of keeping information they have already learned about language. The results were analyzed by using t-test, and indicated obvious effect of games on the achievement of the experimental group which members were able to keep the structures they have learned in their minds. Finally, the study recommended to design games for the other grammatical subjects of fourth grade curriculum.

Ahmed and Al-Morsi (1998) investigated the effect of educational games on fifth grader's achievement in science and their attitudes towards it. The sample of the study was (60) male and female students of fifth grade in Al-Khattab school in Al-Mansoura. An achievement test was designed to collect the data and to measure the effect of the educational games on students' achievement and to measure the students' attitudes towards science as a result of using the educational games. The findings of the results showed that there were significant differences between the experimental group and the controlled one in favour of the experimental group. Also, the study indicated that there was positive attitudes towards science as a result of the educational games.

Abo Rayya (1993) investigated the effect of using computerized games to develop different mathematical skills by sixth grade students in private schools in Amman. The sample of the study was (101) male and female students from a private school. The sample was randomly divided into two groups, controlled and experimental. The experimental group was taught mathematics through computerized games and the control one was taught by the traditional method. The computerized games were carried out on the computer screen. The tool of the study was an achievement test to collect the data. The results were analyzed by using ANOVA technique. The results indicated that

there were statistically significant differences in the achievement of the two groups in favour of the experimental group due to the computerized games. On the other hand, the findings showed that there was no statistically significant effect in student's achievement due to sex. The study recommended the necessity of applying more studies on different subjects based on games.

4- Related studies concerning using implicit method in teaching English language

Larkefjord (2007) aimed to investigate what different ways there are to teach English grammar at upper secondary level and what guidance experienced teachers have to offer. The study explored two ways which are explicit and implicit grammar. Interviews were used in this study. The researcher interviewed seven experienced teachers to find out what they believe works best in their classrooms today. The interview questions deal with how they teach grammar, what grammar they want students to learn and how their grammar teaching has changed over the years. The questions also regarded how the teachers assessed their students grammar knowledge and what material they used in their lessons. The results of this study showed that explicit grammar teaching has decreased over the years and been replaced by implicit grammar has become integrated with activities focusing on meaning and is taught more through to need grammar rules as much, since they learn the language in a native-like way almost. However, the students make some mistakes. Each teacher had different methods for dealing with these mistakes, but they seemed to be keeping in mind the students' need and the curriculum.

Sandell (2007) aimed to investigate teachers', students' and researchers' opinions on the idea of using literature to motivate students into learning grammar. The

researcher wished to take a closer look at the response from students and their attitude towards applying the teaching of grammar to real fiction, such as novels, poems and articles. The study was based on a questionnaire given to 23 students at an upper secondary school after participating in a lesson. The study was also based on literature on the subject and three personal interviews. The findings showed that the students were very positive towards the idea and stated that it would feel more real to be taught grammar from real texts. The researchers did not want to teach grammar sections as before. Instead they choose to use a more individual response strategy which they feel gives better results. The interviewed teachers expressed very positive opinions surrounding the use of real texts in grammar teaching. They preferred to use their students' own written material to give individual grammar response. The idea of using real texts instead of a textbook is given both positive and negative credit. The researcher think that literature, like games and computer games, contextualize grammar lesson effectively as well as it reflects cultural themes.

Wu (2007) aimed to investigate if explicit experienced Grammar instruction could improve teacher candidates' spoken grammatical accuracy. The research was conducted to investigate the degree to which instruction could help advanced English learners improve oral grammaticality. Accordingly, there were two main research questions: Does Explicit Experienced Grammar instruction has a positive effect on spoken grammatical accuracy of English Teacher Candidate in the English conditional structure? Does Explicit Experienced Grammar instruction impair spoken fluency of English teacher candidates in their use of English conditional structures? Thirty-six participants were randomly assigned to two levels of the treatment on English conditional structure for five sessions of Grammar instruction. The instrument used to measure the

participants' performance on the pretest and posttest was the one-on-one oral interview. The data was analyzed using the ANCOVA procedures, controlling for any initial difference between two study groups. The findings of this study showed that grammar instruction could improve spoken grammatical accuracy of English teacher candidates in Taiwan, who are advanced English learners. In addition, the increased grammatical accuracy was not obtained at the expense of fluency. Moreover, the findings contributed to an understanding of formal grammar instruction. Grammar instruction can help an advanced L2 learner to learn a syntactically complex grammar structure, such as the English conditional sentences. I think this provided evidence that advanced EFL learners improved their English spoken grammatical accuracy as a result of explicit grammar instruction and also showed that the improvement was not obtained at the expense of fluency. In short, accuracy and fluency are correlated, and further study is needed to identify both the type and strength of the correlation.

Nel (2005) aimed to examine whether aural processing of input in a situation of implicit instruction can build a knowledge base that is available for both comprehension and production tasks. Fifty-five Dutch students learned a miniature linguistic system based on Spanish. Three training conditions were compared in which noun-adjective gender agreement was the learning target. The first group of participants received receptive training; the second group received receptive and productive training, and a third group served as a control. The control group received no training of the target structure and only read an explanation of the target structure rule. Receptive knowledge was assessed with a self-paced listening test, a match-mismatch test, and a grammatically judgment task. Productive knowledge was tested with a picture description task in single- and dual-task conditions. A post experimental questionnaire tested whether any explicit knowledge had been induced. Results showed that the receptive and receptive productive

training programs succeeded in building a knowledge base that was used in comprehension but much less so in production. These results will be interpreted in light of processing and the distinction between implicit and explicit knowledge.

Domangue (2002) investigated the effects of implicit, explicit, and synergistic training on learning an artificial grammar. Participants were trained to generate examples of an artificial grammar by bubbling in letters from exemplars (implicit training), observing a diagram of the grammar then reproducing it (explicit training) or tracing the path of exemplars through a diagram of the grammar (synergistic training). Performance was measured using a cued generate task. It provided a template that fit the template. The computer corrected the exemplar when it matched at least 70% of the letters in a valid string. Results showed that both explicit and synergistic training led to generation of better quality exemplars (close to 100% match). Also, implicit and synergistic training led to generating more exemplars good enough (at least 70% match) to fit into a wide variety of contextual cues. Finally, the researcher said that for both quality and generativity of exemplars synergistic training seemed the most beneficial.

Wuttiornong (2000) aimed to explore opinions of university Thai EFL students, who have been subject to a conventional teaching approach for years, on adding communicative tasks in grammar-based classes. The interviews conducted with students revealed instructional techniques that they themselves believed would be beneficial in encouraging greater participation in tasks. The results indicated that Thai students were reluctant to complete tasks in English because of shyness, particularly when conversing with peers, a lack of competence in language skills, and fear over losing face. Thus, the study showed that Thai students want to have communicative tasks in grammar learning, but only with formal instruction prior to the tasks. Based on the above literature review,

the researcher concluded that implicit teaching of grammar is an attractive way which encourage students to learn grammar and to be more active in the class. The researcher has noticed that implicit teaching provide students with welcome communication-rich grammar practice activities. In short, implicit grammar could improve spoken grammatical accuracy and fluency of English.

Commentary on the previous studies

It was clear that the above-mentioned studies were divided into four domains. The first handled the studies related to the effect of game on English grammar. The second showed the effects of games on the other skills of English language such as oral communication, English spelling, vocabulary and reading. The third displayed those studies which were connected with the effects of educational games on other school subjects such as chemistry, mathematics and science. The fourth one presented the effects of implicit teaching on learning grammar and the different skills of English language.

In fact, from the previous studies the researcher deduced and concluded the following:

1. Implementing educational games on English language and its skills as well as other school subjects showed positive results on the students achievement and the students' attitudes towards the teaching-learning process and the atmosphere of the classroom.
2. The findings of many previous studies reflected that there are clear weakness in the techniques of teaching English language in general and English grammar in particular which support the need for this study.
3. All the previous studies reviled the role of the teacher in improving teaching English grammar.
4. Most of the previous studies indicated that the educational games create positive and effective atmosphere for all students with their different levels.

5. The previous studies emphasized that the educational games make students feel more interested and excited decrease their fear and anxiety and be more active and good participants.
6. The previous studies indicated that educational games provide the students with a special atmosphere full of attraction, competition, luck and excitement which increase their motivation.
7. The previous studies showed that educational games enhance students' high skills such as thinking, analyzing and to be a decision maker and a better problem solvers.
8. The previous studies indicated that the educational games promote students' ability to communicate and speak English in a good way. That is, they enhance students' competence of communication as they enhance their language.
9. All of the previous studies showed that by using games in teaching English, learning process depends on the students which is called students center. This process creates active learners and good participants at English language.
10. The previous studies showed that implicit teaching has better effects on the students' achievements more than the explicit one. Emphasizing that educational games come under implicit teaching umbrella.
11. Some of the previous studies showed that educational games have good effects on learning school subjects.

On other words, the previous studies were 26. some studies like Yu (2005), Al-Wahaibi (1998) and Willoughby (1993) explored the effects of games on learning structure and grammar. Other studies such as Harb (2007) explored the effectiveness of educational games on the sixth graders' achievement of English language, Qaddoum

(2007) aimed to examine the effect of using educational games in the academic achievement and retention of English for the fourth grade students, Abdoun (2006) aimed at identifying the effects of educational games on improving the spelling of English, Abu Qulbein (2004) investigated the effect of using language games on vocabulary achievement, Al-Madanat (2000) explored the effect of using games on the seventh grade English language curriculum in the conceptual reading. Al-Nimrat (1995) aimed at exploring the effect of using language games on the tenth grade students' achievement of vocabulary, Abdo (1993) explored the effect of language games on supporting the oral communicative skills, Meskill (1990) aimed to examine the effect of games on the motivation of students who spoke English as a second language and Bernaus (1987) aimed at identifying the importance of games in activity and motivating students by certain dramatized texts. So, these studies proved that educational games have positive effects on English language and its different skills such as reading, speaking vocabulary, spelling and motivation for learning English.

In addition, there were studies which showed that games had clear effect on learning school subjects like Bahadli (2003) which investigated the effects of educational games on students achievement in the subject of chemistry. Hassan (1999) explored the importance of using educational games in teaching Arabic language grammar, Abo Rayya (1993) investigated the effect of using computerized games to develop different mathematical skills and Ahmed and Al-Morsi (1998) investigated the effect of educational games on fifth grader's achievement in science.

The last domain of the studies dealt with the implicit teaching and its effects on learning English language and under this titles students like Lakefjord (2007), Sandell (2007), Wu (2007) and Nel (2005).

In addition to the above mentioned, most of the previous studies focused on the story correlation between educational games and learning English language such as Abu Qulbein(2004), Harb(2007), Bahadli(2003), Abdoun(2006), Abdo(1993) and Al-Nimrat(1995).

Furthermore, the majority of the studies used the experimental method and most of them used an achievement test as a suitable tool to collect data, population and sample of the previous studies were different from one study to another in number, gender and age. Concerning the place, all the previous studies were applied in different countries, while Abdo (1993) from Amman, Hassan (1999) is from Egypt.

Regarding to statistical treatments which were used in the previous studies to measure the results, they were varied, independent, samples t-test, ANOVA and others. In fact, the different and beneficial subjects benefited the researcher in the theses.

Summary

This chapter showed foreign and Arab studies which dealt with games from different aspects. The studies were classified under four domains. The first domain showed relevant studies concerned with the effect of games on learning grammar. The second presented relevant studies concerned with the effects of games of learning English language and its different skills. The third dealt with the studies which examined the effects of games on teaching and learning other subjects and activities.

The majority of the studies emphasized that game-strategy had positive effects on learning English language and other school subjects. Also, it was clear that both Arab studies and foreign studies proved the importance of games in teaching despite the different environment and the facilities.

It was obvious that educational games had unlimited benefits and advantages in learning-teaching process. So, researchers were demanded to conduct more experimental studies in teaching language, especially teaching English grammar as it is essential for spoken and written language. In a short, the previous studies indicated that the educational games had positive effect on students' achievement in different school subjects in general, and in the English language in particular.

Chapter III

Methodology

Chapter III

Methodology

Introduction

This is the chapter of methodology which dealt with the procedures the researcher had gone through. It gave complete information about the population, the sample, the data collection tools and the statistical treatment of the findings.

1- Research design

The researcher adopted the experimental approach due to the nature of the research which aimed at finding the effects of game strategy on the learning of grammar for the twelfth grade students. To achieve the aim of this study, two groups were chosen, an experimental one and a control one. The experimental group was taught grammar according to game strategy which taught grammar through fun and enjoyment as well as creating positive atmosphere and interesting feeling and emotion. And the control group was taught grammar through the traditional method which focused on the explicit knowledge by discussing the rules and the features of grammar consciously.

