



Jordanian EFL Teachers' Perspective towards the Effect of Using Games in Teaching Grammar

Issam Taamneh^a, Abeer AL-Ghazo^b, ^aLanguages and Translation Department, Isra University, ^bDepartment of English Language and Literature, Ajloun National University,
Email: dr.essamtaamneh@gmail.com, fares.abeer@yahoo.com

The present paper examines EFL teachers' perspectives towards the effect of using games in teaching grammar. To conduct the study, the researchers designed a questionnaire consisting of 20 items. The study sample consisted of (40) male and female EFL teachers who have been teaching English for a number of years and who are teaching English in various government schools in Jordan. Appropriate statistical analysis was used to analyse data obtained from participants' responses. The study results showed the overall degree for the importance of using games in teaching grammar which is moderate according to EFL teachers' perspective as they all agree on the importance of using games in teaching grammar for their students. Moreover, the results pointed out that there are no significant statistical differences in males' or females' perspectives towards the importance of using games in teaching grammar as the table indicates that the means for both males and females are closer to each other which shows the positive effect of using games in teaching grammar.

Keywords: *EFL Teachers, Perspectives, Games, Teaching Grammar.*

Introduction

“Language learning is hard work. Effort is required at every moment and needs to be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work” Wright, Betteridge and Buckby (1984).

English language teaching is not an arbitrary activity. It is organised and deals with professional teachers, learners, and language that is divided into four skills. These consist of listening, speaking, reading and writing. Grammar, vocabulary and pronunciation are the main components of language, which are crucial to the mastery of all these skills. Grammar



is the backbone of any language, and without it, one cannot convey messages, meanings and ideas. Pradeep (2013) stated that grammar is a crucial part that can not be neglected in teaching and studying the English language.

Ur (1991, p. 4) defined grammar as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.” Crystal (1995) defined grammar as the business of dividing a language to pieces, to see how its components work.

Many teaching approaches have appeared since the nineteenth century due to the importance of grammar in language teaching. The Grammar-Translation Method, focused on grammatical rules, memorisation of vocabulary, where classes are taught in the mother tongue and little attention paid to context (Prator and Celce- Murcia, 1979).

Richard and Rodgers (1986) mentioned that in the Direct Method, grammar was taught inductively and there was little analysis of grammatical rules. Larsen-Freeman (2000, p.23) highlighted the main principles of the Direct Method as follows: “*Classroom instruction was conducted in the target language, there was an inductive approach to grammar, only everyday vocabulary was taught, concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas.*”

Great importance was attached in the Audio-lingual Method to pronunciation while vocabulary was given limited concern and learned in context (Prator and Celce- Murcia, 1979). The Audio-lingual Method was an oral-based approach, also based on psychological and linguistic theory. Skinner (1957) stated that in the Audio-Lingual Method, grammar is the most important language component for learners. They must repeat grammar patterns after the teacher.

Communicative Language Teaching Approach (CLT), which has been established as one of the major teaching practices in English as a foreign language, aims to develop and improve learners’ communicative competence through:

- *Knowing how to use language for a range of different purposes and functions*
- *Knowing how to vary use of language according to setting and participants.*
- *Knowing how to produce and understand different types of texts.*
- *Knowing how to maintain communication despite having limitations in one’s language knowledge.* (Richard, 2006, p.3)

In order to be an effective language user, learners have to learn grammar skills because they help learners to organise words and messages. Richards and Renandya (2002 p. 145) stated that ‘... without good knowledge of grammar, learners’ language development will be



severely constrained.’ This means that learners could not convey messages and the ideas without knowing the basic requirements of language grammar.

Azar (2007) highlighted the significance of teaching grammar, when he said that one of the most important aspects of grammar teaching is that it helps students discover the nature of language. It also helps them to predict what they say, hear, read and write intelligibly. Furthermore, he stated that without grammar, we have only individual sounds, words, body expressions and pictures to convey meaning. EFL learners cannot produce language efficiently without knowing correct grammar especially when they try to speak language in a correct way.

