The Role of Games as an Aid in Teaching English as a Foreign Language to Preparatory School Pupils in Egyptian Government Schools

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ABSTRACT

The present study is an attempt to find about the effect of using games as an instructional tool in the teaching of English as a foreign language for preparatory school children.It advocates the importance of giving games a place amongst activities used in teaching English to young learners .Also some common misconceptions about using games in the classroom are discussed and defused.
An experiment to find about the role of games in the learning process was performed ,and results revealed that the experimental group have improved significantly over the control group after the inclusion of games in their English language teaching program.

INTRODUCTION

Foreign language learning today is oriented toward fluent, spontaneous communication , and the pupil's success in achieving an adequate level of proficiency depends, to a great extent, on the methods and techniques used by the teacher.One of these techniques could be the inclusion of language games and activities which have assumed a position of increasing importance in recent years (Wukasch,C.1990 p.51).

Before starting on the topic of games and their role in the learning process,an important question poses itself on us as educators in the feild of TEFL,and that is-"Are games mainly used for enjoyment ordo they encourage students to interact and communicate in the foreign language class?

As an experienced teacher, the researcher of the current study believes that supplementing regular lessons by a large variety of game activities would motivate passive, shy, and even nonresponsive pupils, and would help them become active participants, and with their newly found confidence they would try to display their competence in communicating in the foreign language.

The success of a game is considered totally the responsibility of the teacher. He/she should be both careful and meticulous in the preparation of all that is necessary for the success of a game. The classroom atmosphere should be disciplined, relaxed, and pleasant; the environment should allow all class members to participate actively. It is also of utmost importance that the games should be quite simple to allow students to understand the rules efficiently, they should also be interesting containing an element of healthy competition among all members and easily comprehensible and flexible to permit alterations and adaptations for different abilities and levels of pupils. Care must also be taken to insure that not just a few participants are predominantly active throughout the game activity - all members should be included.

The following review of literature will discuss why games might be used in teaching English to young learners.

Some of the recent major advances in educational psychology focus on the need that children need to be actively involved in whatever   they do in order to succeed in   learning.Bruner (1983)tells us of the need for teachers to engage in a 'battle against passivity'and Donaldson (1978)argues strongly that all children have the right and the capacity to succeed ; and that schools must offer all children opportunities to succeed if they are to educate them effectively. She quotes Bruner-'We get inter- ested in what we are good at'- as a central truth.

Children   enjoy playing .They learn through playing .In playing together they interact and in interacting they develop language skills .Julia Khan explains that games provide contexts for play, reasons for playing and routines for playing(J. Khan 1991 p.142).

The discriminating use of games in the young learners' classroom can help in creating , on a small scale ,opportunities for involvement and excitement ,for achievement and success. And if children feel like taking part in a well chosen game ,they will definitely try to master the language necessary for doing so.

Games can create opportunities in the foreign or second language classroom by setting out situations where children urgently need and want to communicate in order to have a turn at playing ,to point out the rules ,or to challenge another player. Wells (1981),in working on first language acquisition ,found clear evidence that a child who have a lot of opportunities for negociating meaning -for making sure that he/she has properly understood what is being said -develops language skills more rapidly than a child who does not .

It is a principle of communicative approaches to ELT that task-based activities enhance learning .In language learning they stimulate effective use of language without involving any con- scious analysis of it.Getting learners to listen carefully to instructions in order to play a game or draw a picture are exam- ples of a task-based approach.The purpose perceived by the learn- ers is non-linguistic. The understanding and use of language is necessary but the analysis of language is not.Games may be seen as tasks.If they successfully engage the learners' attention as a proper children's game should ,then learning will be supported.

Young (1983) describes the use of out- of- classroom games and specially devised communication games ,to suppliment a tradi- tional syllabus in primary schools in Hong Kong ; using games in this way as a supplimentary activity in order to give children the opportunity to use language purposefully and playfully may be a comfortable and sensible route to follow.

A suggestion has been made by Harmer(1983) that games should be included as an integral part of any language syllabus as they provide an opportunity for intensive language practice .He pointed out 'games are a vital part of a teacher's equipment ' what he means is that games are considered as an aid for teachers not only in practice of language usage ,but also for the impressive effect they have. They can be used for any language level to provide amusing activities and are especially useful at the end of the school day to send the students away feeling sheerful about their English class.