2- Sample of the study

The representative sample of the study was selected randomly and consisted of 80 twelfth grade students divided into two classes at Palestine secondary school for boys in West Gaza. One of the classes represented the control group of 40 male students; and the other represented the experimental one of 40 male students. The following table described the study sample.

**Table (3.1)
The Number and the Percents of Students in the Sample**

Students	Experimental	Control	Total
Count	40	40	80
%	50%	50%	100%

3- Research instrumentations

In order to collect the data that help achieve the aim of the research, the researcher employed the following tools:

- A checklist of grammar lessons for 12th grade.
- An achievement test (pre and post test).
- Educational games.

3.1 Choice of grammar checklist

Focusing on English curriculum for grade 12, the researcher found that the curriculum had fourteen grammar lessons which were: making questions based on present simple and past simple, verb to be and verb to have, present tenses, past tenses, modal verbs, zero and first conditionals, second and third conditionals, passive voice, infinitive and gerund verbs, indirect questions, pronouns, prepositions, relative clauses and articles.

Through consulting professors at the Islamic University, the researcher decided to choose five grammar lessons of the fourteen.

The researcher designed a checklist, appendix (1), containing the fourteen lessons and then distributed it to 13 teachers who teach English language for grade twelve.

The teachers were asked to select the most important five grammar lessons, according to their point of view, from the checklist.

Table (3.2) showed the teachers' selection.

Table (3.2)
The Five Most Important Grammar Lessons

Grammar Lessons	Percentage of Importance
Present Tenses	93%
1 st and 2 nd Conditional	86%
Passive Voice	80%
Pronouns	80%
Relative Clause	73%

Accordingly, the researcher applied the experiment by using the five selected grammar lessons.

3.2 Designing the achievement test

Designing the test passed through the following steps:

3.2.1 Aims of the test

The test, appendix (2), aimed at measuring the achievement of the control group and that of the experimental one. Being used as a present, it aimed at proving that both groups were equivalent in terms of obtaining grammar. Then being used as a post-test. It aimed at identifying any possible progress and difference in the achievement of both groups.

3.2.2 Validity of the test

It was proved valid according to:

a- Content validity of the test

The test was designed according to a table of specification. In order to design such a table, the researcher, who had previously attended a training course, at Al-Majda Waseela for training governmental teachers, about how to build a test, analyzed the activities and exercises of grammar lessons latent in grade twelfth English textbook. To assure the reliability of the analysis, the researcher adopted the inter-rater type of reliability. Thus, a supervisor of English language analyzed the same activities and exercises. Both analyses encompassed both the student's book and the workbook.

The following equation was used to compute the coefficient of reliability (CR) between both analyses. $CR=2M/(N1+N2)$, since:

CR: the coefficient of reliability.

M: the number of the agreed categories during analysis.

N1+N2: the summation of analysis categories.

Table (3.3) showed the overall frequencies of the analyzed skills and the CR.

Table (3.3)
The Overall Frequencies and Percentages of the Analyzed Skills and the CR

Grammar Lessons	Researcher		Supervisor		Coefficient of Reliability CR
	Freq.	Percent	Freq.	Percent	
Present Tenses	54	30.68%	53	30%	97.78%
1 st and 2 nd Conditional	23	13%	22	12.5%	96%
Passive Voice	32	18.18%	32	18.18%	100%
Pronouns	41	23%	40	22.72%	98%
Relative Clause	26	14.77%	26	14.77%	100%

Table (3.3) showed that all reliability coefficients were high and acceptable, which mean that the analysis is reliable and applicable.

In fact, the percentages of the analyzed skills mentioned in table (3.3) were reflected in the pre-test. But, when designing the test items, the researcher found that these skills percentages needed some bit modifications in order to get rid of halves and quarters of items. Thus, the final percentages are shown in the following table of specification, table (3.4).

Table (3.4)
Table of Test Specification

Grammar Test Qs	Present	If	Passive	Pronouns	Relative	Total
Q1	item 1,2 and 3 3M 6%	item 4 and 5 2M 4%	item 6 and 7 2M 4%	item 8 and 9 2M 4%	item 10 1M 2%	10 items 10M 20%
Q2	item 11,12and 13 3M 6%	item 14 1M 2%	item 15 and 16 2M 4%	item 17 and 18 2M 4%	item 19 and 20 2M 4%	10 items 10M 20%
Q3	item 21 , 22 and 23 3M 6%	item 24 1M 2%	item 25 and 26 2M 4%	item 27 and 28 2M 4%	item 29 and 30 2M 4%	10 items 10M 20%
Q4	item 31, 32 and 33 3M 6%	item 34 2M 2%	item 35 and 36 2M 4%	item 37, 38 and 39 3M 6%	item 40 2M 2%	10 items 10M 20%
Q5	item 41,42 and 43 3M 6%	item 44 and 45 2M 4%	item 46 and 47 2M	item 48 and 49 2M 4%	item 50 1M 2%	10 items 10M 20%
Total	30%	14%	20%	22%	14%	50 items 50M 100%

b- Referee validity

The researcher refereed the test by a panel of specialists in English language and methodology, in the Islamic University, supervisors and experienced teachers, see appendix(5). According to their recommendations and advice, some modifications and changes were made.

c- Internal consistency validity

To compute the internal consistency of the test items, the researcher used Pearson correlation coefficient. To measure such validity, Pearson correlation computed the correlation of the following: items with their domains, the items with the total test and domains with the test as a whole. Table (3.5) described the internal consistency of the test.

Table (3.5)
Internal Consistency Validity of the Test

Domain	item	Correlation with Domain	Correlation with test	Item	Correlation with Domain	Correlation with test
<i>Present tenses</i>	1	0.518**	0.659**	23	0.794**	0.818**
	2	0.685**	0.576**	31	0.540**	0.683**
	3	0.731**	0.701**	32	0.434*	0.465**
	11	0.408*	0.663**	33	0.758**	0.665**
	12	0.816**	0.567**	41	0.760**	0.701**
	13	0.655**	0.459*	42	0.389*	0.462*
	21	0.565**	0.654**	43	0.815**	0.659**
	22	0.682**	0.583**			
<i>If(1st & 2nd)</i>	4	0.758**	0.665**	34	0.731**	0.568**
	5	0.760**	0.701**	44	0.581**	0.383*
	14	0.643**	0.555**	45	0.612**	0.615**
	24	0.474**	0.567**			
<i>Passive</i>	6	0.453*	0.437*	26	0.400**	0.676**
	7	0.456*	0.516**	35	0.635**	0.800**
	15	0.405*	0.506**	36	0.515**	0.435**
	16	0.403*	0.600**	46	0.599**	0.619**
	25	0.665**	0.452*	47	0.451**	0.759**
<i>Pronouns</i>	8	0.784**	0.463**	37	0.609**	0.485**
	9	0.755**	0.423*	38	0.719**	0.463**
	17	0.489**	0.761**	39	0.409**	0.804**
	18	0.642**	0.442*	48	0.538**	0.745**
	27	0.536**	0.439*	49	0.768**	0.481**
	28	0.583**	0.780**			
<i>Relative Clause</i>	10	0.627**	0.726**	30	0.736**	0.797**
	19	0.492**	0.544**	40	0.729**	0.545**
	20	0.585**	0.712**	50	0.649**	0.431*
	29	0.757**	0.753**			

(*) the correlation coefficient is significant at (0.05) level.

(**) the correlation coefficient is significant at (0.01) level.

Also, the researcher computed the correlation of the test domains with the test as a whole.

Table (3.6) described the results:

Table (3.6)
Internal Consistency Validity of the Test

Domain	Correlation with total test score
Present tenses	0.774**
If (1 st & 2 nd)	0.684**
Passive	0.713**
Pronouns	0.669**
Relative clause	0.805**

(**) the correlation coefficient is significant at (0.01) level.

3.2.3 Reliability of the test

Reliability: Mackey and Gass (2005:128) defined reliability as "instrument consistency".

That is, if a student get a high mark in a certain subject test, it would be expected that he would also receive a high mark if he took the same test.

1- Kud-Richardson (K-R20)

(K-R20) depends on calculating the percentages of correct answers to the test items, and also on the variance of every item.

2- Split Half Method

It depend on splitting the test for two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman – Brown Prophecy Formula. (Abu Hattab & Sadeq, 1980: 14)

Table (3.7)
(K_R20) and Split Half Coefficients for the Test Domains

Test Domains	(K_R20) coefficient	split Half coefficient
Present	0.77	0.75
If	0.83	0.81
Passive	0.79	0.78
Pronouns	0.81	0.77
Relative clause	0.80	0.78
Total Test	0.88	0.85

3.2.4 Description of the test items

Focusing on the achievement test, the total number of the test questions was 5 with 50 items. Each question consisted of 10 items and every item has one mark and represented 2% of the overall percentage. Therefore, the total marks given to the test were 50.

In addition, the five grammar lessons: present tenses, the second and the third conditional, passive, pronouns, and relative clause were presented in each question according to their percentage in the table of test specification.

Question (1) consisted of ten true/false questions, items 1,2 and 3 examining present tenses; items 4 and 5 examining the first and the second conditional; and items 6 and 7 examining passive voice; items 8 and 9 examining pronouns, item 10 examining relative clause.

Question(2) consisted of ten multiple-choice questions. Items 11,12 and 13 examining present tenses; item 14 examining the second conditional; and items 15 and 16 examining passive voice; and items 17and 18 examining pronouns, and items 19 and 20 examining relative clause.

Question(3) consisted of ten pairs and the student have to choose the correct pair in each one. Items 21,22 and 23 examining present tenses; and item 24 examining the first and the second conditional; and items 25 and 26 examining passive voice; and items 27and 28 examining pronouns, and items 29 and 30 examining relative clause.

Question(4) consisted of ten sentences. In each one, there is a grammatical mistake and the students have to find out and correct them. Items 31,32 and 33 examining present tenses; and item 34 examining the first and the second conditional; and items 35 and 36 examining passive voice; and items 37, 38 and 39 examining pronouns, and item 40 examining relative clause.

Question(5) consisted of ten sentences. Students have to rewrite the sentences using the words in brackets. The words have grammatical functions. Items 41,42 and 43 examining present tenses; and items 44 and 45 examining the first and the second conditional; and items 46 and 47 examining passive voice; and item 48 examining pronouns, and items 49 and 50 examining relative clause.

3.2.5 The experimentation of the test

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of male students, 30, who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school, Palestine Secondary School for boys in Gaza and were from the same cultural and environmental background.

The researcher used the following equation, computed the test time.

$$\text{Test time} = \frac{\text{the time needed for the 1}^{\text{st}} \text{ student to leave the room} + \text{the time needed for the last student to leave the room}}{2}$$

After applying the equation, the researcher found that the time needed for the pre-test to be applied was 65 minutes.

The difficulty factor of a test was computed according to the following equation.
(O`dah, 2002:125)

$$\text{Difficulty} = \frac{\text{No. of wrong responses to an item}}{\text{No. of the students who responded to the same item}}$$

The discrimination factor of a test item is computed according to the following equation.
(O`dah, 2002:127)

Discrimination =

$$\frac{\text{No. of correct answers to an item in the high-achieving group} - \text{No. of correct answers to the item in the low-achieving group}}{\text{No. of the students in one group}}$$

Table (3.8) described these factors:

**Table (3.8)
Difficulties and Discriminations Factors for the Test Items**

Item No.	difficulty	discrimination	Item No.	difficulty	discrimination	Item No.	difficulty	discrimination
1	0.67	0.63	18	0.73	0.38	35	0.20	0.63
2	0.60	0.38	19	0.27	0.63	36	0.20	0.50
3	0.47	0.75	20	0.20	0.75	37	0.40	0.25
4	0.33	0.88	21	0.40	0.75	38	0.47	0.63
5	0.20	0.50	22	0.40	0.63	39	0.23	0.50
6	0.40	0.63	23	0.47	0.50	40	0.30	0.25
7	0.30	0.50	24	0.73	0.38	41	0.23	0.63
8	0.67	0.63	25	0.67	0.50	42	0.40	0.88
9	0.47	0.38	26	0.60	0.50	43	0.60	0.38
10	0.50	0.50	27	0.27	0.75	44	0.73	0.25
11	0.40	0.50	28	0.23	0.38	45	0.27	0.63
12	0.27	0.75	29	0.33	0.88	46	0.33	0.50
13	0.20	0.38	30	0.50	0.50	47	0.50	0.75
14	0.43	0.63	31	0.40	0.25	48	0.47	0.75
15	0.47	0.75	32	0.43	0.50	49	0.50	0.50
16	0.30	0.38	33	0.43	0.63	50	0.40	0.63
17	0.27	0.38	34	0.23	0.50			

The table above showed that the difficulty factors for the test items were between (0.20 – 0.73), which statistically acceptable because it's in the acceptable range 20%-80% according to the statistical indicators. (Abu lebda, 1982: 339)

The discrimination factors also in the acceptable range, it was above 20% for all test items.(Zayoud & Elyan, 1998: 172). So, the test items had good difficulties and discriminations factors.

