



An-Najah National University
Faculty of Graduate Studies

**THE EFFECT OF USING ENGLISH LANGUAGE GAMES
ON THE ACHIEVEMENT OF SEVENTH GRADE
STUDENTS' GRAMMAR IN TULKARM DISTRICT**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements of the Degree
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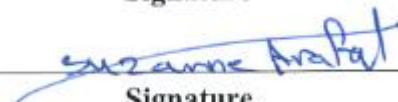
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Dedication

This thesis is dedicated with gratitude to:

Allah Almighty for granting me the health, strength, and willpower to complete this thesis.

Our first teacher and role model who lightened our life with his words: Prophet Mohammad. (peace be up on him)

My first supporter of taking this step, for his care, endless love, encouragement and inspiration: My dear father.

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Declaration

I, the undersigned, declare that I submitted the thesis entitled:

THE EFFECT OF USING ENGLISH LANGUAGE GAMES ON THE ACHIEVEMENT OF SEVENTH GRADE STUDENTS' GRAMMAR IN TULKARM DISTRICT

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Signature: Laila Hattab

Date: 12/06/2023

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Abstract

The purpose of this research is to examine “the effect of using English language games on the achievement of seventh grade students' grammar in Tulkarm District”. To achieve this, the researcher used a grammar test. This test was applied to (168) female students from seventh grade. The sample was divided into two distinct groups, each comprising 84 Students. The individuals are pupils from Tulkarm, and specifically attend Tulkarm and Nour Shams Basic Girls' Schools. The grammar pretest was administered to both the control and experimental groups by the researcher. The same group of students who were taught via language games also completed the posttest along with the students of the control group. The research results revealed notable differences in the academic achievements of the experimental group in pre and post-assessments, with the latter exhibiting superior performance. Furthermore, the post-test results indicate the presence of statistically significant variations between the group participating in the experiment and the control group, with the experimental group exhibiting superior performance. The researcher recommended that teachers should incorporate games into their grammar lessons, and games should be considered in English language learning programs. Furthermore, researches could be carried out across various proficiency levels and age groups, utilizing a more extensive participation, in order to generate more comprehensive findings.

Keywords: English language; games; grammar; seventh grade.

Chapter One

Introduction and Theoretical Background

1.1 Preview

This chapter divides into two sections: the first section started with an explanation of why studying English is important in and of itself, and grammar in specific. It also addresses the efficient role of game strategy in teaching-learning process. In addition, it includes a description of the particular problem at hand, as well as the study's goals, hypotheses, questions, and operational definitions. The subsequent segment presents a literature review pertaining to the function of grammar in English as a foreign language acquisition, and the significance of games in the context of second-language instruction. Furthermore, It discusses some of the past research that has been done in this area, both domestically and internationally.

1.2 Introduction

English language holds significant global importance due to its extensive dissemination throughout various regions of the world. It is also a language which becomes recently the focus of attention and interest for many learners (Rao, 2019). Moreover, It has been accepted as a core subject for school curricula because of the breadth of its applicability to different areas, such as science. In the West Bank, the Palestinian National Authority started introducing the English language as from first grade to high school graduation, it must be taken by all students. The process of teaching English includes different areas, such as teaching grammar.

The significance of grammar as a sub-skill in English language instruction lies in its role to facilitate the production of both spoken and written patterns. It follows that learners who lack a firm grasp of grammar will encounter difficulties in effectively conveying their thoughts and ideas. Grammar is not a language skill but it's a language component that helps learners to develop all four skills. Debata (2013) emphasized the importance of teaching and understanding correct grammar while working with students of the English language. Therefore, it is an important device that boosts one's self-confidence, language knowledge, and fluency (Vasilopoulos, 2008). Thornburry (1999) added that grammar has a psychometric function: that is to say, it is used as a measurement of language

mastery. Further, Ziegler (2007) stated that there is a structure and grammatical form to language, the structure of language reflects its functional and communicative usage.

Based on the extensive reading, the researcher concluded that despite the importance of grammar instruction in English language education, a significant number of students complete their secondary education without being able to effectively apply their knowledge of grammatical structures in practical situations, and also their achievement in English subject is often considered very low in comparison with their achievement in other subjects. Additionally, when the students are given a grammar exam, for example, the ones who are academically excellent will get high marks. However, if the teacher asks them to stand and talk briefly about a certain topic by employing the verb tenses that they have learned, they probably can't because their attention is directed to language form not to language meaning. According to this, having linguistic competence does not necessarily mean being communicatively competent.

Being communicatively incompetent often comes back to the traditional teaching methods and strategies which are used in teaching English and specifically in teaching grammar. Teachers employ these methods by explaining the main rule to the students, providing examples, and finally asking them to do some exercises. Consequently, this way of knowledge transfer becomes inefficient and a dull routine that makes the students feel discouraged and frustrated, so it is a matter of how to teach your students. This can lead to the issue of language learning versus language acquisition.

Kramina (1999) stated that language learning is a process that occurs consciously as a result of either a formal learning situation or a self-study plan. It was stated that traditional grammar training would only offer declarative knowledge of grammatical structures and will not teach students how to use them appropriately in real-life circumstances (DeKeyser, 1995; Ellis, 2001). By this, the students will not have the ability to produce spoken patterns or engage in daily conversations proficiently since the focus is on language form rather than language meaning.

As opposed to learning, language acquisition is a process that occurs subconsciously comparable to how toddlers learn their first language (Kramina, 1999), and it takes place while the students are unaware of grammatical rules. By this, instead of a formal learning situation, students' attention will be focused on the communicative function of language.

Thus, they will have a wide range of opportunities to practice different grammatical structures and make correct use of language in real-life contexts.

Hence, it is imperative to explore alternative approaches that facilitate students' communicative use of a foreign language while prioritizing both language function and form. Language games are considered to be one of the effective methods. According to Sultanova (2011), the primary role of games in foreign language instruction should be emphasized rather than being considered as a secondary aspect. Games not only create a joyful environment but also make the student utilize the language instead of concentrating on learning its proper forms. Furthermore, games become an essential teaching strategy that helps create an enthusiastic classroom environment where all students interact and participate. Tuan & Doan (2010) found that games are useful in easing difficulties and making the teaching and learning experience more interesting.

Godwin-Jones (2014) claimed that games can provide an immersive atmosphere in which inclusive use is made of the target language. This implies that in addition to providing comfort and enjoyment to learners, games encourage them to utilize language in a creative and communicative manner (Adeng & Shah, 2012). Moreover, Chik (2012) added that *"learners can practice foreign language learning and use autonomously through activities they were passionate about, and moved the learning process beyond the classroom"*. Besides that, Alijanian (2012) stated that *"the separate treatment of grammar fails to produce language knowledge, and that learners learn grammar best if it is presented within a text"*.

According to Jung (2005) *"Games encourage, entertain, teach, and promote fluency and communicative skills"*. Using educational games helps students see foreign language learning as such an interesting process instead of seeing it as a phobia.

Many other researchers also proved the effective role of games in teaching. Ersöz (2000) stated that *"Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and to practice many types of communication"*. Additionally, Wang (2010) appointed that communicative activities, such as games, create a context where learners are engaged in practicing the target language for sharing information, negotiating the meaning as well as contacting others in a meaningful context.

According to Saricoban & Metin (2000), *"Games and problem-solving activities... have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities"*. Further, *"It has been indicated that language learning performed in a 'playful' atmosphere resulted in stimulating students' motivation, making students feel confident and creating their positive attitudes to foreign language learning"* (Griva et al., 2010).

In light of the significance of using games in teaching English to foreign learners, this study aims at investigating the effect of using English language games on the achievement of seventh grade students' grammar in Tulkarm district.

1.3 Statement of the Problem

One of the main purposes of teaching English to foreign learners is to create an interactive classroom environment that encourages them to practice the language and makes them fluent communicators. However, the common problem that the Educational system encounters at our schools is that the students finish their secondary education without being able to use the language or employ their knowledge in daily life conversations, so learning grammar is a difficult experience for many students learning a second language (Zhongganggao, 2001). According to Hamidi & Khodareza (2014), English as an international language is a tool for communication without which our prime purpose of teaching and learning English will be useless.

The problem is summarized in that many students lack the ability to express their thoughts and ideas, and use the language communicatively in their daily conversations or real life contexts. This results in learning the language and having the knowledge without being able to use it fluently, and it can return to the traditional teaching methodologies that are mostly employed in our education system, and which are based on memorization rather than application. In this respect, it is notable that most of the students pass their English exams successfully, but they cannot employ the learned material in their real lives. According to Alhanjoury (2017), the results showed that students prefer memorization to comprehension, so they are unable to produce innovative ideas for use in their daily life situations. This indicates that there is a gap between knowing the grammar rules and being able to use them correctly in the basic language skills. Besides, some students are weak at English grammar, and believe that grammatical rules are ineffective and hinder their

ability to master the English language. Hence, interactive activities and games can be one of the best ways for them to learn a language.

In addition, many students particularly the weak ones have a feeling of unease and fear in learning a foreign language. The feeling of tension in a foreign language learning environment may make the language learning process less interesting and affect the performance of learners negatively (Gregersen & Horwitz, 2005, as cited in Risati, 2011).

Moreover, Cárdenas (2001) emphasized that *“students learn best when they can address knowledge in ways that they trust. They will learn best through doing, rather than reflecting”*. This means that when the students are engaged in different activities, they will practice the language and use it. Thus, learning by doing and applying helps them not to forget what they have learned, unlike learning through memorization strategies.

According to the problem mentioned above, the researcher decides to examine the usefulness of using language games strategy on the achievement of seventh grade students' grammar in Tulkarm district in hopes that she provides answers towards solving this problem.

1.4 Aim and Objectives of the Study

1.4.1 Aim

This study aims at investigating the effect of using English language games on the achievement of 7th grade students' grammar in Tulkarm district.

1.4.2 Objectives

More specifically, this study has the following objectives:

1. To find out the effect of using English Language Games on seventh graders' achievement in English Grammar.
2. To find out if there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in English Grammar in favor of the pre-test.

3. To investigate if there are any statistical significant differences at ($\alpha \leq 0.05$) between the experimental group students' achievement in English Grammar in the pre and post-tests in favor of the post-test.
4. To examine if there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in the post-test in favor of the experimental group.

1.5 Questions of the study

This study answers the main question which is:

What is the effect of using English language games on seventh graders' achievement in English Grammar?

The main question is broken down into three sub-questions which are:

1. Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in English Grammar in favor of the pre-test?
2. Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental group students' achievement in English Grammar in the pre and post tests in favor of the post-test?
3. Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in the post-test in favor of the experimental group?

1.6 Hypotheses of the Study

This study tests the following hypotheses:

1. There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in English Grammar in favor of the pre-test.
2. There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental group students' achievement in English Grammar in the pre and post tests in favor of the post-test.

3. There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in English Grammar in the post-test in favor of the experimental group.

