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AUA is a U.S. accredited graduate institution affiliated with the University of California

Department of English Programs

A thesis submitted in

partial fulfillment of the requirements for the degree of Master of Arts in

Teaching English as a Foreign Languages (TEFL)

The Impact of Games on the Acquisition of

Grammatical Structures

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By:

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Yerevan, Armenia

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We hereby approve that this thesis

By

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be accepted in partial fulfillment for the requirements of the degree of

M.A. in TEFL

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Yerevan, Armenia

2011

Dedication

to my Family

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I owe much to my parents for being there whenever I needed them and for their endless encouragement, patience, support and love through my life. I dedicate this thesis to them.

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Abstract

The purpose of the present study was to find out the beneficial effects of games on the correct use of grammar structures, as well as to see what attitude the students had towards the grammar practice used during the study. The study was carried out in the EEC (Experimental English Classes) at the AUA (American University of Armenia). Two groups were selected for the study. The focus group received the treatment with the use of games, whereas the comparison group practiced the grammar structures with the traditional exercises.

The experiment was conducted to investigate the effectiveness of the treatment, which was done through quasi-experimental research. The study comprises the quantitative data. The quantitative data was collected through pre- and post-tests and the questionnaire. The data collected from the pre- and post-tests were analyzed by implementing the Mann-Whitney and Wilcoxon tests, in order to compare the test results of both groups.

The results revealed that there was no difference between the performances of both the focus and the comparison group students. Thus, it can de determined that both games and exercises help the students to improve the use of grammar structures similarly.

The analyses of the questionnaire showed that the majority of the focus group students believed that game-based learning was very enjoyable and they were highly motivated to have those kinds of activities. However, the comparison group students also had positive attitudes towards the grammar practice/ exercises used in their classes, and the percentage did not differ greatly compared with the focus group responses.

Chapter One: Introduction

Learning a language has always been regarded as an important activity since it is the only way of interaction between people at any age and for any reason. Therefore, learning a second language is necessary to communicate with people. Willes (1983) claims that language plays a central part in education, and it is a central fact in everyone's social life. Thus, second language learning has been the center of interest of many linguists and researchers. However, large numbers of people have difficulty in learning a second language at a high level of proficiency. There are many points on which a second language learner should focus. One of the most important points during this process is the second language grammar.

Learners of English have some problems with the learning of the grammar structures. To overcome the problems, different learning methods can be applied; language games may be one of the effective ways in learning process of the grammar structures. Games can help the learners to remember materials easily by entertaining and involving the students in learning process. It was considered to investigate the usefulness of language games and to find out the effectiveness of them through promoting learning of the grammar structures in a foreign language classroom.

1.1.Statement of the Problem

Many language teachers in Armenia argue that teaching L2 grammar structures to students is one of the most challenging issues in the second language learning process. They are not pleased with the ways of teaching grammar to their students. Thus, they are not sure of attaining an improvement in students' motivation and classroom participation.

Although it is believed that grammar is an important part of the language teaching process, the learning of grammar often has a bad reputation (Gao, 2001; Madylus 2002). Gao (2001) states that grammar learning is a negative experience for many L2 learners. Madylus (2002) share the same opinion, mentioning that grammar is a word that often "freezes" the hearts of the students and teachers.

Although learners find grammar both discouraging and unexciting, the traditional grammar approach has dominated the teaching of the foreign language in many language classes in Armenia. The main reason why teachers use traditional grammar teaching may be the fact of a large number of students in classes. Language teachers generally feel that they cannot manage communication-based practices, thus they concentrate only on teaching grammatical rules. In spite of the fact that they try their best to explain the rules, these explanations are usually not made as a part of a contextualized framework. Teachers use grammar exercises and practice drills which often have little or no meaning for their students. Students repeat after their teachers or engage in reading and responding. Such activities require only limited active participation and students are basically passive.

With this approach, there are usually few interactions between students and teachers, or between the students themselves. When students are asked to do some oral exercises relevant to the learned grammar, they feel anxious and uncomfortable. They prefer to keep silent because they are not used to speaking English in front of the whole class. They are afraid of "losing face" due to their errors (Gary, Marrane & Boyles, 1998). It is hard to find out whether students understood what teachers have taught them. As a result, the students feel that grammar is not meaningful and memorable (Engel& Myles, 1996; Larsen-Freeman , 1997; Madlylus,2002). They become frustrated and easily lose their interest and motivation to learn. In second language learning, grammar teaching should follow a more communicative, task-based teaching, and it should be away from a translation-based, drill-based methods. Thus, this shift provides accommodations the need for a more practical, communicative strategy of grammar teaching. However, the emphasis on communicative methods of teaching makes the learners' task challenging, because language learning is enormously complex (Lightbown 2000). Learning to communicate in a foreign language in a formal setting is difficult for many learners. Teachers' instructions ought to accommodate the needs of these learners while it promotes the practices of

current, communicative, language-teaching strategies. It is imperative that researchers in the field of second language acquisition (SLA) look into identifying pedagogical practices that are student-centered, communicative, effective, affective and motivational. Some of the most useful tasks that have been suggested for practicing both grammar and communication are language games (Hassaji, 2000). Many language researchers and teachers such as Hadfield (1996), Rinvolucri and Davis (1995), and Ur (1988, 1999), have recognized the teaching value of language games, emphasizing that they enable students' participation and strengthen their motivation.

The aim of this study is to compare the effectiveness of the game-based practice and traditional exercises in learning the grammar structures by the lower intermediate students at EEC. In order to increase their grammar accuracy, grammar teaching can be applied to these students through different practicing methods. Lee (1979) stresses that language games provide interesting and successful repetitions which not only encourage language learners to learn but also improve their learning. Macedonia (2005) states that students are not always aware that they are practicing grammar while they play games. It is a more entertaining way to overcome the second language grammar instead of written exercises. The important thing to remember is that a language game must be fittingly modified to individual learners' needs and specific pedagogical contexts in order to stimulate their comprehension and motivation.

1.2. Purpose of the Study

The purpose of this study is to investigate whether grammar structures can be learned effectively with language games. Games increase interactive and communicative grammar learning through their particular characteristics. With their competitive and co-operative characteristics, games engage students in real and meaningful communication. Games also have great advantages for grammar teaching and learning. They can be used for both extensive and intensive grammar practices. They can also be used as a revision, reinforcement and enrichment of grammar learning. While playing games, students are exposed to and engaged in real and

meaningful communication and these results in their long-term retention of grammar knowledge. Therefore, the main aim of the study was to investigate whether grammar practicing through language games helps students to reinforce grammar structures more than traditional activities.

1.3. Research questions

The research questions of the study are as follows:

1. *Do Games have an effect on the acquisition of grammar structures of EFL learners?*
2. *What are the students' attitudes and perceptions towards games and exercises used to teach English grammar?*

1.4. Structure of the Thesis

The thesis paper consists of four main chapters. The discussion of the significance, the background of the study and purpose of the study are discusses in Chapter one. It also presents the research questions and the structure of the thesis. Chapter one will be followed reviews the appropriate literature on the theoretical background of grammar and teaching grammar with games in Chapter 2. Chapter 3 describes the methodology of the study. It presents the information about the participants and the setting of the study, research design, instruments and the procedure of the data collection. Chapter 4 illustrates the analyses of the data to provide the answer to the research questions. Chapter 5 discusses the findings, limitations and provides suggestions for further research.

Chapter Two: Review of the Related Literature

Introduction

This chapter addresses some of the major issues on second language grammar teaching and learning discussed in the literature in order to prepare a theoretical framework for the current research. The first part of this chapter introduces not only the importance of second language grammar learning and teaching. It also defines the nature of language games taking into account the viewpoints of various linguists, it discusses characteristics of language games, types and effectiveness on grammar teaching and learning process. The second part of this chapter examines the nature of games, types, characteristics and game-based learning for grammar enhancement to show the potential benefits of the use of games and to discuss some of the implementation issues.

2.1. Defining grammar

Grammar has always had a prominent position in the interests of researchers in second or foreign language teaching and learning process. It is defined in different ways from various perspectives. Before going deep into the approach of grammar teaching, first it is essential to define the word grammar. The following chart demonstrates the overview of the definition of term "grammar".

Source	Definition
Leech, Deuchar & Hoogenraad, 1982	"Grammar is a mechanism according to which language works when it is used to communicate with other people. One cannot see this mechanism as it is hidden in humans mind. The only way of describing this mechanism is that it is a set of rule which allow people to put the

	words in certain way which is only possible by humans".
Crystal, 1987	"It is difficult to capture the central role played by grammar in the structure of language, other than by using a metaphor such as "framework" or "skeleton". Two steps can usually be distinguished in the study of grammar. The first step is to identify units in the stream of speech units such as "word" and "sentence". The second step is to analyze the patterns into which these units fall and the relationship of meaning that these patterns convey. Depending upon which units we recognize at the beginning of the study, so the definition of grammar alters. Most approaches begin by recognizing the "sentence" and grammar is thus most widely defined as "the study of sentence structure". A grammar of a language from this point is an account of the language's possible sentence structures organized according to certain general principles."
Richards & Platts, 1992	"A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the

	meanings and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of language. "
Jung, 1993	"Grammar is the linguistic description of the rule system of a language and the explicit or implicit representation of this rule system in the learner's mind."
Batstone, 1994	"At its heart, grammar consists of two fundamental ingredients- syntax and morphology – and together they help us to identify grammatical forms which serve to enhance and sharpen the expression of meaning."
Brown, 1994	"Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence."

Lock, 1996	"Grammar includes two aspects:
	
	    1. The arrangements of the words
	
	    2. The internal structure of words."

Ur, 1996	"Grammar is a set of rules that define how words are combined changed to from acceptable units of meaning within language."
Larsen-Freemen, 2003	"Grammar(ing) is one of the dynamic linguistic processes of pattern formulation in language,

	which can be used by humans for making meaning in context-appropriate ways."

From the above definitions the following clarifications can be made. According to Brown, (1994), Lock, (1996) and Jung, (1993) the structural point of view of grammar is dominant which covers only morphology and syntax.

In their interpretations Crystal, (1987), Richards and Platt (1992), Batstone (1994) and Ur (1996) point that grammar is not simply structure, but structures in use in certain context.

According to the definitions given by Leech, Deuchar, Hoogenraad 1982), Larsen-Freemen (2003), grammar is seen not in terms of its forms but of its primary knowledge systems. As a result grammar is considered as a system in a dynamic sense. The word "dynamic" according to Larsen-Freemen (2003) refers to the understanding of grammar as a process not as a product.

2.2. The Role of Grammar in Language Learning and Teaching

According to Richards (2002), Ur (1996), and Hudson (1992), the significance of teaching grammar has long been an issue of controversy. Thornburry (2001) states that no other issue has so preoccupied theorists and practitioners as the arguments over grammar teaching. Although, traditionally, grammar has been an important and integral part of language programs, it has lost its popularity as some educators have become uncertain about its value. Nassaji & Fotos (2004) assert that with the growth of the communicative approach in the late 1970s, the role of grammar teaching in second language learning was downplayed, and it was even proposed that teaching grammar was not only ineffective but might actually have some negative aspects. Krashen (1992) in his "Input Hypothesis" claimed that exposing learners to communicatively meaningful situations is more "natural" and more motivating than teaching them grammar. Moreover, he argued that "the effect of grammar is peripheral and fragile" and that "direct instruction of specific

rules has a measurable impact on tests that focus the performer on form, but the effect is short-lived". (p 140)

However, SLA researchers, such as Foto & Ellis (1991), and Savignon (2000) have claimed that if teachers want acquisition to take place, they need to pay more attention to language forms and learners need formal instructions to achieve high levels of accuracy. Celce-Murcia & Larsen-Freeman (1999) conclude that grammar is an essential element of second language instruction and view linguistic competence as a tool for the improvement of communicative competence. Moreover Gao (2001), states that grammar is "a catalyst for second language accuracy and fluency". And the claim given by Gao (2001) has led to a growth of grammar teaching, and its role in second language acquisition has become the focus of several current investigations.

