



Universitat
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Gamification or Traditional Methods? A Study on Different Methodologies to Teach Grammar

Paula Serra Muñoz

Memòria del Treball de Fi de Màster

Màster Universitari en Formació del Professorat

(Especialitat/Itinerari d' Anglès i Alemany)

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Nom Tutor del Treball: Cristina Suárez Gómez

ABSTRACT

The issues surrounding grammar teaching have been a topic of debate for decades. From Krashen's Natural Approach, which states that the important aspect for learners to acquire is the ability to convey messages (Krashen, 2002, p. 1), to Azar (2007) affirming that students who have been taught grammar are more likely to grasp the complexity of meanings of texts formed by various structures which are related to each other (p. 3), there have been many diverse opinions as far as the pros and cons of the instruction of grammar in high schools. Moreover, the methodologies focused on teaching grammar have also been questioned. Some authors, such as Deng and Lin (2016) and Benitez-Correa et al. (2019), explored the possibilities of teaching grammar in two different ways, deductively and inductively. As far as methodologies are concerned, there have been several proposals over the years that have been used in the teaching of grammar. One of these is the so called 'Audiolingual Method', which is based on the principle that learners acquire a language through memorisation and drilling (Larsen-Freeman & Anderson, 2016, p. 35). Another one, is 'Gamification', which consists of incorporating elements of games into the classroom to engage students in the learning process (Kapp, 2012, p. 10)¹. This paper explores how grammar is acquired by applying the previous two methods into English lessons in a high school classroom. The main objective is to test the usefulness of these approaches in the acquisition of grammar. Lastly, since the results extracted from the case study determine that students acquire a similar level of grammar irrespective of the methodology followed, this paper includes a didactic proposal, in which activities to teach certain grammar points in each methodology have been designed to better exemplify what types of grammatical structures can be taught through each method.

Keywords: Grammar Teaching, Audiolingual Method, Gamification, Inductive Approach, Deductive Approach

¹ Other methods used in the instruction of foreign languages are The Grammar-Translation Method, Desuggestopedia, Communicative Language Teaching, or Task-based. For more information, see Larsen-Freeman and Anderson (2016).

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1. INTRODUCTION

Grammar is one of the most controversial aspects when it comes to the instruction of a foreign language. Over the decades, there has been a debate as to whether learners should be taught grammar in lessons since, according to some authors, learners acquire a language through trying to express themselves in the target language without taking into account the form (Krashen, 2002, p. 1) and that they have a “component” in their minds which helps them convert every sentence they hear into knowledge of the structures of a language (Chomsky, 1986, p. 3). Moreover, it is believed that humans have a “built-in syllabus,” unique to everyone, which determines the sequence in which grammar is acquired (Corder, 1967, p. 169). There are also some arguments in favour of teaching grammar, such as the fact that there is a limit in the mastering of a language a learner can reach without being properly taught the grammatical structures or that students need to be corrected when they make grammar mistakes or, otherwise, they will not be able to acquire the language accurately. (Thornbury, 2002, pp. 16, 20).

In addition to whether or not grammar should be taught, the appropriate methodology to do so has been questioned. The two main approaches, the inductive and deductive methods, have been tested and explored to see how students acquire the structures of a language better. The former refers to the teaching of grammar through examples. That is, learners are exposed to sentences which contain the target structure and they have to figure out how it is formed and the contexts in which it is used. A deductive method, conversely, consists of explanations of the structure given by the teacher before any examples are provided. Besides these two approaches, several methodologies have been developed over the years, not only to teach grammar, but to teach foreign languages in general. One of the first ones to be created is The Audiolingual Method, which originated in the US Army, since it was necessary to have soldiers who were fluent in many languages. This necessity is one of the main foundations of the aforementioned method, together with the psychological theories of the 1950s and the language programs created in the University of

Michigan which were based on an Aural or Oral approach that teachers used to instruct learners by means of oral drills and paying attention to pronunciation (Richards & Rodgers, 2002, pp. 50-53).

Another methodology used in classrooms over the world, especially in recent years is Gamification, which consists of adapting elements which have been traditionally part of a game and including them into the lessons (Stott & Neustaedter, 2013, p. 1). It is a method which has been present for decades, but it has gained popularity due to the increase in the use of technologies in the classroom to enhance motivation and get students engaged in the learning of a language. In fact, several studies have been carried out to test students' motivation, such as the one by Zarzycka-Piskorz (2016), which proves that learners are more motivated to learn a language when they are taught through games. Still, there have not been many studies that demonstrate whether this method is more useful to acquire grammar structures than others. In fact, Paris and Yussof (2012) prove in their case study that games are really useful, but to support what is explained through a textbook, not as a substitute of the latter.

Therefore, this paper aims to compare two different methodologies, The Audiolingual Method and Gamification. It will focus on how much grammar students have acquired after being taught through these approaches. It is important to take into account that, even though the former has not been designed to teach grammar per se, the fact that it is based on repetition and drilling of sentences makes it a good method to inductively teach grammar. Moreover, this method follows the Spanish Law of Education, which states that in the process of learning a foreign language, Spanish or the co-official language are only to be used as a support tool. Moreover, it states that oral comprehension and production are to be prioritised (Ministerio de Educación, BOE, 2013, p. 20). These correspond with the principals of Audiolingualism, which state that the teacher must be a role model for the students and, thus has to always speak in the target language (Larsen-Freeman & Anderson, 2016, p. 42), and that the acquisition of a language is done best if students acquire first the oral skill and, only then, learn how to write (Richards & Rodgers, 2002, p. 57).

As for Gamification, it is a useful method to use with technologies, which is important in the Spanish education system due to the fact that one of the main competences students are expected to acquire is the digital one. It consists of the creative, critical and safe use of ICT tools to reach the objectives (Ministerio de Educación, BOE, 2015). Therefore, the use of games, especially those in which technology plays a role, should be extremely beneficial for students, who will learn a language while developing this competence.

Since the main purpose of the paper is to compare the two methodologies, firstly information about the grammar debate and the different approaches to teach it will be provided in the section of literature review (Section 2). Then, a case study will be presented (Section 3), in which the following three hypotheses will be explored:

- The Audiolingual Method helps students acquire more grammar than Gamification.
- Gamification helps students acquire more grammar than The Audiolingual Method.
- The Audiolingual Method and Gamification are equally successful in helping the students acquire grammar.

To explain the case study, the contextualisation, the participants, and the method will be introduced first, to move next on to the analysis of the results and the comparison of both methods (Section 3.3.). Finally, depending on what has been found in the case study, a didactic proposal will be provided which will include activities for both methodologies that can be carried out in high school classrooms (Section 4). Lastly, some conclusions will be drawn, together with some questions for further research (Sections 5 and 6).

2. LITERATURE REVIEW

2.1. What is grammar?

As Thornbury (2002, p. 1) points out, “grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence.” Therefore, it can be considered to be “the system of rules governing the conventional arrangement and relationship of words in a sentence” (Brown, 2000, p. 362). Moreover, grammar is not only “the study [...] of the way words are chained together in a particular order” but “also of what kind of words can slot into any one link in the chain” (Thornbury, 2002, p. 2).

2.2. Should grammar be taught in secondary schools?

There has been a controversy as to whether students should be taught grammar in their language classrooms, especially when it comes to second or third language acquisition. Brown (2000) proposes a series of variables that could influence the teacher’s decision with regards to the instruction of this aspect of language:

- “Age” → children may benefit from “incidental, indirect error treatment [and] from very simple generalisations.” Adults, on the other hand, “with their abstract intellectual capabilities, can use grammatical pointers to advance their communicative abilities” (p. 363) .
- “Proficiency level” → for beginners, a class in which grammar is the main focus is not beneficial since it may hinder their acquisition of fluency. However, when students reach an advanced level, their fluency is not as disturbed by grammar explanations (p. 364).
- “Educational background” → students who have a lower level of literacy may have difficulties when trying to understand complex grammatical structures and concepts. Conversely, students with a higher level of language are more likely to appreciate error correction to help enhance their communicative skills (p. 364).

- “*Language skills*” → due to the fact that the written form is required to be more grammatically accurate than the oral one, teaching grammar may be more useful to refine written English than teaching just speaking or writing (p. 364).
- “*Style (register)*” → in informal contexts, grammatical accuracy is not expected as much as it is in formal ones. That is, errors are more acceptable when writing, for instance, an e-mail than they are in a formal essay (p. 364).
- “*Needs and goals*” → grammar should be taught when a learner’s objective is a professional one. However, if a student wants to learn only the basic structures to be able to communicate at a street level, emphasising message clarity is enough (p. 364).

Besides the aforementioned variables, some authors have different arguments to defend the presence of grammar lessons in foreign language syllabuses. Brown (2000) points out that there are three aspects of language which are interconnected: grammar, which is the structure of language; semantics, which is the meaning of lexical words; and pragmatics, which is the context that helps determine which meaning a word or a sentence should be given. Since they are connected, teaching just one aspect is insufficient (p. 362). Moreover, Azar (2007) states that “one important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible” (p. 2). She adds that:

students who cannot understand how a sentence is structured also cannot readily see how one sentence relates to another or how the sentences in a paragraph relate. So in addition to writing problems, these students have difficulty with academic reading. In short, they have difficulty seeing beneath the surface of the words to the complexity of the ideas expressed in complex, interrelated language structures. (Azar, 2007, p. 3)

Thornbury (2002) and Hinkel and Fotos (2008) explain some arguments which justify the explicit teaching of grammar, in particular structures and tenses in the classroom. Those are:

- “*The sentence-machine argument*” → only learning words and phrases is not enough to master a language. Grammar is a “sentence-making machine,” because the mastering of the patterns of a language entails the possibility of creating a wide range of sentences (Thornbury, 2002, p. 15).
- “*The fine-tuning argument*” → by learning grammar, a student may understand the subtleties of different meanings of sentences. By having a great knowledge of it, the ambiguity, especially of the written language, is avoided (Thornbury, 2002, p. 15).
- “*The fossilisation argument*” → every learner reaches a level of knowledge of a language which is hard to improve without proper instruction. Therefore, the linguistic competence of a student who has been taught grammar will probably be “fossilised” later than that of a student with no formal instruction (Thornbury, 2002, p. 16).
- “*The advance-organiser argument*” → grammar instruction in itself might not be enough. However, it definitely enhances the noticing of patterns and structures, which is a key aspect to acquire them (Thornbury, 2002, p. 16).
- “*The discrete item argument*” → “a discrete item is any unit of the grammar system that is sufficiently narrowly defined to form the focus of a lesson or an exercise.” Grammar is formed by an “apparently finite set of rules.” Therefore, it can be considered a collection of discrete units which “can help to reduce the apparent enormity of the language learning task” (Thornbury, 2002, pp. 16-17).
- “*The rule-of-law argument*” → due to the fact that grammar is a set of rules, it favours the teaching view called “transmission,” which consists of the “transfer of a body of knowledge (typically in the form of facts

and rules) from those that have the knowledge to those that do not" (p. 17).