1.7 Significance of the Study

This study is very important to many parties. It is one of the scarce studies that focuses on studying the effect of using English language games on the achievement of seventh grade students' grammar in Tulkarm district. It is also beneficial for students since it shifts them from a phase of learning the language consciously into a phase of acquiring the language unconsciously. By this, students will be able to use the language communicatively by engaging in different dialogues and conversations without paying any attention to the grammatical rules which they include.

Additionally, it is significant to English teachers because by realizing the effect of using educational games on improving students' communicative abilities, they might make less use of the traditional teaching methods and switch from them to using more new effective ones, not only games but also some other methods.

Besides, it is useful for syllabus designers by encouraging them to enrich the curriculum with more efficient games which in turn leads to a more interactive and successful learning environment. Finally, when the Ministry of Education perceives the positive impact of gaming strategy and considers this study, it can make many efficient changes by providing numerous training courses that develop teachers' skills and expand their knowledge on how to apply the new methods in the classroom.

1.8 Operational Definitions

The researcher defines the terms as follow:

Effect:

According to Merriam-Webster Dictionary, an effect is "*a change that results when something is done or happen*". In this study, it is the level of development in the students' grammar achievement due to the use of language games.

Language games:

Harb (2007) defines games as an instructional tool used in English language classes that promotes language learning through cooperative or competitive practice following particular rules. In the present study, the researcher investigates language games and their effect on English grammar. They are a set of various activities designed by the researcher based on specific rules to teach grammar and create an interesting learning environment. They included various games, such as guessing games, mime games, inquiry circle games and arranging games.

Seventh grade students:

In the present study, it refers to the students who are in seventh grade study in governmental, public, and UNRWA schools in Tulkarm district.

Achievement:

It reflects performance outcomes that show how well a person did in achieving particular objectives that served as the focus of activities in educational settings, particularly in school, college and university (Steinmayr et al., 2014). In this study, It refers to the marks that students have got in the post-test, which in turn measure the degree of improvement that the use of language games have made.

Grammar:

“Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its grammar” (Chin, 2007, as cited in Lin, 2008, p.1). It is a set of words that align to convey a meaning. In this study, it is included in the units of (1, 2, 3, 6) of the seventh grade Palestinian English textbook.

1.9 Theoretical Background**1.9.1 Definitions of Grammar**

Grammar has many various definitions, some of which are discussed here by the researcher. Grammar can refer to books that include descriptions of the knowledge or the language structure that a native speaker has of his or her language and the descriptions of that knowledge (Richards & Rodgers, 1988).

Additionally, Ur (1991, p. 4) defined it as *“the way language manipulates and combines words (or bits of words) to form longer units of meaning.”*

Grammar is still the most common aspect when learning the English language. Thornburry (1999) stated that grammar is the rules governing the construction of sentences in different languages . This means that it is the foundation of any language, and without it, English language Learners would never be able to speak effectively and clearly. According to Scrivener (2003), grammar is more than just a dry collection of rules and facts. Language resides in students' minds and is a living resource that enables them to express their thoughts and feelings and comprehend what others say or write to them.

Further, grammar is defined as *“a set of categories and forms which helps us to see language as structured and systematic...or a source which language users exploit as they navigate their way through discourse”* (Batston, 1994, as cited in Bouras, 2006, p. 32). The purpose of grammar is to help students understand that language has regular patterns that enable us to understand what we say, read, hear and write. Without grammar, the meaning would only be conveyed by isolated words or sounds, images, and body language (Azar, 2007).

1.9.2 The Role of Grammar in EFL Learning

Grammar is considered the heart of language whereby individuals can produce different spoken and written structures, and it has been thought that teaching it in EFL classes is essential for developing language skills. It has been highlighted that individuals who are learning a second language may attribute more significance to the grammar compared to those who are native speakers and have already internalized the language's grammatical structures. The student of the second language must be deliberate in their pursuit of the language's grammatical rules (Rahman & Ahmed, 2017).

According to Cam & Tran (2017), teaching grammar enables students how language functions. Students need to learn grammar to understand how sentences are constructed and the meanings they express. When students lack a firm grasp of grammar, they often find themselves unable to move past difficult sentences. Their ability to use language

accurately and fluently will improve if the grammar is taught in communicative and relevant circumstances.

Moreover, Rinvolutri & Davis (1995) affirmed that teaching English grammar is not only to give the learners our linguistic knowledge clearly. Thus, using grammar flawlessly in written and spoken day-to-day conversations is the key to success. Based on this, it is concluded that no instructor can be effective without understanding and using grammar, which would then have an impact on the teaching-learning process.

Besides, Mart (2013) asserted that it will be difficult to acquire a language without grammar. A lack of grammar knowledge will prevent learners from using the language appropriately. According to Saengboon et al. (2022), learners find grammar beneficial when it is taught with specific objectives. However, discussing the concept of grammar must be the focus of attention. Since grammar often hinders the efficiency of communication, they asserted that contextualized grammar with clear objectives is necessary for enhancing students' English competence. Therefore, teachers have to take this into account.

In addition, having a good understanding of grammatical rules is very important for successful writing. Azar (2006), in her writing class, observed that students who had received grammatical instruction fared better than those who had not. Grammar-savvy students merely needed to be told that they were attempting to say "I was really bored" rather than "I was really boring." Students who lacked that foundation in grammar required a lot longer time to comprehend, for instance, the distinction between –ing and –ed adjectives.

1.9.3 Methods of Teaching Grammar

The task of assisting students in acquiring grammatical knowledge is one that English language teaching is concerned about. The teachers are responsible for improving students' grammatical knowledge and skills by employing suitable teaching tactics and techniques. According to Thu (2009), the most effective methods to teach grammar vary from teacher to teacher, researcher to researcher, and methodologist to methodologist.

Here, the researcher sheds light on some of the strategies and tactics grammar instructors use in the classrooms.

1. The Deductive Approach in Teaching Grammar

This approach is so simple, beginning with rules and moving on to examples. Thornburry (1999, p. 29) stated that "*A Deductive approach to grammar teaching, which is often called rule-driven learning starts with a presentation of rules and is followed with examples*". Grammar in this approach is taught via introducing the grammatical rules by the teacher. Then, the teacher displays some examples on the board and discusses them with the whole class or highlights the examples in the textbook. Finally, once the students have comprehended the basic rules, they are instructed to engage in exercises that require the application of them.

This is the strategy employed in the Grammar Translation Method, which starts with the explanation of grammar rules and then moves on to practice using translation into and out of the students' native tongue (Dulul, 2017). According to Cortez & Genisan (2021), the entire method is cognitive, requiring students to evaluate their words carefully before speaking or writing. The Value of the message is not given much consideration. Umida et al. (2020) asserted that the deductive strategy is the conventional or explicit strategy in teaching grammar. The focus of this strategy is on basic skills. Repetition is the key to learning, and teachers play a guiding role in that process.

This approach to teaching has many characteristics. Lin (2010) believed that it is a method of teaching which emphasizes rules and includes presentation or explanation before students are exposed to how rules work in the language. In addition, it is frequently employed in ESL and EFL textbooks.

2. The Inductive Approach in Teaching Grammar

The approach being referred to is the inductive method. As per Thornburry (1999) findings, the aforementioned approach can be categorized as a learning by discovery method, as it commences with multiple examples that enable the deduction of a rule. It exposes students to the language without focusing on its grammatical rules. This method of teaching grammar begins by showing the students a set of various examples so they draw their own conclusions and find out the rule by themselves.

Umida et al. (2020) asserted that the inductive method is also known as the "constructivist" method. Big ideas are highlighted in this method, which starts with the

whole and then expands to encompass the parts. Learning is interactive for the students, and information is constructed based on what they already know. The teachers' position is interactive, wherein they engage the students in a dialogue and help them to construct their own knowledge. Besides, teachers can implement an educational game that facilitates students' comprehension and creates a joyful learning atmosphere.

The primary attribute of this approach is its role in directing the focus of students towards a particular structure while being situated within a communicative setting. Therefore, This helps students become more aware of the language they are learning by allowing them to generate and test ideas about its syntax (Paesani, 2005). In the current study, the inductive method was adopted by the researcher.

3. The Eclectic Approach in Teaching Grammar

This approach combines all of the positive aspects of the above-mentioned approaches. According to Cortez & Genisan (2021), although language is used for communication, there are still times when it is required to explain some grammar concepts. As pupils can pick up the rules over time, there will not be any formal language instruction. This approach will profit everyone, not just the pupils. Additionally, it will give the teacher the ability to cater to the various demands and learning preferences of the pupils.

Albayati (2020) stated that the main attribute of this method is its flexibility in modifying methodology and technique to achieve the main educational objectives. Moreover, using such a method in the classroom (diversity) makes the classroom environment energetic and eliminates the concept of monotony.

4. Focus on Meaning in Teaching Grammar

Dulul (2017) defined focus on meaning as a strategy in which The primary objective is the effective communication of ideas, without regard for the specific forms employed to achieve this goal. According to focus on meaning, Long & Robinson (1998) confirmed that learners receive enough intelligible input, similar to acquiring the first language. Hence, by providing repeated comprehensible input, Implicit and unintentional instruction can lead to the acquisition of a target form. This approach prioritizes the emphasis on the significance and natural communication over linguistic structures. Teachers are also capable of tolerating the linguistic mistakes made by their students. In

reality, the teacher accepts any inter-language form that the students produce (Dulul, 2017).

1.9.4 Difficulties and Problems of Teaching Grammar

The importance of grammar in the pedagogical process, along with the difficulties correlated with its guidance, is a significant topic of discussion that has persisted throughout the history of language education. Additionally, students' feeling of anxiety and fear when learning grammar continues to be a major hindrance to their fluency in communication skills. Therefore, many difficulties must be overcome when teaching grammar. Here, the researcher addresses several challenges faced by English grammar teachers in their lessons.

According to DeKeyser & Sokalski (1996), comprehension and production are considered big problems in teaching English grammar. The argument put forth was that certain grammatical structures are easily comprehensible but difficult to generate, while others are easy to produce but difficult to comprehend. One-syllable adjectives in their comparative and superlative forms are an example of the former, whereas the use of some prepositions is an example of the latter.

Moreover, Petraki & Hill (2010) asserted that the diversity in students' backgrounds and language learning experiences accounts for the variations in their levels of grammar understanding. This means that students' capacities for accepting knowledge vary, so if they do not have much grammar experience, this may be a problem. Indeed, that teachers always look for teaching strategies that would work best for their students, but sometimes these strategies are unsuccessful. Therefore, teachers must consider these differences and try to use methods that suit students' characters.

In addition, the methods that are employed in teaching are considered a difficulty that students face in their grammar learning. Batstone & Ellis (2009) stated that there are several methods available for teaching, but the method chosen must take the learner's character into account. There is a variety of teaching strategies, but according to Batstone & Ellis (2009), The given-to-new principle, the awareness principle, and the real-operating-conditions principle are three recommendations for effective grammar instruction.