3.3 The language games

In this study, five language games were developed by the researcher from different sources.

3.3.1 The aim of the games

The researcher used five different games to teach five grammar lessons of 12th grade which are: present tenses, the first and the second conditionals, passive, pronouns and relative clauses. The games were used to teach the experimental group.

3.3.2 Developing the games

While developing the games, the following aspects were taken into consideration:

1. The aim of each language game.
2. The method and the directions of each game.
3. The time needed to carry out each game.
4. The number of students who should cooperate to carry out the game in each group.
5. The structure used in each game.
6. The worksheets and drawings used to teach the new structure.
7. The sheets of answers given to students at the end of each activity.
8. The rules of each games.

3.3.3 The validity of the games

To test the games validity, the researcher submitted games to some English language supervisors and teachers to be judged and criticized. (See appendix 5)

The researcher did the required adjustment according to their recommendations. After developing the games and adjusting them in their final form, five grammar lessons were taught by using the following games:

1) Talking Football Game and the Descriptive Situation Game: aimed to teach the present tenses. While talking football game aimed to teach present simple and present continuous, the descriptive situation game aimed to teach present perfect and present perfect continuous. These present tenses are from lesson five of unit two.

In the two games, students were divided into ten groups of four. Each group was divided into two pairs and each pair competed the pair within the same group.

For teaching present simple and present continuous, students should use the cue words in the orange rectangles and combine with a verb in the white triangles to make full sentences. Students had to change the verbs according to the tense and number. If the cue word has a question sign then, they are expected to make questions instead.

Concerning the game of present perfect and present perfect continuous, students had to describe a situation in present continuous and then asking a question about the length of doing this situation to get an answer related to present perfect continuous. After that, when the situation was finished, students had to use present perfect to express the end of the situation.

The reason why the researcher used these specific games is that students can functionalize the present tenses by using different situations.

Finally, each group said the right answer in front of the class.

2) What if Game: aimed to teach the first and the second conditional from lesson five of unit four. The aim of this game was to enable students to differentiate between the first and the second conditional in use and meaning.

So, the teacher(also the researcher) rolled the dice and counted spaces according to the number on the dice. Wherever they landed, read the sentence and completed it with a suitable structure and meaning. If a player fell in the pirate space, he went back to start. Also, if a player could not use the correct missing word or stanza, he missed a turn.

The reason why the researcher used this specific game is that students could express the first and the second conditional communicatively not only to memorize rules and structures.

In this game, students were divided into ten groups of four. Each group was divided into two pairs and each pair competed the pair within the same group. At the end of the game, the winner pair of each group, said the right answer in front of the class.

3) Something in Common Game: aimed to teach active and passive from lesson five of unit five. The game seeked to teach the students the main differences between active and passive in their structures and meaning.

In this game, students were divided into ten groups of four. Each group was divided into two pairs and each pair competed the pair within the same group. Every two teams had to appoint one player to time the game and kept the score.

Pair A drew a card from the envelope and challenges pair B with what doand.....have in common? For example, what do shoes and bags have in common? (See appendix 3)

Pair B had some (pre-established) time to discuss among themselves and produced an answer using the target language. Pair B collected the card. Otherwise, pair A got the chance to find a good answer and collected the card themselves.

The reason why the researcher used this specific game was that students could functionalize the structure of active and passive.

At the end of the game, the winner pair of each group said the right answer in front of the class.

4) Family Album Game: aimed to teach English pronouns from lesson five of unit six. The aim of this game was to enable students to deal with the three kinds of pronouns: possessive pronouns, subject pronouns and reflexive pronouns.

In this game, students were divided into ten groups of four. Each group was divided into two pairs and each pair competed the pair within the same group. So, the first player drew a card. One of the following situations would then occur:

- a) The player filled one of the slots in the five top squares correctly with the item on the card, in which case he might enter the maze by moving a counter into the target square.
 - b) The player knew that the item on the cards did not fit into any of the top slots, in which case he may put it back into the envelope and give it just one more try.
- Finally, the first player who came out the maze won the game.

The reason why the researcher used this specific game is that students can use the English pronouns practically not to memorize the lists of the different pronouns.

At the end of the game, the winner pair of each group said the right answer in front of the class.

5) "Tell me" Game: aimed to teach relative clauses from lesson five of unit nine. The game sought to teach students the relative clause for people and for things as giving definition and making connected sentences enabling them how to speak clear and correct sentences as well as writing them.

In this game, students were divided into ten groups of four. Each group was divided into two pairs and each pair competed the pair within the same group. First, the teacher explained the game to his students by giving them an example:

Look at that student.

The teacher elicit... one student says: tell me who.

The teacher say: Look at that student who is wearing a T-shirt.

And so on. The teacher asked more definitions about people and things and gave the students the chance to give those definitions.

The reason why the researcher used this specific game was that students were able to give definitions to many things whether they were people or animals or things.

The students did not have to know the structures of relative clause, they had to know how to use this important subject. At the end of the game, the winner pair of each group said the right answer in front of the class.

4- Lessons time-plan

The time of implementing the five lessons was shown in Table (3.9)

**Table (3.9)
Time Distribution in Each Lesson**

Lesson	Title	Time	
		Period 1	Period 2
1	Present tenses	45 min	45 min
2	If	45 min	45 min
3	Passive	45 min	45 min
4	Pronouns	45 min	45 min
5	Relative clause	45 min	45 min

As it was shown in Table (3.9), each lesson had 90 minutes. That is, each lesson had two teaching periods. Accordingly, the five grammar lessons needed 10 teaching periods to be accomplished in ten weeks. It was important to say that each group of the study received 10 teaching periods. The control group was taught the five lessons with 10 teaching periods by the traditional method of teaching grammar, whereas, the experimental group one was taught the five grammar lessons with 10 teaching periods by using the educational game strategy.

5- Description of students

All the students who participated in learning the five grammar lessons from the both groups were all in grade twelve aged nearly 17. Thus, all had a 7-year experience of learning English. Furthermore, the majority was from a very similar cultural, social and economic background. Also, both groups belong to the scientific stream.

6- Controlling the variables

Mackey and Gass (2005:128) emphasized that "It would be important that each group of students be relatively homogeneous. Were they not homogeneous, one can not be sure about the source of the results". Accordingly, to assure the results and avoid any possible external interference, the researcher controlled some variables that would affect such as: age variable, variable of general achievement in English language and the groups equivalence in terms of the pre-test marks.

6.1 Age variable

At the beginning of the term, the school administration asked the students to bring their personal data such as: place of birth, date of birth, full address, and religion. The researcher collected the data of birth of date for the two groups. Treating the data statistically, the researcher found that there were no statistically significant differences between the two groups. Table (3.10) showed the findings.

Table (3.10)
Groups Equivalence in Terms of Age

Domain	Sub-domain	Group	N	Mean	S.D	T-value	Sig.
Age		Experimental	40	18.1103	33375.	1.338	Not sig.
		Control	40	18.2063	30725.		

(*) the critical value of t-test at 0.05 level (DF=63)=2.00

(**) the critical value of t-test at 0.01 level (DF=63)=2.66

Table (3.10) showed that the computed (t) value, 1.338, was less than the table (t) values. This showed that there was no significant differences between the control and the experimental groups in terms of their ages.

6.2 Variable of general-achievement in English language

Before joining the 12th grade, students had to give the school their 11th grade certificates, there were students' marks in all school subjects. English language was one of those subjects. So, the researcher obtained the subjects' English marks of scholastic year 2008-2009 and statistically treated them. The findings showed that there were no statistically significant differences between both groups. Table (3.11) showed the findings.

Table (3.11)
Groups Equivalence in Terms of Last-Year English Test Marks

Domain	Sub-domain	Group	N	Mean	S.D	T-value	Sig.
Achievement		Experimental	40	112.10	22.174	0.228	Not sig.
		Control	40	110.98	22.022		

(*) the critical value of t-test at 0.05 level (DF=63)=2.00

(**) the critical value of t-test at 0.01 level (DF=63)=2.66

Table (3.11) showed that the computed (t) value, 0.228, was less than the table (t) value. This shows that there is no significant difference between the control and the experimental groups in terms of their English marks of the last-year final test.

6.3 Variable of the pre test

The researcher designed an achievement test to be a pre and post with 50 items, covering the five grammar lessons.

The researcher compared between the control and the experimental groups after the pre test ensure about the equivalence of the two groups before applying the experiment on the experimental group. Table (3.12) showed the findings.

Table (3.12)
Groups Equivalence in Terms of the Pre-Test Marks

Domain	Sub-domain	Group	N	Mean	S.D	T-value	Sig.
<i>Pre test</i>	Present tenses	Experimental	40	8.38	2.628	0.240	Not sig.
		Control	40	8.53	2.953		
	If (1st & 2nd)	Experimental	40	4.53	1.502	0.151	Not sig.
		Control	40	4.48	1.450		
	Passive	Experimental	40	5.68	1.228	0.154	Not sig.
		Control	40	5.73	1.648		
	Pronouns	Experimental	40	6.45	1.867	0.413	Not sig.
		Control	40	6.28	1.921		
	Relative clause	Experimental	40	3.88	1.652	0.466	Not sig.
		Control	40	4.03	1.187		
	Total test	Experimental	40	28.90	7.396	0.057	Not sig.
		Control	40	29.00	8.152		

(*) the critical value of t-test at 0.05 level (DF=63)=2.00

(**) the critical value of t-test at 0.01 level (DF=63)=2.66

Table(3.12) showed that the computed (t) value, 0.057, was less than the table (t) value. This showed that there was no significant differences between the control and the experimental groups in terms of the pre test. Also, table (3.12) showed that each computed (t) value of each domain was less than the table (t) values. This indicated that there was no significant difference between the control and the experimental groups in terms of their marks in the pre test. Hence, both groups were equivalent in terms of their strengths in English grammar.

6.4 The teacher variable

Both the experimental group and control one were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the results. The experiment was conducted by the researcher himself.

6.5 Time variable

Both groups received 10 teaching periods through ten weeks. The control group was taught traditionally whereas the experimental group was taught through the use of game strategy.

7- Experiment evaluation

The experiment passed through two different kinds of evaluation: formative and summative. In the former, the teacher (also the researcher) gave a quiz after each lesson, appendix (4), in order to follow up students' participation and find out the extent to which their answers were correct. While in the latter, the researcher used a post-test, appendix (2) to measure the difference in achievement between the experimental and the control groups.

8- Statistical analysis

The researcher used the following statistical treatment:

- T-test and frequencies were used to determine the level of achievement of the control and the experimental groups.
- Person correlation was used to compute the validity of the achievement (pre and post) test by computing its internal consistency.
- Split half and Kooder-Richardson techniques were used to determine the reliability of the achievement test.

9- The procedures of the study

The study was processing according to the following steps:

- 1- Identifying the effects of game strategy on grammar which is appropriate for the twelfth grade learners through:
 - a) Being aware of the literature review and the previous studies concerning the effects of game strategy on grammar.

- b) Consulting a number of experienced twelfth grade teachers to select the grammatical exercises which may cause difficulties for the students.
- 2- Preparing the grammar exercises which based on game strategy through:
- a) Identifying the objectives of the educational games.
 - b) Identifying the content of the educational games.
 - c) Identifying and preparing the grammatical exercises which based on game.
 - d) Identifying the tools and the techniques of evaluation.
 - e) Presenting the educational games on a group of experts and specialists in teaching English language and its methodology to avail from their experiences.
- 3- Preparing an achievement test to measure and this requires:
- a) Checking the validity of the test by referring to it.
 - b) Checking the reliability of the test.
- 4- Preparing a teacher's guide, using the five educational games.
- 5- Choosing the sample of the study ; it's a purposive sample that includes the experimental group at the control one.
- 6- Applying the achievement test on the sample of the study.
- 7- Implementing the experiment, using the educational games in teaching the subjects of the experimental group through game strategy and the traditional method in teaching the subjects of the control one.
- 8- Applying the post test to know the effect of the educational games on developing the grammatical exercises.
- 9- Analyzing and interpreting the results.

10- Presenting the summary, the suggestions and the recommendation in the light of the study conclusion.

Chapter IV

Results: Analysis of Data

Chapter IV

Results and Data Analysis

1- Introduction

This study investigated the effects of game strategy on learning of grammar for 12th-grade students. In this chapter, the researcher presented the results of both formative and summative evaluations according to the statistical analysis of the collected data.