Due to the necessity of grammar in achieving communicative goals of EFL learners, teachers have to be aware of most workable strategies, techniques and approaches that help them in teaching it. There are many approaches that can be adopted by teachers to teach grammar effectively and efficiently, such as the deductive and inductive and functional-notional approach, teaching grammar in situational contexts, through texts, stories, songs and rhymes and through games. Games are activities that learners engage in to have fun. Hadfield (1998, p. 4) defined a game as “an activity with rules, a goal and an element of fun.”

Games can encourage learners to focus more on learning, especially learning language. Through games, EFL learners, especially those with a shy disposition or high anxiety, are given opportunities to express their ideas, opinions and feelings easily and without hesitation. Hansen (1994, p.118) believed that “games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings.” Moreover, games give learners new experiences within a foreign language, which may not always be possible during traditional lessons. Using games attracts learners to learn English as a foreign language because they are fun and can help them to interact with the learning context.

Lee (1996) stated that there are many advantages of using games to teach a foreign language in the classroom including a break from the language class routine, giving learners more motivation and challenges and more effort to learn. Cam and Tran (2017) expressed the positive influence of games on students’ oral skills. They also stated that game application should be adopted by English teachers.

Haldfield (cited in Sachdeva 2016, p.170) added that “*Games can be used at all levels of progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teachers, who can note areas of difficulty and take appropriate remedial action.*”



Many experts emphasise the effectiveness of using games to teach or learn language effectively. It is important to ensure that using games has clear teaching and learning objectives (Chou, 2014). Learners can have chances to practice a foreign language willingly instead of forcing them to undertake activities unwillingly. Teachers can use games to help EFL learners practice communication. Wang (2010) indicated that elementary school teachers generally appreciated the benefit and value of communicative game activities in the teaching of English.

Toth (1995) added that games could help learners with different learning styles in effectively mastering language, especially when they start conducting different classroom activities. Depending on the type of learning, and the different levels of students and topics, the teacher can use appropriate type of games inside the classroom to suit learners with different language proficiency levels and their multi learning styles.

Hadfield (1999) classified language games into two types: linguistic games that focus on accuracy and communicative games that relate to exchanging information or identifying differences between two or more pictures. He also classified language games into sorting, ordering or arranging, information gap and guessing games. Lee (2000) classified games into ten types: Vocabulary games which focus on words, structural games which focus on the use of particular patterns of syntax, spelling games, number games, pronunciation games, miming and role play. In short, the use of games improves language teaching and learning, promotes learners' interaction with the subject and course. They also improve learners' grammar acquisition and subsequently increase learners' achievements.

Literature Review

Many studies were conducted to measure the effect of using games in teaching grammar as well as other language components such as vocabulary. For example, Huyen & Nga (2003) conducted an action research, which included applying games in their classes to answer the following two questions: "Do games help Vietnamese students learn vocabulary effectively?" and "How do games help in achieving that?" "The researchers observed teachers' classes and interviewed both teachers and learners to elicit students' reactions, feelings and the effectiveness of applying games in vocabulary learning. The results showed that using games was effective in improving students' vocabulary building skills.

Wang (2010) examined the use of communicative language games for teaching and learning English in Taiwanese elementary schools. 150 teachers participated in this study. A survey questionnaire about participants' perspectives on the use of communicative language games in English lessons was used. The results indicated that Taiwanese elementary school teachers generally appreciated the benefits and value of communicative game activities in the teaching



of English.. The results also suggested that teachers should be aware of taking learners' individual variations such as background, styles, needs and expectations into account when teaching English.

Yolageldili & Arikan (2011) conducted a study to measure the effect of games on teaching grammar to Turkish EFL learners from Turkish teachers' points of view who worked in primary schools. The study sample consisted of (15) English Language teachers. The researchers collected the data through a questionnaire to perceive EFL teachers' opinions about the questionnaire items. The results show that Turkish EFL teachers have a good understanding about the importance of using games in teaching grammar. Moreover, the results pointed out that despite Turkish EFL teachers having good perceptions about the effectiveness of using games in teaching grammar, they do not use games as frequently as expected in their classrooms while teaching English as a foreign language.