In short, teachers have to do their best to find methods that work well for their students and try to create a successful learning environment with positive outcomes. Besides, teachers must consider students' personalities, abilities, academic levels, and interests since these factors are seen as the most consequential to the success or failure of the educational endeavor.

Students also struggle since they don't have enough opportunity to practice their language skills outside of class. Grammar has been seen as a hurdle and impediment to helping pupils communicate successfully (Al-Mekhlafi & Nagaratnam, 2011). The true issue arises when students learn grammar but fail to apply it in real life, regardless of how well they understand it or how well it is taught.

According to an interview made with two teachers, Dewi (2014) stated that there are various challenges in learning grammar. However, the main one is usually implementing the grammatical rules in communication since junior high school students are often shy to apply what they have learned in communication practice. Moreover, because each student has a distinct capacity for accepting what teachers teach in the classroom, their competency or aptitude becomes a challenge for them. Thus, teachers should provide sufficient and appropriate practice throughout the time.

Furthermore, according to the interview, Dewi (2014) added that teachers' self-confidence is a potential obstacle that educators may confront while instructing students on proper grammar use. She said that some educators lack the linguistic competence to properly instruct their students on proper grammar use. It is also difficult for them to communicate their understanding of grammar to the students. By this, they sometimes get nervous, which in turn affects how competent they are as teachers.

To sum up, teaching grammar, which is considered a crucial part of teaching any language, is not a simple task. Hence, like any other language component, there are many difficulties that teachers may face while teaching it. These difficulties may relate to the teachers or the students themselves as the researcher mentioned above. Therefore, to ensure a good understanding and application of the grammatical rules that are being taught, many points have to be considered.

1.9.5 The Role of Teachers in Teaching Grammar

As the primary source of linguistic knowledge for their students, teachers are given high regard for their roles in language learning (Magno, 2010). Teachers help students learn by imparting information and fostering an atmosphere that is favorable to study.

The primary role of a teacher in a grammar class is to model for students what the language refers to and how to put it to use. They also need to be shown the grammatical structure of the foreign language and how to speak and write it (Harmer, 1991). Consequently, if the grammar is taught through separate sentences, learners will not be able to understand how grammatical components fit together to form complete sentences.

Ellis (2006) confirmed that teachers should focus on helping students gain explicit knowledge and that the goal of teaching grammar should be to raise awareness of it. The mastery of grammar remains a crucial component in language acquisition, regardless of its relative importance in the broader context of language learning.

1.9.6 Definitions of Games

There is no single definition of the word "game", but the researcher addresses a variety of definitions that provide a summary of the characteristics that games generally have.

Wright et al. (2006) has defined a game as an endeavor that encompasses both recreational play and social engagement. It is characterized by enjoyment, engagement, and frequent challenges. As per the findings of Talak-kiryk (2010), games are pleasurable pursuits that promote cooperation, cognitive processes, acquisition of knowledge, and strategies for resolving issues. A game can be defined as an activity that involves a set of rules, objectives, and an element of amusement (Deesri, 2002).

In addition, Misa (2022) stated that the word "game" has evolved to refer to an activity that is enjoyable and fun, and that involves social engagement and collaboration among students. Furthermore, it facilitates the instructor in situating the language within a relevant and pragmatic framework. The acquisition of a skill can only be achieved through practical application. According to the Merriam-Webster Dictionary, it can also be defined as *"a physical or mental competition conducted according to rules with the participants in direct opposition to each other"*.

El-Shamy (2001) defined games as “*competitive activities played according to rules within a given context, where players meet a challenge to achieve an objective and win*”. Moreover, they are instructional activities that entail contact between learners to accomplish particular goals following predetermined rules (Hadfield, 1999)

Besides, Hadfield (1999) gave a more thorough definition of games. According to his statement, a game is characterized by the presence of rules, objectives, and an element of entertainment. Games can be classified into two distinct categories: competitive games, wherein individuals or groups engage in a contest to attain the objective first, and cooperative games, wherein individuals or teams collaborate to accomplish the objective. Instead of placing focus on linguistic accuracy, games emphasize effective communication.

1.9.7 Types of Games in EFL Classes

Two ways for classifying games are described by (Hadfield, 1996). She first distinguished between two categories of language games which are linguistic and communicative. Accuracy is the main goal of linguistic games while communicative games emphasize the effective sharing of information and ideas

Secondly, Hadfield (1996) provided the following set of categories for language games, some of which have components from various types. She listed them as follows:

1. Arranging games are also called ordering or sequencing games. They are games in which students need to order the cards in accordance with topics, such as a set of cards with alphabet letters.
2. Guessing games in which a player has some information on his mind and withholds it intentionally, while others speculate what it might be. For example, the player may choose one of his classmates without saying his name, and the others have to ask yes/no questions to guess which one has been chosen.
3. Matching games are a type of game that includes a transmission of information. The objective of this activity is to identify and match pairs of playing cards or images that correspond to each other. This activity can be implemented as a collaborative exercise involving the entire class, wherein all participants are required to navigate

the classroom space until they find a partner possessing a corresponding card or image. Alternatively, it can be conducted in smaller groups or pairs.

4. Games with Information gaps need players to pay close attention to the information given to them to fulfill predetermined tasks. This particular genre of game may exhibit either a unidirectional or bidirectional structure, wherein the players are tasked with acquiring relevant information to overcome a shared obstacle.
5. Exchanging games that follow the 'barter' principle. It is a game in which students exchange their thoughts, information, concepts and ideas. The objective of the game is to generate an acceptable transaction between the involved parties.
6. Collecting games where students have to gather all of the needed cards to finish a set. This can be implemented as a group activity where participants have the liberty to move around and exchange cards in a random manner.
7. Role-play games where students carry out or Individuals may assume roles that are not typically part of their daily routine, such as that of a dentist. The utilization of these games can also serve as a means to motivate students to engage in conversational interactions.
8. Board games wherein students are given cards and are required to arrange them on a board to form meaningful words.
9. Labeling games: This refers to a category of exercises involving the matching of labels and corresponding images by participants.

Another type of language game is mime games. According to Elmi (2022), this game is an activity where anything is represented through gestures, facial expressions, or bodily movements without utilizing words. In the current study, the researcher implement this type of game by choosing a student to mime an action while others sought to guess what it actually is.

1.9.8 Advantages of Using Games in EFL Classes

Games are considered one of the most important teaching strategies in language learning classrooms. Donmus (2010) said that playing games could enhance students' mental and physical skills, keep their attention for long periods, and motivate them to work with their

peers to accomplish a particular task. As a result, (Kebritchi, 2010) advocated using games as replacement tools rather than supplements in EFL classes.

According to Mubaslat (2012), a game should not be seen as a supplemental activity to fill in empty time for the teacher and the class. However, in the use of games in foreign language teaching, games need to be a fundamental component employed at all stages of the lesson, adding that they are appropriate and well-selected. Additionally, games are excellent for revision exercises that assist students in recalling the content in a fun way.

Ibrahim (2017) stated that games help in developing a connection with the target language through repeated communication practices applied in the lessons. They are also successful in creating a positive classroom environment which in turn reduces students' anxiety. The use of games in language teaching and learning benefits all students regardless of their language proficiency, and it gives them a sense of comfort and confidence when learning a new language.

Constantinescu (2012) stated some advantages of games, for example, they allow students to learn at their own speed and cognitive level. In addition, they develop students' ability to observe, raise their motivation, and create a competitive environment, so all of the students pay more attention to completing the task. Sweetser & Wyeth (2005) added that joy is usually simulated by the challenge that is provided to players through games. This sense of challenge makes learners exist and wishful to top their classmates.

Further, they improve students' critical thinking, productivity, problem-solving, and imagination. In addition, games can provide a comfortable environment, especially for students with special needs.

In addition, the implementation of game-based instruction facilitates the development of adaptable individuals who possess the ability to analyze and adjust to authentic scenarios (Zirawaga et al., 2017). According to Milczynski (2011), when learners play games, they learn to assess, synthesize, analyze, and organize knowledge. Besides that, using games helps students learn more effectively and enthusiastically because they do not think of their worries and take a break from daily routines, which gives them space to enjoy themselves (Wechselberger, 2013).

To summarize, games have a high pedagogical value and offer language teachers several benefits when they are employed in foreign language lessons. Moreover, using games in EFL classes is the one which students accept most readily.

1.9.9 Challenges of Using Games in EFL Classes

Besides many advantages, there are many disadvantages of using language games in EFL classes. Some of these disadvantages were outlined by (Stojković & Jerotijević, 2011). According to them, if games are already tedious and uninteresting, students might not entertain and participate. Additionally, some students may see games as a pointless or childish tactic. They also believed that deviating from the games' main objective might lead to excessive play and a lack of learning. This means that games may divert students' attention away from the main educational objective, resulting in an unsuccessful teaching-learning process.

Cruickshank & Telfer (1980) pointed out some disadvantages of using games, for example, some teachers are unfamiliar with stimulations and games, some games need a large amount of time, games are less available than other traditional teaching methods, not all students will enjoy games, and games can limit the number of students who can play.

According to Diana (2010), because games capture students' attention, this will make them energetic and noisy. Thus, it is challenging for teachers to maintain control.

Furthermore, Kebritchi (2010) raised the issue that games are becoming such creative teaching aids. Therefore, teachers might conclude that they do not have to lecture, and instead, they rely on the games and utilize them as a replacement for teaching rather than as a complement.

1.9.10 Aspects Considered When Choosing A Game

There are many different options for language games that teachers can choose when teaching their students. However, teachers must consider a variety of aspects when choosing which game to employ in the class and which game is the most successful and suitable for their students.

First of all, games must align with the lesson objectives, so the purpose of using a particular game should be identified by the teachers. The games have to be beneficial and convenient. According to Nedomová (2007), teachers need to think about whether the game-like activity is just to make the class more interesting and keep the students from getting bored or to review and exercise some specific aspects of grammar or vocabulary, for example. In addition, it is crucial to take the game level into account when selecting it. Ibrahim (2016) stated that a game may become challenging when it is above the learners' levels or it may get dull when learners find it too simple to continue. Therefore, when a game is appropriate to the learners' levels, the learners can easily employ their grammatical knowledge while playing the game.

Moreover, learners' characteristics, personalities, and interests should be considered when choosing a game (Tu et al., 2015). This aspect seems to be very important since selecting a game that suits students' needs and interests affects the teaching-learning process positively. In this respect, it is concluded that when the teachers choose the games based on their students' preferences, this will create an interesting and motivating classroom environment in which the students actively interact and participate. Consequently, every teacher has to be aware of his students to distinguish which game is proper for them and which is not.

Furthermore, Zhang (2018) discussed other essential aspects that have to be considered when choosing an educational game, such as making rules. She stated that the teachers should provide as many obvious rules as possible because if the learners do not understand what is required of them and how to execute it, the goal cannot be attained and the game cannot be played. She added that time limitation is also seen as an important factor since interest in games is dependent on time. Students may lose interest and get bored if one takes too long to answer to a question.