The findings of the research were tackled with regard to the research questions. Hence, the researcher used various statistic formulas such as means of frequencies, percentages and t-test to present the final results of the collected data. Tables and bar graphs were also used to show and clarify the data.

Furthermore, the researcher used effect size through (η^2) to measure and obtain the extent to which the independent variable, game strategy, had an effect on the dependent variable, the experimental group's achievement.

2- Formative evaluation results

In fact, the researcher implemented game strategy on five grammar lessons of 12th English curriculum. The lessons are: present tenses(present simple, present continuous, present perfect, and present perfect continuous), the first and the second conditional sentences, the passive voice, pronouns and relative clause. Both the control and the experimental groups were taught the same five lessons but with different methods. The experimental one was taught by using game strategy while the controlled group was taught by the traditional method.

The researcher used five different games. Each game was used with a grammar lesson. During teaching the two methods, the researcher conducted formative evaluation quizzes, appendix (6), on both groups to measure any possible progress and differences in students' achievement. The researcher designed and implemented five evaluation quizzes. That is, at the end of explaining a grammatical lesson, students were offered a quiz with ten marks.

By considering the findings of the five quizzes for the five grammar lessons, the researcher found that the experimental group showed improvement and had better marks. (See appendix 5)

3- Post-test results (Summative Evaluation)

In this chapter, the researcher answered the five questions of the study as following:

3.1 Question (1) findings

The first question inquired the following :

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the '*total post test marks*'?

To answer this question, the researcher tested the following null hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the '*total post test marks*'.

The researcher used t-test, for two independent samples, to determine the significant differences between the control and the experimental groups in relation to the '*total post test marks*'. Table (4.1) described the results.

Table (4.1)

T-test result between the control and the experimental groups in relation to the "total post test marks"

<i>Domain</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>S.D</i>	<i>T-test</i>	<i>Sig. (2-tailed)</i>	η^2	<i>Effect Size</i>
Total test marks	Control	40	34.08	7.77	5.18**	0.000	0.256	large
	Experimental	40	41.50	4.68				

(**) the critical value for t-test at (0.01) level with d.f (78)= 2.66.

Table (4.1) showed that the (t) computed value, 5.18, was larger than the (t) table value, 2.66, in the post test. Test meant that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the "total post test marks" favouring the experimental group .

There was also a significant difference between the mean of both groups in favour of the experimental group. Whereas the mean of the control group was 34.08, the mean of the experimental group was 41.50.

The following equation, according to Afanah (2000:43) and Mackey and Gass (2005:349), was employed to calculate the effect size:

$$\eta^2 = t^2 / (t^2 + D.F) \quad \text{Since: D.F} = n_1 + n_2 - 2$$

The calculated (η^2) values were interpreted according to table (4.2)

Table (4.2)

The critical values for effect size levels

Scale	Effect size levels		
	Small	Medium	Large
η^2	0.01	0.06	0.14

When the researcher implemented the effect size equation, it was found that the effect size of the programme, as shown in table (4.2), was large. This large effect could be attributed to the activities, techniques, and teaching aids used in the different games which aimed at developing grammar.

As a matter of fact, the finding of examining this hypothesis was in agreement with the findings of the most of the previous studies such as Al Wahaibi(1998), Harb(2007), Yu(2005), Melon(1991), Willoughby(1993) and Qaddoum(2007) which indicated that game strategy had effective and significant improvement in student's achievement at English language, especially grammar.

3.2 Question (2) findings

The second question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the '*present tenses in the post test*'?

To answer this question, the researcher tested the following null hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the '*present tenses in the post test*'.

The researcher used t-test, for two independent samples, to determine the significant differences between the control and the experimental groups in relation to present tenses. Table (4.3) showed the results.

Table (4.3)

T-test result between the control and the experimental groups in relation to "**present tenses**" in the post test

<i>Domain</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>S.D</i>	<i>T-test</i>	<i>Sig. (2-tailed)</i>	η^2	<i>Effect Size</i>
<i>Present tense skills</i>	Control	40	10.13	2.67	2.68**	0.009	0.084	medium
	Experimental	40	11.68	2.49				

(**) the critical value for t-test at (0.01) level with d.f (78)= 2.66.

Table (4.3) presented that the (t) computed value, 2.68, was larger than the (t) table value, 2.66, in the post test. This meant that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to present tenses favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 10.13, the mean of the experimental group was 11.68 . It was observed that the effect size of the game strategy was medium on the high achievers' total achievement. In fact, games strategy still had positive effect on their achievement of present tenses.

The finding of examining this hypothesis was in agreement with the results of the studies of Almadanat(2000), Harb(2007), Al Nimrat(1995), Melon(1991), Willoughby(1993), Qaddoum(2007), Abdo(1993) and Abo Rayya(1993).

3.3 Question (3) findings

The third question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to '*the first and the second conditional*'?

To answer this question, the researcher tested the following null hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'second conditional'.

The researcher used t-test, for two independent samples to determine the significant differences between the control and the experimental groups in relation to the first and the second conditional. Table (4.4) showed the results.

Table (4.4)

T-test result between the control and the experimental groups in relation to **"the first and the second conditional"** in the post test

<i>Domain</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>S.D</i>	<i>T-test</i>	<i>Sig. (2-tailed)</i>	η^2	<i>Effect Size</i>
<i>1st and 2nd conditional skills</i>	Control	40	5.30	1.38	4.78**	0.000	0.23	Large
	Experimental	40	6.45	0.64				

(**) the critical value for t-test at (0.01) level with d.f (78)= 2.66.

Table (4.4) indicated that the (t) computed value, 4.78, was larger than the (t) table value, 2.66. This meant that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the first and the second conditional favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 5.30, the mean of the experimental group was 6.45.

Implementing the effect size equation, the researcher found that the effect size of game strategy, as shown in table (4.4), was large . This large effect could be attributed to the activities, techniques, and teaching aids used in the game-strategy which aimed at developing grammar of 12th grade.

The finding of examining this hypothesis was in agreement with the findings of the studies Al Wahaibi(1998), Harb(2007), Yu(2005), Melon(1991), Willoughby(1993), Hassan(1999), Bahadli(2003), Qaddoum(2007) and Abu Qulbein(2004).

3.4 Question (4) findings

The fourth question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'passive voice'?

To answer this question, the researcher tested the following null hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'passive voice'.

The researcher used, t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to "passive voice". Table (4.5) presented the results.

Table (4.5)
T-test between the control and the experimental groups in relation to "passive voice" in the post test

<i>Domain</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>S.D</i>	<i>T-test</i>	<i>Sig. (2-tailed)</i>	η^2	<i>Effect Size</i>
<i>Passive voice</i>	Control	40	6.60	1.81	5.03**	0.000	0.25	Large
	Experimental	40	8.30	1.14				

(*) the critical value for t-test at (0.01) level with d.f (78)= 2.66

Table (4.5) indicated that the (t) computed value 5.03, was larger than the (t) table value 2.66. This meant that there were significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to passive voice favouring the experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 6.60, the mean of the experimental group was 8.30 . When the effect size equation was implemented, the researcher found that the effect size of game-strategy, as shown In table

(4.5), was large. This large effect could indicate that game-strategy had effective and positive effect on grammar.

The finding of examining this hypothesis was in agreement with the findings of the studies of Al Wahaibi(1998), Harb(2007), Yu(2005), Melon(1991), Willoughby(1993), Hassan(1999), Bahadli(2003), Qaddoum(2007) and Abu Qulbein(2004).

3.5 Question (5) findings

The fifth question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'pronouns'?

To answer this question, the researcher tested the following null hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the 'pronouns'.

The researcher used t-test, for two independent samples, was used to determine the significant differences between the control and the experimental groups in relation to "pronouns". Table (4.6) described the results.

Table (4.6)
T-test between the control and the experimental groups in relation to "**pronouns**" in the post test

<i>Domain</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>S.D</i>	<i>T-test</i>	<i>Sig. (2-tailed)</i>	η^2	<i>Effect Size</i>
<i>Pronouns</i>	Control	40	7.55	1.99	4.85**	0.000	0.23	Large
	Experimental	40	9.25	0.98				

(**) the critical value for t-test at (0.01) level with d.f (78)= 2.66.

Table (4.6) indicated that the (t) computed value, 4.85, was larger than the (t) table value, 2.66. This meant that there were significant differences at ($\alpha = 0.05$) between the experimental group and the control one in relation to pronouns favouring the

experimental group. There was also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 7.55, the mean of the experimental group was 9.25 .

Implementing the effect size equation, the researcher found that the effect size of game-strategy, as shown in table (4.6), was large . This large effect could be attributed to the activities, techniques, and teaching aids used in game-strategy which aimed at developing grammar.

The finding of examining this hypothesis was in agreement with the findings of the studies of Almadanat(2000), Harb(2007), Al Nimrat(1995), Melon(1991), Willoughby(1993), Qaddoum(2007), Abdo(1993), Abo Rayya(1993) Al Wahaibi(1998), Yu(2005), Hassan(1999), Bahadli(2003) and Abu Qulbein(2004).

3.6 Question (6) findings

The sixth question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the '*relative clause*'?

To answer this question, the researcher tested the following null hypothesis:

There are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the '*relative clause*'.

The researcher used t-test, for independent samples, to determine the significant differences between the control and the experimental groups in relation to "relative clauses". Table (4.7) described the results.

Table (4.7)
T-test between the control and the experimental groups in relation to
"relative clauses" in the post test

<i>Domain</i>	<i>Group</i>	<i>No.</i>	<i>Mean</i>	<i>S.D</i>	<i>T-test</i>	<i>Sig. (2-tailed)</i>	η^2	<i>Effect Size</i>
<i>Relative Clause</i>	Control	40	4.50	1.22	5.29**	0.000	0.26	Large
	Experimental	40	5.83	1.01				

(*) the critical value for t-test at (0.05) level with d.f (78)= 2.66

Table (4.7) indicated that the (t) computed value, 5.29, was larger than the (t) table value, 2.66. This meant that there were significant differences at ($\alpha=0.05$) between the experimental group and the control one in relation to relative clause favouring the experimental group. There was also a significant differences between the means of both groups in favour of the experimental group, whereas the mean of the control group was 4.50, the mean of the experimental group was 5.83.

Implementing the effect size equation, the researcher found that the effect size of game strategy, as shown in table (4.7), was large. This large effect could be attributed to the activities, techniques, and teaching aids used in game strategy which aimed at developing grammar.

The finding of examining this hypothesis was in agreement with the findings of the studies of Abo Rayya(1993), Al-Madanat(2000), Abdoun(2006), Yu(2005), Al-Nimrat(1995), Abu Qulbein(2004) and Abdo(1993).

4- Summary

It was very obvious that game strategy had positive effects on understanding and using grammar. The experimental students reported that the games provided them with welcome communication-rich grammar practice activities. These activities (games) were enhanced, in the students' perception, by a more positive classroom atmosphere and a supportive spirit. The researcher (also the teacher) found that students were more willing to help one another. In fact, students' perceptions confirmed that games as teaching-learning strategies are fun and create a non-threatening learning environment that encourages interactions between students and teachers, enhances communication and teamwork, encourages active participation.

As a matter of fact, using games in teaching the five selected grammar lessons indicated improvement and development in the experimental students' achievement with different degrees among these lessons which are: present tenses, the first and the second conditional, passive voice, pronouns and relative clause. In addition, it is noted that the finding of this study was in agreement with the findings of all previous studies which are mentioned in this thesis. The previous studies emphasized that using games in teaching English language, especially grammar, and ESL teaching leads to clear improvement in students' achievement and performance.

Furthermore, students in the experimental group said that they were not only more motivated by being exposed to the use of games, but also more active and happy to be in their language classes, more ready to help each other, more willing to use grammar in order to improve their speaking skill. Finally, it was noted that there were significant differences between the control group and the experimental one favouring the experimental one. The differences were found in all five lessons of 12th grade grammar.

Chapter V

**Discussion, Conclusion, Pedagogical
Implications and Recommendations**

Chapter V

Findings discussion, Conclusion, Pedagogical implications and Recommendations

1- Introduction

This chapter discussed the findings of the study. It summarized the conclusions that were documented in the light of the study results. The researcher also provided some recommendations which could be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in the Gaza strip. In addition, some pedagogical implications were mentioned to enrich the teaching-learning process.

2- Discussion

This study aimed at examining the effects of using game strategy on learning grammar for 12th grade students.

To achieve this aim, the researcher adopted the experimental approach of research in which two equivalent groups were employed. One group was taught according to game strategy and it was called the experimental group. It consisted of 40 students. The other group was taught according to the traditional method and it was called the control group. It consisted of 40 students.

The researcher used a variety of tools: a checklist of grammar lessons, an achievement test (pre and post test), five different games and five formative evaluation quizzes.