Mubaslat (2011) conducted a study to measure the effect of using educational games on students' achievement in English for the primary level and to compare the effect of games with traditional classroom practices in basic governmental schools in Jordan. Three groups were used to conduct the study using an experimental method. (ANOVA) was used to determine the relationship between learning a foreign language and educational games amongst students. Both pre-tests and post-tests were used in the study. The results showed that the achievement of learners in the experimental group were better than those in the control group which indicated that using educational games in the learning process had a positive effect on the learners' achievements at the basic level.

Elkahlout (2012) conducted a study to identify the effect of a suggested program on developing student-teachers' skills to design educational games for teaching English grammar and their attitude towards it. The researcher used the quasi-experimental approach with pre-and post-tests. 32 female student teachers from the fourth level of English department at Al Azhar University participated in the study. Various statistical analyses were used to analyse the results. The results revealed that participants' scores in the experimental group were better than those in the control group. Moreover, the results showed that both students and teachers had a positive point of view towards using games in teaching grammar.

Bush (2015) carried out a study to measure the effect of using games on Turkish EFL learners' acquisition of second language grammar. 34 Turkish EFL learners participated in the study. Two groups were used including intervention and comparison. The experimental group was exposed to three-class period of games, while the second received only three class periods through a traditional instruction. Pre-test, a post-test and T-tests and ANOVA were used to analyse learners' scores. Moreover, a survey was conducted to determine students'



experience of using games in the process of teaching. The study result showed that games were motivating in the acquisition process.

Ardiansyah (2016) explored student teachers' attitude towards using grammar games in teaching English as a foreign language. The study sample consisted of 250 participants. The researcher used a simple random sampling technique. In order to analyse the data, the researcher used suitable statistical techniques. The results clearly pointed out that the majority of study participants had positive attitudes toward the use of games in the process of teaching English grammar.

Cam and Tran (2017) conducted a study as part of an evaluation process to measure the benefit of using games in teaching English grammar for first year English-major Vietnamese students at Dong Nai Technology University. The study sample consisted of 25 first year University students who attended grammar class twice a week. The researchers prepared grammar tests to verify students' apprehension of grammar. Both quantitative and qualitative methods were used. The results pointed out that students have a positive attitude towards grammar classes.

Prihhartini (2018) conducted a study to investigate the importance of physical games as part learning grammar. Twenty university students were involved in a game. They were asked to jump and throw a marker towards cue cards that contained questions in if-conditional type II structure. The researcher recorded the learners' language outputs that were analysed qualitatively. The results revealed that these kinds of physical games facilitate the acquisition of new grammatical items.

Hakami and Abdelrahman (2019) investigated a study to explore the effect of using games in teaching grammar for EFL learners. 50 Saudi male students participated in the study. To collect data, a pre-test and post-test were conducted. The study findings pointed out that participants had positive perceptions towards games when used in teaching grammar. Moreover, the results revealed that using games in the classroom increases EFL learners' motivation to use English in the classroom.

Al-Jarrah, Waari, Talafhah, & Al-Jarrah (2019) investigated a study to measure the importance of using educational games in improving English grammar achievement amongst eleventh grade students at a high school for girls in East Jerusalem. 62 students participated in this study. They were divided into an experimental and a control group. The experimental group was taught grammar using educational games for two months, while the control group was taught using traditional methods. The results showed that there is no significant difference at $\alpha = 0.05$ between groups on the pre-test, while the post-test



revealed a significant difference between the achievement of the experimental group (M = 77.6%) and control group (M = 68.7%).

Statement of the Problem

Teaching English as a foreign language is not an easy task, a great deal needs to be done to facilitate it.. Teachers may feel frustrated when teaching grammar or pronunciation as they are not easy for learners to comprehend (Carduner, 2007; Mei-Yun & Tzu-Fu, 2008). Despite the fact that English grammar is essential as it is necessary in written as well as spoken English, many learners view it as boring and difficult. In this context, Harmer (1987, p.12) pointed out that “without some understanding of grammar, students would not be able to do anything more than utter separate items of language for separate functions.” The expression of functional language is only possible through the use of grammar. Based on the researchers' experience, the majority of students prefer to explain grammar in their native language which is not a correct strategy as grammar should be illustrated in the context of its source language. . Brown (2000, p.362) stated that “grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.” Grammar can be a very difficult practice for students if teachers do not use appropriate techniques and methods in their classrooms to complete class activities (Brown, *ibid*).