Different Effects of Games

It has always been claimed that games have their effect on anxiety, memory, motivation and group work.

Effect of Games on Anxiety:

It has been affirmed by Rixon (1981b) that games spread a pleasant non-threatening atmosphere which helps in reducing psychological factors that occur due to learning a foreign language , such as fear of failure, inability to learn , inhibition, tention and anxiety.

In his book , Krashen (1981) has mentioned that the task of the foreign language teacher is to reduce the learning burden caused by the foreign language itself . This burden he says ,is students' native language , his previous experience ,transfer effect and learning strategies. When this strain is diminished, students are motivated and encouraged to participate. They are most likely , ready to learn and acquire what has been said or taught in class and eventually feel free to produce and communicate.

Silvers (1982) proposes that games stimulate interaction among the students, thereby create a relaxed atmosphere invironment conductive to language learning . He believes that when students become more comfortable with each other and with the teacher , they begin to feel that they are part of the group .As a result Silvers adds ,they lose their fear of making mistakes and appear foolish infront of their classmates , "only when the students begin to lose their inhibition have they really taken the step towards learning English." Games such as 'guessing games', ' vocabulary comparisons' and 'cue cards'are liable to encourage interaction between students. These types of games get students gradually involved in the game and gives the anxious student the chance to interact with one person at a time rather than the whole class.

The effect of games on memory and motivation:

Card board games are considered powerful motivators, especially with less able learners . They should be appropriate to pupils' language level ,clear,colorful , lively and appealing in

form and content, and have great intrinsic interest. Games such as 'Dominos' and 'Try to see it my way ' are good examples as as they can be informative as well as attractive and stimulating to capture and hold the learners' attention , give life to the spoken and written word , bring interest into a language lesson that might sometimes be rather boring.

Rivers & Temperly (1978) assures us that teachers should provide students with valuable activities in vocabulary building, many of these activities take the form of games and team competition in which a proportion of luck to skill is needed , in other words , students must use their skills to improve upon what chance brings them . This should arouse students motivation to communicate and in turn enhances language learning.

In reference to memory , the process of memorization is basic to language learning . Although the visual element is secondary to the auditive and aural aspects of learning , it serves as a means of intensifying and cosolidating the aural retention of linguistic structure and vocabulary items. (Granger 1980). (Cited by Brumfit 1991).

Learners in general and high anxious persons in particular should benefit from the use of any technique that helps them to remember and recall previously learned material .Silvers' (1982) 'jumbled words' can be used effectively ,as either individual or team competition, to practice the use of words which have been taught before. Rixon (1981) expresses a similar opinion.He emphasizes the effectiveness of games which help learners retain retrieve and recall the vocabulary items when they encounter them later in similar situations . These games she adds, can be integrated with the teaching so that they become a positive part of it rather than a time filler.Various memory games involve the students in making use of a fixed sentence pattern, 'look again picture'and 'spot the difference' are two examples of these games.

The effect of games on Group Work:

The effectiveness of games lies in their ability to encourage group work which , in turn,assists practice, exploitation and transfer activities.

Gayle (1982)investigated the role of social interaction and group work on activating cognitive processes .Results revealed that students trained in collective conditions (working in pairs) progressed significantly more than those trained in the individual condition (working alone).This indicates the role of group work in stimulating cognitive development.(Cited by Brumphit 1991).

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Games like 'mime, say and write' help students see , hear
and say the word on the card. This also help the teacher to check
for comprehension and spelling.The significance of these games
lies in their ability to have students meet and mix in groups
thus compensating for one another's strong points and defects as
language learners. In other words ,students who are more intelli-
gent, more gifted in learning languages, who are outgoing,commu-
nicative and with extrovert personality will compensate those who
are shy, withdrawn and introverts.

Language Practice Games

Whatever their role is,games could become an energising
force in language teaching, adding clarity to a variety of
strange words. In addition we should not ignore the fact that it
is the responsibility of the teacher to choose the activities and
games and then adjust them not only to suit the students' present
needs, abilities and expectations, but also to suit the circum-
stances and environment surrounding the teaching /learning proc-
ess.Moreover with intermediate and advanced levels , the teacher
in introducing the game, should provide the learners with a
supplimentary vocabulary for certain activities .Most textual
materials, as Moskowitz (1978) indicates do not include enough
extensive vocabulary for what the students want to express in
some activities . Additional vocabulary will be given to students
to prepare them for the activity and will cosequently be used for
communication. In Wright's (1981) 'pictorial language' pictures
are ambiguous which open the gate wide for students to ask in-
formative questions and discuss them within group work.On the
other hand , the teacher should elicit vocabulary words being
taught and make emphasis on the communicative use of language.