- “*Acquisition Theory*” → besides age, there are other reasons why a learner may fail to reach a proficiency level of grammar. Some of them are: “communicative sufficiency,” which implies that “learners may be able to satisfy their communicative needs without acquiring target language norms”; the limitations of input for learners to be exposed to in a classroom, and the fact that “some structures cannot be acquired from positive input.” That is, students need to be corrected if they make grammatical mistakes (Hinkel & Fotos, 2008, p. 18). However, “providing these constraints are taken into account, teaching grammar can have a beneficial effect on learner’s interlanguage development” (p. 20).
- “*A pedagogical perspective*” → task-based or thematical activities do not necessarily “provide a full and systematic coverage of the grammar of the L2”. In fact, “there are limits on the extent to which these [grammatical] features are essential in performing the tasks as learners are adept at avoiding the use of structures that they find difficult” (Hinkel & Fotos, 2008, p. 21). In other words, when performing tasks that are not based on a specific grammar point, students tend to abstain from using complex structures or structures they believe are complicated to use or they are prone to use incorrectly.

In his article, Ellis (2006) mentions earlier studies such as Long (1983), Pica (1983), and White et al. (1991), which show that “instructed learners generally achieved higher levels of grammatical competence” (Ellis, 2006, p. 85). However, they also proved that “instruction was no guarantee that learners would acquire what they had been taught.” Therefore, it was concluded that there were many benefits to teaching grammar as long as it did not disturb “the natural processes of acquisition” (Ellis, 2006, p. 85).

As seen above, there is a great amount of arguments to prove that teaching grammar is extremely beneficial. Nevertheless, there are some authors

who explain why teaching grammar explicitly in the classroom is not necessarily the best approach for students to acquire structures. Ellis (2006) states that even though there is “convincing indirect and direct evidence to support the teaching of grammar,” many studies defending this theory are based on measurements of “constrained constructed responses, which can be expected to favour grammar teaching” (p. 86). Some other theories against the instruction of grammar are the following:

- “*The knowledge-how argument*” → taking the perspective of language being a skill instead of a body of knowledge, it can be argued that one learns a language by what is known as “experiential learning,” which entails the learning of a language by practicing it in context. Therefore, teaching structures, which is usually done out of context, is not the best approach according to this theory (Thornbury, 2002, p. 18).
- “*The communication argument*” → according to theorists, the communicative competence is formed by many abilities. The linguistic competence, also known as “grammatical knowledge,” is merely one of them. The “communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way.” Thus, teaching grammar separately may hinder the students’ learning process, since the rest of the aspects of the communicative competence might be overlooked (Thornbury, 2002, p. 18).
- “*The acquisition argument*” → since children learn their first language without being exposed to grammar rules, it should be possible to learn a second language the same way (Thornbury, 2002, p. 19). Krashen (2002) affirms that language acquisition “requires meaningful interaction in the target language—natural communication—in which speakers are concerned not with the form of their utterances, but with the messages they are conveying and understanding” (p. 1). Moreover, “acquirers need not have a conscious awareness of the “rules” they

possess, and may self-correct only on the basis of a “feel” for grammaticality” (p. 2). This means that students acquire grammar through communicating with native speakers in the target language without worrying about the form, just about the message they are trying to express.

- “*The natural order argument*” → Thornbury (2002) states that “there is a natural order of acquisition of grammatical items, irrespective of the order in which they are taught.” This argument is based on several traditional theories like Corder’s and Chomsky’s. In his article, Corder (1967) points out that every learner has a “built-in syllabus” (p. 169). That is, everyone learns grammar in a determined sequence, unique to each individual, which does not necessarily correspond to the one the teacher has designed. He adds that “we cannot really teach language, we can only create conditions in which it will develop spontaneously in the mind in its own way. We shall never improve our ability to create such favourable conditions until we learn more about the way a learner learns and what his built-in syllabus is” (p. 169). In addition to that theory, in 1986, Chomsky stated that there is a “universal grammar,” which he called a “language acquisition device.” According to him, human beings have an “innate component” in their mind which transforms every interaction they have in a given language into knowledge of its structures by applying some “generalised learning mechanisms” (Chomsky, 1986, p. 3).
- “*The lexical chunks argument*” → in recent years, emphasis has been put on the learning of words and chunks instead of being taught sentence structures with abstract names such as ‘present perfect’, to put an example. For instance, with this approach, a teacher would explain that the expression *Have you ever ...?* is used to ask someone if they have done something in the past, instead of explaining that the present perfect is formed with the auxiliary *have* and the past participle of a verb (Thornbury, 2002, pp. 19-20).

Taking all these theories into account, there is no doubt that the debate on whether the grammar of an L2 should be taught will be extremely difficult to end. However, both sides share an argument, which is the most important one to take into account when designing a syllabus, a lesson or an activity and it is the learner's expectations. Experts may argue that teaching grammar is beneficial or detrimental for the students but, at the end of the day, some may want to be taught grammar explicitly, while some others will prefer to put their previous knowledge into practice (Thornbury, 2002, pp. 17, 20). Since everyone learns at a different pace or with different methods, knowing the students is the best approach to be able to adapt the lessons to their needs and objectives, because, no matter what the teacher beliefs are, the students will learn better if they are comfortable with the types of lessons they have.

2.3. Should grammar be taught with a deductive or an inductive method?

There are several methodologies used to present grammar to learners. Traditionally, teaching grammar consisted "of the presentation and practice of grammatical items" (Ellis, 2006, p. 84). However, not all lessons follow the same structure. As Ellis (2006) states:

First, some grammar lessons might consist of presentation by itself (i.e., without any practice), while others might entail only practice (i.e., no presentation). Second, grammar teaching can involve learners in discovering grammatical rules for themselves (i.e., no presentation and no practice). Third, grammar teaching can be conducted simply by exposing learners to input contrived to provide multiple exemplars of the target structure. Here, too, there is no presentation and no practice, at least in the sense of eliciting production of the structure. Finally, grammar teaching can be conducted by means of corrective feedback on learner errors when these arise in the context of performing some communicative task. (p. 84)

The most traditional method adopts a 'deductive approach'. The lessons that follow this approach start with the teacher providing "information about the

target language and rules,” which is, afterwards, “complemented with examples” (Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva, & Vargas-Saritama, 2019, p. 227). There are some advantages to teaching through a deductive approach. For instance, it is very efficient since “it gets straight to the point,” while “respecting the intelligence and maturity of many—especially adult—students,” who may feel frustrated when they are presented with examples and have difficulties to find the rule or the structure the teacher has planned on teaching (Thornbury, 2002, p. 30). Moreover, many students who have “an analytical learning style,” prefer to be taught this way. Finally, the last positive aspect of the deductive approach is that it is less demanding for the teachers to prepare the lessons in terms of grammar points, since they know what they are going to teach, rather than having to prepare all structures because they are explained when students find them (p. 30).

On the other hand, there are some disadvantages to this type of instruction, due to the fact that younger learners “may not have sufficient metalanguage [...] or they may not be able to understand the concepts involved” in grammar learning (Thornbury, 2002, p. 30). Therefore, if the lesson begins with the teacher explaining a grammar point, it is very likely to “be off-putting” for them (p. 30). Additionally, “grammar explanation encourages a teacher-fronted, transmission-style classroom,” which may be boring for students, for whom demonstration and practice may cause a more lasting impression than an explanation of an abstract concept. Finally, after years of acquiring language through a deductive approach, students may assume that “learning a language is simply a case of knowing the rules” (p. 30). That is, that grammar is the only aspect of a language which is fundamental to acquire it.

Conversely, the other main method of teaching grammar in a classroom is the so called ‘inductive approach’, which consists of students “analyzing examples in a context (e.g. text or audios) to discover the grammar rules by themselves” (Benitez-Correa, Gonzalez-Torres, Ochoa-Cueva, & Vargas-Saritama, 2019, p. 227). As with the deductive approach, there are some advantages and disadvantages. As far as the former are concerned, it is worth mentioning that “rules learners discover for themselves are more likely to fit their

existing mental structures than rules they have been presented with." Therefore, because of the "mental effort" students make to find out the rules, at the end of their instruction, they are more prone to having "a greater cognitive depth." Moreover, students are "involved in the learning process, rather than being simply passive recipients" (Thornbury, 2002, p. 54), which enhances motivation and participation (Brown, 2000, p. 365). Lastly, this is a method which encourages "pattern-recognition and problem-solving abilities," which, if accomplished in collaboration and in the language which learners hope to acquire, they are able to practice it in a comfortable environment and students have a "greater self-reliance" and autonomy (Thornbury, 2002, p. 54). Moreover, Brown (2000) adds that an inductive approach in teaching grammar is "more in keeping with natural language acquisition," helps learners develop an interlanguage and "progress, on variable timetables, through stages of rule acquisition," and grants students time "to get a communicative "feel" before possibly getting overwhelmed by grammatical explanations" (Brown, 2000, p. 365)

Nevertheless, this approach has many disadvantages as well. For example, as in the deductive approach, students may have the impression that rules are "the objective of language learning, rather than a means" (Brown, 2000, p. 365). Moreover, "the time taken to work out a rule may be at the expense of time spent in putting the rule to some sort of productive practice," especially when students hypothesize a rule that is not correct (p. 365). Furthermore, teachers may encounter several difficulties when planning a lesson, due to the fact that they must cautiously choose the examples to be presented in class for students to be able to arrive to the right structure; at the same time, some "language areas such as aspect and modality resist easy formulation" (Brown, 2000, p. 365). Lastly, students may be frustrated when they cannot discover the rule and their preferred method of teaching might become a deductive approach in which the rules are given to them.

There have been several studies carried out to explore which of the two methods is more beneficial for students. One of them was Deng and Lin's (2016), who designed a study on teachers and students' beliefs of grammar. They intended that their study answered the questions of what teachers' and students'

beliefs were on grammar teaching in general, how different their “perceptions towards grammar teaching were,” and if their behaviour indeed match their beliefs (p. 2). The subjects of the study were 35 English teachers and 4000 students which were from a middle school in China. The instruments used in the study were three questionnaires about “teachers’ grammar teaching beliefs [...], teachers’ grammar teaching behaviors [...] and students’ grammar beliefs,” and an interview which was done to four teachers (p. 3). As far as inductive and deductive methods are concerned, the results showed that teachers believe the former is more effective. Nevertheless, students do not show any general preference towards one of the two methods (p. 4). This difference, according to the article, has to do “with the reform of English teaching and examination in China in recent years,” which caused that “the teaching perceptions are slowly changing from traditional teaching to communicative teaching. However, students don’t have much opportunity to practice their communication skills so they don’t realize the importance of communicative competence” (p. 4). Moreover, “because of many years of learning, students are accustomed to the direct explanation of grammar rules by teachers” and, since “deductive teaching is teacher-centered” students “only need to remember the rules of grammar and practice them in exercise after class, which doesn’t need any more brainwork” (pp. 5-6)

Another study was carried out by Benitez-Correa et al. in 2019. The main aim was to test which of the two methods, either the inductive or the deductive, was more effective and in which teachers and students had a better rapport. It was “conducted in a public school in Ecuador where [...] two classes were randomly chosen from seven that belonged to the second year of senior high school” (p. 229). They used an observation sheet to “record information on different aspects related to rapport such as feelings, enthusiasm, interest, feedback, interaction and confidence.” In addition, they also gave the students a pre-test and a post-test concerning “the students’ knowledge related to EFL grammar in terms of structures such as simple present and simple past tenses, future with *will* and *be going to*, Wh-questions, present perfect and comparatives and superlatives” (p. 230). Each group was taught through a different methodology. As far as inductive and deductive methods are concerned, the

results showed that the students taught with an inductive approach had better results in the post-test, even though the scores for both groups increased from one test to the other.