Significance and Limitations of the Study

The significance of this study stems from the fact that it attempts to shed the light on the importance of using games in teaching grammar as the use of grammar can facilitate the learning process. Moreover, it tries to investigate EFL teachers' perspectives towards the use of games as educational tools to teach grammar effectively. Games as aids may help EFL learners to use foreign language in real life contexts. This was supported by Yolageldili & Arikan (2011) when they indicated that learners are engaged in the learning process of the foreign target language when participating in suitable games. Moreover, this study presents real evidence that using games in teaching grammar would specifically help in strengthening interpersonal relations amongst learners and teachers (Lee 1995, p. 1). Furthermore, the results can be of great value when showing that using games as educational aids could help in creating a supportive workable learning environment that is fun, enjoyable and exciting which are considered important students of foreign languages (Wang, 2010).

Study Limitations

The generalisation of study results could be limited due to the following factors:

- 1- The number of the participants. Only forty EFL teachers participated in the study.
- 2- The study is limited to gender, and teacher context.



Study Purpose

According to the above, no one can deny the importance of using educational games in learning and teaching English in general and improving grammatical competence. The present study aims to explore EFL teachers' perspectives towards the effect of using games in teaching grammar. It attempts to shed light on the importance of utilising educational games, which has been found to affect students' performance in learning grammar.

Research Questions

The present study aims to answer the following questions:

- 1-To what extent do EFL teachers take into account the importance of using games in teaching grammar?
- 2-Are there any significant differences between male and female EFL teacher perspectives towards the effect of using games in teaching grammar that could be attributed to gender?

Methodology

Study Participants

Forty EFL teachers (males and females) who teach in various public Jordanian schools participated in this study. They have been teaching English in both basic and secondary levels. All have had a good experience in teaching English.

The Instrument

In order to achieve the purpose of the study, the researchers prepared a questionnaire to measure EFL teachers' perspective towards the importance of using games in teaching grammar.

The researchers prepared the questionnaire consisting of 20 items after revising a range of suitable literature. It consisted of various related items to explore participants' perspectives toward the effect of using games in teaching grammar. The researchers used a four point Likert Scale. The participants were asked to indicate their levels of agreement with the given statements in such a way that (4) reflected strongly agree (SA), (3) reflected agree (A), (2) reflected disagree (D) and (1) reflected strongly disagree (SD).

Validity and Reliability of the Instrument

To achieve the validity of the questionnaire, a jury of TEFL specialists in various Jordanian universities were asked to assess the questionnaire. Their suggestions were taken into account when adopting the final version of the questionnaire.

To check the reliability of the questionnaire, the researchers computed it on a pilot study of 15 teachers, in various schools using the test and retest method. Pearson correlation was computed of the tool as a whole, using Test-Retest strategy (Stability index), which was 0.81. Moreover, the internal consistency coefficient was also computed using Cronbach Alpha, which was 0.84. The result was considered satisfactory for researchers to use as an instrument in the questionnaire, to collect the necessary data from participants.

The Questionnaire Correcting Method

To find the degree of acceptance, the researcher used the following model (Oxford, 2003) that classified the means into three levels according to their categories.

Low	1	1 - 2.33
Moderate	2	2.34 - 3.66
High	3	3.67 – 5.

Results and Discussion

Question One: To what extent do EFL teachers take into account the importance of using games in teaching grammar?

To answer this question, the researchers measured the means and standard deviations for teachers' responses in the questionnaire items.