2.1 Interpretation of the first question

The researcher investigated the first question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the "total post test marks".

The findings indicated that the (t) computed value, 5.18, was larger than the (t) table value, 2.66, in the post test. This meant that there were statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the total post test marks favouring the experimental group. There was also a statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 34.08, the mean of the experimental group was 41.50 .

In addition to the above mentioned, the researcher found that the effect size of the game strategy was large .

The large effect could be attributed to the activities, techniques, and the variety of teaching aids in game strategy which aimed at developing English grammar. Language-learning games motivated students to work while keeping them engaged and interested. They also created a relaxed, fun filled and anxiety-free atmosphere that facilitated and enhanced learning. Also, it was noted that games provided a context in which language was used in a meaningful way and they helped students develop communicative competence in the foreign language.

Furthermore, the researcher (also the teacher) found that games increased students' motivation and they can be more interested in learning grammar.

Most importantly, the experimental students reported that they felt more enjoyment, made higher motivational effort, felt more confident in language use and were more actively involved than the control students.

This was clear and observed through some statements and comments documented during conducting the study. One student said, "I like to learn English through games while playing games, our responses and actions are forced to become faster than usual. I enjoyed the games. It was such an exciting alternative to traditional teaching". Another said, "I thought the games were interesting. I found that I absorbed information more when I enjoy learning it, and the games were a big help. To learn grammar through games was easier and more fun to learn. It made the class go by quicker. It is more interesting to play games than sitting at the desk and listening to the teacher alone. I wish that the teacher would include more games in the grammar class".

As a matter of fact, the researcher realized that there was clear difference between atmosphere of the control group and the experimental group. The experimental group had active and positive atmosphere which encouraged students to be more interested and had better participation and engagement, whereas, the control group felt bored and looked at their watches wishing the end of the lesson, especially that grammar is a tough and hard subject. It needs more concentration and deep understanding.

In addition to the above mentioned, the experimental students showed improvements in all five grammar lessons which proved that game strategy had positive and effective effects on learning grammar.

Simply speaking, students' perceptions confirmed that games as teaching-learning strategies were fun and created a non-threatening learning environment that encouraged interactions between students and teachers, enhanced communication and teamwork and encouraged active participation.

In spite of the fact that games may cause noise in the classroom and affect the classroom's management negatively as well as the age of the experimental students (17 years old), students showed excellent order and organized classroom except a few students who reflected their ignorance for teaching grammar by using games and they consider this as a time-wasting.

The researcher believed that students' ignorance for teaching grammar by using games related to the reality that 12th grade students were only interested in memorizing the rules of grammar to get high marks at English at the end of year. They were not interested in using grammar in different situations to improve their English and its skills. According to them, using games was useful and realistic for children not for adults.

It was obvious that, the findings were in agreement with the findings of the most of previous studies such as Abo Rayya(1993), Al-Madanat(2000), Abdoun(2006), Yu(2005), Al-Nimrat(1995), Abu Qulbein(2004) and Abdo(1993).

2.2 Interpretion of the second question

The researcher investigated the second question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental students and that of the control one in relation to present tenses.

The results showed that the (t) computed value, 2.68, was larger than the (t) table value, 2.66, in the post test. This meant that there were statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to present tenses favouring the experimental group. There was also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 10.13, the mean of the experimental group was 11.68 .

In addition, the effect size of games was large. This large effect could be attributed to the activities, techniques, and teaching aids used in the game which aimed at developing English grammar for 12th grade students.

The results of this question were in agreement with those of some previous studies such as Al Wahaibi(1998), Willoughby(1993), Qaddoum(2007), Hassan(1999), Abo Rayya(1993), Al-Nimrat(1995), Melon(1991), Yu(2005) and Bahadli(2003).

2.3 Interpretation of the third question

The researcher investigated the third question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to "1st and 2nd conditional" in the post test.

The results indicated that (t) computed value, 4.78, was larger than the (t) table value, 2.66 in the post test. This meant that there were statistically significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in relation to 1st and 2nd conditional favouring the experimental group. There was also a statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 5.30, the mean of the experimental group was 6.45. the researcher also found that the effect size of the experiment was large. This large effect could be owing to the activities, techniques, and teaching aids used in the games which aimed at developing grammar.

The results of this question were in agreement with those of previous studies such as Al Wahaibi(1998), Harb(2007), Willoughby(1993), Qaddoum(2007), Hassan(1999), Abo Rayya(1993), Abdo(1993), Al-Nimrat(1995), Melon(1991), Yu(2005) and Bahadli(2003). Moreover, the results could show the positive effects of the game which

was used to teach the 1st and 2nd conditional for the experimental group. Games could motivate students and created a positive atmosphere which made students relaxed and more interested in learning grammar despite the difficulties of 1st and 2nd conditional for students. Concerning the traditional method which was used to teach the control group, it was boring and make students learn grammar as mathematics.

2.4 Interpretion of the fourth question

The researcher investigated the fourth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performances of the both groups in relation to "passive voice" in the post test. The results indicated that the (t) computed value, 5.03, was larger than the (t) table value, 2.66, in the post test. This meant that there were statistically significant differences at ($\alpha \leq 0.05$) between the experimental group and the control one in relation to "passive voice" favouring the experimental group. There was also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 6.60, the mean of the experimental group was 8.30. moreover, the researcher found that the effect size of the experimental was large. This large effect could be referred to the activities, techniques, and teaching aids used in the games which aimed at developing grammar.

The results of this question were in agreement with those of some previous studies such as Al-Madanat(2000), Al Wahaibi(1998), Willoughby(1993), Qaddoum(2007), Hassan(1999), Abo Rayya(1993), Al-Nimrat(1995), Melon(1991), Yu(2005) and Bahadli(2003).

2.5 Interpretation of the fifth question

The researcher investigated the fifth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to "pronouns".

The findings indicated that the (t) computed value, 4.85, was larger than the (t) table value, 2.66, in the post test. This meant that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the total post test marks favouring the experimental group. There was also a statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 7.55, the mean of the experimental group was 9.25.

Furthermore, the researcher found that the effect size of the game strategy was large. In fact, the large effect could be attributed to the activities, techniques, and the variety of teaching aids in game strategy which aimed at developing teaching English grammar. The researcher (the teacher) found that language-learning games motivated students to work and to be very active and interested. They also created a relaxed, fun and anxiety-free atmosphere that facilitated and enhanced learning.

The results of this question were in agreement with those of previous studies such as Harb(2007), Willoughby(1993), Qaddoum(2007), Hassan(1999), Abo Rayya(1993), Abdo(1993), Al-Madanat(2000), Al-Nimrat(1995), Melon(1991), Yu(2005), Abu Qulbein(2004) and Bahadli(2003).

2.6 Interpretation of the sixth question

The researcher investigated the sixth question which examined if there were statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to "relative clauses" in the post test. The results indicated that (t) computed

value, 5.29, was larger than the (t) table value, 2.66 in the post test. This meant that there were statistically significant differences at ($\alpha = 0.05$) between the experimental group and the control one in relation to relative clauses favouring the experimental group. There was also a statistically significant differences between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 4.50, the mean of the experimental group was 5.83.

The researcher also found that the effect size of the experiment was large. This large effect could be owing to the activities, techniques and teaching aids used in the games which aimed at developing teaching grammar.

The results of this question were in agreement with those of previous studies such as Melon(1991), Harb(2007), Qaddoum(2007), Hassan(1999), Abo Rayya(1993), Bahadli(2003), Abdo(1993), Al-Nimrat(1995), Willoughby(1993), Yu(2005), Abu Qulbein(2004) and Al-Madanat(2000).

3- Summary

This study consisted of five chapters. The first chapter started with an introduction, proceeded to state the problem, the research questions and hypotheses. After that, it dealt with the purpose of the study, limitation of the study, significance of the study and finally the definition of terms.

The second chapter included a review of relevant literature concerned with two parts: first grammar history, grammar definition, kinds of grammar, different theories with grammar, different techniques of teaching grammar. Second, games definition, the importance of games, kinds of games, the importance of games in teaching grammar.

Furthermore, chapter two showed the previous studies related to current study. It included four scopes of previous studies. The first one dealt with the studies which were related to the correlation between grammar and games. The second dealt with the studies

which were used in teaching English language by using games. The third one dealt with the studies which were used in teaching other school subjects by using game. While the fourth one dealt with the effects of implicit teaching on learning grammar.

In chapter three, the researcher introduced the procedures followed throughout the study. It included a description of the methodology of the study, the population, the sample, the tools and the control of the variables. It also presented research design in addition to the statistical treatment for the study finding.

Chapter four presented the results of the study that have been reached with use of the statistical program (SPSS) for data processing. The finding of each hypothesis was presented as followed:

1. The results of the first hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the average score in English grammar in the post-test between the experimental group and the control group in favour of the experimental group.
2. The results of the second hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the average score in "present tenses" in the post-test between the experimental group and the control group in favour of the experimental group.
3. The results of the third hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the average score in "1st and 2nd conditional" in the post-test between the experimental group and the control group in favour of the experimental group.
4. The results of the fourth hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the average score in "passive voice" in the post-test

between the experimental group and the control group in favour of the experimental group.

5. The results of the fifth hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the average score in " pronouns" in the post-test between the experimental group and the control group in favour of the experimental group.
6. The results of the sixth hypothesis proved that there were statistically significant differences at ($\alpha \leq 0.05$) in the average score in "relative clause" in the post-test between the experimental group and the control group in favour of the experimental group.

The researcher also used the Effect size Techniques to measure the effect of the experiment (game strategy) on students' achievement in English grammar for 12th grade. The statistical results indicate that the experiment (game strategy) had a high effect.

According to the findings, derived from the results of this study, the following important conclusions were reached:

1. Educational games strategy are more effective than the traditional method in teaching English language, especially grammar.
2. Educational games provided students with a better learning environment which affected their achievement and performance of English language.
3. Educational games increased students' motivation to learning and raised the degree of competition among students.
4. By using educational games, students felt relaxed, funny and comfortable and this led to easier learning and acquiring to the language.

5. Educational games strengthened the relationship between the teacher and the students and made the teacher as a close friend which facilitated the process of teaching and learning.
6. Educational games developed the cooperative learning among students. That is, by using games, students should be divided into groups or pairs.
7. Educational games gave the students the chance to play several roles as thinkers, problem-solvers, observers, decision makers, researchers, analysts and better communicators. These roles helped them acquire and employ English language in different situations more easily. Also, by practising these roles, students' characters can be formed in an effective way which reflected positively on our society.
8. Educational games changed students from passive participation into active participation. That, is games encouraged students to speak and to communicate and really this the real aim of using games in teaching English language. Students should have the ability to use the language not to memorize the rules and the structures as mathematics.
9. Educational games created a more positive classroom atmosphere and a supportive spirit, whereby students were more willing to help one another and the teacher (the researcher) was more readily to offer support and help. That is, games as teaching-learning strategies are fun and create a non-threatening learning environment which encouraged interactions between students and teachers. Educational games provided students with enjoyment, pleasure, enthusiasm and variation which were significant enough to affect the students' achievement positively.

4- Pedagogical Implications

1. Teachers should be aware of their students needs and abilities and choose the suitable techniques for activating English grammar.

2. Game strategy and technology are strongly recommended when teaching grammar.
3. Teachers should avoid teacher-centered classes and encourage student-centered classes.
4. School and classroom environment should be provided with motivating equipments to enhance students' enthusiasm and increase interest.
5. Teachers and students should be convinced of the importance of game-strategy to develop the understanding and practising English grammar.
6. English curriculum should be full of many grammar exercises based on interesting games which create positive atmosphere and exciting grammar lessons.
7. Teachers should be cognizant of their students' individual differences consequently, they introduce materials and use techniques which may foster positive attitudes towards learning English in general and grammar in particular.

5-Recommendations

Based on the results of the study, the researcher suggested many recommendations that were directed to the following:

5.1 Ministry of education was recommended:

1. To provide the Palestinian curriculum with various games which tackle the different skills of English language.
2. To support schools with all effective facilities such as computers, LCD, televisions, videos, the internet, copy machines and all kinds of board. These aids help teachers to activate and employ games and other effective techniques.
3. To increase English language periods to give the teachers suitable opportunity to concentrate on learning quality.

5.2 Supervisors were recommended:

1. To provide teachers with instructional materials which improve their awareness about educational games strategy and their importance and necessity of using this strategy in teaching English.
2. To concentrate on the fact that games are not wasting-time activities, instead, they are very important strategy which is used in different aspects of the language.
3. To help training courses for teachers about implementing the educational games strategy in their classes.
4. To conduct workshops that aim at familiarizing teachers with different games.