Additionally, the varying of games is necessary. According to Zhang (2018), to prevent the students from getting bored or uninterested, games should be rich and varied. Instead of playing the same game for a long time, students enjoy playing fresh and unique games. Accordingly, teachers should regularly compile or produce new effective games.

1.10 Review of Related Studies

In this section, the researcher presents related studies at local, Arab and foreign level.

1.10.1 Local Studies

Al-Jarrah et al. (2019) study "*Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerusalem*", The study was conducted with the objective of examining the efficacy of educational games in enhancing the English grammar proficiency of eleventh-grade female students at a high school located in East Jerusalem. The study was carried out in the second semester of the academic year 2016-2017. The researchers followed an experimental approach. The study sample consisted of 62 students divided into two groups (an experimental and a control group). Both groups performed pre and post-tests. The experimental group received instruction through the utilization of games for a duration of two months, while the control group was instructed using conventional methodologies. The post-test results demonstrate a significant difference in achievement between the experimental group (mean = 77.6%) and the control group (mean = 68.7%). According to this, the researchers recommended implementing educational games in teaching English grammar and other language skills.

Saker (2015) study "*The Effectiveness of Using Jigsaw Strategy on Palestinian Tenth Graders' English Grammar Learning*", sought to examine how well the jigsaw method helps Palestinian high school students learn English grammar. The study relied on an experimental approach. The study's sample comprised 72 male and female learners who were studying English as a foreign language at Beit Lahia Basic School "A" for boys, located in the Gaza Strip. Two distinct groups were utilized, namely the experimental group and the control group. The experimental group received instruction using the jigsaw strategy, whereas the traditional method was employed in teaching the control group in the second term of the school year (2013-2014). A pre-post test was used as a tool for the study. The researcher used SPSS, T-Test, and Man Whitney to analyze the gathered data. The study's results revealed that there were significant differences between the groups, and this is because the technique was used. The study suggested that, to improve student achievement, the jigsaw method should be used when teaching and learning English grammar.

Elkahlout (2012) aimed to investigate the influence of a proposed curriculum on improving future Students' and educators' knowledge of and comfort with creating instructional games for use in teaching English grammar. The researcher used pre- and post-tests as a part of a quasi-experimental design to gauge progress toward the study's end goal. The study sample included 32 female student teachers who were enrolled in the practicum course (2011-2012) and easily selected from the English department's fourth level at Al Azhar University. The data was analyzed using a number of different statistical methods. The outcomes demonstrated that the experimental group's members performed better than the control group. Furthermore, data showed that both students and educators viewed the use of games to teach grammar favorably. The researcher suggested that additional investigations should be conducted to enhance the student-teacher's diverse abilities in adapting to contemporary education.

El Tanani (2011) study "*Teaching Grammar Communicatively for Six Graders in Gaza Strip: A Suggested Framework* ", aimed to investigate the present grammar teaching methods for sixth graders in Gaza. Additionally, it sought to propose a practical framework of efficient ways for teaching grammar communicatively and determine whether the suggested framework improved sixth graders' ability to use the language in contexts. To accomplish the objective of the investigation, the researcher employed both the experimental methodology and the descriptive analytical approach. The sample of students consisted of (140) divided into two groups: the experimental and control. The sample of the teachers consisted of (12) sixth grade English language teachers who were selected randomly. For data collection, the researcher used an observation card, an achievement test, and an attitude scale. The collected data was analyzed statistically. The results showed that English teachers did not use effective techniques for teaching grammar. According to the test findings, the experimental group students did better than those in the control group. In addition, the students agreed on the effectiveness of the communicative grammar teaching method. The researcher recommended the Ministry of Education to design training courses that instruct English teachers in the communicative teaching of grammar.

Ishtawi (2011) study "*The Effects of Game Strategy on the Learning of English Grammar for the Twelfth Grade Students*", sought to determine how game strategy affected the acquisition of English grammar for twelfth graders in Gaza governmental schools. To

achieve the aim of the study, the researcher used the experimental approach. The sample of the study consisted of (80) male students from secondary schools in West Gaza. Two groups were used including experimental and control. The experimental group received taught through the use of educational games, while the control group espoused using the traditional method. A pre-test and post-test were conducted to collect the requisite data. The collected data was analyzed using SPSS. The results revealed that there were statistically significant differences between the groups in favor of the experimental group. The researcher recommended the need of implementing of language game strategy in teaching English to come up with better results. Besides, It is proposed that more studies ought to be conducted to determine the impact of gaming techniques on other areas of English proficiency.

1.10.2 Arab Studies

Amel (2021) study "*Investigating The Impact Of Teaching English Using Games In Enhancing The Learner's Grammar Competence*", aimed to investigate how teachers and students feel about the use of language games to improve students' grammar proficiency. For the purpose of achieving the objective of the research, the researcher used both qualitative and descriptive methods. Two questionnaires are submitted to a sample consisting of (40) pupils of the second year at middle school and a group of five teachers of English at middle school. The findings showed students' motivation will be boosted and raised if language games are introduced in grammar lectures. It is suggested that teachers should take into account the fact that teaching through games is one of the more effective methods that provide the students the chance to improve their mastery of the language.

AlAzzam-Khraiwish et al. (2021) study "*The Effect of Using Website Games on Fourth Grade EFL Students' Learning of Vocabulary and Grammar in Jijin Secondary School in Jordan*", aimed to investigate the impact of website games on young Jordanian learners' vocabulary and grammatical development. The study's sample was made up of (48) fourth grade students from Jijin Secondary School in Irbid. Two groups were used including experimental and control. Teaching in the experimental group occurred through Web-based games, whereas in the control group, instruction occurred via more conventional means. A pre-test and post-test were carried out to gather data. T-Test was used to analyze the collected data. The study's findings showed that, as a result of the new teaching

method, the experimental group outperformed the control group in terms of vocabulary and grammatical learning. The researchers recommended giving courses on using Website games and training teachers on how to use them.

Hakami & Abdelrahman (2019) study "*The Effects of Using Games in Teaching and Learning English Grammar to EFL Learners*", aimed to investigate the impact of using games to teach EFL students' grammar. Fifty male Saudi students took part in the research. Pre- and post-tests were used to gather information. The results of the research showed that entrants saw educational games as a good way to teach grammar. The findings also showed that including classroom activities in EFL instruction increased students' interest in and motivation for utilizing English. The researchers recommended expanding the workbook by adding additional activities to help students practice, review, and learn speaking, reading, and writing and master English grammar.

Mubaslat (2012) study " *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*", aimed to determine the role of educational games in learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan. The experimental research is carried out by selecting three groups randomly out of six. An analysis of variance (ANOVA) was employed to establish the correlation between foreign language acquisition and educational gaming. The students conducted both pre-tests and post-tests. The findings indicate that the academic performance of students in the experimental group surpassed that of their counterparts in the control group. This suggested that the integration of educational games in the instructional process yielded a favorable impact on the academic outcomes of students at the elementary level. The utilization of games is suggested due to their high efficacy, especially during the initial phases of instructing a secondary language. Additionally, games serve as a valuable resource for language acquisition for educators.

1.10.3 Foreign Studies

Kayan & Aydin (2020) study was designed to examine the impact of computer-assisted language games on the development of grammar proficiency on students enrolled in Turkish language and grammar courses. The researcher applied a quasi-experimental approach and a pre-posttest nonequivalent group was used. The study's sample consisted

of two classes of 6th grade students studying at a middle school. In the experimental group, computer-assisted educational games were created and used for 12 weeks. For the control group, lesson activities were carried out according to the curriculum. The academic accomplishment of students in the grammar between the experimental group, which utilized computer-assisted educational games, and the control group, which employed the curriculum, revealed a significant difference in students' achievement. It is recommended to increase the number of computer-assisted games, and the technique of teaching grammar should be based on a knowledge of implicit learning.

Haja Mohideen (2019) Study "*The Effects of Using Language Games in the Classroom on ESL Learners' Acquisition of English Grammar*", aimed to explore the use of games to facilitate grammar acquisition. This study used both quantitative and qualitative methods. The sample of the study consisted of 64 students from Universiti Sultan Azlan Shah. Two groups were used including experimental and control. The experimental group classes received treatment via games, while less emphasis was placed on games in the control group's classes. Students were given questionnaires with 12 closed-ended questions to evaluate information on affective aspects. The results of the quantitative methods were analyzed statistically using mean scores and T-tests. The study's findings showed that pupils in the experimental group scored higher. This is due to the numerous advantages that games provide for quickening language learning. It is recommended to take games into account in English language learning programs. Teachers should take advantage of the usage of games to make their teaching simple, engaging, and motivating.

Bush (2015) "*The Impact of Classroom Games on the Acquisition of Second Language Grammar*", aimed to investigate how playing games influences second language grammar learning for Turkish EFL students. There were 34 Turkish students included in the research. Intervention and control groups were employed. The experimental group played games for all three of their class times, while the control group got the standard curriculum. A pre-test, a post-test, and a delayed post-test were given. T-tests were performed on the scores from each test and a mixed (with-subject and between group) ANOVA was conducted. Also, a survey was conducted to identify students' experience of using games in teaching. The results showed that games were effective and motivating. The researcher suggested incorporating games into grammar lessons about once a week.

Bayburdyan (2011) study "*The Impact of Games on the Acquisition of Grammatical Structures*", aimed to find out the positive impact of games on the appropriate use of grammar structure and to determine the students' attitudes towards the grammar practice used during the study. The sample of the study consisted of 32. Two groups were selected including focus and comparison. While the comparison group practiced the grammatical structures with conventional exercises, the focus group received treatment via games. The quantitative data was collected through pre and post-tests and the questionnaire. The collected data were analyzed by implementing the Mann-Whitney and Wilcoxon tests, to compare the test results of both groups. The outcomes showed that there was no difference in the students' performances between the focus group and the comparison group. According to the results of the questionnaire analysis, the majority of the focus group students found game-based learning to be very entertaining and were highly motivated to participate in such activities. The researcher recommended conducting more studies with a big number of individuals to provide more generalized findings. Moreover, students at the intermediate level were the subjects of this study, additional studies can be done at various proficiency levels and ages.

Wang (2010) study "*Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools*", aimed to examine the use of communicative language games for teaching and learning English in Taiwanese elementary schools. The participants were 150 teachers teaching in Taiwanese primary schools. To achieve this aim, the researcher used a questionnaire about participants' perspectives on the use of communicative language games in English lessons. The results of the study revealed that Taiwanese elementary school teachers appreciated the advantages and value of communicative game activities in the teaching of English language. In addition, the results suggested that teachers should be aware of taking learners' variations such as background, styles, and needs into account when teaching English. The researcher recommended making good use of the advantages of communicative language teaching to create a comfortable, supportive, and learner-centered learning environment beneficial to prepare students with much exposure to the target language use.