From what was mentioned before in the review of literature,
any game can be adapted so that it can be used in some connection
with language teaching and become a positive part rather than a
time filler , or even worse ,a time waster . However, games are
developed to extnd vocabulary and challenge memory.
To sum up ,using the language is the best way of learning to
use it. Involving children in games which they are very eager to
play may be a good way of creating a powerful need to use the
language.If a learner is put into a situation where sheer need to
use the language makes him do so ,that experience will certainly
contribute to language learning ,and work on second language
development echoes findings about the way in which interaction
and negociation help first language development (Ellis 1985).

With these previous findings discovered by researchers about
games we come to a crucial question -and that is- ' Which games
are to be used ?' Teachers need to consider which games to
use,when to use them, how to link them up with the syllabus and

how more specifically ,different games will benefit children in different ways.

There are many dimensions that need to be taken into account in selecting and organising games if they are to become an important part of of a teacher's repertoire.

In deciding which games to use ,Khan (1991) provides us with a number of questions the teacher has to put into consideration, and, Khan emphasizes the fact that 'a teacher has to bear in mind a number of points and ask a number of questions before using a game. ' Does the game focus on appropriate language items and skills ? Can it be organised within his/her classroom ? Are materials available or 'makable'? Are the learners going to find the degree of competitiveness or co-operation stimulating ? Is the balance between skill and luck right for the class ? Are the children at a stage where they will benefit from familiarisation through repetitive practice ? Do they need the stimulation of situations where they have to struggle a little but which are fun because of the challenge and can they cope with them?-If these questions are answered in the affirmative, then the teacher is on the right path.

The questions are many but may be quickly dealt with by the teacher who has begun to use games as a teaching technique and resource . Appendix (2) presents a number of games as an example that have be used for teaching Adjectives and Count and Non count nouns in the current research.

Before proceeding any further, the researcher finds it worthwhile giving a short summary about the kind of games that can be used for the foreign language classroom with reference to their pedagogical focus.

The Pedagogical Focus of Games

Games to be used for ELT must in some way be language dependent . The specific language focus of a game could be items of vocabulary or particular structures or functions.The language skill focus could be one of the major skills of listening , speaking, reading and writing.'Simons says' for example , uses a range of language including the function of giving instructions imperatives and vocabulary for parts of the body. The leader of the game has to produce all these items orally and the players have to listen and respond with understanding.The teacher could therefore justify the game as consolidation of the language items or as listening practice.

Another example is 'Spelling Bee' which focusses on whatever vocabulary items the teacher selects. The skills involved are very restricted -listening and speaking-with all the emphasis on accuracy of spelling . The teacher could justify the game as vocabulary development , or listening or spelling practice.

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At the pedagogical level then , the focus of the game should match what the teacher wants to teach. This formula may not be as simple as it sounds ,however,focusing on specific language items may be one dimension of language learning , but learners also benefit from being put into situations where they are very eager to communicate but have to manage with what language they have.

Young learners often find it is worth learning language in order to play a good game ! The involvement and enthusiasm generated by the game itself may give an important boost to children's motivation . And playing the game is for the children an authentic opportunity for using the language.

Language practice games

We can define language practice games as those which involve repeated use of particular language items , where the language form is given and controlled and where accuracy of reproduction or spelling is required in order for the player to succeed Games of this kind are in many ways like language drills ; they offer opportunities for repetition of language items that are intended to be learned because it is assumed that engaging in such repetition will lead to learning of the language. Rixon (1981) refers to such games as code-control games.

Using games may certainly be an effective way of making repetition of language natural and purposeful for young learners . Many games involve routines and repetitive formulae which may be part of their charm with young children who naturally like to immitate and repeat.We witness that with our children when they watch T.V. advertisements and they surprise us by what they do after these ads are being repeated several times infront of them.They do not only immitate the gestures but also reproduce the words ,which sometimes they fail to grasp their meanings .
Second or foreign language development probably owes no more than first language development to behaviouristic patterns of learning by stimulus, response and reinforcement.
Communicative language teaching games
Within a communicative language teaching game the emphasis is on the message being transmitted by the medium of the language rather than on the language itself.Palmer and Rogers (1983) claim that there are six features which can be seen to greater or lesser extent in communicative language teaching games:
* The players have to interact.
* They have to deal with some unpredicted information.
* They have a clear purpose .
* The context of the activity is clear.
* Players have to be actively involved .
* Players are given a particular role to play.