5.3 English language teachers are recommended:

1. To change the methods and approaches of teaching from traditional to communicative which based on the students' real involvement in the teaching-learning process.
2. To relate game strategy with all English skills, listening, speaking, reading and writing.
3. To consider students' individual differences and learning styles in selecting the educational games.
4. To select effective methods and techniques which activate students' motivation, participation and the degree of competition and challenging among students.
5. To strengthen the relationship with the students which creates non-threatening classroom atmosphere and facilitates the learning-teaching process.
6. To change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language.

5.4 Recommendations for further studies:

1. The current study was limited to grammar. Game strategy should be applied with other English skills and sub-skills.
2. The effectiveness of task-based approach on developing students' speaking skill of English language.
3. The effectiveness of grammar strategy on the English pronunciation.
4. Other researchers can conduct evaluative studies based on game strategy to examine to what extent English for Palestine encompasses the game activities and exercises.
5. It is also recommended that researchers conduct other game-based research on developing students' critical thinking.

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Appendices

Appendix (1)

بسم الله الرحمن الرحيم

The Effects of Game Strategy on the Learning of Grammar For 12th Grade Students



Checklist for grammar lessons of 12th grade

Dear colleague,

Subject: Selecting the Most Important Grammar Lessons for 12th Grade

The researcher is carrying out an MA research on the effects of game strategy on learning of grammar for 12th grade students.

As you know, the 12th English curriculum has ten units with 14 grammar lessons.

You are kindly requested to complete this by selecting the most important five lessons according to your point of view.

All your contributions are highly valued. If you have any comment, please use an additional sheet.

Your personal profile

- Teacher's gender: () Male
 () Female

- Qualification: () Bachelor degree
 () Master or more than

- Experience: () less than 5 years
 () from 5-10 years
 () more than 10 years

- Student's gender () Male
 () Female

- Stream () literary
 () scientific

Thank you for collaboration

Researcher,
Husam R. M. Ishtawi

A list of grammar lessons for 12th grade curriculum

Please, tick (✓) only ten grammar lessons according to your own opinion.

Number	Grammatical Items	Selected Lessons
1-	Making yes/no questions and wh. Questions with present and past simple.	
2-	Verb to be and verb to have	
3-	Present tenses	
4-	Past tenses	
5-	Modal verbs (present and past)	
6-	Conditionals	
7-	Passive	
8-	Infinitive and gerund verbs	
9-	Indirect questions	
10-	Pronouns and reflexive pronouns	
11-	Prepositions with verbs and nouns and in phrases	
12-	Prepositions of place and movement	
13-	Relative clause	
14-	Articles	

Suggestions

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Researcher,
Husam R. M. Ishtawi

Appendix (2)

The Effects of Game Strategy on The Learning of Grammar for 12th Grade Students



Dear educators,

Subject: Refereeing Achievement Test

The researcher is carrying out an MA research on the effects of game-strategy on learning of grammar for 12th grade students.

The researcher has designed an achievement test for this study. The test consists of five grammatical subjects:

Present tenses, the first and the second conditional, passive, pronouns and relative clause.

Also, the test has five different questions with fifty items covering the five grammatical subjects in balance.

One of the requirements of this study is to conduct pre/post grammar test. Please, you are kindly requested to look carefully at the attached test, and fill in the following form whether the items of the test are suitable or unsuitable.

Your notes and responses will be highly appreciated and confidential.

Your personal profile

- Name:
- Job:
- Qualification: () Bachelor degree
 () Master degree
 () PhD degree
- Experience: () less than 5 years
 () from 5-10
 () more than 10 years
- Date:

Post-test Refereeing Checklist

Items	High	Average	Low
1- The test items reflect the objectives.			
2- The questions suit twelfth graders' level.			
3- There is coherence between the test items and the table of specification.			
4- The layout is acceptable			
5- The rubrics are clear.			
6- The time assigned is suitable.			

All your contributions are highly valued. If you have any comment, please use an additional sheet.

Thank you for collaboration

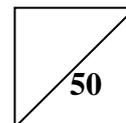
Researcher,
Husam R. M. Ishtawi

Grammar Test

Twelfth Grade

Date:
Time: 65 minutes
Name:

Class:



Answer the following questions:

A) Decide whether the following are True or False.

(10 Points)

- 1- I have watched TV for two hours every evening. ()
- 2- At the moment the children play in the garden. ()
- 3- Tim is still watching television. He's been watching television all day. ()
- 4- If I am rich, I would buy a big house.
- 5- If he succeeds, he will join the university. ()
- 6- This house is quite old. It was built in 1930. ()
- 7- The room should cleaned. ()
- 8- A friend of me is coming to stay with me next week. ()
- 9- I can't do all these things by myself. I don't need anyone to help me. ()
- 10- The lady who son is lost is my sister-in-law. ()

B) Choose the correct answer from a, b, c or d.

(10 Points)

- 11- My sisterin Hebron for more than twenty years.
a) are lived b) have lived c) has lived d) has live
- 12- Look! Theyfighting.
a) am b) are c) is d) have
- 13- If I No money, I would borrow some from you.
a) have b) had c) had had d) will have
- 14- The prime minister's planaccepted by all ministers.
a) have been b) has been c) are d) were
- 15- The storiesin the classroom now.
a) written b) are writing c) are being written d) are been written
- 16- Who made your shirt? I made it
a) himself b) myself c) herself d) itself
- 17- Givethe book. She must leave now.
a) she b) himself c) her d) him
- 18- The ringis lost has been found.
a) whom b) which c) whose d) who
- 19- The houseis in quiet street.
a) which he lives b) where he lives c) he lives d) whose he lives
- 20- Mohammadfive times a day.
a)prays b) is praying c) prayed d) has been praying

C) Tick (✓) the correct sentence.

(10 Points)

- 21- The water is boiling. Can you turn it off.
 The water boils. Can you turn it off.
- 22- What do you think?
 What are you thinking?
- 23- The ceiling was white. Now it is blue. Ann has painted the ceiling.
 The ceiling was white. Now it is blue. Ann has been painting the ceiling.
- 24- Sue wants to phone Paul but she can't do this because she doesn't know this number. She says:
 If I knew his number, I would phone him.
 If I know his number, I will phone him.
- 25- Nobody was met at the party last night.
 Nobody were met at the party last night.
- 26- When I arrived my home yesterday, the food has been cooked.
 When I arrived my home yesterday, the food had been cooked.
- 27- We went on holiday with some friends of ours.
 We went on holiday with some friends of us.
- 28- I don't want you to pay for me. I'll pay for myself.
 I'll pay for me?
- 29- My brother Jim, who lives in London, is a doctor.
 My brother Jim whom lives in London is a doctor.
- 30- The lady who son is lost is my sister-in-law.
 The lady whose son is lost is my sister-in-law.

D) Find out the mistakes in the following sentences and correct them. (10 Points)

- 31- Ali is coming from Palestine.
.....
- 32- My father is teaching English language for thirty years.
.....
- 33- My train will leave tomorrow.
.....
- 34- If I had some eggs, I can make an omelette.
.....
- 35- The stories have being written.
.....
- 36- I don't like to cheated.
.....
- 37- She put the bag next to herself.
.....
- 38- This is the man who I met him yesterday.
.....

39- The students himself gave an answer to the difficult question.

40- I am going to do the exercise myself.

E) Rewrite the following sentences using words in brackets. (10 Points)

41- I joined Palestine Secondary School two years ago and I am still there. **(been)**

42- I haven't seen him for years. **(since)**

43- He has just come. **(just now)**

44- I don't think you know her address, so you can't write to her. **(If)**

45- Ali can send me a present. **(present)**

46- They will have to cancel the flight. **(The)**

47- He did his homework with no help. **(himself)**

48- Ali is my friend. **(mine)**

49- I met the winner. His horse won the race. **(whose)**

50- It is possible that it will rain tomorrow, in that case I won't go to work. **(If)**

THE END

Researcher,
Husam R. M. Ishtawi

Appendix (3)

1-Game name: Talking football

Grammar focus: Present tenses

Time: 70 minutes

Material: Sheet of paper game

Language output: 1- Mary **is playing** football.

2- Mary **has been playing** football for six hours.

3- Mary **has played** football.

4- Mary **plays** football.

In class:

- 1- The teacher divides class into ten groups of four students.
- 2- Each group is divided into 2 pairs, in each pair, a low proficient and a high proficient student. All pairs compete against each other in each group.
- 3- The teacher gives out a sheet of paper consists of the game.
- 4- The teacher explains the game and asks students to start.
- 5- Each group chooses the pair who should start playing according to its turn.
- 6- First, I tell the class the instructions of the game as the following:
 - a) I ask an excellent student to write a paragraph on the board about himself.
 - b) While he is writing, I ask the students what he is doing.
 - c) I elicit the answer. Of course, one of the students will say: He is writing a paragraph.
 - d) I ask, another question: How long has he been writing the paragraph?
 - e) I elicit: He has been writing the paragraph on the board for six minutes.

- f) When the student finishes writing on the board, I ask: What has happened on the board? I elicit: Ali has written a paragraph about himself.
- 7- I ask each group to make a different situation concerning present perfect and present perfect continuous and to present it in front of the class.
- 8- The situation should be acted within two minutes and any mistakes, the group loses its turn and the points.
- 9- Another group can correct the mistakes and get the points.
- 10- The group which gets high points is the winner.

For practising present simple and present continuous, the teacher asks the students to do the following steps:

1. The students use the cue words in the orange rectangles and combine with a verb in the white triangles to make full sentences. Students should change the verbs according to the tense and number. If the cue word has a question sign then they are expected to make questions instead.
2. For every correct sentence the students can advance one space ahead from each side of the goal.
3. The other team or player must listen carefully to spot the mistakes. If there is not any mistake in the sentence, the player can keep his/her space.
4. If there is a mistake the team or player gets a yellow card and move back one step. If no mistake they keep their captured space. The other team takes its turn to combine cue words and keys words to make sentences. Every successful sentence means they retain the space and prepare to advance.
5. Both teams (players) keep advancing until they meet on one space. When they meet they do ROCKS, PAPER and SCISSORS. The team that loses the ROCKS, PAPER & SCISSORS guess, gets a red card and goes back to start. The winning

side continues until they meet again. Every time they, meet they do rocks, paper, and scissors to see who gets a red card. The team that gets to the other team's goal, wins.

6. When players get to the centre, it is a FREE space so they can create any sentence they like.

11- The teacher watches each group but does not interfere.

Present simple or present continuous?

do

get up

drive

wash

wear

go

Free

come

study

play

drink

read

eat

now

Everyday

She usually...

My teacher...

Who is...?

He always...

What time do you...?

We are...

Every morning...

What's he...?

Every night...

At the moment

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Football Game equipment



Player A



Player B

2-Game name: What if...?

Grammar focus: The first and the second conditional

Time: 35 minutes

Material: Sheet of paper game

Language output: 1- **If I get** high marks, **I will study** in faculty of medicine.

1- **If I had** money, **I would buy** a car.

In class:

1. The teacher divides class into ten groups of four students.
2. Each group is divided into 2 pairs, in each pair, a low proficient and a high proficient student. All pairs compete against each other in each group.
3. The teacher gives out a sheet of paper consists of the game.
4. The teacher explains the game and asks students to start.
5. Each group chooses the pair who should start playing according to its turn.
6. The teacher roll the dice and count spaces according to the number on the dice.

Wherever you land, read the sentence and complete it with a suitable stanza.

7. If a player falls in the pirate space  , he goes back to start.
8. If a player falls in the space with a backward pointing finger  he returns according to the description in the space and vice versa for the forward pointing finger  .
9. If a player can not use the correct missing word or stanza, he misses a turn.
10. The teacher watches each group but does not interfere.

3-Game name: Something in common

Grammar focus: Passive voice

Time: 35 minutes

Material: Sheet of paper game

Language output: 1- My pen **is made** of wood.

2- Five trees **were planted** in the field yesterday.

In class:

1. The teacher divides class into ten groups of four students.
2. Each group is divided into 2 pairs, in each pair, a low proficient and a high proficient student. All pairs compete against each other in each group.
3. The teacher gives out a sheet of paper consists of the game.
4. The teacher explains the game and asks students to start.
5. Each group chooses the pair who should start playing according to its turn.
6. Before class, cut out one set of cards for every two teams and place the sets in bags or envelopes.
7. On the board, write down a few pairs of items similar to those on the cards, and elicit what the items have in common. With each pair of items, model and monitor the target language.
8. Divide the class into teams of two or three, pair off teams, and hand out the bags or envelopes.
9. Playing the game:
 - a) Every two teams must appoint one player to time the game and keep the score.
 - b) Team A draws a card from the bag or envelope and challenges team B with What do.....andhave in common? For example, what do

shoes and bags have in common? Team B has some (pre-established) time to discuss among themselves and produce an answer using the target language. If it is accepted by everyone in terms of meaning and form, team B collects the card. Otherwise, team A gets the chance to find a good answer and collect the card themselves.