2.4. Methodologies in teaching grammar

Over the years, several methodologies with regards to teaching a second language have been developed. Besides the deductive and inductive approaches described in the previous section, which can be applied to any classroom, there are other methods of instruction to bear in mind when deciding how to teach a language, especially the grammar aspect. This paper will focus on two, which are the ones explored in the case study: The Audiolingual Method and Gamification.

2.4.1. The Audiolingual Method

The Audiolingual Method was developed during World War II, when the US government was in need of “personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay, and other languages, and who could work as interpreters, code-room assistants, and translators”. At the time, it was called the “Army Specialized Training Program” (Richards & Rodgers, 2002, p. 50). The objective of this method in its origins was “for students to attain conversational proficiency in a variety of foreign languages” (p. 50). Audiolingualism is also known as the “Michigan Method” (Larsen-Freeman & Anderson, 2016, p. 35) because the University of Michigan “developed the first Language Institute in the United States” in 1939, where some principles of the method were first developed, since its director was of the opinion that grammar was the basis of teaching a foreign language. Thus, English was taught “by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns.” This method received the name of “Aural or Oral Approach” (Richards & Rodgers, 2002, pp. 51-52). By the mid-1950s, the system used in the army and the learning theories in universities such as the one in Michigan, together with the “state -of-the-art psychological learning theory [...] led to the method that came to be known as Audiolingualism” (p. 53).

The teachers who apply this method believe that “the way to acquire the sentence patterns of the target language [is] through conditioning—helping learners to respond correctly to stimuli through shaping and reinforcement” (Larsen-Freeman & Anderson, 2016, p. 35). Moreover, the latter “is a vital element in the learning process, because it increases the likelihood that the behavior will occur again and eventually become a habit” (Richards & Rodgers, 2002, p. 56).

There are four psychological foundations which are believed to be at the centre of The Audiolingual Method. The first one is that students learn a language through a “process of mechanical habit formation” (Richards & Rodgers, 2002, p. 57). That is, if the main objective is to create “good habits,” the best approach is to teach students how to respond appropriately instead of letting them commit errors. Secondly, it is assumed that “language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form” (p. 57). This implies that, more often than not, the writing skill is overlooked to enhance speaking and communication. Another foundation is that analogy, which consists of generalising and discriminating concepts and structures, “provides a better foundation for language learning than analysis” (p. 57). This means that this method tends to follow the inductive approach, since little or no explanation is provided, and students repeat and memorise sentences instead of receiving a specification of what structure they should follow to correctly use a certain tense. The last foundation is that teaching structures in isolation, without the linguistic and cultural context, causes the students to miss “the meanings that the words of a language have for the native speaker” (p. 57).

Larsen-Freeman and Anderson (2016) propose a series of tenets a teacher should follow, apart from the foundations previously mentioned. For instance, they state that “the purpose of language learning is to learn how to use the language to communicate” (p. 43) and that the “major objective of language teaching should be for students to acquire the structural patterns” because the vocabulary will be learned afterwards (p. 44). Because of this, “one of the language teacher’s major roles is that of a model of the target language”.

Therefore, since “the native language and the target language have separate linguistic systems,” they “should be kept apart” to avoid interferences (p. 42). Moreover, “each language has a finite number of patterns. Practicing them “helps students to form habits which enable the students to use” them correctly. When students are speaking, using “positive reinforcement” is of great importance for them to “develop correct habits.” Finally, the last principle is that “students should “overlearn,” i.e. learn to answer automatically without stopping to think” (p. 43).

In terms of teaching the grammar aspect of language, it is worth mentioning that The Audiolingual Method “was [...] strict in its rejection of grammar teaching,” since this method’s “theoretical base” has its origins in the “behaviourist psychology, which considered language as simply a form of behaviour, to be learned through the formation of correct habits.” Thus, in the process of acquisition, the application of rules played no part. However, “the Audiolingual syllabus consisted of a graded list of sentence patterns, which, although not necessarily labelled as such, were grammatical in origin. These patterns formed the basis of pattern-practice drills” (Thornbury, 2002, p. 21).

Therefore, in spite of the belief that this method is not used to teach grammar, the fact that the patterns and drills used in a classroom are sentences, which are the basis for grammar instruction, make this method ideal for an inductive lesson on grammatical structures. However, even though The Audiolingual Method attempted to make language learning accessible to large groups of ordinary learners” (Liu & Shi, 2007, p. 70), it has been heavily criticized since “students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom” (p. 71).

As previously stated, this method is based on drills and activities which entail memorisation and repetition. Larsen-Freeman and Anderson (2016) provide several examples:

- “*Dialog memorisation*” → a dialog or a short conversation tends to be used at the beginning of a lesson. Students are expected to memorise it and represent it. Once the student has learned one part, the roles are switched, and the learner memorises the other person’s part of the

dialog. It is also a good activity to introduce a grammar point, since it may include sentences containing certain grammar structures which can, then, be used to practice pattern by drilling them (p. 47).

- “*Repetition drill*” → in this type of activity, “students are asked to repeat the teacher’s model as accurately and as quickly as possible” (p. 48). It helps automatise structures and create good habits, since students only have to repeat and memorise.
- “*Transformation drill*” → this activity starts when “the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative” one (p. 49). In this case, students practice different types of sentences in the same tense. Therefore, they acquire it in all forms: affirmative, negative, and even interrogative.
- “*Single-slot substitution drill*” → this activity starts when “the teacher says a line, usually from the dialog” (p. 49). If a dialog has not been presented in the classroom, the teacher may write the sentence on the blackboard or say it out loud. Then, “the teacher says a word or phrase—called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place” (p. 48). This activity is extremely useful for students to realise the patterns different sentences follow, due to the fact that they are asked to replace a chunk of a sentence with other words. Therefore, they may recognise that the parts which remain unchanged are the ones they have to retain in their memory to be able to communicate appropriately.

2.4.2. Gamification

In recent years, there has been an increase of popularity in the usage of games in the classroom to increase students’ motivation. This approach is called Gamification, and consists of “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems” (Kapp, 2012, p. 10) in “non-game settings” (Stott & Neustaedter, 2013, p. 1). Even though it is true that using games to teach content “can be traced

back to the sixties" (Sánchez-Mena & Martí-Parreño, 2017, p. 435), it has gained more adepts recently due to the increase in the usage of technologies in the classroom and, thus, because of the knowledge being acquired by students in a different manner (Figueroa, 2015, p. 32).

In order to be able to debate about Gamification, it is necessary to know which elements are essential in a game and must be present in a classroom if one wants to apply this methodology. McGonigal (2011) states that the core components of a game are "a goal, rules, a feedback system and voluntary participation" (McGonigal, 2011, p. 21). The goal is "the specific outcome that players will work to achieve. It focuses their attention and continually orients their participation" (p. 21). Moreover, the presence of a goal "adds purpose, focus, and measurable outcomes." Usually, they are "specific and unambiguous," and players can check their progress in achieving them visually. For instance, in a game such as Tetris, a player loses when the blocks reach the top. Therefore, he or she can check how far they are from achieving the goal by seeing how distant the blocks are from the top of the screen (Kapp, 2012, p. 28).

The second element are the rules. Kapp (2012) affirms that "a game is just a set of defined rules" (p. 29). They restrict the means by which players are able to achieve their goals. Therefore, they are encouraged to "explore previously uncharted possibility spaces. They unleash creativity and foster strategic thinking" (McGonigal, 2011, p. 21). There are different types of rules, but the most important ones for this case study are (i) the "operational rules," which "describe how the game is played;" (ii) the "behaviour rules," which dictate how the players must act with their peers and tend to be "implied and usually not written," and (iii) the "instructional rules," which are the ones "that govern the learning within the process of the game" (Kapp, 2012, pp. 30-31).

The feedback system gives players information on how they are progressing in the game and on "how close they are to achieving the goal" (McGonigal, 2011, p. 21). "Games provide informational feedback" which is information about the player's performance. That is, it indicates "the degree of "rightness" or "wrongness" of a response, action, or activity" (Kapp, 2012, p. 36).

Another type of feedback is the one that guides the player towards the right answer. Without telling them explicitly what the answer is, a game should provide the players with information that will help them choose the right option (p. 36). Feedback “serves as a promise to the players that the goal is definitely achievable, and it provides motivation to keep playing” (McGonigal, 2011, p. 21). In its simplest form, it may be “the players’ knowledge of an objective outcome: “The game is over when...” However, it may also “take the form of points, levels, a score, or a progress bar,” which will be defined afterwards (p. 21).

The last element that is essential in a game is “voluntary participation,” which implies that the players “knowingly and willingly accept the goal, the rules, and the feedback.” Because of it, “common ground for multiple people to play together” is created, and “the freedom to enter or leave a game at will ensures that intentionally stressful and challenging work is experienced as safe and pleasurable activity” (McGonigal, 2011, p. 21).

Other elements that might be taken into account when designing a game or a game experience for a classroom are the sense of “conflict, competition, or cooperation,” “time,” “reward structures” (Kapp, 2012, pp. 31-35), “levels” (pp. 37-41), “aesthetics,” and the ability to “replay or do over” (pp. 46-49). Even though “these are common features of many games, [...] they are not *defining* features” (McGonigal, 2011, p. 21).

Usually, a game involves either conflict, competition or cooperation, even though a good game should incorporate components of the three (Kapp, 2012, p. 32). The first one “is a challenge provided by a meaningful opponent. To win a challenge, the player must actively defeat an opponent” (Kapp, 2012, p. 31) The key word in this definition is “actively,” which means that players must take action to hinder their opponent’s progress.

Competition, on the other hand, “is where opponents are constrained from impeding each other and instead devote the entirety of their attentions to optimizing their own performance.” In this case, to win, players must be aware of their resources and use them to be able to perform better than the rest. It is not

about hindering the other players' progress, but about "being faster, cleverer, or more skilled" (Kapp, 2012, p. 32).

Lastly, "cooperation is the act of working with others to achieve a mutually desirable and beneficial outcome." Since games usually involve more than one player, there is a social aspect in playing that players genuinely enjoy (Kapp, 2012, p. 32).

Time can be a source of motivation when playing a game. When there is a countdown, players "focus, jump into action, and begin to undertake the tasks needed to accomplish the level or game's goal" (Kapp, 2012, p. 32). However, working under pressure can also lead to answering arbitrarily in case the answer given is the correct one, no matter if there has been no thinking process. This tends to happen when the game is based on multiple-choice type questions or when players must decide between two or more options.