Much grammar research has concentrated on determining if grammar should be taught at all or it should be under partial attention. The advocates for grammar teaching as well as those who are against grammar teaching have their own arguments to support their position.

2.3. Arguments Against Grammar Teaching

As it has already been mentioned, over the past few decades, much research on the teaching of grammar has focused on understanding whether grammar should be taught or not. This focus has been encouraged in part by arguments in the field of cognitive psychology over the role of explicit versus implicit language learning and whether such learning takes place through the conscious use of information or mainly through the unconscious processes at work when learners are exposed to language input (Bialystok, 1990, 1994; Ellis, 1994; Reber, 1989, 1993). Krashen (1981) claimed that language should be acquired through natural exposure, not learned through formal instruction. Thus It was therefore believed by DeKeyser, 2001; Ellis, 2001; Skehan, 1998 that formal grammar lessons would develop only declarative knowledge of grammar structures, not the practical ability to use forms correctly in real situations, and that there

was no boundary between these two types of knowledge since they existed as different systems in the brain.

This point was supported by evidence from studies on the acquisition of English morphology, mainly from the findings that speakers of different first languages learn English morphemes in a similar way (Bailey, Madden, & Krashen, 1974; Dulay & Burt, 1976). These results led to the claim that similar processes underlie both first and second language (L2) learning and that, if L1 learners do not require formal instruction to learn languages, neither should L2 learners (Krashen, 1981; Schwartz, 1993; Zobl, 1995).

Similar claims were also made in the context of Universal Grammar (Chomsky's Universal grammar support that a "core grammar" agrees with universal principles which means there are similarities between languages to another languages. Therefore, it should be relatively easier to acquire this "core grammar" than peripheral rules (Chomsky 1980)) and its application to second language acquisition (SLA). Researchers argued that if UG is accessible to L2 learners, then L2 learning, like L1 learning, occurs mainly through the interaction of UG principles with input (Chosky (1980) in Cook, 1993; Dulay, Burt, & Krashen, 1982; Goldschneider & DeKeyser, 2001). Again, formal instruction was seen to be unnecessary

2.4. Arguments Supporting Grammar Teaching

The argument which supports the importance of grammar teaching is clarified by Thornburry (2001). He claimed that grammar knowledge offers the learner the means for potentially unlimited linguistic creativity. As grammar is considered a description of the regularities in language, knowledge of these regularities can serve as a machine to produce a potentially enormous number of original sentences. Knowledge of language functions resulting from the memorization and practice has limited use because to a great extent the students eventually have to produce their own sentences to achieve successful communication. Along with sentence-making machine argument, knowledge of grammar is also important as it can function as an advance organizer. Advance organizer plays a crucial role in the process of acquisition because

the learners with grammar knowledge will consciously organize and notice the input exposed to them. This does not happen with the learners, who do not have grammar knowledge. Items being more evident seem to stick and if not will be gone overlooked. For this reason, they approve that noticing is essential for acquisition since it can make the visible input remains improved and increase the speed of the process of acquisition. Conscious grammar knowledge, according to this supporter, not only functions to monitor the speakers' own utterances, but also to notice the language input exposes to them.

In order to have a clear understanding of the arguments supporting grammar teaching, it is necessary to look through the four reasons for the role of grammar as a necessary component of language instruction brought by different scholars.

First, according to Krashen's input   hypothesis, which claims that language can be learned without some degree of consciousness, has been found theoretically problematic. Schmidt (2001) suggests that conscious attention to form is a necessary condition for language learning. Schmidt (2001) calls conscious attention to form "noticing". He also emphasizes that the concept of attention is necessary in order to understand nearly every aspect of second language acquisition (SLA). This includes the development of interlanguages (IL is the use of a language system which is neither the L1, nor the L2) over time, distinction within IL at particular points in time, the development of L2 fluency, the role of distinct modifications such as motivation, ability and learning strategies in L2 learning, and the ways interaction, negotiation for meaning, and all forms of tutoring contribute to language learning. Although Truscott (2002) questioned Schmidt's viewpoint, most SLA investigators come to an agreement that noticing or awareness of target forms plays a significant role in L2 learning (Bialystok, 1994; Swain, 2001; Doughty, 2001; Ellis, 2001; Nassaji & Swain, 2000). Focus on form explicitly draws students' attention to linguistic elements as they arise incidentally in lessons where the main focus is on meaning or communication (Long, 1991, cited in Doughty, 2001).In addition, Skehan (1998) and Tomasello (1998) have presented results signifying that language learners cannot develop target language

input for both meaning and form at the same time. Consequently, it is necessary for learners to notice target forms in input; or else they process input only for meaning and do not present exact forms, and therefore fail to process and acquire them.

A second reason for the interest in L2 grammar instruction is evidence that L2 learners pass through growing sequences. Based on observed evidence from German learners of English, Pienemann (1999) established the "*teachability hypothesis*", which suggests that while certain growing orders are fixed and cannot be changed by grammar teaching, the acquisition of structures can get advantage from instruction any time they are taught. Based on this hypothesis, according to Lightbown, (2000) it is possible to influence orders of development through instruction if grammar teaching overlaps with the learner's willingness to move to the next developmental stage of linguistic proficiency.

A third reason for interest in grammar instruction is research pointing to the inadequacies of teaching methods where the focus is primarily on meaning-focused communication, and grammar is not paid attention to. Research on learning outcomes showed that, even with considerable long-term exposure to meaningful input, the learners did not achieve accuracy in certain grammatical forms (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991). This research suggested that some type of focus on grammatical forms was necessary if learners need to develop high levels of accuracy in the L2. Hence, communicative language teaching was found to be inadequate, while grammar teaching was paid much attention to (Celce-Murcia, 1997; Ellis, 2002).

A fourth reason for teaching grammar in the L2 classroom is the evidence for the positive effects of grammar instruction. Studies of the effects of instruction on the growth of specific target language forms as well as corrective feedback on learner errors indicate that grammatical instruction has a significant effect on the achievement of accuracy (Carroll & Swain, 1993; Nassaji & Swain, 2000). In an early review, Long (1983) concluded that grammar instruction plays an important place in language learning. Later, Ellis (2001,) and Larsen-Freeman & Long

(1991) suggest that, while instructed language learning may not have major effects on sequences of acquisition, it has facilitative effects on the ultimate level of L2 acquisition. Norris & Ortega (2000) conclude that explicit instruction (presenting the structure, describing and exemplifying it, and giving rules for its use) results in significant improvements in the learning of target structures in comparison to implicit instruction (usually consisting of communicative exposure to the target form) alone, and that these achievements are long-lasting over time.

2.5. Approaches to Grammar Instruction

Having at hand many supporting ideas on the role of grammar in language learning and teaching process as a part of language teaching, SLA researchers shift their concern towards the ways the grammar should be taught (Nunan, 2005; Patterson 2001). There exist several approaches for teaching grammar:

- Focus on forms

- Focus on meaning

- Combination of focus on meaning and focus on forms

"Focus on form" method is one of the traditional and still used approaches used in the classroom (Cook, 2001; Huang, 2004). Cook (2001) defines this method as "deliberate discussion of grammar without reference meaning".

Stern (1990) points out, the following characteristics of focus-on-form instruction:

- Focus on specific language features which are isolated and given more instructional attention;

- De-contextualization of linguistic features;

- Attention to the lawfulness of language, as language items become objects of study and are therefore examined, observed, explained, compared and placed into some order within a system

- Attention to accuracy and error correction to an extent which is supposed to be appropriate for a given group of learners

- Establishment of practice, to give opportunities for learners to understand the terms with exact feature, and try out language structures carefully outside the pressure of a real communicative situation;

Even nowadays widely used grammar translation and audio-lingual methods approaches are based on these principles, which engaged the learners in such kind of activities which are specifically designed to teach specific grammatical features.

There have been many research studies looking at the teaching of grammar in the language classroom. The results show that the traditional study of grammar provides little or no evidence for the argument that studying only grammar structures improves students' writing correct structures (Long & Robinson, 1998). The study conducted by Harries (1987) showed that the formal teaching grammar actually had an adverse effect on the students' abilities to write well. As an examination of the previous studies Schoer (1989) conducted a mini-study and concluded that there is no evidence that the teaching of grammar improves writing.

Following the disappointing results of studies of teaching grammar features separately and also having at hand the pedagogical experience and SLA research, dealing with decontextualized grammatical feature that does not necessarily lead to the ability to use the language in context, SLA researchers began to explore the effectiveness of a more meaning based and contextualized approach to the teaching of grammar, i.e. focus on meaning.

Scholars have stressed the importance of communicating in the target language and have focused on global and integrative tasks, rather than on separate structures. According to Stern (1990) "form can best be learnt when the learner's attention is focused on meaning". Based on this statement, Stern (1990) explores the following characteristics of a focus-on-meaning approach:

- Focus of the classroom activities on a substantive topic or theme which is not arbitrary or trivial, but motivated by identified educational or personal needs

- The existence of some purposeful enterprise, like projects, inquiries, games, problem solving tasks, scenarios, where the focus of attention is the planning, carrying out and completing the enterprise itself, involving communication, decision making and execution

- Real language use and true conversation. Real talk includes use of target language, information gap, sustained speech, reaction to message, incorporation of preceding utterances, discourse initiation, and relatively unrestricted use of linguistic forms and of all four language macro-skills

- Emphasis on meaning and fluency - i.e., on making sense of written and spoken texts and on language production, without too much worrying about absolute correctness

- Creation of an expanded social climate beneficial for social interaction, where students are not afraid, inhibited, or aggressive. These calls for a language class that operates with a socially flexible arrangement, including individualized work, pair work, and work in small groups, apart from some whole-class, teacher-led activities.

By observing each teaching approach separately it becomes obvious that each form of instruction has its own limitation. By comparing meaning-based instruction with form-based instruction, it is important to mention that communicative language teaching enables students to perform spontaneously, but at the same time it does not provide linguistic accuracy. On the contrary, form-based instruction focuses on the linguistic and grammatical structures, which enables the speaker to utter grammatically accurate speech. However, in spontaneous speech, the students lack the ability to produce accuracy. In order to find out which approach is better,

some studies have investigated the effectiveness of combination of those two methods.

Many SLA researchers, such as Ellis, (2001), Fotos (2001), Musemeci (1997) support the combination of focus-on-form with communicative activities. Stern (1990), Sysoyes (1999) claimed that in order to gain the highest degree of effectiveness, two approaches should be combined and regarded as complementary.

Several studies conducted by Lado (1996), Yen (2002), Li (2003) showed that teachers who focus the attention on linguistic forms during communicative interaction are more effective that those who never pay attention to forms.

2.6.General Concept of Game

Ur (1996) states that a game is an organized action that is rule-governed, that involves motivation towards a clear goal through the performance of a challenging task, and provides participants with a feeling of enjoyable tension. Other researchers, such as Toth (1998) and Lewis (2000) define games in a slightly different way and they proclaim that language games can be characterized according to certain criteria. According to Lewis (2000) they include: rules followed while playing, a special time in which individuals or teams play, a score given at the end of a game, a result and a winner. Whereas Toth (1998) claims that games have a final outcome, some of them have both elements of challenge and co-operation which are necessary to complete the activity. According to Toth (1998), games are like a guarantee of a valuable learning experience in which the children can either exercise or review language structures in a meaningful way.

Malay cited in Johnson & Marrow (1981) states that games and game like activities play an important role in the improvement of communicative competence obviously, productively and realistically. By saying *natural* the authors mean that in game-like activities, students are free to be themselves. They can involve their real personalities with their fellow-students without the extra burden of trying to be someone else. By *creative* they mean that, during the interaction

among students, they can express their own ideas by using words in various meanings and contexts. *Authentic* means that the speech forms they used in communication are real.

According to Celce-Murcia (1989) games are fun, and almost everyone would agree that, if learning takes place with the help of games, it can be enjoyable, and then students will learn more. It is not always understood that teenagers and adults enjoy games as much as children and if the purpose of games is explained to them properly, they do not feel that it is childish or out of place to participate in a game in the language classroom. The job of the teacher during the game is not only to have the students play but also to pay attention to the correct use of language, at least in those structures, which the game is intended to practice.