- c) Teams take turns proceeding in this way until all the cards have been used. The team with the largest number of cards wins the game.

10. The teacher watches each group but does not interfere.

PENCIL
TABLE

BOOKS
ENCYCLOPIDIA

CARS
PLANES

SHOES
BAGS

PRINTER
FAX

BUILDING
TOWER

4-Game name: Family album

Grammar focus: Pronouns

Time: 35 minutes

Material: Two sheets of paper game

Language output: 1- **I/ We/ He/ She/ It/ They/ You** study Arabic.

2- It is **my/ our/ his/ her/ its/ their/ your** pen.

3- **myself/ourselves/himself/herself/itself/ themselves/ yourself**

In class:

1. The teacher divides class into ten groups of four students.
2. Each group is divided into 2 pairs, in each pair, a low proficient and a high proficient student. All pairs compete against each other in each group.
3. The teacher gives out a sheet of paper consists of the game.
4. The teacher explains the game and asks students to start.
5. Each group chooses the pair who should start playing according to its turn.
6. Before class, cut out the cards and place them inside a bag or envelope, one set per group.
7. Divide the class into groups and hand out the material.
8. Model the language and demonstrate the basic principle of the game by drawing a card from one of the bags or envelopes, and asking the class where it could go. Repeat this a couple of times to make sure they can use the language correctly and have understood the principle of the game.
9. Playing the game:
 - a) objective of the game: to be the first to move from the top of the maze to the bottom.

- b) The first player draws a card. One of the following situations will then occur:
- the player fills one of the slots in the four top squares correctly with the item on the card, in which case he or she may enter the maze by moving a counter into the target square.
 - The player knows that the item on the card does not fit into any of the top slots, in which case he or she may put it back into the bag or envelope and give it just one more try.
 - The player attempts to fill one of the slots, but produces a wrong sentence, in which case he or she puts the card back and remains in place.
- c) Players take turns proceeding in this way. After they have entered the maze, they may only move into those squares that are connected by a passageway to the square where their counter stands, and providing that the target square is not occupied by anyone else.
- d) The first player to come out of the maze wins the game.

10. The teacher watches each group but does not interfere.

.....name is Chuck. I am a student at Orange High.	Are.....a student too?have a big family, two brothers and one sister, a dog and my cat Bernard.	This is my father.is a police officer.	He does his food by
My parents are very busy people.work very hard.	Does your mother work hard? What does.....do?	My brothers are my best friends.names are Carl and Cliff.	My brother Cliff plays in the school football team.is the goalkeeper.	My parentsprepare the food.
Do you have a brother? What'sname?	This is my sister.name is Janet.	My sister is always on the phone withboyfriend.	We live in Orange Garden.is a small town but very nice.	She looks atin the mirror everyday.
.....house is very nice and comfortable. We have a garden with beautiful flowers.	Do you andfamily live in a house or an apartment?	My grandparents don't live in Orange Garden, butcome to visit once a month.	My grandmother is a fantastic cook.chocolate cake is famous.	The birthdayis very interesting.
My family and I love the sea.often go to the beach.	School is OK.favourite subject is Maths. And I like Biology too.	This one is my English teacher.name is David Palmer.	I have a girlfriend, Alice.is very intelligent and pretty too.	We always enjoy.....
These are David and Tim, my neighbours.live just across the street.	David and I play tennis together at the club.is a very good player.	My friends and I go out every Saturday.usually go to parties or to a disco.	Today is a special day for me.is my birthday.	Ifeed them when they are hungry.

MY	YOU	I	HE	HIMSELF
THEY	SHE	THEIR	HE	HERSELF
HIS	HER	HER	IT	THEMSELVES
OUR	YOUR	THEY	HER	OURSELVES
WE	MY	HIS	HER	ITSELF
THEY	HE	WE	IT	MYSELF

5-Game name: Tell me!

Grammar focus: Relative clauses

Time: 35 minutes

Material: No material (orally)

Language output: 1- A teacher is someone **who** teaches the students.

2- This is the key **which** opens the door.

3- A widow is a woman **whose** husband is dead.

4- This is the mosque **where** I pray in everyday.

In class:

1. The teacher divides class into ten groups of four students.
2. Each group is divided into 2 pairs, in each pair, a low proficient and a high proficient student. All pairs compete against each other in each group.
3. The teacher gives out a sheet of paper consists of the game.
4. The teacher explains the game and asks students to start.
5. Each group chooses the pair who should start playing according to its turn.
6. First, I explain the game to my students by giving them an example:
 - a) I can say, Look at that student.
 - b) One student says: tell me who? I say: Look at that student **who** is wearing a T-shirt.
 - c) I can also say: Look at that bag. One student says: tell me which? I say: Look at that bag **which** has the red colour.
 - d) I tell the groups that they can ask many questions to define people and things such as:
 - Who is the teacher?
 - Who is the doctor?

- Who is the widow?
- What is the pen used for?

Here, students can say: A pen is something which we write with.

- What is that mosque?

A student can say: This is the mosque where I pray in.

7. In each group, there are two pairs, each pair has to ask the other a definition question as it is mentioned above, the pair who can not answer loses its right to continue.
8. The winning pairs play together until we have the first pair who can challenge until the end of the game.
9. When a pair asks the other, the answers should be written on the board.
10. The teacher watches each group but does not interfere.

Appendix (4)

Formative evaluation quizzes

Quiz One

Present tenses

Name:..... Class:.....

1- Complete the following sentences with the correct form of the verbs in brackets.

1. Look, they.....to repair the broken car. (try)
2. Our house.....near Abu Baker mosque. (stand)
3. The bus has not arrived yet. Wefor three hours. (wait)
4. Hello! Whatyou.....now? (do)
5. Ahmedthe room. He painted it three hours ago. (paint)

2- Circle the correct answer.

1. The next tour.....at 3.45.
a) start b) started c) starting d) starts
2. Ifor the bus since 8:00 in the morning.
a) waits b) has been waiting c) waiting d) have been waiting
3. Asia and Africastill.....rapid rises in population.
a) is showed b) is showing c) has showed d) are showing
4. My father.....in America since 2000.
a) has lived b) lived c) is living d) lives
5. Ihe is a polite man.
a) think b) am thinking c) thinks d) was thinking

3- Complete the following dialogue.

- A: Where is Ali?
B: He.....
A:?
B: He has been praying for half an hour.
A:?
B: Yes, he has prayed.
A: Where does he pray?
B:

Quiz Two

The first & the second conditionals

Name:..... Class:.....

A) Choose the correct answer from a, b, c and d:

- 1- I will go into the country tomorrow if it (**is – will be – were – had been**) fine.
- 2- If you finish your work early, you (**would go – can go – would have gone – have gone**) home.
- 3- If I (**have – had – had had – will have**) no money, I would borrow some from you.
- 4- If we (**had – have – have had – had had**) a lot of money last year, we'd have spent our holiday abroad.

B) Answer the following questions:

- 1- What will you do if you succeed?
- 2- Imagine that you are a president, what would you do?

C) Complete the following:

- 1- Ali will watch TV if
- 2- If I, I would buy an expensive car.

D) Rewrite using the word(s) in brackets to give the same meaning:

- 1- Perhaps I will finish my work early. If so, I'll go home. (If)
- 2- It is possible that it will rain tomorrow, in that case I won't go to work. (If)
- 3- He doesn't take any exercise, therefore he is fat. (If)
- 4- I'm too tired to walk. (If)
- 5- You should go to the doctor. (If)

Quiz Three

Passive voice

Name:..... Class:.....

A) Choose the correct answer from a, b, c and d:

- 1- The questionsproperly.
a. have answered b. have been answered c. had answered d. have been answering
- 2- Some lettersto my friends.
a. are sending b. are going to send c. were sending d. are going to be sent
- 3- Parkinghere.
a. is not allowed b. is not allowing c. doesn't allow d. was not allowing
- 4- This bagof leather.
a. is made b. is making c. makes d. made
- 5- Tamer at the party last night.
a. didn't see b. hadn't seen c. wasn't seen d. wasn't seeing

B) Put the following into the passive form:

- 1- People will show the visitors the new buildings.
- 2- Someone ordered the prisoners to stand up.
- 3- They will ask us all several questions.
- 4- They could have prevented the disaster.
- 5- People must leave bicycles in the hall.

C) Rewrite using the word(s) in brackets to give the same meaning:

- 1- It was considered wrong for women to take part in public life. (People)
- 2- Hany persuaded his father to allow him to go to the cinema. (by)
- 3- Do the homework. (Let)
- 4- No one can deny that he is intelligent. (denied)

Quiz Four

Pronouns

Name:..... Class:.....

A) Fill in the gaps:

A: Welcome to the class. B:am David and this is Maria.is from Italy.	A: That is Hans.is from Germany.	A: Where is Qatar? B:is near Saudi Arabia.
A: And who are? B: are students from Qatar.	A: Do you know Maria? B: No, I don't know	A: Do you know the teacher? B: No, I don't know

B) Complete the sentences with a possessive adjective:

- 1- 'My sister's married.' What'shusband's name?
- 2- 'My brother's office is in New York.' What'sjob?
- 3- 'Mum and dad are in Rome.' What'sphone number?

C) Use reflexive pronouns to complete the sentences:

- 1- Your hair looks terrible. Look atin the mirror.
- 2- Ahmed is getting very strange. He talks toall the time.
- 3- The questionis not very complicated, but the answer certainly is.
- 4- The old lady livesthese days, and she rarely goes out to see anyone.
- 5- You don't need to explain what I did to everyone. I can speak

D) Choose the correct answer:

- 1- They are at college now, so they have to organize things (**themselves – at themselves – for themselves – about themselves**).
- 2- I'm going to do it (**by myself – for myself – myself – mine**). I don't need anyone to help me.
- 3- A friend (**with mine – for mine – of mine – mine**) is coming to stay with me next week.

Quiz Five

Relative clause

Name:..... Class:.....

Use who or which to join the following pairs of sentences.

1. I climbed up the stairs. They were newly painted.
2. Nadia looked angry. She has been listening to our conversation.
3. The new stadium will be opened next month. It holds 90,000 people.
4. The thief was arrested. He stole the money.
5. I do not know the answer. You asked me about it.
6. The empire state building rises 1,250 feet in the air. It is the second tallest building in New York city.
7. The trees are going to be cut down soon. They line main street.
8. Mr. James Cameron invited us to dinner. He is a marvelous movie director.

Choose the correct answer.

1. The girl (who – which – whose – where) is playing violin is my cousin.
2. I have really enjoyed the book (who – which – why – whose) you gave me for my birthday.
3. San Francisco is a city (who- which – when – why) always welcomes different cultures.

Complete the following sentences with suitable relative clause.

1. An orphan is a childparents are dead.
2. A cemetery is a place.....people are buried.
3. The place.....we spent our holidays was really beautiful.

Appendix (5)

Reference List

This list includes the names and titles of the referees who refereed the achievement test and the educational games where 1 refers to those who refereed the test, 2 refers to those who refereed the educational games and 3 refers to those who selected the most important grammar lessons.