Reward structures have to be taken as "an integral part of games and not the focus of a gamification effort" (Kapp, 2012, p. 33). This means that they ought to be taken as a way to show a player's progress, but they should not become the goal for the players to achieve. An example of an instant reward are the points or badges given when a goal or a task has been accomplished. Another type of reward is a leaderboard, which adds "a social component" to games that tend to be more of a solitary endeavour" (Kapp, 2012, pp. 34-35).

Besides rewards, there are two other elements that may serve as feedback, the first one being levels, which can be of several types. Games are sometimes based on a set of tasks to be done progressively. That is, "in each level the player accomplishes a small set of goals and, when completed, moves on to the next level." This kind of progressing storyline is what is known to be as "game levels" (Kapp, 2012, p. 38). Levels can also be "playing levels," which occur when a game is designed to be "both easy and hard," depending on the skills a player has, which vary from one person to the other. The games with this type of levels are enjoyed by a wider range of players, since they can choose what challenges them, depending of their abilities (p. 39). The last type of levels are called "player levels," which are used as a means to "reward loyalty for playing

the game.” They are very useful to motivate players since it provides them with “a feeling of mastery and accomplishment” (pp. 40-41).

The other element used to give feedback to players is “the “do over” in board or card games and the replay button in video games” which is “an important game element that is often overlooked.” It is valuable since it makes players aware of the possibility of failing, which “encourages exploration, curiosity, and discovery-based learning” (Kapp, 2012, p. 48). Moreover, it is a crucial element to apply in an educational environment due to the fact that “if students are encouraged to take risks and experiment, the focus is taken away from final results and re-centered on the process of learning instead” (Stott & Neustaedter, 2013, p. 1).

Finally, the last component of games to be taken into consideration is aesthetics, which “are part of every game.” Game pieces provide information about the progress or can make a game relatable. Therefore, “ignoring aesthetics in the design and creation of a game or the use of gamification techniques reduces the overall experience of the players” (Kapp, 2012, p. 47).

It has been proved that Gamification has many benefits for students. Rinvolucri (1995) mentions four main advantages of using games in the classroom:

1. The students have to take individual responsibility for what they think the grammar is about.
 2. The teacher is free to find out what the students actually know, without being the focus of their attention.
 3. Serious work is taking place in the context of a game. Arguing lightens and enlivens the classroom atmosphere in a way that most people do not associate with the grammar part of a course.
 4. The time the game lasts is a “period of intense involvement.”
- (p. 4)

Moreover, “games have become crucially important for English language learners and teachers not only because they provide enjoyment and relaxation, but also as they encourage students to use their language in a creative and communicative manner” (Yolageldili & Arikan, 2011, p. 219). Additionally, “teachers can create contexts which enable unconscious learning because learners’ attention is on the message, not on the language.” Thus, when learners are concentrated on playing the game, they “acquire language in the same way that they acquire their mother tongue, that is, without being aware of it” (p. 220).

Apart from allowing students to acquire a language by means of a different approach, Gamification also “engages learners in a live classroom” through the “audience response systems” which consist of adding “game-like elements to classroom instruction and can drive motivation, participation, and learning” (Kapp, 2012, p. 115), since they “stimulate students’ interest in classroom activities” and, thus, they become more “willing to learn” (Yolageldili & Arikan, 2011, p. 220).

In order to test if motivation is indeed enhanced by Gamification, Zarzycka-Piskorz (2016) carried out a study in which she intended to find out whether games, such as Kahoot, are motivating for students. The participants were 112 students with an “upper-intermediate” level, who played Kahoot “between 1 and 3 times.” The games contained questions regarding “grammatical content ranging from irregular verbs forms, question formation, and passive voice through various tense differences, before finishing with reported speech, conditionals and subjunctives.” The method to evaluate student’s motivation was for them to answer two questionnaires, the first one being the questions that appear immediately after a game of Kahoot is finished. These questions assessed “the fun element, [...] if they learnt something, and if they would recommend this game to others [...], and they could indicate how they felt during the game” (p. 26). Moreover, she designed another questionnaire, “which focused on students’ motivation that drove them to take part and participate in the game they were offered in classes” (p. 27). The results show that games are indeed motivating because of the “perspective of winning or earning a reward” (p. 33). Moreover, “about 70% of students feel motivated to learn grammar after they have played

Kahoot" (p. 30). The study also proved that fun is another element that motivates students. In fact, "Playing a game together goes beyond the traditional way of learning, as the questioned game was designed to practice and revise the language, but also provides a thrill which is absent when doing ordinary grammar exercises" (p. 34).

As far as the teaching of grammar is concerned, it is true that "games provide learners with an opportunity to drill and practice grammatical rules and forms by presenting them in a communicative way" (Yolageldili & Arikan, 2011, p. 228). However, "there are still insufficient studies in addressing whether board games can successfully help students to explore the grammar tenses" (Paris & Yussof, 2012, p. 214). In order to test it, Paris and Yussof (2012) carried out a study to find out the benefits of using board games. They explored whether or not games help students reduce grammatical mistakes, remember grammatical rules and if their attitude towards grammar changed after being taught through games. The participants were a set of 115 students, divided into two groups, one being the control group, and the other the experimental one. Two research instruments were used, namely 2 sets of questionnaires and a pre-test and a post-test. The former were used to "get feedback on the treatment given to them," while the latter was intended to check the students' learning before and after the experiment (pp. 215-216). The results show that the experimental group scored a higher mark in the post-test than the control group. This could be caused because "learning in a relax environment does not put pressure on the students" (p. 218). Therefore, board games are useful as a "supplement to textbooks," since, because of them, students are able to remember the rules and improve their grammar. However, they cannot be the only source of knowledge (p. 219).

2.5. Conclusion of the literature review

Thus, considering all the aforementioned theories with regards to grammar teaching, the main conclusion is that teachers have to take the learners' needs, beliefs and preferences into account so that the students are able to acquire the language as accurately as possible. Some may prefer not to be taught grammar explicitly since, from their point of view, the most important aspect of

communciation is the message and not the form. Conversely, others may want to reach a high level of proficiency, which can only be acquired through instruction.

Additionally, the method of isntruction should also depend on the students' way of learning. For instance, there are learners who acquire a grammatical structure faster if they are given examples from which they have to extract a rule, that is, inductively. Conversely, some would rather be presented with an explanation first, to then see examples and identify the structure and its formation, which is the method also known as deductive. Moreover, there are different methodologies that a teacher can use in his or her lessons to help students with their learning process. For instance, there is The Audiolingual Method, which consists of drilling structures in order for students to reproduce them automatically (Larsen-Freeman & Anderson, 2016, p. 35). However, this traditional method has been criticised due to the incapability of students to apply what they had seen in class outside of it. Besides this approach, in recent years a new methodology called Gamification has gained popularity because it is believed to enhance learners' motivation and participation (Zarzycka-Piskorz, 2016, p. 33). Nevertheless, as mentioned before, there is no proof as to whether this method helps in the acquisition of grammar. Therefore, these two methods will be tested and compared in this paper to check which one is more useful when students are acquiring grammar.

3. CASE STUDY

This study was conducted to test the difference in grammar acquisition when students are taught with The Audiolingual Method, compared to when teachers instruct through Gamification. Two grammatical features were selected to be taught to the participants, namely the periphrastic construction to express passive voice and the construction *used to*. The former was selected because "when it comes to L2 production in speaking or writing, many learners even at advanced levels often do not form passive constructions correctly and do not use passive voice in appropriate contexts" (Hinkel & Fotos, 2008, p. 235). The latter,

on the other hand, was selected because it was a new structure for the participants, since it had not previously been included in their English lessons. Therefore, both grammatical structures were ideal to test how much grammar students actually acquire when instructed through each methodology.

3.1. Contextualisation

The high school chosen for the study was Madina Mayurqa, which is located in Palma. The majority of its students come from a middle-class background. Moreover, 85% of the students are Majorcan and the remaining 15% come mainly from Eastern Europe and South America (IES Madina Mayurqa, 2012, p. 5). As far as level of academic level is concerned, more than 60% of the students have not retaken any year (p. 6). The only exceptions are students who have a difficult family background and, as a consequence, they incur in absenteeism (p. 5).

3.1.1. The participants

The participants in this study were 48 students from the third year of compulsory secondary education (third of ESO). Even though to study both grammatical structures at a higher level of language like the one students have in their second year of Bachillerato would be better, the reason this level has been chosen is that they can learn without the pressure of dealing with external assessment such as the exams to access university. Students were divided into four groups (A, B, C, and D) of between 10 and 13 students each. In order to avoid variables such as certain groups being more participative than others and, thus, favouring a more active approach, each group was taught one grammar point with each methodology. Then, it was decided randomly that A and C would be taught the passive voice through Gamification, and *used to* would be taught with The Audiolingual Method. Conversely, the lessons regarding the passive structure were given to B and D following The Audiolingual Method, while the ones regarding *used to* were given through Gamification.

3.1.2. Group Traits

Before the study was carried out, there was a period of observation, which allowed us to perceive some differences within the different groups, such as the level of language, participation and implication in the lessons, and the difficulties some students had with regards to language acquisition.

Group A→ This group was formed by 12 students. In general, it presented the highest command of English of all the participants, even though there were two students with non-significant curricular adaptations, which meant that they struggled to follow the pace of the rest of the class. As far as participation is concerned, they were very motivated and active during the lessons, especially two students with a really good level of English, who competed against each other to answer the questions.

Group B→ It was a group of 13 students, two of which had a remarkable mastering of the English language and one whose level was really low. The rest had an adequate level and could follow the lessons perfectly. They were a very active group, although some of them tended to disconnect and stop paying attention as soon as they got disinterested in the lesson. This group had no students with diagnosed difficulties.

Group C→ This group was formed by 10 students with no adaptations. Their level of language was average, even though one of the students presented some difficulties in grasping grammatical concepts. They were not an active group, and teachers had to struggle with keeping them interested and participative in the class, since, more often than not, they were dispersed talking to one another instead of paying attention.

Group D→ This was a group formed by 13 students, with an intermediate level of English. Two of the students had non-significant adaptations, while another was diagnosed as gifted. They were a rather active group and engaged with the lessons and the activities proposed, even though sometimes it was hard for them to communicate in the target language.

3.2. Method

The research carried out was quantitative, since the main objective was to gather objective data with regards to the acquisition of grammar. The instruments to assess the level of acquisition, were a pre-test with questions regarding the structures they were going to be taught, and two post-tests, one to evaluate the progress of the students with The Audiolingual Method, and the other one to check the level of acquisition of those students who had been instructed through Gamification.

The study started when students were given a pre-test which dealt with their previous knowledge on the topic and, then, they were taught the passive through the methodology correspondent to the group they belonged to. To keep track of the progress, a week after the lesson the participants were given a post-test to check how much they had learnt about the passive structure. A few days later, the groups were taught *used to* in the methodology they had not been instructed in and a week later were given the other post-test. It is worth mentioning that the questions changed from test to test to ensure they were mastering the grammar and not memorising the answers.