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One more point worthy of discussion in the current research, before the researcher procedes any further is the numerous misapprehensions about the use of games in the language teaching classroom.

The first accusation was a claim that games are not serious and cannot therefore be treated seriously as part of a methodology for teaching English. A suitable answer for such a claim is that it is true that games are seen by players as fun rather than work; but that does not mean that games cannot be approached by many routes ,not only those which preclude fun . A teacher percieves classroom objectives differently from children .Statements of syllabus (the teacher's perception)are not intended as a means of explaining to children the purpose of their activities.

The second claim is that games are only time fillers-this implies that worthwhile learning takes place only when teaching activities are declared to be such to the learners . Krashen and Terrel (1982) would claim the opposite : ' .....experienced instructors who work with children know that they become more involved more quickly within an activity if it is presented in a game format .' It may be added here that a game is, for young learners, a task.

A third claim often cited is that when children get excited in playing games they usually resort to their native language and forget about using the target language.It is true that children sometimes tend to switch languages, but in this case persuasion is always worth trying . Children are quite able to understand that if the use of the game was intended to make them learn English , then they should use English.Also we should not forget the rules of the game - if the rules dictate the usage of the foreign language ,that would certainly have some authority.However, even if young learners switch to their native language while playing there is no harm in doing that because this is a recognised communication strategy resorted to by many efficient learners.In this case the attentive teacher should encourage them to switch back to English after she/he remedies the cause of breakdown.

The fourth claim is that games are a disruptive element and are usually noisy.

Games may use a a wide range of patterns of organisation and procedures and focus on oral or written language with vast selection of activities. ,some of which will be potentially noisier than others ;and certain procedures will be more difficult to organise than others . But the most powerful threat comes from lack of learner interest in what is being done. High levels of motivation are conductive to good order. Khan (1991) advocates that purposeful and involving games may be a strong support to motivation . The promise of play becomes an effective way of maintaining order.

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The final claim is that games belong outside the classroom.one of the strong arguments one often hear is that children only believe in the games they organise for themselves in the street, the home or the playground.Breen (1985) argues that learning activities are fully authentic for eager learners . He adds that the classroom is a social context with as much reality for those participating in it as any context outside the classroom .For young learners who enter into friendships,enmities, arguments, fears and excitements with such very real passion and involvement in the classroom , it is very unconvincing to argue that appropriately managed games cannot engender as much involvement inside the classroom as outside.

In comment to these misapprehensions outlined above ,the researcher of the present study believes, once teachers have discovered the enthusiasm games can engender in children, they are not likely to be deterred by such classic criticism as games have proven to be the magical touch that if added to the teaching recipe would give it an unresistable flavour.

One of the factors that are of great importance in the teacher's choice of games is the time factor;and since it is an important thing to the teacher and frequently dictates the kind of activity chosen by him/her,it is useful to select the activities that are not time consuming and are more frequently in demand.Jeftic claims that from his experimentation on a group of pupils ranging from 12 to 15 years of age it was proven that games were very effective ,interesting,fast moving, and exciting, as well as successful, enjoyable, and versatile .(Jeftic 1986) Also see Appendix 2.for some games used in the present study.

In addition the games of young children have their own special qualities.They are activities that children naturally and universally engage in . Generations of children rediscover the same games and delight in playing them .Piaget (1967) saw children's games as , 'the most admirable social institutions' Piaget builds this notion on the grounds that all morality consists in a system of rules .

To conclude,it is clear then that games -since children naturally want to play them -can be motivating .For a young learner ,motivation deriving from factors outside the classroom such as parental and social attitudes , is likely to be weaker than that created by events in the classroom itself.Children need to be involved and even excited in order to learn effectively. But,we must not ignore the fact that some critics reffered to misconceptions of introducing games in the language classroom. With this conclusion we arrive to the both the problem and purpose of the current research.

Problem of the Present Study

Teachers often complain that students switch to their mother tongue while being taught English language at school during their Foreign Language class period.