1.11 Commenting on Previous Studies

Previous studies highlighted the importance of employing gaming strategies in teaching English language and its efficient role in improving students' achievement in learning English, specifically in grammar. Despite the different environments and circumstances, The importance of incorporating games in English language classes was supported by various studies, including those conducted by Arab, local, and foreign researchers. There is a growing demand for researchers to conduct additional experimental studies in the field of language teaching, particularly in the area of English grammar instruction. This is due to the fact that grammar is widely regarded as the foundation of language, and without a solid understanding of it, learners may struggle to produce coherent spoken and written language structures. The current investigation aligns with prior research by highlighting the significance of incorporating language games as a pedagogical tool for instructing English grammar to students who are learning English as a foreign language.

Moreover, most of the mentioned studies varied in the methodology used. This study was similar to some of them in the use of a quasi-experimental quantitative design such as (AlAzzam-Khraiwish et al., 2021), (Kayan & Aydin, 2020) and (Elkahlout, 2012). Some studies used the experimental design, such as (Saker, 2015) and (Mubaslat, 2012). However, some employed a qualitative design such as, (Amel, 2021) and (Wang, 2010), and others used both quantitative and qualitative methods like (Haja Mohideen, 2019). Additionally, the present study was similar to some mentioned studies like (Bush, 2015) and (Hakami & Abdelrahman, 2019) in the tool used for data collection, which was pre and post-tests. On the other hand, other studies varied in the tools used. Some of them used questionnaires, observation, and an attitude scale, for example, (Wang, 2010), (Bayburdyan, 2011), (El Tanani, 2011), (Elkahlout, 2012), and (Amel, 2021). In addition, several academic inquiries have explored the impact of incorporating language games into English language instruction, with a particular emphasis on areas beyond grammar, such as vocabulary acquisition, such as (AlAzzam-Khraiwish et al., 2021).

In contrast with the mentioned studies, the current focused on seventh graders as a study sample.

1.12 Conclusion

The present chapter comprises two distinct sections. The introductory section provided a succinct overview of the significance of instructing the English language as a whole, with a specific emphasis on the teaching of grammar. In addition, it addressed the insistent need to find alternative methodologies of teaching grammar, such as language games. Then it asserted the usefulness of language games in the teaching-learning process.

It was followed by identifying the statement of the problem, the aim and objectives, the questions, the hypotheses, the significance, and the operational definitions of the study. The second section included several topics: definitions of grammar, the role of grammar in the teaching-learning process, some methods of teaching grammar, difficulties of teaching grammar, and the role of teachers in teaching grammar. In respect of language games, it presented some definitions of games, types of games in EFL classes, advantages and challenges of using games in EFL classes, and aspects that have to be considered when choosing a game. It also reviewed some previous studies related to the implementation of language games in the teaching-learning process. Most of these studies emphasized the usefulness of game strategy and its positive impact on learning the English language.

This study was conducted to investigate the impact of English language games on the grammar achievement of seventh-grade students in Tulkarm district. The study was motivated by the theoretical background of grammar and its significant role in English language learning, as well as the benefits of games in fostering an interactive and supportive classroom environment.

Chapter Two

Methods

2.1 Introduction

This chapter is specified to present the methodology used throughout the study. It consists of the population and the sample of the study, as well as the study tool and its validity and reliability. It also includes the practical procedures employed in conducting the tool. Moreover, it includes the study variables and the statistical tests used in this study.

2.2 Methodology of the Study:

The first section of the methodology delineates the sample involved in the study, while the second section outlines the tools and resources employed by the researcher. This study is a semi-experimental quantitative one. Inferential and descriptive statistics were used in the study's data analysis. Descriptive statistics were used to calculate the mean, standard deviation, and standard error of measuring utilized tests. The reliability was measured using Cronbach coefficient Alpha method. For inferential statistics, the Independent Samples T-test, Paired Samples T-test and ANOVA test were used.

The purpose of this study is to investigate the effect of using English language games on the achievement of 7th grade students' grammar in Tulkarm district during the scholastic year (2022-2023). To achieve the purpose of this study, the researcher chose a sample of students from the population of the study which included (4232) male and female students who are in seventh grade in Tulkarm district. The students were divided into two groups (the experimental and the control group). The control group was taught grammar using the traditional methods, whereas the experimental received intervention through language games.

The study was divided into two sets:

1. Experimental set (group): students who learned English grammar using educational games.
2. Control set (group): students who learned English grammar using the traditional method.

- Experimental group: EG

- Control Group: CG
- Pretest: M
- Posttest: O
- Treatment: X1
- Without treatment: X2

The quasi-experimental design of the study was as follows:

- EG: M X1 O
- CG: M X2 O

2.3 Population of the Study

The population of this study consists of all the students who are in the seventh grade in Tulkarm district in the scholastic year 2022/2023. The total number of students is (4232) male and female.

The following table shows the distribution of the population according to the sector.

Table (2.1)

The Distribution of the population According to the sector

Sector	Number	Percentage%
Governmental	3753	88.6%
Private	109	2.5%
UNRWA	370	8.7%
Total	4232	100%

2.4 Sample of the Study

The research subjects have a same educational and cultural background, and they have all been studying English using the Palestinian curriculum known as English for Palestine. The sample of this study was selected purposely by the researcher. It consisted of 168 seventh graders who study in Tulkarm and Nour Shams Basic Girls' Schools in two groups: seventh B and seventh A. The study comprised of two groups, namely the experimental group comprising of 84 students and the control group comprising of 84 students. The primary rationale for opting for a purposeful sample pertains to the challenges encountered by the researcher during the study's execution. The researcher exerted her best efforts to take the permission of the Directorate of Education in Tulkarm

to carry out the study. All attempts, unluckily, were unsuccessful because of the enormous number of researchers who needed to conduct their studies. The researcher then tried to obtain approval for implementing in private schools, but the study's required sample size was not available in the region. After falling at multiple efforts, the researcher finally received approval to carry out the study solely in UNRWA schools. The table presented below displays the numerical values corresponding to the quantity of individuals within each respective group.

Table (2.2)

Displays the distribution of the sample based on the groups.

School	Group	Grade	No.	Percentage
Tulkarm and Nour Shams Basic Girls' Schools	Experimental group	Seventh Grade B	84	50%
	Control group	Seventh Grade A	84	50%
	Total		168	100%

2.5 Tool of the Study

To accomplish the objectives of the research, the investigator administered a pre-test to ensure that both the experimental and control groups possessed equivalent levels of proficiency in English language grammar. Subsequently, the experimental procedure was administered to the designated experimental cohort. Subsequent to this, a post-assessment was administered to evaluate the progress of the pupils' grammatical proficiency in the English language. Both tests were prepared by the researcher focusing on specific grammatical structures that are included in the seventh grade English textbook, and students are expected to have mastered this.

2.5.1 Pre-Test

To ensure that the experimental and control groups possess comparable levels of competence and to assess their proficiency in English language grammar. The pre-grammar test was administered by the researcher. The examination required students to respond to questions pertaining to the English syllabus for seventh-grade students (see Appendix B).

The t-test approach was used to record and statistically analyze the test findings. The mean, standard deviation, and T-value are shown in Table (3).

Table (2.3)

T-Test results comparing the experimental and control groups for the pre-grammar test

Group	No.	Mean	Std. Dev.	T	P-value
Experimental	84	7.87	2.26	2.023	0.071
Control	84	8.74	3.67		

Both the control and experimental groups virtually had the same level of grammatical proficiency, as seen in the data table above. According to the above table, the difference is not statistically significant ($P\text{-value } 0.071 \geq 0.05$). This indicates that the two groups' language proficiency in terms of grammar was almost equal.

2.5.2 Post-Test

The researcher devised an assessment tool in the form of a test of grammar to evaluate the English grammar proficiency of the students. The assessment was administered as a follow-up evaluation subsequent to the experimental intervention (see Appendix B).

The objective of the assessment is to evaluate the impact of incorporating English language games on the academic performance of students in the area of grammar. The grammar test was constructed by the researcher utilizing the English for Palestine 7A textbook, adhering to the guidelines outlined in the test specification. In addition, she relied on her prior experience as an instructor of English and sought guidance from other professionals in the field of English education.

The test items were divided into five distinct questions. The assessment comprised of a total of twenty points. The researcher's experiment was centered on the students' ability to acquire the appropriate grammar related to specific regulations.

- In the first asked question, the pupils were instructed to identify and encircle the appropriate conjugation of the verb. It comprised of six sections, with a value of one point assigned to each accurate response.
- In the second question, the students were instructed to rectify the verb that was enclosed within the brackets. It comprised of four components that assess the proficiency in discriminating between various types of verbs. A single point was awarded for each accurate response.

- In the third one, the pupils were instructed to arrange the given word in the appropriate sequence. It comprised of five distinct components, with a single point being allocated for each accurate response.
- Question number four required the pupils to rectify the verb that was underlined. It consisted of a singular item, with a corresponding value of one point designated for a correct response.
- In the fifth question, the aim is to elicit a comprehensive response from the students utilizing the provided notes. It comprised of four components that assess the students' proficiency in categorizing grammatical sentences, with one point awarded for each accurate response.

Table (2.4) displays the categorization of questions based on the evaluation standards outlined in the examination guidelines. The researcher adopted Bloom's Taxonomy.

Table (2.4)

Table of specification

Activity	No. of items	Marks	%
Multiple choice	6	6	30%
Verb correction	5	5	25%
Word order	5	5	25%
Making sentences	4	4	20%
Total	20	20	100%

2.6 Validity of the Tool

The pre-test and post-test items were sourced from the content featured in the Palestinian English textbook designed for 7th grade students. To ensure the validity of both the pre-test and the post-test, they were given to a jury in the field of TEFL: they are Dr. Nedal Jayousi and Dr. Munther Saeedi from An-Najah National University, and Dr. Hadeel Ashour who is a lecturer at Al-Madinah International University. They were also given to two English teachers at the Directorate of Education in Tulkarm district who are Mr. Rabah Saifi and Mrs. Reef Ganem (see Appendix C). All of them examined the validity of the two tests by comparing their items with the content of 7th grade English textbook. Then, the researcher made all modifications they referred to.

Concurrent Validity

To ensure the validity of the tests, the researcher conducted a test-retest and then chose a sample of students who are not included in the sample of the study to perform the test. The test-retest was applied within a week to assure that remembrance does not affect students' answers. Pearson correlation coefficient was used.

Table (2.5)

Pearson correlation coefficient values between the mean of each question of the test

Question No.	Pearson coefficient	P-value
1	0.811 **	0.00
2	0.713 **	0.00
3	0.825 **	0.00
4	0.562 **	0.00
5	0.773 **	0.00

It is clear from the previous table that the correlation coefficients between the mean of each item of the test and the total mean of the test ranged between (0.562- 0.825), and all these values are statistically significant at the significance level ($\alpha \leq 0.05$) since the P-value is 0.00 for all questions, which indicates that the concurrent validity of the tests has been achieved in the scale.