Table 1: Means and Standard Deviations for Teachers' Responses in the Questionnaire Items

Statement	Gender	N	Mean	Average	Std. Deviation	Average
1	Male	20	3.5		0.51299	
	Female	20	3.75	3.625	0.44426	0.478625
2	Male	20	3.4		0.50262	
	Female	20	3.15	3.275	0.48936	0.49599
3	Male	20	3.45		0.51042	
	Female	20	3.4	3.425	0.59824	0.55433
4	Male	20	3.1		0.91191	
	Female	20	3.45	3.275	0.75915	0.83553
5	Male	20	3.1		1.11921	

	Female	20	3.35	3.225	0.67082	0.895015
6	Male	20	3.3		0.7327	
	Female	20	3.2	3.25	0.89443	0.813565
7	Male	20	2.7		1.08094	
	Female	20	3.45	2.075	0.60481	0.842875
8	Male	20	3.15		0.87509	
	Female	20	3.1	3.125	0.78807	0.83158
9	Male	20	3		0.91766	
	Female	20	2.8	2.9	1.10501	1.011335
10	Male	20	3.5		0.68825	
	Female	20	2.7	3.1	0.8645	0.776375
11	Male	20	3.3		0.80131	
	Female	20	3.25	3.275	0.7864	0.793855
12	Male	20	2.9		0.78807	
	Female	20	2.9	2.9	0.78807	0.78807
13	Male	20	2.55		0.60481	
	Female	20	2.9	2.725	1.02084	0.812825
14	Male	20	3		1.02598	
	Female	20	3.15	3.075	0.81273	0.919355
15	Male	20	3.25		0.91047	
	Female	20	3.3	3.275	0.8645	0.887485
16	Male	20	3.55		0.51042	
	Female	20	3.35	3.45	0.67082	0.59062
17	Male	20	3.3		0.7327	
	Female	20	3.35	3.325	0.81273	0.772715
18	Male	20	3.05		0.88704	
	Female	20	3.35	3.2	0.67082	0.77893
19	Male	20	3.35		0.58714	
	Female	20	3.45	3.4	0.60481	0.595975
20	Male	20	2.75		1.11803	
	Female	20	3.3	3.025	0.7327	0.925365
Total				3.195		0.77002

Table 1 shows that the overall degree for the importance of using games in teaching grammar considered by EFL teachers is moderate as the mean is 3.195. As a result, there is high interest in using various kinds of games to teach grammar. They have a high awareness of using games to subconsciously absorb language. The majority of male or female EFL teachers who hold responsibility for teaching grammar in secondary schools have the



necessary background in teaching grammar through various methods and strategies. This leads to explaining grammar simply, briefly and effectively.

The table also shows means ranging from (2.7-3.6). The highest mean reached (3.6) with a standard deviation of (0.47) for item (1), and the lowest means was (2.7) with standard deviation of (0.84) respectively for item (7). Teachers can see that using games can be of great assistance in facilitating grammar lessons.

Games help teachers to create meaningful use of language in contexts in which the it is useful and meaningful. These kinds of educational games provide EFL learners the opportunity to develop their creative abilities and understand grammar in simple ways. Avedon & Sutton-Smith (1971), Prihartini (2018), and Hakami and Abdelrahman (2019) stated that in using games learners can understand their lessons better and be more engaged in while increasing motivation and participation in the classroom.

Teachers also believe that designing educational games while teaching grammar could encourage low achievers and shy students in classroom interaction. They maintain that using various activities increases cooperation and competition between learners in the EFL classroom. Games give language learners the opportunity for real communication. As many games can be played in small groups or in pairs, students can develop their skills of interaction and working with others.

In this way, teachers can use various games to improve learners' linguistic acquisition and communicative abilities such as sorting, ordering, or arranging games, information gap, guessing, search, matching, games, labelling, exchanging, board and role play games. Consequently, games are valuable teaching aids that teachers and learners can use to teach and learn more effectively.

The results also show that teachers design educational activities that require using games to activate their students' mental capacities and motivate their language learning. Games are not only seen as valuable teaching aids, but as facilitating fun especially for shy students.

As Hansen (1994, p. 118) indicated "games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings." Therefore, teachers can adopt a lot of activities and strategies to various EFL classes with different grammar components.

The results also revealed that teachers believe that using games in grammar lessons is not a waste of time and effort. They maintain that games are useful educational aids. As mentioned above, games have crucial benefits on teaching language in general and grammar in

particular. They improve learner achievements and language acquisition while also developing their interaction and communication skills. In summary, participants' responses to most items in the questionnaire showed their positive attitude towards using various games to teach grammar effectively and efficiently.