The logical answer to this complaint could be one of two reasons. Either pupils are not capable to continue communicating in the foreign language ,because they haven't mastered it yet, or they sometimes get fed up or bored from the lesson routine and need to rest from the intensive forms of language practice. (Abalo 1987 p.46).

From this problem the following main question is derived.

"Do games have any significant role in the learning process of the foreign language by pupils enrolled at the preparatory stage of Egyptian Governmental schools ?"

Purpose of the study

The present study is an attempt to find about the effect of introducing games as an intructional tool in TEFL for Egyptian preparatory school pupils .It will also try to point out and comment on some of the misconceptions of their usage in the English Language classroom.

Assumptions of the study

The basic assumption of the study is that games can be used as an effective teaching aid in promoting foreign language learning.Furthermore the researcher hypothesizes that when games are introduced as a teaching device ,students exposed to this method will score better than their peers who are not exposed to games in their learning process of the foreign language.

Method and Procedure:

Sample Description :

Table 1.
The sample for this research consisted of:

Total No. of Students	Test No.	Experimental group	Control group
60	1	30	30
60	2	30	30
60	3	30	30
60	4	30	30

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Subjects were all first graders enrolled in two classes at"Makarim El Akhlak Preparatory School for girls " in Shoubra -Road El Farag area.Both class groups are taught five hours of English Language a week .Their ages ranged from twelve to thirteen .They are given one period lasting for an hour every day for five days a week. The school adopts the "full day system" and therefore take an hour for their recess and this includes different types of activities that are chosen by the pupils without any interference on the part of the school or parents.These activities include music ,gymnastics,different kinds of sports,computer and theatre.The school is a small building with ten classes , a

poor library and a room for computer .There are about thirty five students enrolled in every class and there are five teachers of English employed in the school . Each teaches ten hours a week and to the researcher's surprize , she was told that the majority of teachers were non-specialists in English language.In other words they were university graduates but not from English Department. The researcher of the current study took this point into consideration when she chose the two teachers who taught the classes for her experiment of the present study. They were with the same qualifications and teaching experience.

To meet with certain restrictions on the part of the school system and rules , the researcher had to divide the test into four sections ,each section included ten items, one mark for each item . (Refer to Appendix 1. for raw scores & Appendix 3 for tests) and were given at four different intervals.Tests were chosen from the prescribed text book for first graders for Egyptian Preparatory schools.

Material :The text book used for their English language course (prescribed textbook) is: " HELLO 3". The book consists of twenty four units out of which four were chosen to be supplimented with games .
The prescribed text book was used by both groups and the games chosen for the experiment were extracted from two sources.

1.Creative Classroom Activities . Selected from English Teaching Forum 1989-1993 Thomas Kral editor 1995.
2.Thirty Short Fun Filled Games by Draginja Jeftic 1986.

Criteria taken in selecting games

The games were chosen to suit the objectives of the grammatical point of the units taught in the grammar lesson. The basic aim of each game was to contextualize the structure presented in the unit as well as practice it in a joyful and meaningful way aiming at internalizing it. In addition the teachers who taught English

language to the two classes expressed their wish to the re-
searcher that she would be of real help to them if she would not
lose the pupils and teachers'time ,as they are short of time in
their syllabus and would chose new units instead of utilizing
previous units that they have already taught in class, for her
experiment.The researcher consented to their wish bearing in mind
that it would not have any negative effect or any difference in
her experiment , and as was mentioned previously the aim of the
study was to prove the effectiveness of games as an instructional
tool in teaching English as a foreign language nomatter what the
units were.

The following table illustrates the title,structure and unit
number with which games were employed as an aid in teaching the
grammarsection present in the unit.(Refer to Appendix 1).

Table 2.

Unit no.   Title   Grammatical structure
  11   Food and drinks   Countable and non countable
              we like
  13   Dinosaurs   Comparative Adjectives
  14   Fun with English   Adverbs and Adjectives
  21   Wild Animals   Describing Animals :length
                                    weight, behaviour.

General instructions were given to the teacher of the exper-
imental group on how to use the games. In fact at the beginning
the researcher use to attend her class but without any interfer-
ence with what the class teacher does . The teacher made sure
that all instructions concerning the game were fully understood
by the pupils and the game took from 10 to 15 minutes at the end
of every English language teaching session.
    In fact students enjoyed the games and were very enthusias-
tic about them . Some volunteered to explain to their peers when
they asked about anything concerning how to play-and whenever the
teacher spots any pupil using his native language ,she warned her
that she would be excluded if she does it again.In fact at the
beginning this use to be very difficult but after a couple of
sessions things began to ease down .