2.7 Reliability of the Tool

Reliability indicates that the scores yielded from an instrument are consistence and stable. In other words, it's the degree to which an assessment tool produces stable and consistent results. To ensure the reliability of the research test, the researcher used Cronbach coefficient alpha method, which is one of the most popular reliability statistics, and is used today for determining the internal consistency or average correlation of items in a survey instrument to test its reliability.

Table (2.6)

Cronbach alpha test

NO.	Group	Test	No. of question	alpha-value
1	Experimental	Pre-test	5	0.775
		Post-test	5	0.868
2	Control	Pre-test	5	0.813
		Post-test	5	0.793
Total				0.812

Table (5) shows that the results of Cronbach alpha test are (81.2%) and the entire scale paragraphs are above 70%, which is acceptable. Therefore, the tests are reliable and could be redistributed.

2.8 Variables of the Study

This study contained the following variables:

2.8.1 Independent Variables

The independent variable of this study was the use of English language games in teaching Grammar.

2.8.2 Dependent Variables

The dependent variable of this study was students' scores in the grammar test that is held after the use of language games in the classroom environment.

2.9 Procedures of the Study

The researcher followed the following procedures during the implementation of this study:

1. The researcher prepared the study tool which was a pre and post-test, and the content that has been specified to be taught to the students.
2. The researcher examined the validity and reliability of the tool to ensure that it can be used.
3. The researcher determined the population of the study which consisted of all seventh graders in Tulkarm district in the scholastic year 2022/2023, and the sample which consisted of 168 seventh graders who are studied in Tulkarm and Nour Shams Basic Girls' Schools in two groups: seventh B and seventh A.
4. The researcher exerted her best efforts and coordinated to take the permission of the Directorate of Education in Tulkarm district to start implementing her experiment. Unfortunately, all efforts failed because of the huge number of researchers who need to implement their experiments in schools, which wasted the teacher's time. Then the researcher tried to get permission to implement in private schools, but the sample

size in the area was not enough for the study. Consequently, after several attempts, the researcher took permission to implement the study in UNRWA schools only.

5. The researcher met the principal and the English teachers at the schools.
6. The researcher explained in detail about the study and provided them with more illustrations about the purpose of the study, the tool, the material, and the procedures that will be followed during the experiment.
7. The researcher asked them to make sure that the study tool was valid to start implementing the experiment.
8. The researcher divided the students into two groups (the experimental and control group), and both groups were given a pre-test to make sure that they have the same academic level.
9. The teacher taught the control group using the traditional method of teaching grammar, and the experimental group was taught via language games by the researcher.
10. The researcher gave both groups a post-test to assess the effectiveness of the new method.
11. In the end, the researcher analyzed the results, came to the conclusions, and suggested some recommendations.

2.10 Statistical Analysis

The obtained data were analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical procedures were used in the study: Frequencies, means, standard deviations, and percentages. In addition, the following tests were computed: Cronbach Alpha test, T-test, and One-Way ANOVA.

2.11 Summary

This chapter illustrated how the study was carried out. It introduced the methodology, the population, and the sample of the study. It also included the tool which was a pre post-test that the researcher used to implement the study. Further, it ensured the validity and reliability of the test. The results showed that it is valid, reliable and could be redistributed. In addition, this chapter addressed the procedures that were followed and

the difficulties encountered throughout the study, and how the researcher overcame them to succeed it. Finally, it presented the study design and the statistical analysis that were used.

Chapter Three

Results and Discussion

3.1 Introduction

The present chapter provides an in-depth analysis of the outcomes of the investigation, encompassing the discoveries and corresponding deliberations. The final component encompasses the responses to the inquiries and hypotheses.

The initial segment of this chapter provided responses to the three inquiries posed in the study, while the subsequent segment analyzed the outcomes of the hypotheses.

3.2 Descriptive analysis

The researcher extracted the results of the students in the pre and post-tests, and the results were as follows:

Table (3.1)

Mean results for pre-test and post-test for the tow groups

Question Number	Question marks	Control group		Experimental group	
		Pre-test	Post-test	Pre-test	Post-test
1	6	2.46	3.78	3.51	4.54
2	4	2.05	2.09	0.656	2.63
3	5	2.63	3.055	3.62	3.92
4	1	0.303	0.141	0.46	0.73
5	4	0.92	0.98	0.76	2.85
Total	20	8.363	10.046	9.006	14.67

The results in the previous table indicate that there is a difference in the marks of the pre and post-test for the two groups, and the researcher indicates that there is an improvement in the marks of the experimental group, clearly more than of the control group.

3.3 Results Related to English language grammar Test

3.3.1 Findings pertaining to the initial question and proposed hypothesis

The question No.1 is "Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students achievement in English Grammar in favor of the pre-test?"

The initial hypothesis is "There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students achievement in English Grammar in favor of the pre-test".

To examine the aforementioned hypothesis, the investigator employed the Independent Samples T test to assess the disparities in the average scores out of twenty on a grammar assessment between the experimental and control groups during the pretest phase. The ensuing table presents the findings:

Table (3.2)

Displays the means, standard deviations, and results of an independent samples t-test assessing the differences in mean scores on a test of grammar between the experimental and control groups during the pre-test phase

Group	N	Mean	Std. Deviation	T	P-value
Control	84	8.363	2.73	0.562	0.953
Experimental	84	9.006	3.91		

The initial assessment comprised a total of 20 items. The mean values for the two groups, consisting of 20 participants each, were calculated and found to be 8.363 for the control group and 9.006 for the experimental group. The findings indicate that there were no notable variations in the average scores of the English language grammar assessment between the experimental and control groups during the pre-test phase, as evidenced by a P-value of 0.953, which exceeds the significance level of 0.05. Thus, we accept the null hypothesis.

3.3.2 Findings pertaining to the second question and hypothesis

The second question is "Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental group students' achievement in English Grammar in the pre and post-tests in favor of the post-test?"

The second hypothesis is "There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental group students' achievement in English grammar in the pre and post-tests in favor of the post-test".

The following table displays the results of an Paired Samples T test conducted to determine whether or not there were significant variations in the mean ratings out of

twenty of the experimental group students' performance in English grammar among the pre and post-tests:

Table (3.3)

Means, standard deviations, and the number of independent samples T test findings indicate variations in mean scores of experimental group grammar test students between pre and post-tests

Test	N	Mean	Std. Deviation	T	P-value
Pre-tests	84	9.006	3.32	3.021	0.026
Post-tests	84	14.67	3.79		

There were 20 total points on both the pre and post-exams. The mean scores on the pretest (9.006) and the posttest (14.67) are both out of a possible 20 points. Mean scores on pre- and post-tests of English grammar demonstrated statistically significant differences between the experimental group performance in the two tests since ($P\text{-value} = 0.026 < 0.05$), and these differences were favor to the post-tests. Thus, we reject the null hypothesis.

3.3.3 Results related to the third question and hypothesis

The third question is "Are there any statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in the post-test in favor of the experimental group?"

The second hypothesis is "There are no statistical significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' achievement in English Grammar in the post-test in favor of the experimental group".

Following is a table displaying the results of an analysis of variance (ANOVA) performed to determine whether or not the post-test scores of the experimental group differed significantly from those of the control group on a test of grammar:

Table (3.4)

Means and standard deviations of grammar test students from the experimental and control groups favored the experimental group

Group	N	Mean	Std. Deviation
Control group	84	10.07	3.41
Experimental Group	84	14.83	3.64

The statistical means for both groups, consisting of 20 participants in total, are as follows: the control group yielded a mean of 10.07, while the experimental group yielded a mean of 14.83. The findings indicate that there exist statistically noteworthy variations in the average scores of an English language grammar assessment between the experimental and control groups during the post-test phase in favor of the experimental group. Thus, we reject the null hypothesis. Also, to verify the statistical significance of the test, the researcher used ANCOVA test for the total score, as shown in the table (3.5) appendix (F).

The tabulated data indicate that there are existed statistically significant variations in the average scores of students' performance in the English grammar assessment between the experimental and control groups during the post-test, with the experimental group exhibiting superior performance.

Chapter Four

Discussion, Conclusions and Recommendations

4.1 Chapter Overview

This chapter provides a context for the discussion of the results related to the effect of using English language games on the achievement of seventh grade students' grammar in Tulkarm schools district during the scholastic year (2022-2023). This chapter also explains the research question, along with the results of the testing of the theories, and the research theoretical and practical ramifications. In addition, this part concludes and summarizes the research results while emphasizing some recommendations for the entities related to the study. The research constraints and strengths are also provided in the chapter close.

4.2 Discussion of Results

Games are student-centered exercises that demand participation from learners. So, the games play a unique role in any foreign language teaching program because they facilitate foreign language learning, especially for EFL learners. This is true even though some English instructors view language games as time wasters or classroom tricks for amusement. English language teaching and learning have become much more difficult for instructors and students since the advent of interactive language teaching, just as any new technology presents difficulties for its consumers. In addition to offering entertainment and leisure, games also encourage students to use their language in a creative and interactive way, which has become critically essential for English language learners and teachers.

To examine the efficacy of English language games in enhancing students' grammar proficiency, the researcher employed a purposive sampling technique to select a sample of 168 female students from the 7th grade in the Tulkarm district during the academic year 2022-2023. All participants classified English as a foreign language. The sample was then divided into two groups, namely the experimental and control groups. The experimental group acquired knowledge of grammatical rules through the use of games, while the control group received instruction through traditional methods.

The study involved administering a pre-grammar test and a post-grammar test to establish comparable levels of competence among participants in the experimental and control groups, and to assess their proficiency in English language grammar. Subsequently, games were selected based on the major themes identified by the researcher, as well as the abundance of games in the seventh-grade curriculum textbooks. The activities were drawn from both the prescribed text and external sources. The games are appropriate for the students age, culture, and level of English proficiency, and they share a lot of similarities with the main curriculum topics. The experimental group of participants was presented with a variety of external English children's games sourced from YouTube by the researcher. The presentation was conducted in the classroom using flashcards, pictures, real objects, or an LCD. Subsequently, the researcher devised a grammar assessment to gauge the English grammar proficiency of the students. The assessment was administered as a post-test subsequent to the experiment for both groups of participants.

The present study employed a language grammar assessment comprising five questions and twenty points to gauge the proficiency of students. The pre-test and post-test items were sourced from the 7th-grade Palestinian English textbook. Furthermore, the researcher took measures to ensure the reliability and validity of the research instruments, as evidenced by the data presented in Table 2.5 and Table 2.6.

The result of (table 3.1) indicated that the results of students in the pre and post-test for the two groups was different, and the researcher indicates that that there is a difference in the marks of the pre and post-test for the two groups, and there is an improvement in the results of the experimental group, clearly more than of the control group, this results indicates that there is strong evidence for the effect of using games in teaching English grammar in a positive manner.

The above-mentioned results additionally indicate that games are a crucial and essential component of English language teaching and learning in the setting of primary school English classes because they offer a variety of educational benefits for EFL teachers. Games are one of the best methods to focus young students' energy on language learning because they enjoy physical activities, are imaginative and artistic, and absorb information unconsciously.