The results are consistent with the research results of a study conducted by Yolageldili & Arikan (2011) and others including Huyen & Nga (2003), Mubaslat (2011), Prihhartini (2018), and Hakami and Abdelrahman (2019).

Question Two: Are there any significant differences between male and female EFL teacher perspectives towards the importance of using games in teaching grammar that could be attributed to gender?

In order to answer the second question the researchers used a T-test to examine if there are any statistically significant differences in participants' perspectives towards the importance of using games in teaching grammar that could be attributed to gender.

Table 2: T Test Group Statistics

Variable	Type	Num.	Mean	Standard. Deviation	"t" value	Sig
Gender	Male	20	3.16	0.790888	-1.319	0.461
	Female	20	3.23	0.7491535		
Total		40	3.1950	0.77002		

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GameQuestions	Equal variances assumed	.555	.461	-1.319	38	.195	-.35000	.26532	-.88711	.18711
	Equal variances not assumed			-1.319	36.791	.195	-.35000	.26532	-.88769	.18769

Table (2) shows that there are no statistically significant differences in participants' perspectives towards the importance of using games in teaching grammar as the table shows that the means for both males and females are closer to each other. It also shows that females' mean (3.23) is higher than males' (3.16). In fact, this result clearly indicates that participants view games as important activities that could be used in teaching grammar for EFL students, whether they are male or female. The total average is (3.195) which is considered moderate according to the questionnaire correcting method that was suggested by Oxford 2003.



This analysis highlights that male or female participants view using games in teaching grammar positively as they assist them in teaching. Table 1 shows that items number (1) and (16) (for males) received the highest rank amongst the other 20 items, as participants view games as a valuable activity that helps shy students to express their opinions and ideas. In adopting such an activity, teachers could present opportunities for all students to actively participate in learning grammar. It is believed that games can help learners to be more focused in learning. This is supported by Hansen (1994, p. 118) who states that games are considered highly motivating and entertaining as they provide shy learners with more chances to express their opinions and ideas freely.

Teachers need to incorporate games in their teaching practice as they can attract students to learn English because games are fun and encourage interaction within the learning context. Furthermore, Hadfield (1998) looked at games as activities with rules, goals, and elements of fun to facilitate the process of learning. This is supported by Lee (1996) as he maintains that by using games in the classroom, teachers can break classroom routine, and increase opportunities for motivation and challenge.

Regarding females, Table 1 shows that item number 1 is placed in the first rank amongst the other 20 items with a mean of 3.75. The item states “I look at games as valuable teaching aids.” Once again, female teachers view games as important aids that help them in teaching English as a foreign language in general and teaching grammar particularly.

Toth (1995), Haldfield (1999) and Chou (2014) also added that in using games as teaching aids, teachers could achieve numerous benefits such as taking into consideration various learning styles and serving as a diagnostic tool for teachers to help them in taking appropriate remedial action.

Items 4, 7, and 19 are placed in the second rank as they received the second highest mean (3.45). These results showed that female EFL teachers have a wide range of understanding about the importance of using games in teaching grammar as well as other language components including vocabulary (Huyen & Nga, 2003; and Ardiansyah, 2016). They view games as a valuable aid. Moreover, they believe that they can encourage low achievers in classroom interaction through designing educational games. Furthermore, games can provide students with more challenges. The majority of the students particularly in basic and secondary levels are fond of playing games while learning as they can change traditional methods of teaching when asked to complete some physical tasks as a fun task and learn at the same time.

The study results are consistent with the results of other studies conducted by various researchers such as Yolageldili & Arikan, 2011; Mubaslat (2011); Elkahlout, M. (2012);



Bush, J (2015); and Cam and Tran (2017) when they all agree that using games in teaching grammar as well as other language skills have a positive effect on learning English as a foreign language.

Teachers' use or design of activities that require using games in various lessons or activities, is expected to yield positive results in the process of learning (Hansen, 1994; Lee, 1996; Hadfield, 1998, Prihartini, 2018, Hakami and Abdelrahman, 2019).