Celce-Murcia (1989) explained that the use of language in games is task-oriented. In games, language use takes priority over language practice, and in this sense games help bring the classroom closer to the real world, no matter how contrived they may be. Moreover, she (2001) also states that the use of games, role-play, pair work, and other small-group activities has received acceptance and the use of those kinds of activities is now widely recommended in language teaching programs.

Stevick (1982) claims that games are enjoyable activities which teachers can bring in when he/she sees that students are tired from 'the hard work of learning' and needed a change of pace.

Gibb (1978) in Rixon (1981: 3, 1991) & Allery (2004) state that a game is "an activity carried out by cooperating or competing decision makers, seeking to achieve, form of a play with set of rules and procedures, their objectives". The learning results from playing the game (for example, interactions and behaviors exhibited) and not from the academic content or specialist subject matter". Griffiths & Clyne (1995) define game as an amusement which tests the ability, strength, or chance of the players with a set of rules.

According to Deesri (2002) & Hadfield (2004: 14) a game is an activity with rules, a goal and an element of fun. Games should be considered as a fundamental part of the language syllabus, not as an amusing activity. They provide, in many cases, as much focused practice as a

traditional drill and, more importantly, they provide an opportunity for real communication, though within artificially defined limits, and thus establish a bridge between the classroom and the real world. Games also act as an indicative tool for the teacher, emphasizing certain areas of difficulty.

Hadfield (2004) claimed that if game plays an integral part of any language syllabus, it provides an opportunity for intensive language practice, offers a context in which language is used meaningfully, and acts as diagnostic tool for the teacher by highlighting areas of difficulty. Wierus (1989) also claims that besides raising great interest of the students, games not only create much fun for the students but also for the teacher. They help to improve students' skill in asking questions, extend their vocabulary, and develop their listening comprehension. Last, but certainly not least, although the above discussion has tended to focus on methodological consideration, one of the most important reasons for using games is simply that they are greatly enjoyable for both teachers and students.

According to Dobson (1983), games are especially refreshing when they are used after challenging conversational activities like debates or presentations. Teachers feel that language games are more proper in the manipulative phase than in the communicative phase of language learning. Most teachers, however, find language games valuable in both stages. In the manipulative stages, games are a perfect way to break the monotony of classroom drills by providing relaxation while remaining within the context of language learning. In the communicative phase, a game can be motivating and enjoyable, and when the students have stopped playing the game you can use it as a motivation for supplementary discussions.

Agoestyowaty (2007) claims that using games in a learning environment will not only change the dynamics of the class, but it will also refresh students and help their brains to learn in a more efficient way. The more stimulating and communicative a teacher can make the learning setting, the more a teacher efforts to introduce games and activities, the more a teacher changes forms and operates both the language and environment, the better the conditions for learners.

Games give the learners an opportunity to work co-operatively, play during the game with each other, organize, think in a different way, compare and share knowledge, learn from others, learn from mistakes, work in a stress-free and more productive environment, and allow learners to have fun.

Adenan (1984) and Byrne (1995) state that games are obviously a type of a self-motivating tool, which have a strong demand and offer a challenge. It is not just an entertainment, a break from daily activities, but a way of getting the learner to use the language in the course of the game. In language teaching, games need to meet the following requirements:

1.   The sentence structure and vocabulary should be in a controlled range so that the challenge they offer can be met by the learner,

2.   The focus should be on the language. The learner should be able to make correct use of language,

3.   The game should offer much opportunity for the learner to train and repeat the sentence pattern and vocabulary.

From all the above definitions it is observed that games involve many factors such as employing rules, encouraging cooperation while making learning fun. According to Lee (1979) games have a very clear beginning and ending and they are ruled by guidelines. Yolageldili & Arikan (2003) claimed that competition, which is connected with games, plays an essential role as the nature of games requires. Learners are very enthusiastic by competition as the question of who will win or lose remains unanswered until the game is over. In many games, learners are required to cooperate to achieve the goal and most learners enjoy cooperation and social interaction. It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. To conclude, no matter how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a foreign language. While some teachers of English see language games as time consumers or classroom techniques for fun, games have a special role in any foreign language teaching program as they

are considered as facilitator for foreign language learning. Games can be an integral part of any language syllabus. Game is used as a method and technique in teaching English. In communicative language teaching, game is one example of task activities, and grammar can be taught through tasks. Furthermore, game is a teaching device, which is good for practicing grammar points. Game is an activity with rules, a goal, and an element of fun. Game can make the teaching and learning process fun and enjoyable because it creates fun and enjoy but in a disciplined atmosphere. Game can stimulate students to learn English better, particularly structure and grammar. Game creates a desire to communicate. Games can provide attractive and instructionally effective frameworks for learning activities; games are attractive because they are fun. One of the most important reasons for using games is simply because they are immensely enjoyable for both teachers and students. Games have become significantly important for English language learners and teachers not only because they provide pleasure and relaxation, but also because they inspire students to use their language in a creative and communicative way.

It is necessary to understand that language learning is a challenging task requiring continuous effort especially for young learners. Games encourage learners to straight their energy towards language learning by providing them with meaningful contexts (Wright, Betteridge and Buckby, 1984). Hence, it is important that teachers should not see games as time consumers or tools designed for fun only, but integrate them into their foreign language teaching programs.

2.7. Advantages and Disadvantages of Language Games

Using games in language teaching can help students develop their structure and produce the same grammar and structure repeatedly. Correspondingly supplementing grammar lessons with a large variety of games is highly recommended to teachers as games have numerous advantages. Games provide language teachers with many advantages when they are used in classroom.

One of these advantages is that learners are motivated to learn the language when they are in a game. McCallum (1980) highlights this fact by proposing that "games automatically stimulate

student interest, a properly introduced game can be one of the highest motivating techniques." Deesri, (2002) further argues that "games spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses". In other words, games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn.

Another advantage of games is the fact that students' anxiety towards language learning decreases as games are employed. In language classes, learners feel worried because they think that they have to master the target language that is unknown to them. In addition, learners become too anxious about being criticized and punished by their teachers when they make a mistake. Games are advantageous at this point as they diminish anxiety, and at the same time they increase positive feelings and improve self-confidence because learners are not afraid of punishment or criticism while practicing the target language grammar structures (Crookal, 1990).

Games are student-focused activities requiring active participation of learners. According to Crookall's (1990), learners and teachers change their roles and relations through games and learners are encouraged to take active role in their learning process. As a result, games offer learners with an opportunity to direct their own learning.

From an instructional point of view, creating a meaningful context for language use is another advantage that games present. By using games, teachers can create contexts which enable unconscious learning because learners' attention is on the message, not on the language. Therefore, when they completely focus on a game as an activity, students acquire language in the same way that they acquire their mother tongue, that is, without being aware of it (Cross, 2000).

Games bring real-life situations to the limitations of the classroom which provides learners with an opportunity to use the language. Celce-Murcia (1999) argues that "in games, language use takes superiority over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they may be." To state this differently, by putting learners in

real life situations, games make a connection with the real usage of language. McCallum (1980) explains that there are many advantages of games such as the fact that they

1. focus students' attention on specific structures, grammatical patterns, and vocabulary items,

2. can function as reinforcement, review and enrichment,

3. involve equal participation from both slow or weak and fast learners,

4. can be adjusted to suit the individual age and language levels of the students,

5. contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation,

6. can be used in any language teaching conditions and with all skill areas (reading, writing, speaking or listening),

7. provide immediate feedback for the teacher,

8. ensure maximum student participation for a minimum of teacher preparation,

Andreas Wright (1986) states four major advantages of using games in language learning.

1. Games help and encourage many students or learners to keep their interest and work on learning a language.

2. Games can help teachers to create contexts in which language is useful and meaningful. Teaching English contains the teaching of patterns. This pattern can be taught meaningfully through games.

3. Games provide the constant use of language form or drill. By making the language carry information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.

4. Games can be found to give preparation in all the skills, in all the stages of the teaching learning sequence and for different types of communication.

According to Rivonlucri (1987) there exist four advantages of using games:

1. The students have to take specific responsibility for what they think the grammar is about,

2. The teacher is free to find out what the students really know without being the focus of their attention,

3. Serious work is taking place in context of game,

4. Everybody is working at once (15-30 minutes the average game lasts is a period of intense involvement).

Brewster (2002) proposes several advantages of using games in language learning:

1. Games improve selection to the range of learning situation.

2. Games change the speed of a lesson and help to keep students motivated.

3. Games pay attention to more formal teaching and can help to renew students' motivation.

4. Games provide hidden practice of specific language pattern, vocabulary, and pronunciation.

5. Games can help to improve attention period, concentration, memory, listening skills, and reading skills.

6. Students are encouraged to take part; shy learners can be motivated to speak.

7. Games increase communication among students, which provide fluency practice and reduce the control of the class by the teacher.

8. Games create fun atmosphere and diminish the distance between teacher and Students.

9. Games reveal areas of weaknesses and the need for further language.

10. Games help to encourage writing skills by providing a real audience context and purpose.

Based on Dobson's opinion (1975) before a teacher uses game in teaching learning, he/she should follow to the following helpful suggestions:

1. Before presenting a game to class the teacher asks the students if they think they would enjoy this kind of activity.

2. Choose the games to participate as many students as possible.

3. Be sure that the game you take is within the limits of your students' ability.

4. Give direction to the students clearly, so that everyone understands correctly how to play. You may play a few trial games first, just to make sure that everyone understands and knows the rules.

5. Direct the game yourself.

6. Be sure to follow the rules of the selected game exactly. If you do not follow the rules you will have an unsuccessful precede. It is always best, therefore to prevent all problems of this kind. Play the game according to the rules.

7. Keeping the game under the control establishes a pleasant form tone, and that game can both please and teach the students.

8. Never play game so long that it begins to bore the students similarly do not play too often, cause in it loose its uniqueness.

9. When the teacher uses the game on class, they have to take those considerations, in order that the game will be played successfully.

Moreover, Rixon (1981) says there are three main stages in the process of bringing students from the state in which the new language is completely unknown to them to the ability to start using it positively. These stages are:

1. Presentation of the new language item,

2. Giving the students organized practice in its use,

3. Giving them an opportunity to use the language in a situation in which they have to communicate.

According to Chen (2005) and Sacricoban & Metin (2002), games not only offer a meaningful context for language use in which learners pay attention to the message and gain language unconsciously, but also reduce learning anxiety if they are played in an enjoyable and stress-free atmosphere. Retter and Valls (1984) are of the opinion that learners learn while they do not comprehend that.

However, Deesri (2002) claimed that even though games sometimes do not work since student have different learning styles and preferences, and some other factors such as being used in an inappropriate time, the nature of games themselves, and even the nature of teachers, it is still useful to use them in class because they offer several good advantages to students. Language games used in the classroom are very effective and supportive activities in contributing to students' language skills and proficiency. Unfortunately, because of restrictions of time and curriculum, teachers normally have to cover all the content and materials, which students will be tested on, and it is not always easy to incorporate games into the class. Yet, it can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Thus, it is suggested that teachers should try some games that may be beneficial to their students in order to improve students' proficiency and help them meet their goals, and at least should try new things in teaching.

To conclude, games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games specifies that games are significantly important in foreign language teaching and learning in a variety of areas. Games can be used by learners of all ages because everybody likes them. They have many advantages, especially enhancing cooperation and motivation. Adding to that, they provide successful, joyful and enthusiastic learning.

The most relevant aspects of language games discussed above by the advantages of games can be summarized in the following table.