Instrumentation

Instead of giving the subjects for this research a pre-test
to evaluate their overall standard proficiency in English lan-
guage , and make sure that both groups are of equal level regard-

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ing this respect, the researcher resorted to obtaining their marks on English language 'End of Primary -Stage Examination'from their files at school.The subjects of the present research have been taught English for the two past years . They learned English in fourth-year primary and fifth-year primary where they finished the first two series of 'HELLO'1 and 2. A t-test was employed to find about their overall proficiency equivelence.See table (3).

Table 3.
Means,Variance,Standard Deviation and T-value of End of Primary Stage English Examination for Experimental and Control Groups. N=30 Experimental group, and 30 Control group.

Group	Mean=X	Variance	SD	df	t	p
'A'	20.43	55.9	7.47	58	0.23	n.s
'B'	19.90	103.6	10.16		no sig.dif	

Results indicate that there are no significant differences between both groups .

Four sub-tests were given to both groups Experimental and control in the grammatical areas of the chosen units. The sample of the control group were taught in the manner prescribed by the teachers book ,whereas the experimental group sample were being taught by the same way and had the exact teaching time but their units were supplimented by usage of games.The four scores of the sub tests were calculated and a T-Test was performed using the total score to find about any significant differences between both groups.

Data Analysis and Results :The results discussed here show whether the use of games as a supplement in teaching EFL in Egyptian Elementary Schools is more effective than an approach without such a supplement.(Also refer to Appendix 1. for raw scores of the two groups.)

Table 4.
Means, Variance,Standard Deviation and T-value of the English Test Given to Experimental and Control Groups after the experiment.
N= 30 Experimental group and 30 Control Group

Group	Mean	Variance	SD	df	t	p.
'A' Experimental	25.2	54.23	7.36	58	2.10	signif.
				n-2		at 0.05
'B' Control	20.8		8.75			level

The result of the tests shows that there were significant differ-
ences between experimental and control groups on their perform-
ance . This is an indication that the teaching method employing
games as part of the lesson has had its positive effect on the
performance of pupils of the experimental group who were able to
score higher than the control group and obtain better results.

Following is a three dimensional Histogram showing the
progress of the experimental group .
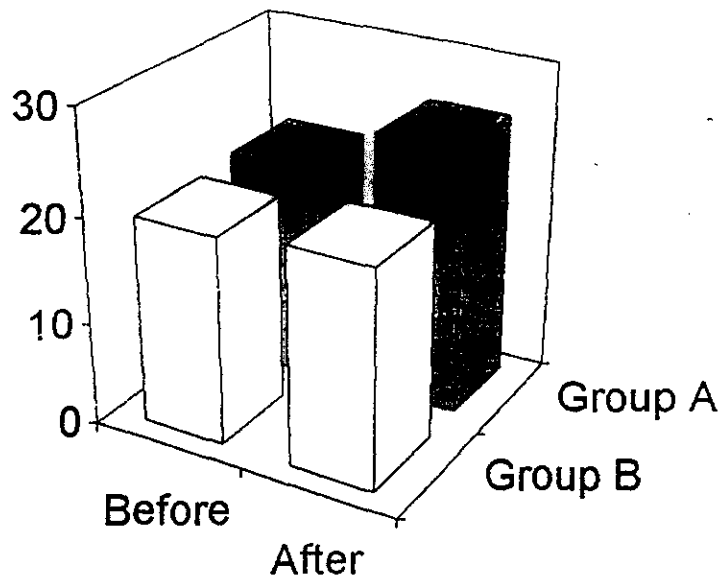
By looking at the histogram ,it is evident that there was no noticeable difference between both groups "A" (Experimental) and "B" (Control)before the introduction of games as an instructional tool in the English Language classroom ;whereas after games were being included as part of their lessons the difference has become very apparent .

Conclusion

The present findings serve to support the hypothesis that games can be introduced and used in a profitable manner in an EFL first year Preparatory school class as results indicate that there were significant differences on the performance of students in the total score of their tests T=2.10 which is significant at 0.05 level.