3.2.1. *The pre-test*

The pre-test (Annex 1) consisted of a series of grammar exercises divided in two parts. The first one was formed by seven multiple-choice questions, five of which dealt with the passive voice and the other two with *used to*. In order to avoid arbitrary answers, the other part followed a fill-in-the-blanks structure with five sentences in which the participants had to write a passive structure, and eight sentences in which the students had to choose between writing a past simple structure or *used to*. The sentences dealt with the form and the different contexts they can be used in.

3.2.2. The Gamification Lesson

The Gamification lessons followed a deductive approach and, thus, they were divided in two days. Both the one regarding the passive voice and the one where *used to* was the main focus were designed to have the same structure.

The first day an explanation of the grammatical structure was provided by means of a Powerpoint presentation. It contained an outline of the usage and how to form sentences in affirmative, negative and interrogative contexts. Additionally, some sentences were given as an exercise with the objective that the students would complete them with the correct structure and, thus, would practise the grammar. In the case of the passive voice's presentation (Annex 2) the activity was to transform active sentences into the corresponding passive voice ones. For instance, they were given an example such as "The Congress passed the law" and the students had to reflect upon what they had just been explained and answer: "The law was passed by the Congress." The sentences included both one object and two object sentences. On the other hand, in the case of the Powerpoint created to explain the construction *used to* (Annex 3), the sentences used as an activity to practise had blank spaces, which students had to fill in with either the past tense or *used to*, due to the fact that the most complicated aspect of this structure is to distinguish its use from the past simple.

The second day, the whole lesson was designed as a game. The materials used are copies of a phone with Velcro (Annex 4) and of mobile phone apps' logos and Powerpoints to project the questions, one for each question type and level. When this activity was used to teach the passive voice, six different presentations were created (Annex 5), while when it was carried out to teach *used to*, only three were made (Annex 6). In order to explain how the game works, the explanation will be divided into parts according to the elements McGonigal (2011) and Kapp (2012) highlight in their works as the base for any game:

- Goal→ the goal of the game is to build their own phone by means of adding apps to their collection. The more apps they have, the more likely they are to win.

- Rules→ the class is divided into teams of, ideally, three students. Depending on the total of participants, there should be three or four groups. Each group is given a phone and they must choose a name. At the beginning of the turn, the team must choose a level and do the activity projected on the Powerpoint. Depending on the level, the type of activity changes. If the question is answered correctly, the team is given an app. However, if the answer is wrong, the other teams may have the chance to steal the turn. In this case, the next team can choose to either steal the question or answer another from a different level. The team with most apps at the end of the game wins. In case more than one team has the same number of apps, the one who has the most apps from the highest level is the winner. As far as the behaviour rules are concerned, it is implied that the players must listen to each other and pay attention, since they may answer the same question and, thus, they should not make the same mistake the other team has made.
- Feedback system→ if the answer given by the participants is correct, it appears on the board. Nevertheless, if the team does not respond correctly, the teacher either says they are wrong or uses a sound to indicate that it is incorrect. Moreover, the apps serve as a method to measure the progress of the team, since every time a question is answered correctly, they are given one as a reward and, thus, they can compare their team's performance to the others'.
- Reward structures→ in this game, there is an instant reward in the shape of an app for their phone. It enhances motivation because, as stated above, the number of apps they have on their phone, indicates how successful they have been answering the questions. Additionally, an extra reward should be given to the winning team as well as a way to value their efforts. In this case, the reward chosen was a chocolate bar.

- Levels → there are several ways in which this game can be played depending on the type of levels the teacher decides. In this study, it was decided that the game would be played with playing levels, which means that there are six different types of questions, graded by difficulty. As mentioned before, the players can choose the level they want to play in at the beginning of their turn, which allow students who struggle with grammar to be able to do activities that are not excessively complicated. Therefore, they feel comfortable and not so stressed because of the difficulty of the questions.

Each level had a particular type of question and four apps to be gained. In the case of the game with the passive voice, there are six levels: the first one had multiple choice questions and the apps were calls, the clock, the camera, and settings (Annex 5). The second level had a sentence with two option when it came to the verb and the apps were SMS, the home button, the photo gallery and notes (Annex 5). The third level had fill-in-the-gaps activities and the players could get the ITunes Store, the App Store, IMessages, and the reminders (Annex 5). The fourth level contained a series of words and the students had to make a sentence. The apps were the maps, the Internet, the weather app, and the calendar (Annex 5): Level five had active sentences they had to transform into the passive and the apps were Whatsapp, Vine, ITunes, and Youtube (Annex 5). Finally, level six had sentences with two objects that they had to transform into the two possible passives. The apps to get were Facebook, Instagram, Twitter and Snapchat (Annex 5).

Conversely, in the case of *used to*, there were only three levels. The first one had multiple-choice questions and the apps to get were the equivalents of the ones belonging to levels one and two of the passive game (Annex 6). Level two contained fill-in-the-gaps questions and the apps were the ones belonging to levels three and four of the other game (Annex 6). Lastly, level three had sentences that the players had

to complete with the past simple or *used to*. The apps were the equivalents of levels five and six of the passive game (Annex 6).

- Ability to replay or do over→ this element of a game is manifested through the possibility of repeating the same question more than once. If no other team wants to answer the question that has been answered incorrectly, the same team gets the chance to try again. Moreover, the questions from the same level are not so different from one another. Therefore, if a team has made a mistake regarding the tense, they are likely to not repeat the same wrong structure twice, because they know what they have done incorrectly.
- Sense of conflict, competition or cooperation→ this game has been designed to have elements of the three characteristics afore mentioned. The sense of conflict is transmitted through the chance to steal the question, which gives students who have a higher level the challenge to beat their opponents. However, the students who struggle the most may opt to move on and answer a question from a different level and, thus, keep getting apps without worrying about the difficulty of the level. Conversely, the sense of competition is given through the questions they have to answer. In this case, it is not about hindering the other teams' possibilities of winning, but rather about being smarter or having a better mastering of the structure in question. Finally, the cooperation comes from the fact that it is a game played in teams and, therefore, all players paired together have to debate, agree and work with each other in order to win or, at least, to be able to answer correctly.
- Time→ This game has been designed to be played in a 55-minute lesson. However, the duration of the game is determined by the number of levels the teacher establishes and the amount of apps one can get in each of them. As for using time as a motivating element, it was decided that each team would have 45 seconds to debate amongst themselves and agree on an answer to give to the teacher. Therefore,

they would have the added pressure that would make them pay attention and be active.

- Aesthetics → As mentioned above, aesthetics is an essential part of games since it enhances the experience players live while playing a game. Thus, the phone and the apps were designed to be attractive and as real as a photo can be. Moreover, the apps chosen to be part of the game were selected from the ones' students were more likely to recognise and, hence, they would probably be more engaged. Additionally, the ones which players are able to get in the highest level were the social media networks, in which students were presumably going to be more interested.

This game was created to test this study due to the fact that the topic of the unit was, among others, technology. Moreover, the fact that the main objective was to build a phone was highly motivating for the participants, who are digital natives. Therefore, the game was designed to be attractive to the players, who would probably be interested in doing an activity that was close to their day to day lives.

3.2.3. *The Audiolingual Lesson*

The lesson taught following The Audiolingual Method was structured to have elements of the inductive approach. Therefore, the lesson was divided in two days. The first day, a brief explanation of the tense was given to the students, together with examples of how the structures are used. In this case, some examples of sentences were written on the blackboard before moving to the theoretical explanation. The examples were chosen to help the students first to understand the context in which that particular structure is used and, then, to discover how it is formed. In the case of *used to*, some sentences in the past simple were also provided so the students could perceive the difference in meaning.

The second day was structured to be taught through The Audiolingual Method with two main activities that were to be performed orally, as is one of the

basic tenets of this methodology. The materials used in this lesson were a Powerpoint with pictures (Annexes 7 and 8), and a ball. Both the lesson regarding the passive voice and the one about *used to* contained these two activities, with little modifications for them to be adapted to the grammatical structure that was to be taught.

The first activity consisted of a series of pictures the students had to interpret. They then had to make a sentence related to them. Each student had a chance to make a sentence either in the affirmative, negative, or interrogative form (Annexes 7 and 8). This activity was intended for students to slowly memorise the construction of the grammatical structure they were practising. It is a transformation drill activity in which the cue is given in the form of pictures. The fact that it is performed orally allows students to acquire grammar at their own pace, since the participants with the higher level of language will answer faster than those who struggle with English. Moreover, the former will not get bored since sentences appear one by one and they may be challenged to answer all the questions even if it is not their turn.

The second activity, on the other hand, is designed to be especially engaging for active students. The activity starts when the students stand up in a circle. The teacher says a sentence which includes the grammatical structure that is the focus of the lesson and passes the ball to one of the participants. He or she has to say a sentence similar to the one the teacher has said. In this case, the sentences uttered will probably be the ones seen in class. This is due to the fact that this methodology favours learning through memorisation and repetition. When the teacher sees that all students master one form, he or she may say cues to make sentences in the negative or interrogative forms. Therefore, after a few rounds, students will probably say sentences without thinking too much.

3.2.4. *The post-test*

Two different post-tests were created to assess the students' progress after being taught in each methodology. They were carried out a week after the lessons were imparted in order to test how much students had actually acquired

of what had been taught. Due to the fact that the methodologies were extremely different, two tests were designed to fit the principals of each method.

In the case of The Audiolingual Method, the post-test for the passive consisted of three active sentences said out loud by the teacher to each student. He or she had to transform them into the passive, also orally. For *used to*, on the other hand, two sentences per student were written on the blackboard with a gap corresponding to the verb tense. Each student had to decide in which one the past tense was required, and in which one *used to* was a better option.

To assess the acquisition of grammar with Gamification, *Plickers* was used. It is a webpage where teachers can create multiple-choice type questions (Annex 9). They are screened with the class' projector and computer. The students answer with a QR (Annex 10) that the teacher has given them. Depending on the position it has been placed in, the student intends to answer A, B, C, or D. The letters are written on top of each side of the QR to help students avoid making mistakes related to the position. Once every student lifts the QR, the teacher scans the answers through an app previously downloaded on his or her phone. It is a quite useful app because it keeps information of the answers students have given to each question and also their progress. Moreover, there is no time set to answer the questions, which is extremely beneficial for those students who require more time to think of the answers.

3.2.5. The exam

The final tool used to check how students acquired the grammatical aspects was the exam, carried out at the end of the unit. Two types were designed to fit the adaptations some students needed. As far as grammar is concerned, there were two questions in each exam. The students who did not require a special exam were asked to complete some sentences with either *used to* or the past simple (Annex 11) and to transform some active sentences into the passive. Conversely, the adapted exam's activities were formed by sentences with the verbs missing. The students had to complete them with the correct form of *used to* in the first exercise, and the passive in the second (Annex 12).

This instrument was decided to be used due to the fact that, theoretically, students had prepared for it and, thus, it was a good tool to check what they had actually understood and could be able to use precisely. Additionally, it was thought that the fact that in an exam the questions are sure to be answered individually would help discriminate the data that may have been inaccurate because of the students helping each other during the post-test evaluations.