These results are in agreement with the study by (Elkahlout, 2012) which showed that both students and teachers had a positive point of view towards using games in teaching grammar. In addition, (Ishtawi, 2011) study which focused on determining how game strategy affected the acquisition of English grammar for twelfth graders in Gaza governmental schools, the researcher chose the first group which taught via educational games and the second group via traditional method, and the results revealed that there were statistical significant differences between the groups in favor of the experimental group, which provides evidence of the effectiveness of the use of games.

The current study also provided similar results of (Al-Jarrah et al., 2019) study which aimed to investigate the use of educational games to improve English grammar achievement among eleventh grade students at a high school for girls in East Jerusalem, the results revealed that there was no significant difference at $\alpha = 0.05$ between groups on the pre-test, while the post-test revealed a significant difference between the achievement of the experimental group ($M = 77.6\%$) and control group ($M = 68.7\%$).

Moreover, (Amel, 2021) study showed students motivation will be boosted and raised if language games are introduced in grammar lectures. This is also indicated by the results of the current study.

Based on the research questions and hypotheses, The findings indicate that there were no significant variations in the average scores of the English language grammar assessment between the experimental and control groups during the pre-test, as evidenced by the P-value of 0.953, which is greater than the predetermined significance level of 0.05 as it is shown in Table 3.2, displays the means of the two groups out of 20, with the control group scoring 8.363 and the experimental group scoring 9.006. And this results answer the first question and hypothesis which is related to the differences between the experimental and control groups in the achievement of English Grammar students in favor of the pre-test.

The result of (table 3.3) indicated means for the two tests out of 20 are: the pre-test (9.006), the post-test (14.67). The results showed that there are statistically significant differences in the mean scores between the experimental group students' achievement in English grammar in the pre and post-tests since ($P\text{-value} = 0.026 > 0.05$), and these differences are favor to the post-tests. This means that there is strong evidence in the improvement of students' English grammar level by using games as learning tools.

The findings from Table 3.4 reveal that there exist statistically significant disparities in the average scores of the English language grammar test between the experimental and control groups in the post-test, with the experimental group exhibiting higher scores. Specifically, the mean scores for the control and experimental groups out of 20 were 10.07 and 14.83, respectively, indicating that the experimental group experienced a positive impact from the games on their English grammar achievement. These results demonstrate that the experimental group outperformed the control group in the post-test, highlighting the efficacy of games in enhancing English grammar proficiency.

The researcher, based on the previous results, indicated the effectiveness of using English language games on the achievement of seventh grade students' grammar based on the result of the new teaching method, the experimental group outperformed the control group in terms of grammar learning, because the learn using games bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language.

These findings are in agreement with the study by (Hakami & Abdelrahman, 2019) study, which indicated that using games in the classroom increased EFL learners' interest and motivation to use English in the classroom. They are also in agreements with (Mubaslat, 2012) study which showed that the achievement of learners in the experimental group were better than those in the control group which indicated that using educational games in the learning process had a positive effect on the learners' achievements at the basic level.

In addition, the current study also provided similar results of (Bayburdyan, 2011) study which showed that game-based learning was very entertaining, and students were highly motivated to participate in such activities.

According to the above findings, games have a significant pedagogical value and offer many benefits to English language teachers when used in foreign language courses. According to a review of research on language games, games play a significant role in many aspects of foreign language instruction and learning. The primary topics that are covered in the books include using games to instruct grammar to learners.

Furthermore, the results of the study asserted and confirmed the fact that games are a component of EFL learners everyday lives, and it is clear that they are the best instructional tasks for them. It is clear from the participants' results that games are useful for both grammatical instruction and practice. Games give learners a purposeful setting for communicative grammar practice, which makes grammar learning fun and lasting.

Besides, when games are used, students' anxiety about language acquisition diminishes. Because they believe they must grasp the target language, which they do not know, language learners experience tension in language courses. Additionally, when they make mistakes, they worry too much about being corrected by their instructors. Therefore, games are helpful at this stage since they lower nervousness, boost positive emotions, and boost self-confidence because learners can practice the target language without the fear of discipline or judgment. Nevertheless, despite this acknowledgment, some of the study's findings indicate to problematic behaviors. This demonstrates that, despite acknowledging the value of games for the teaching of English grammar, grammar teachers still adhere to a rule-based method of instruction rather than assisting students in becoming accustomed to using the grammar forms.

4.3 Conclusions

To sum up, the positions and relationships between teachers and students are altered through games, and students are encouraged to actively engage in their education. Games, therefore, bring real-life situations to the confinement of the classroom which give students the opportunity to control their own learning and provide a framework for language use. Because students are focused on the content rather than the words when playing games, instructors can design contexts that support unconscious learning. As a result, when students fully immerse themselves in a game, they learn language in the same manner that they learn their mother tongue: subconsciously.

In conclusion, a close investigation of the findings reveals that EFL teachers are aware of the educational benefits of using games in their classes and concur that, even though clearly teaching grammatical principles is still crucial, using games as a method of instruction is also advantageous. The players agree that using games to teach grammar, particularly to young students, is successful. The study's findings also indicate that,

despite the overwhelming support for the use of games in grammar instruction among the subjects, they are not used as frequently as might be anticipated.

Moreover, most of the participants claim that the packed classroom settings and the demanding courses are to blame. To ensure the advantages of games in the foreign language classroom, this issue should be resolved with careful preparation and knowledge provided to the teachers. Lastly, by emphasizing the use of games in course books and resources, foreign language instruction can be enhanced and elementary school students can appreciate learning English in a strong way.

4.4 Recommendations

The researcher issues the following suggestions in light of the research findings which aims to use games in an effective manner, such as:

4.4.1 Recommendations for English teachers

1. Teachers should incorporate games into their grammatical lessons, and games should be considered in English language learning programs.
2. To simplify, engage, and motivate their students, teachers should use activities that depend on games in their lessons.
3. Teachers are aware that one of the best ways to give students the opportunity to better their command of the language is through game-based learning.
4. In order to achieve improved outcomes, language game strategies must be used when teaching English.

4.4.2 Recommendations for further research

1. It is necessary to conduct additional study on how gameplay tactics affect various English proficiency levels.
2. Additional studies can be conducted at different skill levels and ages with a larger sample size to produce more broad results.

4.4.3 Recommendations for the Ministry of Education

1. The Ministry of Education is recommended to utilize the benefits of communicative language instruction with the purpose of building a welcoming, encouraging, and

learner-centered learning atmosphere that will benefit students by giving them lots of exposure to the target language.

2. The Ministry of Education is also recommended to add more exercises to the workbook in order to give the students more opportunities to practice, revise, and learn speaking, reading, and writing in addition to English language.

4.5 Research Strengths

1. The study provided a real assessment of the importance of using games as a modern educational tool.
2. The researcher used two purposeful groups to check and compare results.
3. The researcher relies on the assessment of the data collection tool by numerous English specialists and teachers.
4. Using English language games in teaching is modern and interesting study topic.
5. The researcher considered that the activities based on the games are useful and appropriate to the Palestinian culture.

4.6 Limitations of the Study

The researcher classifies the limitations of the study into four: Locative, temporal, human and topical limitations:

1. Locative limitation: This study is restricted to Tulkarm district.
2. Temporal limitation: This study is restricted to the first semester of the academic year (2022-2023).
3. Limitation of the study pertains to the human population, it is specified to the entirety of 7th grade students within Tulkarm district.
4. This research is constrained by a topical limitation, as it solely focuses on investigating the impact of utilizing English language games on the grammatical proficiency of 7th grade pupils in the Tulkarm district.

Like previous studies, this one has some restrictions. First, there is no one notion or standard for using games as learning tools, and there have been few studies done on this topic in developing nations like Palestine. Second, research data was gathered from few

students in Palestine, which is regarded as a big area. As a result, it is important to be cautious when generalizing the results due to the small sample size. Third, the restrictions set by the Ministry of Education regarding the use of modern educational methods and its evaluation process.

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Appendices

Appendix (A)

Lesson Plans

(Present Simple)

<p>Objectives: 1- students will be able to describe daily activities that they do. 2- students will be able to express thoughts, emotions, general truths and habits. 3- students will be able to use adverbs of frequency.</p>		
<p>Required materials and resources: flashcards (the researcher used them as visual aids to implement the activities), pupil's book, blackboard and real objects.</p>		
Steps	Procedures	Time
Warm up	<p>The teacher</p> <ul style="list-style-type: none"> -Greet the students. -Asks all the students to stand up. -Asks them general questions: <ol style="list-style-type: none"> 1. What today is it? 2. How is the weather? -Asks one student to answer the raised question. -If the answer is wrong, the teacher chooses another student to answer. -If the answer is right, the student sits down. -Then, the teacher raises another question. -The main objective is to avoid being the last student standing. 	5 minutes
presentation	<p>The teacher uses the "inquiry circle game" to teach present simple.</p> <ul style="list-style-type: none"> -Divides the students into groups. -Direct yes/no questions to each group: <ol style="list-style-type: none"> 1. Do you go to bed early? 2. Does you help your parents at home? 3. What is your opinion on action movies? Selects a member of the cohort to respond to the question. -The task requires the student to provide a response that conveys a significant idea without utilizing the words "yes" or "no". - If the answer is grammatically correct and the student doesn't say yes or no, the group takes a point. -Writes students' answers on the board to let them extract the formula of the tense. -Asks another question and continue in the same way till the end. -The winner is the group that gets the highest points. 	15 minutes

Practice	<ul style="list-style-type: none"> -The teacher uses the "arranging games". -Divides the students into groups. -Shows them a chart that helps them to process the rule for the given verbs. -Provides them with three sets of cards and shows them how to use the chart with the cards. -Shows them that: <ol style="list-style-type: none"> 1.The red cards have subjects. 2. The blue cards have verbs, adjectives or prepositional phrases. 3. The green cards have a question mark, a plus sign or minus sign to identify the sentence type like question, affirmative or negative. - In turn, one student of each group stands up and takes three cards of different colors. - The student has to form a grammatically correct sentence. - If the answer is correct, the group takes a point. -Continues in the same way till the cards run out. -The winner is the team that gets the highest points. 	15 minutes
Production	<ul style="list-style-type: none"> -Gives the students a brief test through an exercise to check their comprehension. -Asks them to work individually. -Provides them with immediate feedback. 	10 minutes

(Present Continuous / Stative Verbs)