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                    ┌─────────────────────────────┐
                    │  Improved Learning Outcomes │
                    └─────────────────────────────┘
                                  ↑
┌──────────────────┐   ┌─────────────────────────────┐   ┌──────────────────┐
│ Improved memory  │←→ │ Change of classroom atmosphere│ ←→│ Improved memory  │
└──────────────────┘   └─────────────────────────────┘   └──────────────────┘
         ↑                            ↑                            ↑
┌──────────────────┐                                 ┌──────────────────────────────┐
│   Interaction    │                                 │ Stress-free class environment │
└──────────────────┘                                 └──────────────────────────────┘
         ↑                                                        ↑
┌──────────────────┐                                   ┌──────────────────┐
│ Active participation│                                │    Enjoyment     │
└──────────────────┘                                   └──────────────────┘
         ↑              ┌──────────────────┐                      ↑
         └────────────→ │  Language games  │ ←────────────────────┘
                        └──────────────────┘
                        ┌──────────────┐
                        │   Students   │
                        └──────────────┘
                          ↗          ↖
          ┌──────────────┐            ┌──────────────┐
          │   Teacher    │ ←────────→ │   Organizer  │
          └──────────────┘            └──────────────┘
                        ┌──────────────────┐
                        │  Learning Theory │
                        └──────────────────┘
```
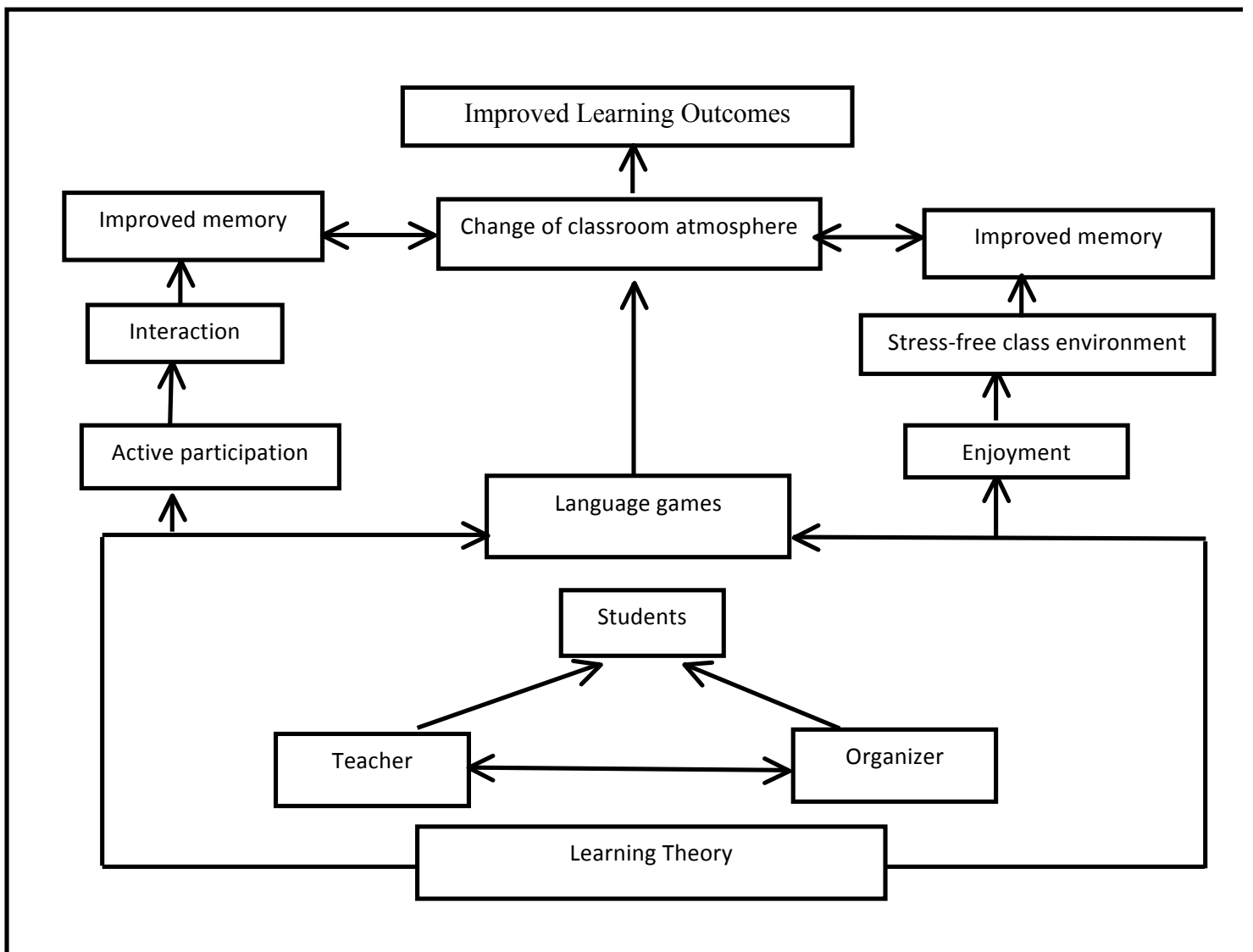
2.8. Types of Games

According to Levinson (2009) there exist various types of games:

- **Cooperative games**: these games are really significant; their aim is collaboration among students. They are valuable when teachers have got new groups of students or they want to involve weak or shy students in the group.

- **Communication games:** they are focused on exchanging of information. Students get information and they must respond on it. It is usually pair work but it could be also group work. These types of games are good for the topic which the teacher is going through with her students.

- **Competitive games:** the aim of this type of a game is to finish the game as soon as possible just before others. They are worth when a teacher wants to make any change, her students are tired, or it is just time for a game.

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- **Code-control games:** by playing this game students must use language without mistakes, because they are controlled. By making mistakes they lose points.

According to Hadfield (2004), there exist two kinds of game: competitive game and co-operative games. Competitive game is a type of game in which players or teams race to be the first to reach the goal, and co-operative games are those games, in which players or teams work together towards a common goal.

After choosing the type of game it is necessary to concentrate on how to use them. Hadfield (1990) suggested that "games should be regarded an integral part of the language syllabus." Games can contribute to students' skills if they are incorporated into the classroom, particularly if they are used to reinforce or introduce a grammatical rule or structure. For example in the games called "What Would You Do If?" and "Find Someone Who..." students do not only have fun in class but they also learn about some grammatical rules; they also have a chance to practice and use it with purpose. In "What Would You Do If?" students learn about the conditionals. In "Find Someone Who," students learn how to form questions and answers. Therefore, as we have seen before, the conducted research supports quite a good idea of including games in classes. For example, if teachers are going to introduce present tenses or conditionals, instead of teaching them in a traditional way, (by simply telling them the rules, have them do some written exercises, drilling and answering questions), teachers may help students not only understand these forms of grammar by playing games, which can also meet all the requirements of the traditional classes involving learning rules, drilling and repeating, but also make the teaching and learning process more interesting so that students enjoy the materials. Consequently, they will get better achievement. Moreover, students can take this opportunity to use them in real communication

2.9. Teaching Grammar Through Games

It has been known that structure is the main capital, an element in language, and as such, it is still important to be taught. When students hear the word grammar they sometimes feel horrified. It could be the hard nut to crack for the teacher to persuade pupils that learning grammar

could be fun. However, it depends on the teacher how she solves this problem. She may not need to follow traditional methods in teaching grammar like setting the rules, filling the grammar exercises or testing, but she/he can use another amusing way – games. Now, we should think how to teach structure through enjoyable activities, so the other alternative technique of teaching English structure is game. The most commonly held view about games concerns the statement that games are most often used while teaching grammar (Ur, 1996). It is widely known that children learn when they are active. They can not only put great effort by learning grammar structures but also spend their time into an enjoyable game. Rinvolucri (1984), nevertheless, claims that not only children but also teenagers are delighted to play games in the classroom, especially when they are taught grammar. That statement is in line with beliefs about second language teaching that the whole process of teaching and learning should be fun as it generates energy for the achievement of the serious goal.

According to Rinvolucri (1984), grammar games "develop students' individual responsibility for what they think grammar is about." Furthermore, the teacher is not the focus of learners' attention but a supervisor of the game who, by showing interest in a game, is able to find out what the students know.

Games for teaching English grammar are not only for low level students on low level grammar, but also for advanced level students on high level grammar (complete grammar). According to Hadfield (2004) the emphasis in the games for advanced grammar is on successful communication rather than on correctness of language. Intermediate and upper intermediate students have covered the range of functions and structures that the student might encounter at elementary level.

Games are definitely the most natural way of learning something. Playing is the most effective method for children. Through playing they meet with their environment, understand many principles of how things work and it is easy for them to remember something if it is connected with pleasure, fun or amusement. Vernon says "The theory of intrinsic motivation may

also give some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something". Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good, they will be learning while they are playing (Vernon, 2006).

Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given an opportunity to use language in the conditions which have a purpose (Deesri, 2000). Celce-Murcia and Hilles (1988) claim that when English language learners participate in games, the language they use is task oriented and their aim is more than producing the correct speech. Hence, games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some specific forms before the communicative practice. When this is achieved, the relation between form and discourse is enhanced with the help of games because the form aimed for attention exists naturally in the larger context provided by games. In short, games provide learners with an opportunity to drill and practice grammatical rules and forms by presenting them in a communicative way. In sum, with the introduction of communicative competence, games, which were treated as time fillers or for relaxation activities, began to appear as an indispensable part of any English foreign language teaching program.

According to Vernon (2006) the advantages of using games in grammar are the following:
- games are really very motivating, even for those who are ashamed or are afraid of making mistakes in using grammar structures;
- games help to motivate learners and sustain their interest. This is true of learners at all levels. Grammar exercises, though useful, may become monotonous and mechanical. However, when grammar is presented through games, learners become actively involved. The spirit of competition makes them participate enthusiastically. In fact, they master

language structures, without being aware of the fact they are doing so. As modern language experts say, language is best learnt when the focus is not on language, but on meaning.

- Vernon (2006) says: "Pupils can learn to speak English two times as fast when they are excited about learning grammar structures"

- games support using new grammar rules without any force;

- games teach pupils to cooperate using grammar correctly;

- pupils learn not only grammar but other four skills – speaking, writing, listening and reading;

- games teach communication and fair-play.

The most important areas mentioned in the literature are using games in teaching grammar to young learners (Bekiri (2003); Hong (2002)); factors to consider while choosing games; deciding which game to use (Nedomová, 2007; Rixon, 1991); deciding the time to use games (Lee, 1979; Rinvolucri, 1990); the role of teachers in using games to teach grammar to young learners; teacher's preparation (McCallum, 1980); the role of the teacher as a facilitator (Celce-Murcia, 1979); class organization (McCallum, 1980); learner participation (McCallum, 1980; Lee, 1979); and the effectiveness of using games in teaching grammar to young learners (Amato, 1988; Gunn & McCallum, 2005; Deesri, 2000). The fact that games are the most appropriate instructional activities for young learners is obvious because they are a natural part of their existence. Nedomová (2007) argues that "young learners are not able to pay their attention for more than 10-20 minutes and after that they start to be bored and tired." Especially when grammar teaching is too dependent on rules and memorization, they start to lose their interest and motivation. Teachers know that young learners like being physically active as they learn by doing. Moreover, they are creative and imaginative and they learn without being aware of it. Besides, young learners use their previous experience, knowledge, several skills, and abilities which help the teacher present

the new information by enabling children to practice the new knowledge on top of their previous knowledge (Nedomová, 2007). Therefore, the best way to direct this capacity in grammar teaching is using games. Bekiri (2003, p.1) states that when a lesson includes a game, the game gives a chance to the teacher to help learners acquire new forms and lexis in an effective way. It should not be a complicated game, but a simple one because it is usually more effective as young learners find it difficult to understand a long list of rules. Similarly, games should also include praise and encouragement because young learners always love to be the center of attention. In addition to all these, games should be as short as possible because as mentioned before, young learners are able to pay their attention to the games just for a limited period of time. Hong (2002) gives some suggestions to teachers about using games for teaching young learners by stating that:

- When giving instructions to beginners, a few words in the mother tongue would be the quickest way to make everything clear. More English exposure is needed at a later stage.
- Games are best set up by demonstration rather than by lengthy explanation.
- It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak.

Chapter Three: Methodology

Introduction

The study was carried out to find out whether or not and to what extent games have beneficial effects on the correct use of several grammatical structures of English.

The study aims to investigate whether the use of grammar games promotes better learning and accurate use of grammar structures. The results of the pre and post-tests of the experimental group were compared to the results of the pre and post-tests of the control group to see whether or not the students who practiced grammar structures with games were more successful in using them correctly than the control group students, who practiced grammar structures only with the exercises taken from Grammar practice books.