3.3. Results and analysis

3.3.1. Pre-test

As can be observed in Figures 1-4, the results of the pre-test show that most students from all groups had little or no previous knowledge of either the passive or *used to*. Even though in the case of the passive most students answered the multiple-choice correctly, only students 18 and 23 were able to successfully answer the fill-in-the-gaps questions. Therefore, it can be stated that most of the answers in the first part are likely to be random choices of the participants. Moreover, the results are telling of how little the participants had acquired the last time they were taught the passive voice, since they were able to recognise it, but could not produce that given structure by themselves.

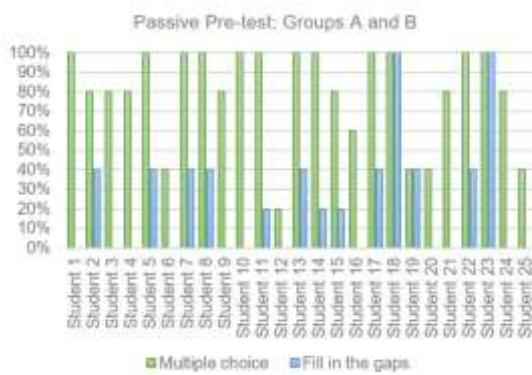


Figure 1

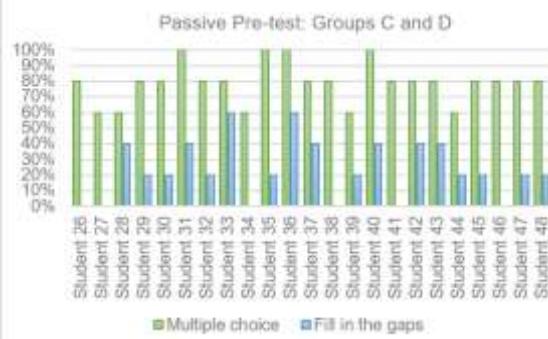


Figure 2

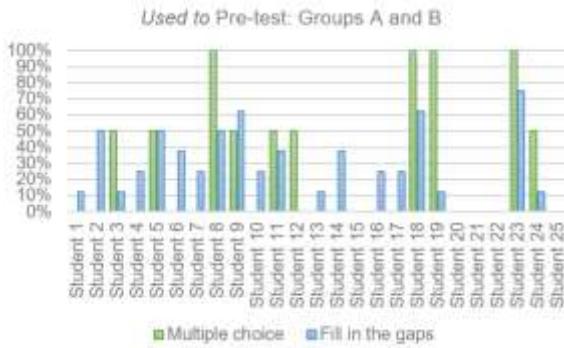


Figure 3

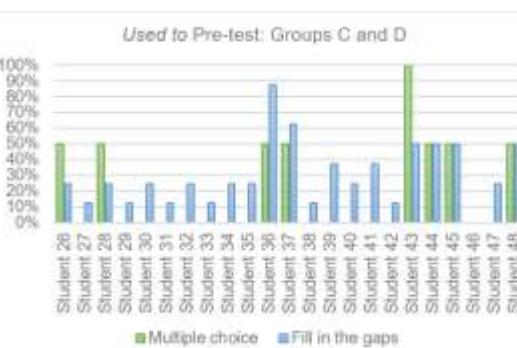


Figure 4

As for *used to*, only students 23, and 36 were able to answer most of the questions correctly, scoring an 80% of the total, which evidences the lack of knowledge regarding the use and the formation of this particular structure. This is due to the fact that they had never encountered this structure before, even though some of them, such as students 8, 18, 19, 23, and 43, recognised that the past simple was not used in the same context and scored a 100% of correct answers in the multiple choice. However, it is also worth mentioning the fact that most of them were not able to use the past simple in the correct form either, which is proof of the fact that students struggle to acquire grammar.

3.3.2. Post-test

Regarding the post-tests, this paper will explore the results individually per groups. First, I will start with the results from the one about the passive voice, and then, I will provide an analysis of the correct answers in the *used to* post-test.

Group A → this group was taught the passive through Gamification. As can be seen in Figure 5, all students scored more than 70% in this test, half of them answering a minimum of nine questions correctly out of the ten that were part of the *Plickers* test.

On the other hand, The Audiolingual Method did not work as well in this group, as can be perceived in Figure 6. Even though the tests involving *used to* show that 50% of the students were able to fill in the gaps with the correct form, 17% of them were not able to distinguish between past simple or *used to*, or could not form either of them with the right structure.



Figure 5



Figure 6

Therefore, it can be stated that, in this group, Gamification was a more effective methodology to teach grammar than The Audiolingual Method, since all students show better results with the former. However, the fact that half of the students scored 100% with the latter has to be taken into consideration as well, since with Gamification only 17% answered every question correctly.

Group B → this group was taught the passive through The Audiolingual Method. As can be seen in Figure 7, nearly 70% of the participants were able to form the passive more or less correctly. However, it is worth mentioning that 23% were not able to produce a sentence in the passive voice accurately. Conversely, when the participants' acquisition of *used to* was tested with Plickers, all of them were able to answer at least two questions correctly. Furthermore, as seen in Figure 8, 46% scored the total mark and 31% answered four of the five questions in the right way.



Figure 7



Figure 8

Consequently, it can be stated that most students in this group benefited more from Gamification than they did from The Audiolingual Method. In fact, 77% of the students managed to answer nearly all the questions correctly with Plickers, while only 69% were able to do so in The Audiolingual Method test.

Group C → this group scored the lowest in both post-tests. As can be observed in Figure 9, none of the participants were able to answer all questions correctly about the passive, which they were taught through Gamification. Moreover, only 30% of them could recognise how to form the passive in seven sentences or more. The rest struggled to answer, with half of the group answering accurately only 60% of the questions.

Nevertheless, when it came to the post-test to check what they had learned about *used to*, 50% of the students scored the highest mark. Nevertheless, 30% were not able to produce the right structure to form a sentence with the grammatical point that was being tested., as can be seen in Figure 10.

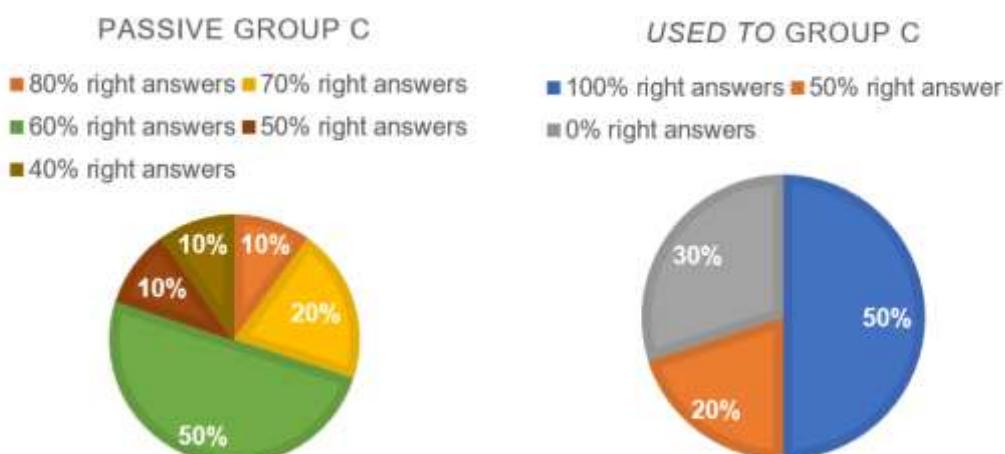


Figure 9

Figure 10

As a consequence of these results, it can be stated that The Audiolingual Method was more effective in general, even though a third of the class could not use the grammatical point correctly. However, when it came to the assessment of the acquisition through Gamification, none of them scored a 100% and, thus, this methodology was not as useful.

Group D → this group was taught the passive through The Audiolingual Method. As can be perceived in Figure 11, nearly half of the students were able to produce three sentences in the passive voice, while only 15% could not transform any sentences into the correct form.

Nevertheless, when assessed through Plickers, 91% of the students were able to answer at least four out of the five questions correctly, with 55% scoring the highest possible mark. Moreover, as can be observed in Figure 12, the remaining 9% of participants used the correct form of *used to* in three questions.

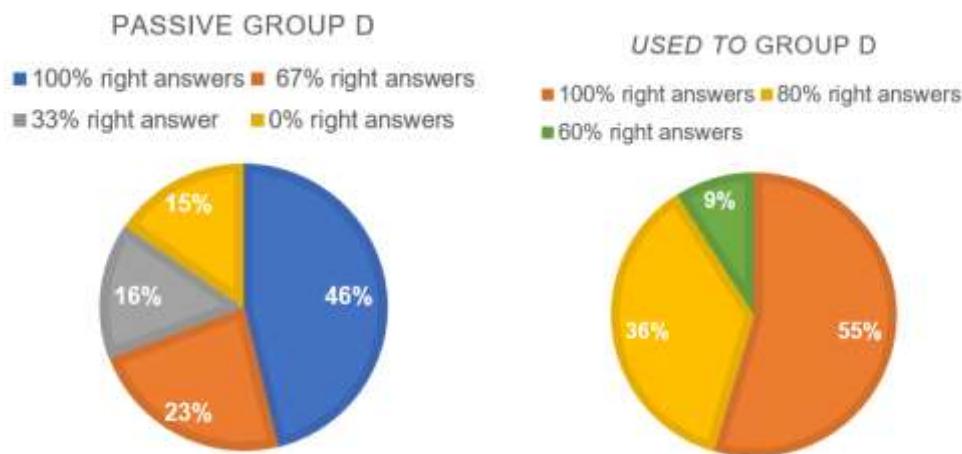


Figure 11

Figure 12

Therefore, it can be stated that this group improved their grammar when they were taught through Gamification. However, the results with The Audiolingual Method are not extremely bad either, since most students were at least able to answer one question correctly.

Taking all these results into consideration, it can be stated that, in general, the post-tests show that Gamification is more beneficial to students, since every participant was able to answer at least one question right, while with The Audiolingual Method, there was a percentage of participants in every group who were not able to produce the structure accurately. However, the fact that the Gamification post-test was based on multiple-choice questions adds the variable of arbitrariness, since the students could have answered some of the questions

randomly, in case they were lucky and chose the correct answer. This is the main reason it was decided that the final instrument to assess the participants' acquisition would be the exam instead of the post-tests.

3.3.3. Exam

As mentioned before, the exam is the most reliable source to check the participants' progress in the acquisition of both grammatical structures, since it was guaranteed that they would do the activities individually. As with the post-tests, the results will be given group by group.

Group A → as can be seen in Figure 13, as far as the acquisition of the passive is concerned, 50% of the students did not answer more than two questions correctly out of the five in the exam. Conversely, in the case of *used to*, 67% of the students were able to fill in the gaps with the correct grammatical structure and none answered more than one question wrong (Figure 14). Moreover, 11% of the students scored the highest mark with *used to*, compared to 8% of the learners who did the same in the case of the passive voice.