<p>Objectives: 1- Students will be able to describe actions that are happening at the present moment. 2- Students will be able to talk about things that are evolving, growing or changing.</p>		
<p>Required materials and resources: pictures, pupil's book, blackboard and real objects, LCD.</p>		
Steps	Procedures	Time
Warm up	<p>The teacher</p> <ul style="list-style-type: none"> -Greet the students. -Asks the students to set in a circle. -Chooses one student to stand up and mime an action without saying what it is and other students have to guess. -The student who guesses correctly takes a point. 	5 minutes
presentation	<p>The teacher uses "mime games" to teach present continuous.</p> <ul style="list-style-type: none"> -Presents a situation by asking two students to stand and make an action. -Asks loudly: what are they doing? -Answers the question by saying, for example, I am drawing. -Writes the question and answer on the board. -Divides the students into groups. -Each group has to perform an action, form a question and answer it following the same way. -The teacher writes all the questions and answers on the board. -Asks the students to look at them and notice the grammatical pattern in order to extract the formula of the tense. -The winner is the group that gets the highest point. -The teacher checks their comprehension through changing the word order and asking them to give the correct sentence structure. <p>Then, the teacher explains the stative verbs using the comparison.</p> <ul style="list-style-type: none"> -Shows the students two pictures that have the same verb but in a different form tense. (The first picture has the present simple form, and the second one has the continuous form). <p>For example:</p> <ol style="list-style-type: none"> 1- I think it's a good idea. 2- I am thinking of buying a car. <ul style="list-style-type: none"> -Asks the students: <ol style="list-style-type: none"> 1- Which picture expresses that there is an action/ something happening ? 	15 minutes

	<p>2- Which picture shows a state rather than an action? 3- What is the verb tense in the sentence? 4- Why doesn't the second sentence has the same verb tense? -The teacher continues asking until the students comprehend the idea completely.</p>	
Practice	<ul style="list-style-type: none"> -The teacher uses the "guess the action" game. -Divides the students into groups. -Asks the students to close their eyes. -Performs an action like kicking the table, moving the table or dropping the book on the floor. -In turn, one student of each group has to guess what is happening from what they can hear. -The students have to answer with a meaningful sentence. -If the student guesses correctly, the group takes a point. -The winner is the group that gets the highest points. -Shows the students a picture containing different activities. -Asks one student to come and stand in front of the whole class. -The standing student selects a person in the picture and doesn't tell other students who has been selected. -The students guess. -The student who guesses has to answer what the person in the picture is doing with a meaningful sentence. -If the answer is grammatically correct, the student takes a point. -The winner is the one who gets the highest points. 	15 minutes
Production	<ul style="list-style-type: none"> -Gives the students a brief test through an exercise to check their comprehension. -Asks them to work individually. -Provides them with immediate feedback. 	10 minutes

(Present Perfect)

Objectives: 1- Students will be able to describe actions/events that began in the past and are still in progress. 2- Students will be able to speak about actions that occurred at unknown period in the past. 3- Students will be able to talk about actions that took place in the past, but have an impact in the present.		
Required materials and resources: flashcards (the researcher used them as visual aids to implement the activities), pictures, pupil's book, blackboard and real objects.		
Steps	Procedures	Time
Warm up	The teacher -Greet the students with a smile. -Puts a set of cards contains names of some Palestinian cities. -Asks the students to set in a circle. -Gives each student a card. -The teacher says three sentences about the city she is describing, and the students have to guess it in 30 seconds. -The student who holds the right answer has to set on the chair. -The main goal is not to be the last standing student.	5 minutes
presentation	The teacher presents the rule through a mime game. -Any students or the teacher mime an action for few seconds such as, cleaning the board or closing the door. -The teacher asks loudly: what have I done? What has she done? What have they done? -The teacher answers the questions by saying, for example, I have closed the door. -Writes the questions and answers on the board. -Divides the students into groups. -Mimes other actions and Continues in the same way with each group. -Writes the answers and questions of all groups on the board. -Discusses them with the students in order to extract the formula of the tense. -The winner is the group that gets the highest points.	15 minutes
Practice	The teacher uses the "inquiry circle game". -Divides the students into groups. -Direct yes/no questions to each group: 1. Have you eaten your breakfast? 2. Has your father ever travelled to Saudi Arabia? 3. Have you already watched a film? -Chooses a student of the group to answer the question.	15 minutes

	<ul style="list-style-type: none"> -The student has to answer with a meaningful sentence without saying yes or no. - If the answer is grammatically correct and the student doesn't say yes or no, the group takes a point. -Writes students' answers on the board. -Asks other questions and continue in the same way till the end. -The winner is the group that gets the highest points. 	
Production	<ul style="list-style-type: none"> -Gives the students a brief test through an exercise to check their comprehension.. -Asks them to work individually. -Provides them with immediate feedback. 	10 minutes

Appendix (B)

The pre and post tests

English Grammar Test

Mark: 20

Class/section: Exam time:

Question 1: Circle the correct form of the verb. (6 marks)

1- Dana ----- three brothers and one sister.

a- have b- has had c- has

2- The world -----very quickly.

a- has changed b- is changing c- change

3- Some of my family members -----yet.

a- haven't come b- don't come c- hasn't come

4- Khalid ----- in Paris since 2004.

a- is living b- has lived c- lives

5- The number of English speakers ----- all over the world.

a- are increasing b- is increasing c- increase

6- Have you ever travelled to Egypt?

No, I have ----- been there.

a- ever b- never c- already

Question 2: Correct the verb between brackets. (4 marks)

1- He -----an English book at the moment. (read)

2- They ----- usually happy to meet new people. (not/be)

3- My little brother ----- action films. (like)

4- They ----- just ----- the match. (finish)

Question 3: Put the words in the correct order. (5 marks)

1- your cousin? / you / Do / see / often

2- Palestinian Arabic? / you / learning / Are

3- at / they / home? / Are

4- you / ever / to / Have / Cairo? / gone

5- cooking / right / She / now. / is

Question 4: Correct the underlined verb. (1 mark)

1- I am hearing a noise in the kitchen.

Question 5: Give full answers to these questions using the given notes. (4 marks)

1- Q: What are you doing now?

A: Play computer games.

2- Q: What is your favorite subject?

A: English

3- Q: Have you eaten your breakfast?

A: Yes, -----

4- Q: Do you like tea?

A: yes, -----

Good luck

Appendix (C)

Referee's Committee

No.	Name	Qualification	Institute
1	Dr. Hadeel Ashour	Ph. D in Curriculum and Methods of Teaching English Language	- English teacher at Balqees Al- Yaman Secondary Female School - Lecturer at Al- Madinah International University / Malaysia
2	Dr. Munther Saeedi	M.A in Applied Linguistics	Lecturer at An- Najah National University
3	Mr. Rabah Saifi	B.A in English Language and Literature	English teacher at Kufr Abboush Secondary Mixed School
4	Mrs. Reef Ghanem	B.A in English Language and Literature	English teacher at Kufr Sur Secondary Mixed School

Appendix (D)

Shots of the researcher while implementing the Study



Appendix (E)

A sample of students' answers in the exam

رستم أحمد صالح محمود

Grammar Test

15.5
20

Mark: 20

Class/section: 7th A

Exam time:

Question 1: Circle the correct form of the verb. (6 marks)

1- Dana ----- three brothers and one sister.

a- have

b- has had

c- has

2- The world ----- very quickly.

a- has changed

b- is changing

c- change

3- Some of my family members ----- yet.

a- haven't come

b- don't come

c- hasn't come

4- Khalid ----- in Paris since 2004.

a- is living

b- has lived

b- lives

5- The number of English speakers ----- all over the world.

a- are increasing

b) is increasing ✓

c- increase

6- Have you ever travelled to Egypt?

No, I have ----- been there.

a- ever

b) never ✓

c- already

Question 2: Correct the verb between brackets. (4 marks)

1- He reading ----- an English book at the moment (read) ✗

2- They don't been ----- usually happy to meet new people. (not/be) ✗

3- My little brother likes ----- action films. (like) ✓

4- They are ----- just finished ----- the match. (finish) ✗

1.5

Question 3: Put the words in the correct order. (5 marks)

1- your cousin? / you / Do / see / often

Do you often see your cousin? ✓

2- Palestinian Arabic? / you / learning / Are

Are you learning Palestinian Arabic? ✓

3- at / they / home? / Are

Are they at home? ✓

4- you / ever / to / Have / Cairo? / gone

Have you ever gone to Cairo? ✓

5- cooking / right / She / now. / is

She is cooking right now. ✓

Question 4: Correct the underlined verb. (1 mark)

(0)

1- I am hearing a noise in the kitchen.

am hear ✗

Question 5: Give full answers to these questions using the given notes. (4 marks)

1- Q: What are you doing now?

A: Play computer games.

I am playing computer games

(3)

2- Q: What is your favorite subject?

A: English

I am learning English ✗

3- Q: Have you eaten your breakfast?

A: Yes, I have ✓

4- Q: Do you like tea?

A: yes, I like it ✓

Good luck

Appendix (F)

Tables

Table (3.5)

Means, Standard Deviations of students of grammar test between the experimental group and the control group in favor of the experimental group

Differences	Total group	Freedom	Mean sum	F- value	Sig
All groups	3.081	1	21.49	43.607	0.00
Post-test	2.45	1	31.72	2.611	0.27
Between group	8.662	84	0.206		
Total	14.193	85			



جامعة النجاح الوطنية
كلية الدراسات العليا

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القواعد النحوية لطلبة الصف السابع في محافظة طولكرم

اعداد

ليلى مريد سليم خطاب

إشراف

د. نضال راشد جيوسي

قدمت هذه الرسالة استكمالاً لمتطلبات درجة الماجستير في أساليب تدريس اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2023

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الملخص

تهدف هذه الدراسة لمناقشة تأثير استخدام ألعاب اللغة الإنجليزية على تحصيل القواعد النحوية لطلبة الصف السابع في محافظة طولكرم. ولتحقيق هذا الغرض قام الباحث باستخدام اختبار قواعد نحوية طُبق على 168 طالبة من الصف السابع موزعين على مجموعتين؛ ضابطة وتجريبية. تحتوي كل مجموعة على 84 طالبة من مدارس طولكرم ونور شمس الأساسية للبنات. قامت الباحثة بتطبيق الاختبار القبلي لجميع الطلبة في المجموعتين الضابطة والتجريبية لأجل إتمام المعلومات المطلوبة لتحقيق هدف الدراسة. كما وقامت الباحثة باستخدام العينة ذاتها للإجابة على الامتحان البعدي بعد أن تمّ تدريس المجموعة التجريبية من خلال الألعاب. ومن خلال النتائج المتعلقة بالاختبار، فقد تبين وجود فروق ذات دلالة إحصائية بين تحصيل طلبة المجموعة التجريبية في الاختبارين القبلي والبعدي وهذه الفروق لصالح الاختبارات البعدية. بالإضافة إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي لصالح المجموعة التجريبية. وفي ضوء هذه النتائج فقد أوصت الباحثة بضرورة قيام المعلمين بدمج الألعاب في دروسهم النحوية وأخذها بعين الاعتبار في برامج تعلم اللغة الإنجليزية. علاوة على ذلك فقد أوصت الباحثة بإمكانية إجراء دراسات إضافية على مستويات مختلفة من المهارات والأعمار ومع حجم عينة أكبر لتحقيق نتائج أكثر شمولاً.

الكلمات المفتاحية: ألعاب؛ القواعد النحوية؛ الصف السابع.