Finally, it should be noted that the atmosphere in the experimental class was one of excitement and enthusiasm and above all extremely pleasant . Students were full of self confidence and relaxation,and it was not surprizing to the English language teacher to find that when her class time was over students did not rush out of class as they usually do by the end of the last period of the school day ,on the contrary they use to ask whether she had more games and when will they meet again.

Results revealed by the current study are in line with the findings of Granger (1980), Wright (1981),Rixon (1981b),Silvers(1982),Gale (1982),Seiber and Cameya (1986)and Dodson (1987).Therefore the present research strongly recommends that teaching English should include an exciting and pleasnt element such as the inclusion of games and other visual aids that would add to the teaching experience a new atmosphere.

In conclusion , it remains a powerful truth that play is in the essential nature of the child and that the teacher who has ability and confidence to recognise that, and to direct and exploit it to suit his/her language learning purposes will certainly reap the benefits in the classroom.

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Raw Scores on four different tests and their total for both experimental an control groups.
Experimental group "A" and Control group "B".

St.No.	Group "A"					Group "B"				
	T.1	T.2	T.3	T.4.	Total	T.1.	T.2.	T.3.	T.4.	Total
1	5	6	7	10	28	6	4	6	9	25
2	9	8	8	9	34	8	9	9	8	34
3	4	8	5	10	27	3	6	5	6	20
4	3	4	5	6	18	5	2	2	7	16
5	3	5	6	6	20	2	5	4	5	16
6	2	4	5	5	16	4	3	4	6	17
7	3	4	6	4	17	5	5	4	4	18
8	4	6	6	10	26	5	5	6	6	22
9	8	7	7	10	32	2	3	4	4	13
10	3	2	4	4	13	0	1	0	4	5
11	4	4	5	5	18	3	4	2	4	13
12	5	6	5	6	22	2	1	0	5	8
13	4	6	6	9	25	6	5	7	10	28
14	8	7	9	9	33	4	10	5	8	27
15	9	8	9	10	36	6	5	5	6	22
16	2	3	4	4	13	0	2	2	4	8
17	5	5	6	9	25	5	8	6	10	29
18	8	6	7	10	31	10	9	10	9	38
19	4	5	5	9	23	3	4	5	5	17
20	3	5	4	5	17	8	7	7	10	34
21	5	6	8	9	28	4	5	9	6	24
22	4	6	4	5	19	2	4	2	4	12
23	8	9	0	10	36	9	9	8	9	35
24	5	6	8	10	29	4	6	5	4	19
25	3	4	2	5	14	4	5	4	6	19
26	8	10	9	10	37	1	3	2	5	11
27	8	4	6	10	28	7	7	9	9	32
28	6	8	6	7	27	5	5	6	6	22
29	7	9	9	10	35	3	2	4	4	13
30	6	7	7	9	29	4	6	6	9	27

T.1 =Test no. 1.
T.2 =Test no. 2.
T.3 =Test no. 3.
T.4 =Test no. 4.
Total=Total Scores of the four Tests.

Some of the short fun filled games adapted from Draginja Jeftic (1986) and Selected Articles from English Teaching Forum.1989-1993. They were employed as a teaching aid for first year preparatory for illustrating different grammatical points. A sample of the games used for teaching Adjectives :
These games are used for Units 13 and 21. in Hello 3 -Preparatory English Year. By Don Dallas.(The prescribed book for first year prep. in Egyptian Governmental Schools).

A- "Granny's Cat".The game provides an interesting way for teaching Adjectives . The adjectives describing Granny's cat are to progress in alphabetical order and are to be provided orally by different members of two teams alternately within a set time limit . Any player who fails to answer ,is too slow ,or repeats an answer is eliminated from the game . There is one point for each correct answer , and the team with the greatest number of correct answers wins. e.g. Granny's angry cat.

<div align="center">Granny's bad cat</div>

Pupils continue describing the cat till they finish the alphabet.Of course a pupil is more than welcome to add two or more adjectives with the same letter.After introducing the adjectives the teacher introduces another fun game to teach her pupils how to spell them properly.

B- Coded Dialogues (Spelling of Adjectives)
(one or two letters too many).
a. Derscribe Gerranny's Cerat.
   Ierts aern aerngry cerat.
As the reader might have noticed there are two letters being inserted in every word and the pupil is asked to rewrite the question and answer in the correct form .Of course these games are preceded by instructions on how to play them, and the teacher does not start the game unless she is positive that the pipils are fully aware of how to take part in it.