Conclusion, Implications and Recommendations

Conclusion

The purpose of the current study was to investigate EFL teachers' perspective towards the importance of using games in teaching grammar. Moreover, it attempted to analyse if there are any significant differences between the perspectives of male and female EFL teachers towards the importance of using games in teaching grammar that could be attributed to gender.

The discussion for both questions pointed out that participants have a positive image towards the effect of using games in teaching grammar. Furthermore, the analysis showed that there are no statistically significant differences in participants' perspective towards the importance of using games in teaching grammar that could be attributed to gender, as the average means for both males and females was similar. Based on these results, the researchers advised EFL teachers to incorporate games in their teaching of English as a foreign language and invest in using it to teach other language skills.

Research Implications

This study may be considered as one of a few that was conducted to explore Jordanian teachers' perspective towards the effect of using games in teaching grammar at their schools. Based on the above conclusion, it is clear that Jordanian EFL teachers have a positive image towards the effect of using games in teaching grammar. These results can be of great importance for teachers to take into consideration while teaching grammar, as games may play a facilitating role in students' full understanding of grammar.

Furthermore, the study implies that when teachers design and use games in teaching grammar, it will be positively reflected in encouraging low achieving students in classroom interaction and participation. Consequently, this will help teachers to develop and improve various learning skills.



Recommendations

Based on the study results, the researchers recommend the following:

1. Advise other researchers to undertake further studies to investigate the effect of using games in teaching other language components such as speaking or writing.
2. Conduct a similar study in other countries to explore teachers' perspectives towards the effect of games in teaching and learning.

REFERENCES

- Al-Jarrah, J. M., Waari, O. T., Talafhah, R. H., & Al-Jarrah, T. M. (2019). Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerusalem. *International Journal of Academic Research in Progressive Education and Development*, 8(1), 75–86.
- Ardiansyah, W. (2016). The Games-Based Grammar to Young Learners: A Case Study of English Teachers' Attitude on Teaching and learning Process in the Classroom. *Tarbawy: Jurnal Pendidikan Islam*, 1(2), 229-250.
- Avedon, E. M. & Sutton-Smith, B. (1971). *The study of games*. London: John Wiley & Sons.
- Azar, B. (2007). Grammar-Based Teaching: A Practitioner's Perspective. *TESL-EJ*. 11(2). 1-12 Retrieved April 2019. Available at: <http://www.tesl-ej.org/ej42/a1.pdf>
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Edition. England: Pearson Longman.
- Bush, J. (2015). The Impact of Classroom Games on the Acquisition of Second Language Grammar. *Language in Focus Journal*, 1,(2), 17-29.DOI: <https://doi.org/10.1515/lifijsal-2015-0007>.
- Cam, L and Tran, T. (2017). An Evaluation of using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University. *International Journal of Learning, Teaching and Educational Research*. 16(7), 55-71.
- Carduner, J. (2007). Teaching proofreading skills as a means of reducing composition errors. *Language Learning Journal*, 35(2), 283-295. doi 10.1080/09571730701317655.
- Chou, M. (2014). Assessing English vocabulary and enhancing young English as a Foreign Language (EFL) learners' motivation through games, songs, and stories. *Education*, 42 (3), 284-297.