The research questions of the study were the following:

1. *Do Games have an effect on the acquisition of grammar structures of EFL learners?*

2. *What are the students' attitudes and perceptions towards games and exercises used to teach English grammar?*

The hypothesis of the study was the following:

Games do not have any effect on the acquisition of grammar structures of EFL learners.

In the methodology part of this study, the research design is introduced. This part gives an overview of the participants, instruments, procedures employed, and methods of data collection. Further, it presents the tools used to analyze the collected data.

3.1. Setting and Participants

The study was conducted in the Experimental English Classes (EEC), Department of English Programs (DEP) at the American University of Armenia (AUA) in spring 2011 with the participation of Communication level students. The proficiency level of the students was defined

as lower intermediate according to the EEC level division and the criterion used to place these students in this level was a placement test There were 32 students and their age ranged from 14-16 (both males and females, 16 in each group). The experimental group consisted of 16 students: nine girls and seven boys. The comparison group involved seven girls and nine boys. The teacher was also the researcher. The mother tongue of all the participants was Armenian.

EEC students met two times a week in one-hour sessions of English. Both groups used the same course book assigned for lower intermediate level students. It was not possible to randomly select the students as they had studied with the same group for two terms. As a result, two Communication 3 level groups were chosen: one group as an experimental group (game group), and another group as comparison. (See Figure 3.1.1.)

Figure 3.1.1 Population and types of treatment

Group	Level	Total Number	Type of Treatment
Experimental Group (game group)	*Lower intermediate*	*16*	*Game practice*
Comparison Group	*Lower intermediate*	*16*	*No treatment/Traditional book exercises*

The chart explains that the experimental group practiced selected grammar structures through games. The comparison group practiced the grammar structures with traditional exercises.

3.2. Research Design

This study aimed to investigate whether the practice of grammatical structures through games made a difference in students' correct usage of grammar structures. The grammatical structures taught during the study were selected from the book students use in Communication 3 level. As for the Communication 3 level the second part of the book (New Parade 5) is used, which provides three grammar structures (Present Simple, Past Simple, Comparison of

Adjectives), subsequently those three grammar structures were chosen to be taught in the 10 week study.

The treatment and pre- and post-tests were completed within 10 weeks (one EEC term). The participants were not informed of the aims of the study in order to keep the reliability. They believed that the treatment used during the classes were part of the EEC curriculum.

A quasi-experimental method was used for the research. According to Farhady (1995), Pallant (2007), and Gerber (2005), a quasi-experimental method is a type of a study that has most of the tools of an experiment, but which is unable to control possible factors, or perhaps is not conducted by an idea of what all the factors are. It is similar to true experiments in that there are subjects, treatment, etc.; but it uses non-randomized groups.

The data was collected through two instruments: pre- and post-tests on grammar, and closed and open-ended questionnaires. The quantitative research was conducted to quantify aspects of students' learning in L2 grammar, as a result of game-based grammatical practice, whereas qualitative research was conducted to get information about the students' attitudes and the perceptions about the study.

As was mentioned above, there were two groups in the study: focus group and comparison group. Both groups took the pre-test, post-test and answered the questionnaire. The structure of the pre- and post- tests was the same. The pre-test contained 5 tasks, all checking grammar structures the learners had to learn during the treatment process. To decide the applicability of the test and to determine the proper duration of the test, it was piloted on students one level lower that the participants' proficiency level. The level of the students who took the test for piloting did not differ much from each other a lot in the same program before the treatment. After piloting, some modifications were made and the tests were then administered to the students.

3.3.Description of the teaching program

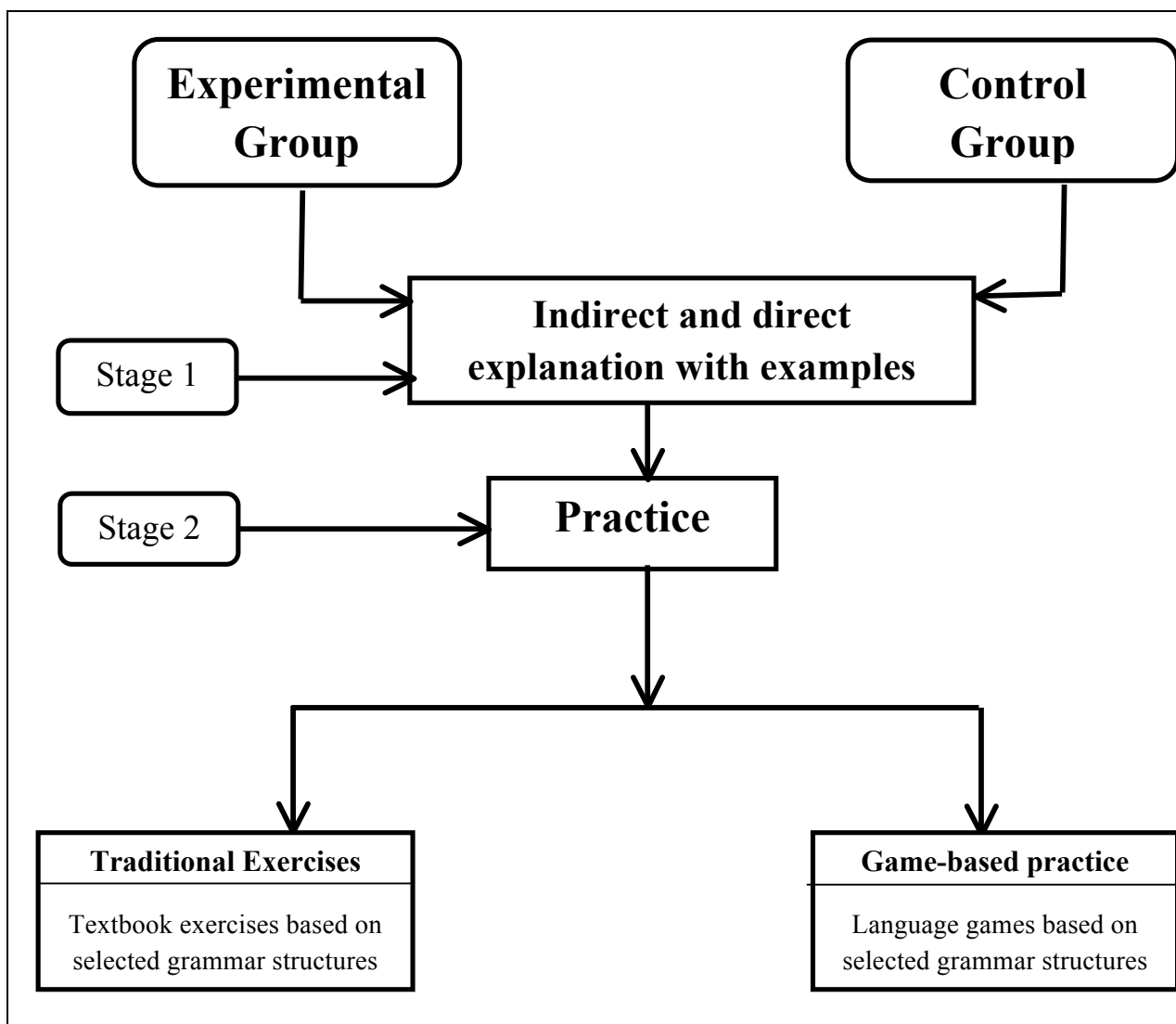The following chart is a general framework of the research (Figure 2)

Figure 2 Research program

3.4.Procedure for the experiment

On the first day, both groups took the same pre-test, which was prepared to find out the grammar structures that were unknown to the students. On the following day the research started. In grammar structure practice, the experimental group practiced through games, while the comparison group practiced the same structures with traditional grammar exercises.

At the beginning of the study, all the instructions were given in English. However after observing that the students had difficulties understanding English instruction properly, the researcher decided to give game instructions in Armenian, so as to make sure that every student knew what they were asked to do. When the students were playing the games requiring pair work

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or group work, the primary job of the teacher/researcher was not only to monitor the students during the games, but also to make sure that the students practice grammar structures correctly. Secondly, the teacher had to organize the class in a way so as to enable game playing, and in order to finish the game in time the instructional process should be planned effectively.

Traditional grammar exercises were used for the control group during the whole research process. Traditional grammar exercises are those which require mainly one possible answer: fill-in the blanks, correction of the mistakes, multiple-choice tests. Those kinds of exercises of the selected grammar items were chosen for the students to practice. Similarly, all the instructions in the comparison group were given in English at the beginning of the study, but after some observations, and also from the students' questions the researcher understood that the students had difficulties understanding English instruction properly. Thus, the researcher decided to give instructions in Armenian, so as to make sure that every student knew what they were asked to do.

Just after the last session, all the groups were administered a post-test which was parallel to the pre-test: i.e. the tasks were similar and the level of difficulty was the same as the pre-test.

3.5. Materials used in the Research

The materials were chosen based on the topics Communication 3 level book provides (New Parade 5). New Parade is a set of seven-level communicative language books which include songs, rhymes, chants, reading passages called "little books", and communicative activities. Each level of New Parade contains the following components: Student Book, Workbook, Teacher's Edition, Audio Program, Picture Cards, Posters, and Video and Video Guide. Each term, students are to cover four units within 10 weeks. Accordingly, the grammar structures (present simple, past simple, comparative of adjectives) for the experiment were taken from the units of the book. Although all the grammar structures were taken from the book units, the book itself did not serve as the main source for the exercises and games. Different types of games and exercises were used to reinforce grammar structures students were going to cover

during the 10-week study, and the textbook was used as a supplementary material, i.e. the homework was assigned from the book.

Specific materials were prepared for the focus and comparison groups. Games using certain grammar structures (See Appendix D, E, F) were chosen for the focus group and exercises using certain grammar structures were chosen for the comparison group. In the practice stage, the focus group used language games for practicing selected grammatical items. Games were also selected from books which were prepared by specialists in this field and widely used by English teachers all over the world (See Appendix).The game books were examined in details according to the grammatical items the study required. After having chosen the games according to the grammar items intended to be taught to the students, some minor modifications were made by the researcher, such as changing some of the materials needed for the games or adjusting the games to the current number and level of the students.

Exercises for the comparison group were chosen according to the grammar structures of the experiment. While the focus group was practicing the grammar structure with games, the comparison group practiced the same grammar structure with traditional exercises (See Appendix).

3.6. Instrumentation

There were two sets of measurement instruments in this study: grammar checking pre and post-tests and closed-ended questionnaire.

The Pre-test was administered before the treatment and the post-test was administered after the treatment. (See Appendices B)

The Questionnaire was given at the end of the study.

The schematic representation of the study is the following:

$$T1 \quad X \quad T2$$

where T1 is the pre-test, X is the treatment, and T2 is the post-test.

3.7. Pre- and Post- Tests

At the beginning of the study both experimental and control groups took the grammar checking pre-test. The pre- and post-tests were created according to the grammar structures the group learners were going to practice during the study. Both tests were parallel and were developed by the researcher/teacher. They consisted of 5 tasks, all checking the grammar structures.

Task one of the pre and post-tests was designed to measure the correct use of adjectives by choosing the correct form of the given adjective in parentheses and complete each sentence. The students were asked to complete 16 items. The students read the sentence, chose the best answer and wrote it in the space provided.

Task two also checked the correct use of adjectives, but this time students were not provided choices. The participant was supposed to read the sentence and write the comparative or superlative form of the adjectives in brackets. This task included nine items.

Task three checked the correct use of the Present Simple tense in the given context. The task required reading a passage, paying attention to the two choices provided and cross out the wrong form of the verbs. The task included 15 items.

Task four checked the correct use of the Past Simple tense. Students were supposed to complete a conversation using the correct Past Simple form of the verbs in brackets. The task consisted of 18 items.

The last task of the test was writing production. The students were asked to write a short paragraph about their previous vacation for the pre-test and about the problems they faced during their vacation for the post-test.

Each item of the pre- and post-tests weighed one point. All the tasks of the tests were based on the grammar structures the students were to cover during the term. The similarity of the

pre- and post-test was in the tasks, number of items in each task, duration of the test, but the content of both tests was different.

3.8. Questionnaire

The aim of the questionnaire was to understand the students' perceptions and attitudes towards the games and exercises used during the study.

A Likert scale was used for the questionnaire to get information about the students' perceptions of learning grammar through games and exercises (See Appendix D,E, F). The reason for choosing a Likert scale was because the questionnaire was in statement form. Farhady (1995), and Gass & Arnkoff (1997) state that a questionnaire, which is in statement form with a range of responses, gives the respondent not only choices to select from, but they are also very easy to analyze.

The questionnaire included 5 closed-ended options .The options for the closed-ended questions were the following: Always, Very Frequently, Occasionally, Rarely, and Never. The aim was to have some quantitative understanding of the students' attitudes towards the games and exercises.