C-Adjective Opposites (Adapted from Selected Articles from the Creative Classroom Activities in English Teaching Forum 1989-1993. Thomas Kral Editor 1995).

Write the opposites of these words by adding these beginnings:
        dis   un   im   in
correct - comfortable- honest-possible -lucky -polite-fair
These words are usually accompanied and introduced by pictures that show the situation to the pupils and make the lesson very lively and meaningful .

D-Comparative Adjectives
Students are asked to put words in the correct order   eg.
        baby,teenager, infant.

The pupil would use "er" and "est" or more and most.
eg. The teenager is older than the infant .
    The baby is the youngest of all.
With this type of game the teacher usually uses pictures so that
the pupils can draw the comparison easily.

Unit 11. For this Unit a game called "Going shopping " can be
used.This game helps in count and non count nouns with special
emphasis on the usage of a   -   an   and some.

Pupils sit in a circle . The first player begins by saying ,   'My
mother is going to the supermarket. She wants some apples. The
next pupil continues,'My mother is going to the supermarket . She
wants some apples and a chicken'.Pupils take it in turn to add on
things to buy which can either be a/an or some. If pupils forget
articles on the list , the other pupils can describe them using
actions. the game finishes when the list is too long.Pictures and
word cards of things to buy are given to players.before the game
begins.

Adapted from Opal Dunn . Beginning English With Young Children.
Essential Language Teaching Series. 1983.

Another game for the same grammatical point would be "SPOT THE
DIFFERENCE" Pupils are given two pictures .Picture "A" and Pic-
ture "B". They are asked to try to find six differences. They are
also requested to use these forms in their answers.
            There is a/an......   There are some......
            There isn't any....   There aren't any.....

It is very essential that the items included in the picture would
be things pupils are familiar with , and also within the vocabu-
lary they know . Sometimes teachers considers this a good chance
to introduce new vocabulary, but the researcher of the current
study considers the introduction of a new word an intruding
element that would puzzle students or draws their mind away from
what they are doing.

Sample Test no. 1. (one of the four tests given to pupils of both groups to find about their improvement after the utilization of games in their syllabus instruction).

Correct the adjectives in brackets.
1. Hamad is the (happy) boy in class.
2. Nora is the (kind) girl.
3. Hoda is (clever) than her brother.
4. This is the (sharp) knife.
5. The elephant is (heavy) than the dog.
6. She is (old) than her sister.
7. January is the (cold) month of the year.
8. Riham is the (short) girl in the family.
9. Fatma is as (taller) as Salma.
10. Azza is the (clever) doctor.

Sample test no.2.

Look at the table and choose the correct words.

Names	Age	Height	Weight
Hassan	9	1.2 m	30 kg
Noha	12	1.5 m	35 kg
Ashraf	12	1.6 m	36 kg
Hossam	13	1.5 m	30 kg

1. Noha is (younger- older) than Hassan.
2. Ashraf is (older than - as old as) Noha .
3. Hossam is (as old as - the oldest) student.
4. Ashraf is (taller-shorter) than Hassan.
5. Hassan is (shorter than - the shortest) student.
6. Noha is (as tall as-taller than) Hossam.
7. Ashraf is (the shortest-the tallest) student.
8. Hossam is (lighter than - as light as) Noha.
9. Ashraf is (the heaviest-the lightest) student.
10 Hassan is (as heavy as- heavier than) Hossam.

The score for each test was ten marks . One point for every item.

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Sample Test no 3.

Put these adjectives in the correct category.
huge-cool-tiny-hard-spicy-sweet-dark-soft-square-minute
freezing -icy- oval -rough-smooth-boiling-bright-circular
- -
TEMPERATURE   TEXTURE   SHAPE

SIZE   TASTE   COLOUR
- -

Sample Test No. 4.

Finish the sentences .Fill in with "a" ,"an" or "some".

1. I bought -----stamp from the post office.
2. Adel bought ----umbrella from Omar Effendi.
3.Mother bought----- rice and sugar from the grocer's.
4.Give me ---- apple please.
5.Get me ----- glass of water .
6.There are ----- oranges on the table.
7.There is ------ sofa in the living room.
8.There are ----- pictures on the wall.
9.He is ------- engineer.
10.She is ----- doctor.

- -

Total score was out of 40.

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