1- Test's referees 2- The educational games referees 3- Checklist's referees

Name	Field	Institution	1	2	3
Prof E'zzo Afana	Faculty of Education	IUG	✓		
Dr Sadeq Firwana	Faculty of Arts	IUG	✓		
Mr Abed Ul Kareem El-Ejla	Supervisor of English	MOEHE	✓	✓	
Mr Ahmad Al-Habash	Supervisor of English	MOEHE	✓	✓	
Mr Ahmed Al-Rifi	Supervisor of English	MOEHE	✓	✓	
Mr Haider Abo Shaweesh	Supervisor of English	MOEHE	✓	✓	
Mr Hani El-Helo	Supervisor of English	MOEHE	✓	✓	
Mr Jamal Al Sahabany	Supervisor of English	MOEHE	✓	✓	
Mr Kamal Abu Shamla	Supervisor of English	MOEHE	✓	✓	
Mr Khadra Abu Jahjouh	Supervisor of English	MOEHE	✓	✓	
Mr Moeen Kuhail	Supervisor of English	MOEHE	✓	✓	
Mr Mustafa Abu Atwan	Supervisor of English	MOEHE	✓	✓	
Mr Munir Saleh	Supervisor of English	MOEHE	✓	✓	
Mrs Sahar Hassan	Supervisor of English	MOEHE	✓	✓	
Mrs Yousra El-kahlout	Supervisor of English	MOEHE	✓	✓	
Mr Ahmed Al-Kord	Teacher of English	Maroof El-Rasafi Secondary School			✓
Mr Ashraf El-Sorani	Teacher of English	Khaleel El-Wazeer Secondary School			✓
Mr Ashraf Quaider	Teacher of English	Palestine Secondary School			✓
Mr Hani El-Halaq	Teacher of English	Khaleel El-Wazeer Secondary School			✓
Mr Husam Shaheen	Teacher of English	Palestine Secondary School			✓
Mr Mohammed El-Halimi	Teacher of English	Maroof El-Rasafi Secondary School			✓
Mr Nour El-Dalo	Teacher of English	Maroof El-Rasafi Secondary School			✓
Mr Saad Abu Bshara	Teacher of English	Abed El-Fatah Ihmoud Secondary School			✓
Mr Shady Taha	Teacher of English	Palestine Secondary School			✓
Mr Wael El-Belbasi	Teacher of English	El-Karmel Secondary School			✓
Mr Wesam Shaheen	Teacher of English	Khaleel El-Wazeer Secondary School			✓

IUG stands for the Islamic University of Gaza

MEHE stands for Ministry of Education and Higher Education

Appendix(6)

Palestinian National Authority
Ministry of Education & Higher Education
Assist. Deputy Minister Office



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مكتب وكيل الوزارة المساعد

الإدارة العامة للتخطيط التربوي

الرقم: وت/م/ مذكرة داخلية (١١٢٤)

التاريخ: ٢٠١٠/٠٥/٠٣ م

الموافق: ١٩/ جمادى الأولى / ١٤٣١ هـ

السيد/ مدير التربية والتعليم - غرب غزة المحترم

فجدة طيبة (رس)

الموضوع / تسهيل مهمة

نهديكم أطيب التحيات، وبالإشارة إلى الموضوع أعلاه يرجى تسهيل مهمة الباحث حسام رشدي مصطفى اشكيوي، والذي يجري بحثاً بعنوان: "أثر إستراتيجية اللعب على تعلم قواعد اللغة الإنجليزية لدى طلبة الصف الثاني عشر بغزة"، في تطبيق أدوات البحث على عينة من طلبة الصف الثاني عشر في مدرسة فلسطين الثانوية بنين، وذلك حسب الأصول.

وتفضلوا بقبول فائق الاحترام

د. زياد محمد ثابت

الوكيل المساعد لشئون التعليمية



أ. عبد المجيد الزطمة

نسخة لـ

السيد/ وزير التربية والتعليم العالي.

السيد/ وكيل الوزارة المساعد لشئون التعليم العالي.

غزة هاتف (٢٨٤٩٧١١ - ٢٨٦٦٤٠٩ - ٠٨) فاكس (٢٨٦٥٩٠٩ - ٠٨) 08-2849711-2861409 Fax : (08-2865009) ٠٨

Appendix (7)

بسم الله الرحمن الرحيم



Palestinian National Authority
Ministry of Education & Higher Education
Directorate of Education – West Gaza

السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
مديرية التربية والتعليم – غرب غزة

الرقم : 38113019
التاريخ : 2010/12/08

مدرسة فلسطين الثانوية للبنين
PALESTINE SECONDARY SCHOOL

حفظه الله

السيد/ مدير التربية والتعليم

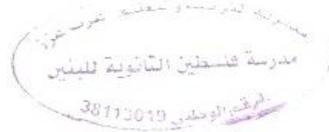
السلام عليكم ورحمة الله وبركاته،،،

لمن يهمه الأمر

تشهد مدرسة فلسطين الثانوية للبنين بأن المدرس / **حسام رشدي مصطفى إشتيوي** الذي يعمل مدرساً لمادة اللغة الانجليزية في المدرسة ، قد أجرى تجربة بحثية بعنوان : **أثر إستراتيجية اللعب على تعلم قواعد اللغة الانجليزية لدى طلاب الثاني عشر / علوم** ، وقد طبق الباحث أدوات بحثه على ثلاث فصول في المدرسة المذكورة من تاريخ 2009/11/15 وحتى 2010/3/10 وذلك حسب الأصول

وقد اعطيت له هذه الشهادة بناء على طلبه

~~مدير المدرسة~~
خالد علي الخليلي



طابعة / هاني علي العبدني

هاتف / 082862700

فلسطين / غزة / الرمال / حي الثورة / مقابل السفارة المصرية

Appendix (8)

The controlled group's marks in the five quizzes

Total (50)	Relative clause (10)	Pronouns (10)	Passive voice (10)	1 st and 2 nd conditional (10)	Present tense (10)	اسم الطالب	م
	5	5	5	7	6	احمد بكر محمود الزعبوط	1
	3	5	4	5	4	احمد خليل محمد حرب	2
	7	8	6	8	8	احمد طاهر احمد لولو	3
	6	7	7	8	7	احمد عبد الفتاح حمدان اربيع	4
	5	5	5	6	5	ايباد محمد محمود يونس	5
	8	9	7	9	9	بحر محمد داود صباح	6
	5	6	5	6	5	جهاد عبد الحميد العيلة	7
	5	7	5	6	6	خالد حسن عبد الرحمن شاهين	8
	6	7	5	7	7	خالد صلاح ابراهيم المدهون	9
	4	6	7	6	5	سليمان عادل سليمان مخيمر	10
	5	6	7	7	6	صلاح محمد عقيل شعبان لولو	11
	8	8	6	8	8	عبدالله بشير ابراهيم عنان	12
	5	5	6	6	5	عبدالله محمد عيد شعبان بدوي	13
	6	7	7	7	7	عبد الهادي محمد عبده ابو شهلا	14
	5	6	7	8	6	عمر امين سلام عصفور	15
	7	8	6	9	8	عمرو علي ديب النخالة	16
	5	6	6	8	5	فؤاد حسام فؤاد ابو الفتح	17
	6	7	8	7	7	فوزي عبد الكريم فوزي الشريف	18
	5	5	6	7	5	مؤنس هاني رمضان الشاعر	19
	5	5	6	6	5	مجدي جبر عبدالله الجلدة	20
	6	6	7	7	6	محمد احمد عبد الكريم سكيك	21
	6	7	8	7	7	محمد احمد محمد الديماسي	22
	6	7	6	8	7	محمد زياد نعمان الحلو	23
	6	7	7	7	7	محمد شعبان حافظ بدوي	24
	5	5	6	6	5	محمد صدقي محمد اسليم	25
	7	7	7	7	7	محمد عبدالله حسين كراز	26
	5	5	5	6	5	محمد عطا مصطفى الجعفر اوي	27
	5	6	5	6	5	محمد فؤاد محمد عكيلة	28
	5	6	7	7	6	محمد كمال عبد الحي ابو عبادة	29
	7	6	6	7	7	محمد مروان عادل عجور	30
	5	6	5	7	6	محمد مظفر سلمان النواتي	31
	7	6	6	7	7	محمد نبيل عبدالحميد زقوت	32
	6	7	6	8	6	محمود عمر حسن شحادة	33
	5	5	4	6	5	محمود فخري احمد القدوة	34
	8	8	7	8	8	محمود مازن عبد ابوشهلا	35
	8	8	7	8	8	مهند محمد مصباح ابو كرش	36
	7	6	7	8	8	مهند ناظم درويش السراج	37
	6	8	6	7	6	وليد علي توحيد مرتجي	38
	5	7	5	6	5	يحيى زياد سعيد صلاح	39
	7	5	6	8	7	وسام نبيل ابراهيم الشرفا	40
						المجموع النهائي	
						النسبة المئوية	

Note: Each quiz has ten marks.

Appendix (9)

The experimental group's marks in the five quizzes

Total (50)	Relative clause (10)	Pronouns (10)	Passive voice (10)	1 st and 2 nd conditional (10)	Present tense (10)	اسم الطالب	م
	8	9	8	9	8	إبراهيم جودت سلمان كحيل	1
	6	6	6	8	6	احمد سعيد حسين مهنا	2
	7	6	7	9	7	احمد سليم عاطف كريم	3
	6	7	6	9	6	احمد سمير إبراهيم عليان	4
	8	9	9	8	8	احمد عامر خلف أهل	5
	8	9	9	9	8	احمد عبد الرحيم عبد الهادي سالم	6
	6	7	7	8	6	احمد نبيل احمد الصبيحي	7
	8	9	8	8	8	أسامة محمد إبراهيم أبو سالم	8
	8	8	8	10	8	إسماعيل سفيان إسماعيل الهمص	9
	9	10	10	10	9	أسيد حسن خليل السر	10
	9	9	9	10	9	انس عماد سعيد البيطريخي	11
	7	8	7	8	7	جلال طلعت جمال الصفدي	12
	9	9	9	9	9	حسن احمد حافظ شراب	13
	7	9	8	8	7	ربيع ماجد محمد السوسي	14
	9	9	10	10	9	رجب محمد جودة رمضان أبو النور	15
	7	8	7	8	7	سراج طلعت الوحيدي	16
	6	8	8	8	6	سعد زياد سليم الخزندار	17
	5	7	6	7	5	سهيل وائل سهيل دياب	18
	7	8	8	9	7	صالح احمد صالح شحادة	19
	8	10	9	9	8	ضياء حمدي يوسف شقورة	20
	6	8	8	8	6	عبد الله سامي عبد الله الحشام	21
	9	10	9	9	9	عبد الله محمد فيصل عمر الطباع	22
	8	9	9	9	8	عمار عمر يونس العثماني	23
	6	8	7	8	6	فؤاد سفيان عبد الله دياب	24
	6	8	7	8	6	فضل رشاد سالم حافظ أبو جبل	25
	8	7	8	8	8	مؤمن رأفت محمد حسونة	26
	6	8	6	7	6	ماهر سمير عمر البورنو	27
	8	8	7	8	7	محمد احمد عثمان الأعرج	28
	10	8	9	9	9	محمد صبحي جمعة حسان	29
	7	9	7	9	7	محمد كايد عبد الهادي أبو ليلة	30
	7	8	8	9	7	محمد مجدي احمد حمدان	31
	8	7	7	9	8	محمد محمود إبراهيم الخواجة	32
	6	7	7	8	6	محمود رجب سالم الصفدي	33
	6	7	7	8	6	معاذ عبد السلام محمد حميد	34
	6	7	7	8	6	مهند عزمي سليم الخزندار	35
	9	9	8	7	5	موسى مازن سعيد الزرد	36
	9	7	8	9	8	وسيم احمد إبراهيم منصور	37
	7	8	8	9	8	يوسف أكرم حسن الحلاق	38
	8	7	7	9	6	لؤي وسام احمد احمد	39
	9	9	8	9	8	رشدي السراج	40
						المجموع النهائي	
						النسبة المئوية	

Note: Each quiz has ten marks.

Appendix (10)

C.V

Name: Husam R. Ishtawi

Date of Birth: 29-7-1974

Place of Birth: Palestine-Gaza

Martial status: Married

Telephone No.: 08-2800979

Mobile No.: 0598908834

E-mail: ishtawi74@hotmail.com

Address: Gaza, Az-Zaitoun, Smamah Street.

Current Jobs:

- A secondary teacher in Palestine Secondary School.
- A trainer in the continuing education of The Islamic University.
- A lecturer in Palestine Academy for Security Science.

Previous Jobs:

- A journalist with a British researcher.
- Head of the Islamic Bloc in Palestine.
- General secretary of Teacher's Union in Gaza.
- Introducing programmes in Al-aqsa broadcasting.

Qualification:

1997: BA in English language from Faculty of Education in The Islamic University of Gaza.

Experience:

- 1999-2 A teacher of English in Palestine Secondary School.
- 2000-2 A member in the committee of English language in Gaza city.
- 2004-2 A trainer of English courses in the Continuing Education in The Islamic University of Gaza.
- 2006-2008 A member in the Committee of the Palestinian Curriculum Analysis which belongs to Ministry of Education.
- 2009-2 A lecturer in Palestine Academy for Security Science.

Courses:

- A course on Media.
- A course on First Aid (Advanced)
- A course on Leading Summer Camps
- A course on Health Guideness.
- 300-hour course in Politics.
- A course on Designing Tests.
- A course on Preparing Worksheets.
- A course on the Skills of Teaching Stories.
- A course on Hebron.

Educational Contributions:

I have designed worksheets concerning:

- Translation
- Phonology
- Principles of Conversation
- English Grammar
- Political Terms
- 12th English Grade

Courses and Curriculum Taught by the researcher:

- Headway (Beginner)
- Headway (Elementary)
- Headway (Pre-intermediate)
- Headway (Intermediate)
- Let's Talk one
- Let's Talk two
- Let's Talk three
- English Grammar
- Translation
- 12th Curriculum
- 11th Curriculum
- Writing
- Security Terms
- Political Terms

Interests:

- Reading Political Books
- Using the computer
- Travel & Tourism