The questionnaire was bilingual (See Appendix C): The questions were written both in English and in Armenian. The reason for translating the questions into the mother tongue of the learners was to avoid misunderstandings. It should be noted that one questionnaire was designed for both groups. The formulation was done in a way that while reading the term 'grammar practice" the focus group learners understood is as "games applied during the experiment", whereas the comparison group students understood "exercises used during the practice process of the study. "

3.9.Analyses of the Quantitative data

The current study contains quantitative data, which were obtained from pre- and post-test results and also from the attitudinal questionnaire. The results of the pre- and post-tests were analyzed through non-parametric Mann-Whitney U test and Wilcoxon test. The students' questionnaire was analyzed by implementing descriptive statistics.

Chapter Four: Results and Discussion

Introduction

The present study was carried out to investigate whether the use of grammar games promotes better learning and accurate use of grammar structures. It also aimed at determining students' attitudes and perceptions towards the chosen method. For the study quantitative data was collected. The quantitative data was collected through pre- and post-tests, and also through a questionnaire given to both groups. This chapter presents the results of the data of the present study analyzed quantitatively.

The results of both quantitative data sets aim at answering the following research questions guiding the study:

1. *Do Games have an effect on the acquisition of grammar structures of EFL learners?*

2. *What are the students' attitudes and perceptions towards games and exercises?*

4.1. Analysis of Quantitative Data

The quantitative data of the current study included the results of the pre- and post-tests, and the same attitudinal questionnaire for all the participants of the study. As it has already been mentioned in chapter 3 both groups took the pre-test at the beginning of the study and the post-test at the end of the study. The pre- and post-tests were analyzed quantitatively using the statistical package for social sciences (SPSS).

For the pre- and post-tests Mann-Whitney and Wilcoxon Tests were used to compare the scores obtained from the tests of both groups. The results of the attitudinal questionnaire were analyzed through frequency analyses, where the numbers were converted into percentages.

4.2. Pre- and Post-test Analyses

The first data set of the current study was collected through pre- and post-test results. As the number of students was small (16studnets in each group), the research was quasi-experimental the non-parametric Mann-Whitney and Wilcoxon tests were used for between and within comparison of the two sets of scores for the focus and comparison groups to investigate whether the implementation of games has a beneficial effect on the acquisition of grammar structures of EFL learners'.

Mann-Whitney U test is used to test the differences between two independent groups on a continuous measure. This test is the non-parametric alternative to the t-test for independent samples. Instead of comparing the means of the two groups, as in the case of t-test, the Mann-Whitney U Test actually compares medians. It converts the scores on the continuous variable to ranks, across the two groups. Then it evaluates if the ranks of two groups differ significantly. As the scores are converted to ranks, the actual distribution of the scores does not matter (Pallant, 2007; Gerber, 2005).

Table 1 – Mean Ranks of the groups for the grammar checking pre- and post-tests

	Group	N	Mean Rank	Sum of Ranks
pre test	1	16	14.75	236.00
	2	16	18.25	292.00
	Total	32		
post test	1	16	17.50	280.00
	2	16	15.50	248.00
	Total	32		

In order to answer research question one, the following four comparisons were made.

<u>Comparison 1</u>

This comparison was done to reveal if the level of both the focus and the comparison group students was similar at the beginning of the study.

To answer the above-stated question, a Mann Whitney U test was applied between the mean scores of the focus and the comparison groups on the pre-test to compare average ranks of the students' pre-test scores. Table 2 presents the results.

Table 2. Mann-Whitney Test of pre-tests scores of the focus and the comparison groups

	pre test
Mann-Whitney U	100.000
R	.2
Z	-1.058
Asymp. Sig. (2-tailed)	.290

Table 2 displays a Z value of -1,058 with a significant level of p=0,290. This means that the probability value is not less than 0.05, i.e. there is no significant difference between pre-test results of both groups. Therefore, it can be stated that regarding language ability, mainly grammar structures, the two groups were at the same proficiency level at the beginning of the study.

Wilcoxon Signed ranks Tests

For within group comparison (pre-test results with post-test results) a Wilcoxon Signed ranks test was applied. This test is the non-parametric alternative to the repeated measures t-test, but instead of comparing means the Wilcoxon converts scores into ranks and compares them.

<u>Comparison 2</u>

This comparison was done to reveal if the focus group students significantly improve their language ability, particularly grammar structures, due to the instruction and grammar practice.

Table 3. Wilcoxon Test Statistics (Focus group)

	posttest - pre test
Z	-3.521[a]
Asymp. Sig. (2-tailed)	.000

To answer the above mentioned question, a Wilcoxon Signed rank test was implemented to compare the pre-test and post-test results of the focus group (see Table 3). For the focus group, the Z value is -3.521 with significance level of p=00000. The probability value is less than 0.05, which means that there is a significant difference in the use of correct grammar structures between pre- and post-tests results in favor of the post-test (see Table 3).

Comparison 3

Table 4. Wilcoxon Test Statistics (comparison group)

	Post-test - pre -est
Z	-3.309[a]
Asymp. Sig. (2-tailed)	.001

The comparison was conducted to reveal if the comparison group students significantly improved their language ability, particularly grammar structures, due to the instruction and grammar practice.

As Table 4 displays, for the comparison group the Z value is -3.309 with the significance level of p=0.001, which is less than 0.05. It can be inferred that again there is a significant difference between pre-and post-test results of comparison group learners in favor of the pre-test.

The results of the Wilcoxon Signed Rank test displayed the outcomes of the focus and the comparison groups separately. It showed that there had been a significant improvement in the grammar structure learning with grammar practice in both groups. Therefore it can be assumed that grammar instruction had a beneficial effect on the learners' studying and that they improved their grammar knowledge. However, in order to see whether games, the main variable in this study, had any effect on the grammar structure learning of the focus group and whether there is a significant difference between the focus and the comparison groups, a Mann Whitney U test was applied between the mean scores of the focus and the comparison groups on the post-test to compare average ranks of the students' scores. Thus, the last comparison aimed to answer again the first research question

Comparison 4

The following comparison was conducted to reveal if the results of the focus and the comparison groups are similar at the end of the study in terms of grammar structures. That is, the main aim of the last comparison was to find out if there was a difference between the performances of students of the focus and the comparison groups after the experiment.

Table 5. *Mann-Whitney Test of post-tests scores of the focus and the comparison groups*

	post test
Mann-Whitney U	112.000
R	.1
Z	-.605
Asymp. Sig. (2-tailed)	.545

For the comparison of the post-test results, the Z value is -0.605 with a significant level of p=0.545, which shows that the probability value is less than 0.05. This means that there is a significant difference between post-test results of both the focus and the comparison groups. Consequently, it can be concluded that the two groups showed similar results on language ability, namely grammar structures. The instructional methods applied in the focus and the comparison

groups gave significant development in the students' grammar knowledge. Thus, the analysis of the pre- and post-tests not only supports the directional hypothesis of the study and displays that games have beneficial effects on the grammar structures learning, but also states that traditional exercises also have beneficial effect. So we can assume that the students of both the experimental and comparison groups improved their grammar no matter how they practiced the structures (with games or with exercises.)

Table 1 also presents r, which is the effect size. The Effect size statistics provide an indication of the magnitude of the differences between the groups. It is calculated according to the following formula: $r = z/$square root of N, where N is the total number of the cases. As is seen from the above tables 2 and 5, r =0.2 for the pre-test and r=0.1 for the post-test. According to Pallant (2007), these numbers show that there was a small effect size between the groups, which confirms the fact that both groups showed significant progress in their post test results, i.e. both groups showed similar improvement at the end of the study.

4.3. Questionnaire Analysis

This section presents the students' responses towards the methods implemented in practicing grammar structures within each group. These results relate to the second research question of this study, which aims to find out the students' attitudes towards the grammar structure practiced during the study. The attitudinal questionnaire consisted of 11 items with closed-ended answers (see Appendix C). The questionnaire encompassed two main categories. Eight of the items addressing the responses of both groups include the statements which are in favor of the type of implemented grammar practices (Items 1, 2, 3, 4, 6, 7, 8, 10) and the rest who are against (Items 5, 9, 11).

It should be noted that the data were simplified by joining the 5-point scale used to elicit responses (strongly agree, agree, undecided, strongly disagree, disagree) into a 3-point scale (agree/ strongly, undecided, disagree /strongly), in order to simplify the comparison of the analyses of students responses.

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All study participants, 32 in total completed the questionnaire. It was administered at the end of the study, immediately after the post-test. Table 6 presents the statistical results of the first category of items of the questionnaire for both groups.

Table 6. Category 1: Eight items addressing the responses of both groups who were in favor of a certain type of grammar practice

		Strongly disagree		Disagree		Indecisive		Agree		Strongly agree	
		Focus	Comparison	Focus	comparison	Focus	Comparison	Focus	comparison	Focus	Comparison
Q1	The grammar practice used in EEC classes helped me to understand the structure of English grammar.	0%	0%	6%	0%	6%	6%	38%	81%	50%	13%
Q2	The grammar practice used in EEC classes helped me to learn correct English grammar.	0%	0%	6%	0%	6%	0%	100%	25%	0%	63%
Q3	Grammar practice used in EEC classes increased my English fluency.	0%	0%	12%	6%	0%	6%	50%	50%	38%	38%
Q4	I would like our teacher to continue using the current grammar practice in class to teach English grammar.	6%	6%	0%	0%	0%	25%	56%	63%	38%	6%
Q6	The grammar practice used in EEC classes motivated me to learn English.	0%	25%	0%	25%	10%	25%	50%	25%	40%	0%
Q7	The grammar practice used in EEC classes helped me to learn English more effectively.	0%	0%	6%	0%	6%	19%	50%	75%	38%	6%
Q8	The grammar practice used in EEC classes created a pleasant atmosphere in class and it helped me to learn English.	6%	0%	0%	23%	13%	20%	44%	57%	38%	0%
Q10	Student interaction practiced in EEC classes helped me to learn English grammar.	0%	6%	6%	0%	19%	25%	19%	50%	56%	19%

Category one of the questionnaire had eight questions. The main aim of the first question was to discover the students' attitudes towards the benefits of grammar practice in the understanding of grammar structures. Table 6 shows that 88% of focus group and 94% of comparison group students strongly/agree with the statement. There were no students, who disagreed or even strongly disagreed with the practice of learning grammar structures. Therefore, it can be concluded that both comparison and focus group students were of the opinion that grammar practice (games and exercises) helped them to understand and learn the grammar structures of English.