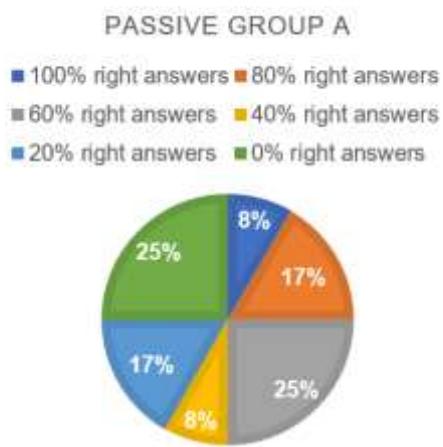


Figure 13



Figure 14

Group B → regarding this group and the passive voice, it is worth mentioning that 15% of learners answered all questions correctly, as opposed to 31% who did not answer any of them in the right way (Figure 15). In this case, only 46% of the students were able to answer three or more questions correctly. Conversely, as can be seen in Figure 16, 23% of the students scored the highest

mark, while the same percentage scored the lowest mark, answering all questions incorrectly. In fact, in this group, 61% of the students were not able to answer half of the questions correctly.



Figure 15



Figure 16

Group C→ As for this group, only 20% of the students answered three questions correctly about the passive. Moreover, 40% of them were unable to answer any of the questions with the right structure (Figure 17). In the case of *used to*, 30% of the participants answered three questions correctly and only 10% managed to successfully produce four of the five appropriate structures (Figure 18).



Figure 17

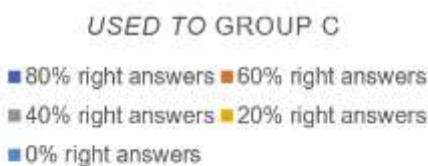


Figure 18

Group D→ In the case of the passive, 23% of the participants of this group scored the highest mark, and the same amount, the lowest. However, over all,

54% of the learners in this group answered three or more questions correctly (Figure 19). As far as used to is concerned, only 8% of the students scored the lowest mark, while 31% of them answered all questions correctly, as can be seen in Figure 20. Moreover, 54% of the students produced three or more correct structures in the activity.

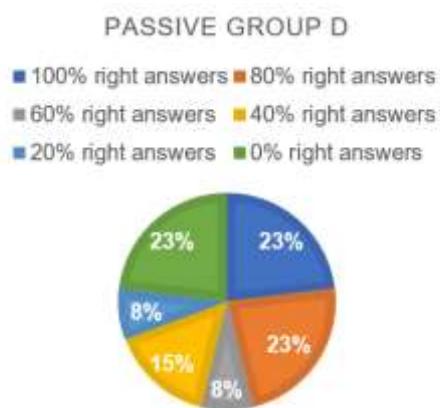


Figure 19

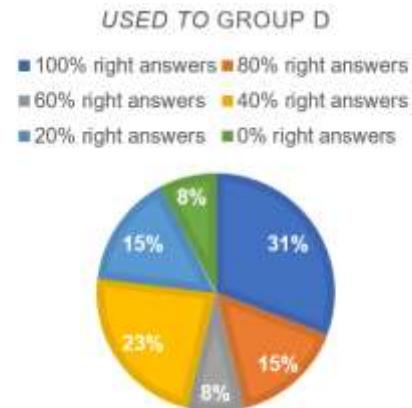


Figure 20

3.3.4. Comparison of the methodologies

Now that the results have been analysed separately, we can compare The Audiolingual Method and Gamification in terms of the results of the pre-test and the exam, which are the first and the last tools that the participants encountered and, thus, the best instruments to reflect upon the progress. Figure 21 has been divided into two parts. The first three columns deal with the passive and the others with *used to*. As can be seen, groups B and D, who were taught through The Audiolingual Method had better results than A and C, who were instructed through Gamification, since there is a difference of six learners between the two methodologies. However, the same number of students showed worse results in the exam than in the pre-test, and two additional students showed no difference between Gamification and The Audiolingual Method.

As far as *used to* is concerned, the same number of students, eighteen, improved with both methodologies. Nevertheless, only two students did not improve with The Audiolingual Method and only one had the same results,

compared to the three participants who had worse results with Gamification and the five who showed no difference in results with this method.

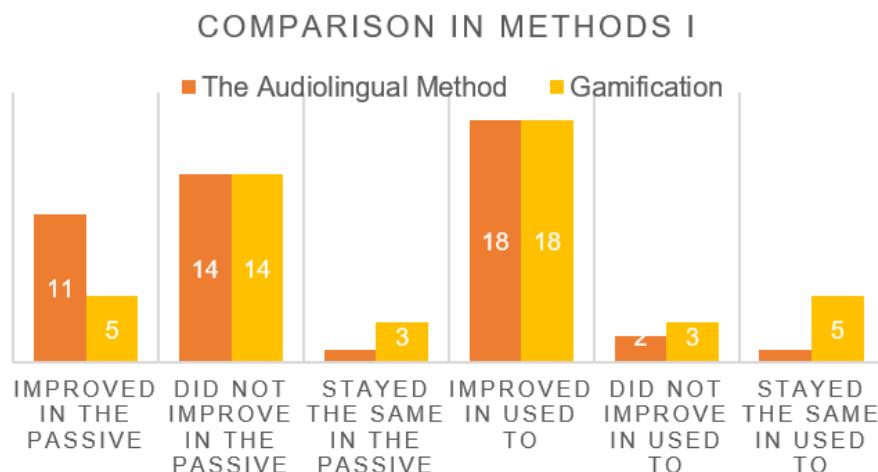


Figure 21

As for the comparison of the groups, Groups B and D improved greatly with Gamification, with 69% of the participants scoring better marks regarding *used to*. Nevertheless, groups A and C had worse results with only 33% and 10% of the students respectively showing any improvement with this method (Figure 22). Conversely, with regards to the other approach, groups A, B, and D had more than a 50% rate of success and only B had a percentage inferior to half of the participants as far as improvement is concerned.

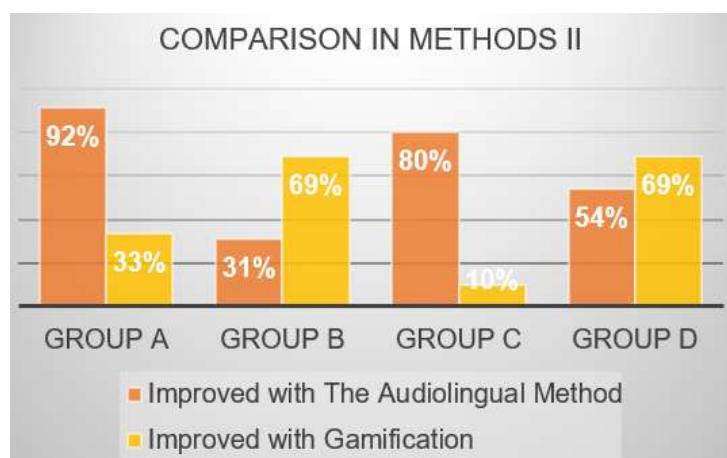


Figure 22

Despite these results, there is a variable to be taken into account, which is the fact that since, with the exception of one or two participants, no one had any previous knowledge of *used to*, the majority of the students improved no matter the methodology. However, the case of the passive is different. Only 16 participants out of the 48 showed any improvement, while 28 of them had worse results in the exam than in the pre-test (Figure 21). On the other hand, 36 learners acquired the *used to* structure while only 5 showed worse results.

Thus, it can be stated that the results with The Audiolingual Method are slightly better than with Gamification. However, the difference is not that significant as to state that one methodology is better than the other, since with a new structure such as *used to*, the improvement is equal with both methods. Further analysis with other structures should be carried out in order to confirm these results.

4. DIDACTIC PROPOSAL

Due to the results of the case study, the best approach to teach grammar is to mix different methods, since some groups may benefit from more active activities than others, as has been proved in the case study. Moreover, depending on the grammatical structures, sometimes drilling and memorisation are the best approaches for the students to acquire them. This is especially perceptible in the case of the passive voice, which was acquired better in the groups who had been taught with The Audiolingual Method, perhaps because the structure is not as used in the students' first languages and, thus, it was more difficult for them to grasp the meaning of the sentences in the passive voice, particularly of the sentences with two objects.

Therefore, some activities have been designed to teach certain grammatical aspects. The grammatical structures of the following proposal are not restricted to a certain level; however, it is important to take into account the students' expectations of what they are going to encounter in the class, since in some levels, games can be seen as a waste of time instead of as an active task to enjoy.

4.1. Activities to teach through The Audiolingual Method: The Causative

A grammar point that could benefit from The Audiolingual Method is the causative structure (e.g. Yesterday, I had my hair done), which is a structure that does not exist in Spanish or Catalan and, therefore, learners cannot rely on a translation to understand the meaning or the formation of the structure. When planning a session, the best activity to start with is to present the students with a dialogue in which the structure is present so as for them to start noticing it in context. For instance, the dialogue could consist of two friends talking about what they did when they got their first salary. There could be sentences such as:

A: What did you do when you got your first salary?

B: Well... My car was broken, so I had it repaired. That cost me nearly half of my salary. I also had a savings account opened where I could put some money every month to keep in case of an emergency.

A: Nice!

B: Oh! And I also invited my parents to dinner in one of those fancy restaurants.

A: What do you mean, fancy restaurants?

B: Yes, those in which you have the fishbones taken out by the waiter.

A: Wow! I just had my hair done and my nails painted. The rest of the money was spent on a trip to Disneyland, where I had that picture with Mickey taken.

After the dialogue has been read by the teacher, the students may get in pairs and assign themselves a role to practise and to perform in front of the rest of the class. While the students are practising, the teacher should move around to ensure that the students are pronouncing the words correctly and memorising

the structures accurately. If students are struggling with a line, the instructor could try to help with a “Backward build-up expansion drill”, which consists of dividing the sentence into chunks. They repeat a section, usually the last part of the sentence. Once they are able to say it correctly, the teacher adds another chunk until they are able to say the whole sentence (Larsen-Freeman & Anderson, 2016, p. 48). Once the students have memorised the dialogue, the pairs stand in front of the class and act it out. The teacher should not interrupt them at any moment, but he or she ought to make the students repeat the sentences they struggled with, once the representation is finished.

Additionally, if the students have an upper-level of English, the teacher may make the learners pay attention to the sentences with the causative and reflect upon the structure and its meaning. This part of the activity might be useful for those who need grammar to be highlighted to them in order to acquire it.

After this activity has finished, the teacher could have prepared a single-slot substitution drill, in which the students had to repeat sentences of the dialogue, but the teacher would tell them cues that they had to include in the sentences. For instance, if the sample sentence is “the rest of the money was spent on a trip to Disneyland, where I had that picture with Mickey taken,” the first cue could be “my wallet stolen”. Therefore, the sentence would become “the rest of the money was spent on a trip to Disneyland, where I had my wallet stolen.” Ideally, the teacher would give at least one cue to each student for them to practice the grammatical structure they are trying to acquire.