- Crystal, D. (1995). *The Cambridge Encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Elkahlout, M. (2012). *The Effect of a Suggested Program on Developing Student-Teachers' Skills to Design Educational Games for Teaching English Grammar and their Attitudes Toward it*. Unpublished MA Thesis. http://www.alazhar.edu.ps/Library/aattachedFile.asp?id_no=0045819
- Ersoz A. (2000). 'Six Games for the EFL/ESL Classroom', the Internet TESL Journal. Retrieved April 2019 Available at: <http://iteslj.org/Lessons/Ersoz-Games.html>.
- Hadfield, J. (1998). *Elementary Vocabulary Games. A Collection of Vocabulary Games and Activities for Elementary Students of English*. Harlow: Longman.
- Hakami, H. and Abdelrahman, A. (2019). *The effects of Using Games in Teaching and Learning English Grammar to EFL Learners*. Available at <https://www.ajsrp.com/journal/index.php/jeps/article/view/1880>.
- Hansen, M. (1994). *The use of games for vocabulary presentation and revision*. Vol 36 No 1. Available at <http://www.Esldepot.com/section.php/4/0>.
- Harmer, J. (1987). *Teaching and Learning Grammar*. Longman Group UK Ltd.
- Huyen, N & Nga, K. (2003). Learning Vocabulary through Games. The Effectiveness of Learning Vocabulary through Games. *Asian EFL Journal*,5(4), 1-15.
- Larsen-Freeman. D. (2000). *Techniques and Principles in Language Teaching*. 2nd Edition. New York: Oxford University Press.
- Lee, S. K. (1995). *Creative games for the language class*. Vol 33 No. 1. Available at <http://eca.state.gov/forum/vols/vol33/no1/p35.htm>.
- Lee, J.M. (1996). *English Games*. The People Publisher, Seoul.
- Mei-Yun, K., & Tzu-Fu, W. (2008). Teacher talk in grammar instruction: A sociocultural perspective. *International Journal of Learning*, 15(5), 271-280.
- Mubaslat, M (2011). *The Effect of Using Educational Games on the Students' Achievement in English Language for the Primary Stage*. <https://files.eric.ed.gov/fulltext/ED529467.pdf>.
- Pradeep, K.B. (2013).The Importance of Grammar in English Language Teaching-a reassessment. *Language in India*, 482-486.



- Prator, C. H. & Celce-Murcia, M. (1979). "An outline of language teaching approaches." In Celce-Murcia, Marianne & McIntosh, Lois (Ed.), *Teaching English as a Second or Foreign Language*. Newbury Ho.
- Prihartini, Sya'Baningrum. (2018). Learning grammar through physical games. *Jurnal Pendidikan*, 2(2), 187-203.
- Richards, J.C. & Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richard, J., & Rodgers, T. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge: Cambridge University Press.
- Skinner, B. F. (1957). *Verbal Behaviour*. New York: Appleton-Century-Crofts. Toth, M. 1995. *Children's Games*. Oxford: Heinemann.
- Ur, P. (1991). *A course in language teaching. Practice and theory*. Cambridge: Cambridge University Press.
- Wright, A., Betteridge, D., & Buckby, M. (1984). *Games for language learning*. New York: Cambridge University Press.
- Wang, Y. (2010). Using Communicative Games in Teaching and Learning English in Taiwanese Primary Schools, *Journal of Engineering and Education*, 7(1), 126-142.
- Yolageldili, G., & Arikan A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online*, 10 (1), 219-229.



Appendix A
The Questionnaire

Name: (Optional) :..... Sex: (Male / Female)					
School: (Optional):					
No.	Statements	Totally Agree 4	Agree 3	Disagree 2	Totally Disagree 1
1-	I look at games as valuable teaching aids.				
2-	I always use some games to develop my students' linguistic competence.				
3-	I think that teachers should design educational activities that require using games.				
4-	I believe that by using games in the process of education, we could improve our students' grammar.				
5-	I believe that using games in my lessons would help in increasing my students' participation.				
6-	I think that using games in grammar lessons would create a fun and relaxing atmosphere for my students.				
7-	I think that designing educational games while teaching grammar could encourage low achieving students in classroom interaction.				
8-	I see that using games could help in facilitating grammar lessons.				
9-	I think that games are not useful educational aids.				
10-	I believe that teachers should not use games in presenting grammar lessons.				
11-	I think that designing educational games is an urgent need for teachers as they may help in improving other skills.				



12-	I think that designing educational games in teaching grammar may provide real ways of evaluation.				
13-	I believe that using games in grammar lessons is a waste of time and effort.				
14-	I think that using educational games in my lessons could help my students to get rid of selfishness.				
15-	I believe that using games in my grammar lessons would help in increasing my students' cooperation and participation.				
16-	I think that using educational games provides shy learners with the opportunity to express their opinions and ideas.				
17-	I think that using educational games attracts students towards learning grammar, because they interact with the learning context.				
18-	I think that using educational games breaks the language class routine.				
19	I think that educational games provide learners with more challenges.				
20	I believe that using games in the classroom could develop my students' creative abilities.				