Question two of the questionnaire referred to the students' attitudes towards the benefits of grammar practice used during the study. As can be seen from the table, 100% of the focus and 87% of the comparison group students strongly/agree with the idea. This means that a large majority of both focus and control group students thought that games and exercises helped them to learn correct English grammar. Only 6% of the comparison group learners disagree/strongly that grammar practice/exercises helped them to learn correct English grammar.

Question three of the questionnaire aimed at finding out if grammar practice increased their grammar fluency. With reference to item 3 the majority of the focus group learners and of the comparison group students (88%) strongly/agree with the statement. The rest of the students, that is, 6% of the focus versus 12% of the comparison group, strongly/disagrees with the idea. This means that both groups agree that grammar practice increased their grammar fluency.

Question four of this category had the aim of finding out students' attitudes towards having those kinds of activities in their classes. There was a significant difference between the response of the two group to item four: 94% of the focus group students strongly/agree that they would like the teacher to continue using the current grammar practice in class to teach English grammar, whereas 68% of the comparison group students strongly/agree with that statement. Twenty five percent of the comparison group students were not clear if they wanted to have grammar exercises in their classes. These results reveals that the focus group students felt more

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strongly about having game-based grammar practice that did the comparison group students about their exercise-based grammar practice.

Question six of the questionnaire was designed to find out if the grammar practices used in class were motivating for learners to learn English. Ninety percent of the focus group students strongly/ agreed with the statement, while 25% of the comparison group learners strongly/agree. Fifty percent of the comparison group learners strongly/disagree that grammar practice /exercises motivated them to learn English. Therefore, from the above results, it is clear that students were more motivated while they were practicing grammar with games than with exercises.

Question seven of the questionnaire referred to the respondents to get the answer if the grammar practice used in EEC classes helped me to learn English more effectively. 88% of the focus and 81% of the comparison group learners strongly/agree with the statement. This means that both the focus and the comparison group students perceived their game-based and exercise-based practice as an effective way to learn English grammar.

Question eight was asked to get the idea if the use of grammar practice created a pleasant atmosphere in the class. The majority 82% of the focus group students strongly/agree that there was a better atmosphere in class when the teacher used games to practice grammar, while only 57% of the comparison group learners felt this way about the exercises. 33% of the comparison group learners strongly/disagree that exercises can create a pleasant atmosphere in a class.

Question ten was designed to know if interaction helped the students to learn English grammar. As can be seen from Table 6, 75% of the focus group versus 69% of the comparison group learners strongly/agree with the idea that game-based and exercise-based practice, promote students interaction, which helped them to learn English.

Table 7. Category 2. Three items addressing the responses of both groups who were against a certain type of grammar practice

		Strongly disagree		Disagree		Indecisive		Agree		Strongly agree	
		Focus	compar	Focus	compar	Focus	Compa	Focus	compar	Focus	compar

		ison		ison		rison		ison		on
Q5	The grammar practice used in EEC classes was not effective.	38%	25%	50%	31%	0%	38%	6%	6%	6%	0%
Q9	The grammar practice used in EEC classes had no benefit on my ability to use English grammar correctly.	56%	31%	31%	50%	0%	0%	6%	19%	6%	0%
Q11	The grammar practice used in EEC classes made me less interested in learning English grammar.	32%	25%	56%	63%	0%	6%	6%	6%	6%	0%

Category two included three questions. The aim of these three questions was to see the percentage of items which showed the level of agreement of students' responses that were against the type of grammar practice implemented during the study.

With reference to Item five, the majority of the focus group students (88%) versus 56% of the comparison group learners disagreed with the statement that "The grammar practice used in EEC classes was not effective". That is to say, most of the focus group students viewed the game-based grammar practice as a more effective way to learn English grammar than did the comparison group students for their traditional grammar activities.

In item nine, 87% of the focus group learners versus 81% of comparison group learners strongly/disagree that game-based/ exercise-based practice brought no benefit to their English grammar knowledge.

In answering Item 11, another very strong majority of the focus and the comparison group learners (88%) disagreed/strongly that "The grammar practice used in EEC classes made them less interested in learning English grammar."

Thus, taking into consideration the analyses of the responses of the questionnaires of both the focus and the comparison groups, it can be concluded that the students have generally positive attitudes towards the grammar practices implemented during the study. The results of the questionnaire analyses of the students' responses reported that the focus group students recorded

more positive responses towards the effective role of game-based grammar practice in their learning of English grammar than the comparison group students did.

4.4.Discussion

One of the main purposes of the current study was to compare language games with exercises and also determine if game-based activities have a beneficial effect on the acquisition of grammar structures. In order to find out the most effective practice and answer the research questions, the data was obtained from the pre- and post-test results which were analyzed in between-group and within group comparisons.

The first research question was "*Do Games have an effect on the acquisition of grammar structures of EFL learners?*" As a result of the pre-test, it was determined that both groups had the same level of the use of grammar structures. At the end of the study both groups took the post-test and the results of the pre- and post-test analyses showed that both the focus and the comparison group learners had significant differences in the post-test results in favor of the pre-test. This means that both groups showed significant progress not only practicing grammar structures with games but also with traditional exercises. This result is consistent with the previous studies which examined the effect of game-based grammar practice in foreign language settings (Cortez, 1974, Kaya, 2007). The results of the studies showed no significant difference between the groups. The students in the focus and the comparison groups obtained similar scores. Therefore, in light of the results of the previous studies and this study, it can be concluded that games and exercises work parallel in practicing grammar structures, i.e. if teachers want to practice grammar structures, they can do it both with games and exercises.

The analyses of the results of the questionnaires indicated that the students enjoyed game-based activities to a great extent and they were highly motivated to have those kinds of activities. However, the comparison group students also had positive attitudes towards the grammar practice/

exercises used in their classes, and the percentage did not differ greatly compared with the focus group responses.

The most important finding of the study is that there was no significant difference in the post-test results of the focus group compared with the post test results of the comparison group. Both the focus and the comparison group students obtained a higher grammatical accuracy level according to the post-test results. However, this main finding does not support the common perception on the validity of games as a recommended learning and teaching strategy that emerged from most of the literature review in chapter 2 (Deesri, 2002, Hong, 2002).

The main expectation from the use of games with the focus group students was unsatisfactory, as one of the strongest hypotheses was that games would make a substantially positive difference compared with the traditional exercises. In spite of these results, however, a small advantage recorded within the focus group students can be recognized to the use of games. This interpretation is strongly supported by the focus group students' positive responses in the questionnaire.

Chapter Five: Conclusion

Introduction

This chapter deals with the overall conclusions to be drawn from the study. Section 5.1 summarizes the main aims and the procedures of the study. Section 5.2 summarizes the main findings. The limitations of the study are presented in Section 5.3. The implications and applications are presented in Section 5.4. Finally, the recommendations for further research are considered in Section 5.5.

5.1. Aims and Procedures of the Study

The purpose of this study was to investigate the effects of the implementation of language games as a teaching strategy for raising the grammar accuracy level of EFL learners. It also sought to explore the students' attitude towards the game-based grammar practice. To achieve this purpose, the following study was carried out over one EEC term. Two groups were selected, the focus group and the comparison group. The researcher used the same teaching program with one difference; the difference was the use of game-based practice in the focus group, while the comparison group performed as traditional grammar exercise practice only.

To collect the data the pre and post-tests and an attitudinal questionnaire were used. All the data were analyzed in relation to the research questions and the hypotheses of the current study.

5.2 Summary of the Main Findings

It should be noted that the results on the level of grammar accuracy based on the pre- and post-test results show no statistically significant difference between the focus and the comparison group students. Unfortunately this main finding does not support the common perception regarding the validity of games as a recommended learning and teaching method that emerged from the literature review, presented in chapter 2.

However, in spite of the statistically no significant difference showed by the focus group students over the comparison group students, it is important to note that the former group recorded more positive responses in the questionnaire than the comparison group learners.

To conclude the current research study, it may be pointed out that games and exercises enhance the students' grammar accuracy level.

5.3. Limitations

The first limitation of the study was that this study was conducted within one term (10 weeks), which allowed the researcher to conduct the research implementing game method in an intensive manner.

The second limitation is the limited number of participants (32).

Another limitation was that the as researcher was also the teacher, and she was interested in students' progress she assigned intensive grammar exercises to the comparison group students.

5.4. Implications and Applications

This study has the following implication and application in language learning and teaching.

Since it was indicated that both games and exercises show similar results in learning grammar structures, it is recommended that English teachers use them during the classes.

The questionnaire revealed that games made the lessons more enjoyable. To encourage students in learning grammar, teachers should try to create a more relaxed learning atmosphere.

5.5. Suggestions for Further Studies

Taking into account the above mentioned limitations, it is suggested to carry out further research by involving a large number of participants to have more generalized results.

This research was applied to intermediate level students. Further studies can be conducted for different age and proficiency levels in order to investigate the effect and efficiency of language games.

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American University of Armenia

Department of English Programs

Experimental English Classes

Time: 30 min.

Class: Com3

Name: …………………………………

Date: …………………………………...

Task1: Choose the correct adjective in parenthesis to complete each sentence. Write the adjective in the space provided.

1. Basketball is a _____ sport than fishing.

     (more physical, most physical)

2. Martin is _____ than Marcia.

     (old, older, oldest)

3. Mount Everest is the _____ mountain in the world.

     (high, higher, highest)

4. This is the _____ chicken I've ever eaten.

     (more delicious, most delicious)

5. Maria is _____ than Jan right now.

     (happy, happier, happiest)

6. That was the _____ hamburger I've ever eaten.

     (big, bigger, biggest)

7. Winter is the _____ season of all.

     (more wonderful, most wonderful)

7. Katrina ran even _____ than I did.

(fast, faster, fastest)

8. The weather is _____ today than yesterday.

(more beautiful, most beautiful)

9. January is the _____ month of the year.

(cold, colder, coldest)

10. That is a very _____ fishing pole.

(long, longer, longest)

11. Mr. Jones is the _____ teacher in the school.

(nice, nicer, nicest)

12. Football is the _____ sport of all.

(more exciting, most exciting)

13. The weather is _____ today than yesterday.

(more beautiful, most beautiful)

14. Penny is _____ than her sister.

(more excited, most excited)

15. That's the _____ spelling word we have been assigned this week.

(more difficult, most difficult)

16. Bobby is a _____ child than Jimmy.

(more well-behaved, most well-behaved)

Task2: Complete what Tom says about New York. Use the comparative or superlative form of the adjectives in brackets.

The people of New York think they have the…………….. (good) city in America. They think that everything is …………………… (big) and ……………….(good) than in other cities. They have some of the ……………………. (tall) and ………………………… (famous) buildings in the world. Uncle Joe says New York in one of the

…………………………..(interesting) cities in the world, but it is one of the

…………………(noisy) and ………………………………(dirty) cities, too. I do not care,

because I think it is ………………………… (exciting) than London.

Task 3: Jenny is telling Nick about pandas. Cross out the wrong verb forms.

Jenny: My book ~~say~~/says that everybody love/loves pandas. This panda look/looks just my old teddy bear. He *has got/have got* black and white fur.

Nick: Do you *know/knows* where pandas live/lives?

Jenny: Here it *say/says* that they live/lives in China. An adult panda *weight/weights* 125 kilos.

Nick: What do pandas *eat/eats*? Elephants?

Jenny: No, stupid! They *eat/eats* leaves.

Nick: I *prefer/prefers* pizza.

Jenny: There's a panda on my WWF badge. You don't *know/knows* what WWF

mean/means, do you?

Nick: Yes, I *do/does*. The World Wide Fund for Nature *protect/protects* animals.

Task 4: Complete Jenny's holiday diary with the verbs in the past simple.

Saturday: We …………………(arrive) late and ………(be) all hungry. Nice hotel. We …………….(have) dinner and …………………………(go) to bed.

Sunday: It…………… (rain) this morning! We …………….. (stay) in the hotel. This afternoon we ……………….. (look) round the town. Dad ……………………. .(take) some photos. The disco in the evening …………………. (fun). We ……………………. (meet) some other English kids.

Monday: I ………………. (write) six postcards. I ………………….. (win) the swimming competition-brilliant!!! We …………………… (see) a film in the evening.

Tuesday: We……………………. (spend) the day on the beach. I……………… (play) volleyball.

Wednesday: Nick…………………. (climb) on some rocks and ………………….(hurt) his foot. Stupid! We …………………. (eat) paella in the evening – mmmmm!!!!

Task 5: How did you spend your last summer holiday? Write a review in 10-15 connected sentences using comparative and superlative degrees of adjectives, present and past simple tenses.

_____

_____

_____

_____

_____

_____

_____

_____

Good Luck! ☺

Total:

American University of Armenia

Department of English Programs

Experimental English Classes

Time: 60 min.

Class: Com3

Name: …………………………………

Date: ………………………………...

Task1: Choose the correct adjective in parenthesis to complete each sentence. Write the adjective in the space provided.(12 points)

1. I cannot carry my suitcase. It's much ……………………………………….than yours.

   (heavy, heavier, more heavy)

2. I can afford to buy a new bike but not a new car. A car is …………………………….than a bike.

   (expensive, more expensive, the most expensive)

3. There is a lot of crime in the big cities. They are …….………………………..than the small town where I live.

   (more dangerous, dangerous, the most dangerous)

4. I cannot study in this room. It's too noisy. I'm going to find a ………………………………..place.

   (quieter, more quiet, the most quiet)

5. Many people say that Venice is …..………………………….city in the world.
   (the most beautiful, more beautiful, beautiful)

6. I finished the exercise in five minutes. It was ………………………… homework the teacher has ever given us.

   (easy, easier, the easiest)

7. I was afraid to turn off the lights last night. That was ……………………….show I have ever watched.

(scary, scarier, the scariest)

8. Michael Jackson is one of ……………………… pop singers ever.

(famous, the most famous, more famous)

9. The weather is _____ today than yesterday.

(beautiful, more beautiful, the most beautiful)

10. We have got exams tomorrow. There is nothing…………………………. than that!

(bad, worse, the worst)

11. Do you think Linda is a…………………………. student than Sam?

(good, better, the best)

12. The people of New York think they have ……………………….. city in America.

(good, better, the best)

Task2: Put the correct comparative or superlative form of the adjective or adverb in the

gaps in this conversation between two neighbors.(9 points)

Geoff: I'm pretty sure my house is a bit ……***bigger***……(big) than yours.

Pete: Really? I thought mine was …………………….. (big) in the street.

Geoff: Oh. Anyway, my daughter Jo is ………………………. (pretty) girl in her school. They

had a beauty contest last week.

Pete: That reminds me. I saw you and Jo pushing your car last week. I must say my car works

……………………………. (good) than yours.

Geoff: Really? What's ……………………………. (far) you've ever driven? We've crossed

America from coast to coast in my car.

Pete: Your wife didn't enjoy the journey, though, did she? You know, I think my marriage is

……………………………. (happy) than yours.

Geoff: I'm not surprised. You've bought your wife…………………………….. (expensive)

present in the world, haven't you?

Pete: Well, I've got enough money. I suppose I work ……………………… (hard) than you,

don't I, and earn money …………………………………… (quickly)?

Geoff: I think we'd have a fight if you weren't ……………………………. (tall) man in town.

Task 3: Complete the conversation. Cross out the wrong verb forms. (15 points)

Rita: *Do you like/Does you like* football Tom?

Tom: *I love/do I love* it. I'm a United fan. I *go/goes* to all their games. Nick usually *come/comes* with me. And we also *travel/travels to away games* too. Why *don't you come/you come* to a match some times?

Rita: I'm afraid football *don't make/does not make* sense to me-men running after a ball. Why *does you take/do you take* it so seriously?

Tom: It's a wonderful game. I *love/loves* it. United are my whole life.

Rita: How much *do/does* it cost/costs to buy the tickets and pay for the travel?

Tom: A lot. I *do/does* not *know/knows* exactly how much. But that doesn't don't matter to me. I *don't/doesn't* want to do anything else. *Does/Do* that *annoys/annoy* you?

Rita: No, it *doesn't/don't* annoy me. I just *find/finds* it a bit sad.

Task 4: It's the beginning of a new term at university. Two students, Nick and Eric, are talking about the summer holidays. Complete their conversation using the correct Past Simple form of the words in the brackets. (18 points)

Nick: What ……………………….. (you/do) in the summer?

Eric: I ………………………… ……………….(take) a trip around Europe by train.

Nick:…………………………………………… (you/go) on your own, or with some friends?

Eric: A couple of friends ……………………………………………………(come) with me.

Nick: How many countries ………………………………………………………………………. (you/visit)?

Eric: I …………………………………………… (go) to six or seven countries. I ………………………………………….. (have) a great time, and I really………………………………………………….. (love) all of them.

Nick: Which one …………………………………………………………… (you/like) most?

Eric: Sweden, I think. I ………………………………………………… (enjoy) exploring the marvelous countryside and I ………………………………………………………….(take) lots of photographs.

Nick: ……………………………………………………… (you/buy) some clothes at the markets?

Eric: Yes, I ………………………………………………………….. (buy) a pair of trousers and a shirt.

Nick: When ………………………………………………………(you/arrive) back home?

Eric: I ………………………………………………………(arrive) last week. I'm still rather tired. And how ………………………………………….. (you/spend) your summer holidays? What …………………………………….(you/do)? Where …………………………………………(you/go)?

Task 5: Imagine that you spent your summer holidays in USA, and you faced some problems during your journey (e.g. lost your passport, did not like the food, etc). Write 10 connected sentences describing the situation. (6 points)

Good Luck! ☺

Total:

Appendix C – Questionnaire

Student Questionnaire	Strongly agree	Agree	Disagree	Strongly disagree	Indecisive
The grammar practice used in EEC classes helped me to understand the structure of English grammar.	1	2	3	4	5
The grammar practice used in EEC classes helped me to learn correct English grammar.	1	2	3	4	5
Grammar practice used in EEC classes increased my English fluency.	1	2	3	4	5
I would like our teacher to continue using the current grammar practice in class to teach English grammar.	1	2	3	4	5
The grammar practice used in EEC classes was not effective.	1	2	3	4	5
The grammar practice used in EEC classes motivated me to learn English.	1	2	3	4	5
The grammar practice used in EEC classes helped me to learn English more effectively.	1	2	3	4	5
The grammar practice used in EEC classes created a pleasant atmosphere in class and it helped me to learn English.	1	2	3	4	5
The grammar practice used in classes had no benefit on my ability to speak English.	1	2	3	4	5
Student interaction practiced in EEC classes helped me to learn English grammar.	1	2	3	4	5
The grammar practice used in classes made me less interested in Learning English grammar.	1	2	3	4	5

Go Ahead 2	make a snowman	visit relatives	have some pizza	keep a secret
send an e-mail				meet a filmstar
catch a cold				do your research
take a shower				**Go Back 2**
Go Ahead 1				stay on the beach
drink tea				**FINISH**
grow fruit				
swim in the sea	write an essay	**Free**	learn a poem	throw a party
				Go Ahead 2
Go Back 1	wear new jeans	go to school	have holidays	water the flowers
talk to stranger				
Free	do the shopping	clean your room	cook a salad	feed your pet
				speak on the phone
watch TV	sleep	speak in whispers	eat a cake	☠
get a present				
☠	buy food	**Go Back 2**	play games	help about the house
				do homework
START	go to the cinema	listen to music	**Go Ahead 2**	clean the room

Past Simple

Rules
1. Each player puts his/her piece on the Start position and rolls the die to see who begins to play.
2. The highest number starts and play continues clockwise.
3. The player rolls the die and moves as many places as shown on the die.
4. Depending on where the player lands the he/she will have to make a past tense sentence with the words in the square.
5. The player must also use the expression of time below:
(1) yesterday
(2) last week
(3) two days ago
(4) last month
(5) two months ago
(6) last year

e.g. if the roll is a 4:

I cleaned the room last month.

Verb sheet
(You will need 1 per two students.)

WONDER	STOP	BUY	REFUSE
WONDER	STOP	BUY	REFUSE
SELLS	WANT	DRINK	GOES
SELLS	WANT	DRINK	GOES
THINKS	LIVES	ASKS	HITS
THINKS	LIVES	ASKS	HITS

Pronoun/noun sheet
(You will need 1 per two students.)

JOHN	THE POLICE	THE MEN	YOU
JOHN	THE POLICE	THE MEN	YOU
WE	MY FRIEND	PEOPLE	I
WE	MY FRIEND	PEOPLE	I
THEY	SHE	HE	HER HUSBAND
THEY	SHE	HE	HER HUSBAND
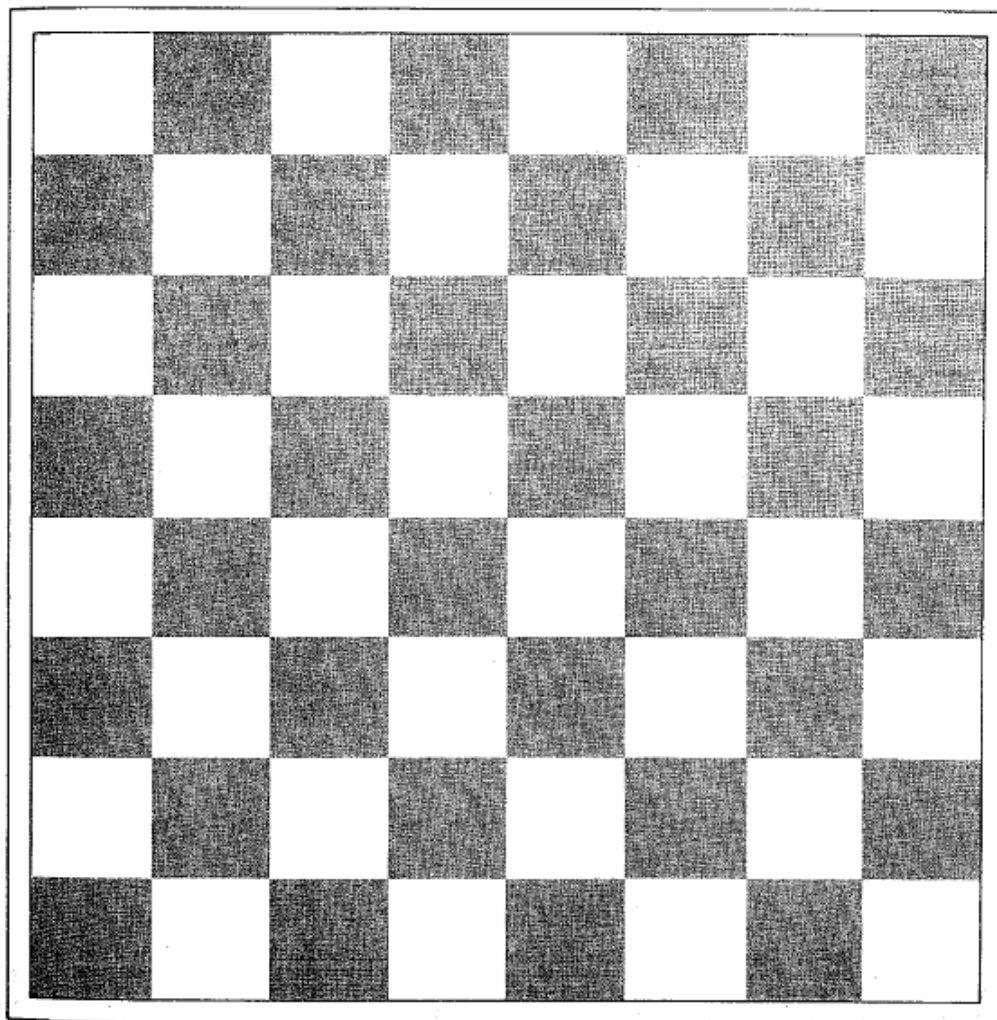
13   BROKEN SENTENCES 1

The train usually…	…leaves at 7 o'clock.
She usually gets up…	…at 6.30.
He never has…	…toast for breakfast.
We often go out…	…in the evening.
I speak…	…French and German.
We sometimes have lunch…	…at a Chinese restaurant.
We seldom listen to…	…the radio.
They usually go abroad…	…for their holiday.
Tom and Peter never do…	…their homework.
You never tell me…	…you love me!
Mary sometimes plays…	…tennis on Fridays.
Robert usually meets…	…his friends after work.
My wife and I always watch…	…TV at the weekend.
I hardly ever drink…	…milk or Coca-Cola.
He always wears…	…jeans and a T-shirt.

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