With this kind of lessons, students do not have to worry about how the structure they are learning translates into their own language, which tends to be their main resource to understand it. Moreover, if they learn to respond to the stimuli given by the teacher, they are more likely to be able to reproduce the causative even if they do not understand why it is formed in that particular way. However, students are likely to be dispersed if the teacher goes one by one to give them the cues or solving doubts. Thus, the teacher should either have smaller activities prepared for the students to do when he or she is focused on

helping one learner or should make everyone repeat the sentence once the first students has successfully produced a sentence with the causative.

4.2. Activities to teach through Gamification: Wh- questions

One of the grammatical structures that can be taught through Gamification is the formation of questions with the interrogative words *who*, *what*, *where*, *when*, *how*, and *why*. To make a lesson interesting and if the topic of the unit is crime, for instance, the teacher can create a murder mystery that the students have to solve. This task can be carried out as a lesson, but it is interesting to use it as a system to reward the students' performance and behaviour in class. The structure of the game follows a *Clue* type of game, in which a murder has been committed and there are several suspects and murder weapons. Therefore, the main materials to be used in this case are pictures of possible suspects and murder weapons.

The first day of the unit, the teacher should divide the class into groups and explain to them that they are detectives who have to solve a murder. To make it more interesting, the best option is that the teacher adopts the role of the dead person, who, as a ghost, appears to the detectives to help them solve the mystery. Then, the teacher explains the case: "Last afternoon, I was correcting your exams in the teachers' room when, all of a sudden, I heard a strange noise coming from behind me. Then, all of a sudden, I started to feel a sharp pain in my stomach. The next thing I remember is seeing myself with my head on the exams, which had blood on them, and my coffee spilled on the table. Can you help me figure out who killed me?" In addition to explaining the story, the teacher should facilitate a series of possible suspects, such as the headmaster, one of the teachers, the waiter of the cafeteria, or the janitor, and a series of possible murder weapons, such as a knife, scissors, poison, or a folder full of exams. Depending on how long the activity is designed to last, the list should be longer or shorter.

After the case is explained, the teacher should clarify how the activity will work. If it has been designed to last the whole unit, the teacher should tell the students that the objective is to find out who the killer is, what the murder weapon

is, and why the murderer has committed the crime. In order to do so, each group may ask one question to the ghost, who will be giving them clues with her answers. For instance, if the students ask if the teacher had any injuries, the teacher would answer that she does not. The teacher has to bear in mind that every suspect needs to have a backstory for the case not to be very straightforward. For instance, the other teacher may have an affair with the principal and the dead woman was blackmailing them.

To get the chance to ask a question, students must complete the activities every day. Every time a student answers a question correctly, his or her team receives a point. At the end of the lesson, the group which has obtained more points is given the chance ask one question, which will be answered in secret, with a piece of paper, so that the other groups do not know what that group has been told. The day before the exam, each team has to make a guess as to how the murder happens, that is, the teacher was poisoned by the waiter from the cafeteria because it was a former student of hers and wanted to get revenge because she failed him and had to retake the whole year. If a team answers correctly, they get a reward, which should be tailored to the group of students who are part of the activity.

This activity has a double purpose. On the one hand, it is engaging and motivating for the students, whose teacher will have a better management of the classroom if students are willing to participate. Moreover, it enhances the learners' competitive spirit and, thus, they will try and answer the questions correctly or, at least, do the homework. However, since they are divided in groups, they will cooperate with each other and help those who need more time or who struggle with language. On the other hand, there is a language objective, since the questions that students ask will include the Wh- words. For this reason, it would be interesting if the teacher provided the students with several sample questions, such as "Who was in the teacher's room at the time of the murder?" or "Where was the janitor when the teacher was murdered?" Additionally, the students will be practicing the four main skills, due to the fact that they will be talking to each other to find out who the killer is, they will have to write the clues

given to them to avoid forgetting them, they will have to listen to the teacher's story, and they will have to read the clues the teacher shows them.

5. CONCLUSION

The debate about grammar will probably continue for years, since there is no clear path learners follow when it comes to acquiring language structures. However, taking into account Brown's (2000, pp. 363-364) variables, that is, "age," "proficiency level," "educational background," "language skills," "style or register," and "needs and goals," we may arrive to the conclusion that the teacher should always bear in mind the student's expectations when designing a course. This could be also applied when it comes to methodologies of language teaching, especially if grammar is taken into account, since there is no consensus among experts as to the best approach to help students learn and acquire language patterns and structures of foreign languages. Among the methodologies, the deductive or inductive approach are the most popular ones, due to the fact that they are usually combined with others. Even though the former is the most traditional and, thus, the one that has been more frequently used, the latter has been proved to be more engaging for learners and more helpful for those who are learning language structures. The reason is that they are presented with examples they have to analyse to figure out what the meaning of the sentence is and how the structure works. Therefore, learners learn through practice and do not have to rely on abstract concepts which may be hard to comprehend.

With regards to the methodologies the previous approaches may be combined with, there are two that have been the focus of this paper. The first one is The Audiolingual Method, which is a traditional methodology based on drills and memorisation. Even though it is not a method that focuses on grammar in itself, the fact that its main way of teaching is through the repetition of sentences of the same structure makes this approach a great one to help learners acquire grammar. However, some authors believe that it is not beneficial for students since they are unable to use what they have learned in the classroom in the real world. The other method explored in this paper is Gamification, which is the use

of game elements in the classroom. Although it seems a recent trend in schools, it has been an approach that teachers have adopted for decades. However, with the technological developments, this methodology has grown in adepts. Nevertheless, as much as the inclusion of elements such as rewards, competition, cooperation, conflict, or time constraints in activities have definitely improved student's motivation and participation in the lessons, there is no definite proof of the actual acquisition of language by the learners.

Therefore, a case study has been conducted to test how much grammar students actually acquire when they have been taught through the two different methodologies. In order to do so, students in a high school in Spain were taught through both methodologies after having been given a pre-test. In order to check their progress, they completed a post-test a week after each lesson and, additionally, the results of the exam of the unit were taken into account, since it was the last tool the students encountered, and it was guaranteed it would be answered individually.

Taking into account the results of the case study, it can be stated that, even though it was perceived that students were more motivated during the Gamification activities, The Audiolingual Method has proved to have slightly better results. Nevertheless, in some of the groups, such as D, the results with Gamification are better than with the other method. Thus, out of the three hypotheses that were stated at the beginning, the closest one to the results is the third one. That is, both approaches are as successful in helping the students acquire grammar. Consequently, the teacher has to take always into account the students' needs and their preferred method of instruction in order to favour their learning processes and their ability to assimilate language structures and patterns.

An additional factor to take into consideration is that learners improved more when they learned about the construction *used to* than when they did with the passive voice. This could be due to the fact that the latter is a structure which learners have difficulty acquiring, since it is not so frequently used in their mother tongue as in English. In this case, a method the objective of which is that students

respond automatically to stimuli could be the best approach to deal with structures that do not exist in the learner's mother tongue.

From the results of the case study and the conclusions that were drawn from them, two activities have been designed, one for each method. Since, as mentioned before, The Audiolingual Method seems to be more useful with grammatical structures which are not present in the learners' first language, the grammar point chosen for that method was the causative. Conversely, the one to be taught through Gamification is the formation of questions, especially the ones with the Wh- words.

6. QUESTIONS FOR FURTHER RESEARCH

Finally, there are some questions to be taken into consideration. For instance:

- Can other grammar points be taught through Gamification, since the passive voice is harder for learners to acquire?
- Is The Audiolingual Method more useful for students to acquire structures which are non-existent in their own languages?
- Can Gamification be successfully used to teach language skills or vocabulary?
- Would the results be different if the students had been taught both grammar points with the same method?
- Does the motivation and participation of the students in the activities affect their acquisition of grammar? If so, why were the Gamification results not as good as the results with the other approach?
- Would the students have been more engaged if the activities had had a technological component?

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8. ANNEXES

Annex 1

1. Choose the correct option

- 1.1. The building..... built in the 1960s.
 - a. Is
 - b. Was
 - c. Be
- 1.2. Every year, new mobile phones are..... by thousands of people.
 - a. Buying
 - b. Buyed
 - c. Bought
- 1.3. Facebook was founded..... Mark Zuckerberg in 2004.
 - a. By
 - b. For
 - c. From
- 1.4. When..... the basketball and football games broadcasted?
 - a. Is
 - b. Are
 - c. Do
- 1.5. The book..... by Shakespeare.
 - a. Wasn't written
 - b. Doesn't be written
 - c. Not was written
- 1.6. When I was younger, I..... to sleep at nine.
 - a. Used to go
 - b. Went
 - c. Was going
- 1.7. 200 years ago, people..... a phone
 - a. Never had
 - b. Didn't use to have
 - c. Were not having

2. Complete the sentence with the verb in the correct form.

2.1. Football..... (call) soccer in the US.

Name:

Group:

2.2. Yesterday, my mother..... (give) a birthday present by my father.

2.3. I..... (award) with a prize every time I pass an exam.

2.4. What..... tables..... (make) of?

2.5. You..... (hit) in the head with a shuttlecock.

Complete the sentences with the past simple or used to.

3.1. I..... (see) Marcus at the library working hard. He told me to say hello to you.

3.2. She..... (be) a lot happier, but then she lost her job.

3.3. There..... (be) three restaurants in this town, but two closed down leaving only one.

3.4. If you look over there, you can see the field where they..... (fight) the Battle of Harris Hill in 1509.

3.5. Did you (take) a lot of photos when you were in Moscow last year?

3.6. How many hours a day did you..... (go) to school when you were ten?

3.7. Children never.....(talk) so aggressively to their parents. It's terrible!

3.8. Soldiers.....(build) this bridge near the end of the Second World War.

Annex 2

HOW IS IT FORMED?



- **Present simple passive**
- **Affirmative** → verb to be + past participle (third column)
 - The book is given to Paul.
- **Negative** → verb to be + not + past participle (third column)
 - The book is not given to Paul.
- **Question** → verb to be + subject + past participle (third column)
 - Is the book given to Paul?

HOW IS IT FORMED?



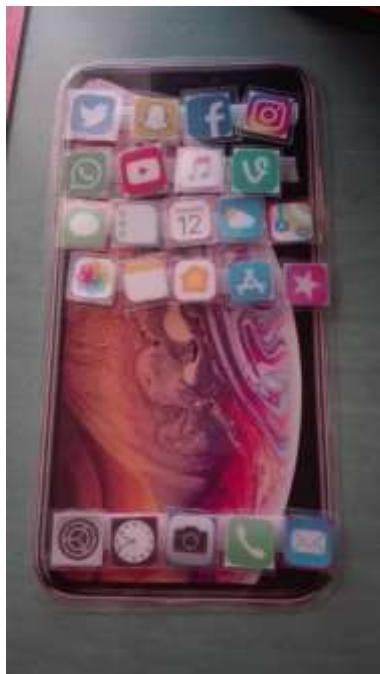
- In English, there are two possible subjects in a passive sentence.
- **Example**
- Thomas gave a present to Maria.
A present was given to Maria by Thomas.
Maria was given a present by Thomas.

Annex 3

HOW DO WE USE IT?

- **Affirmative** → used to + infinitive
 - When I was younger, I used to go to the park every day.
- **Negative** → didn't + use to + infinitive
 - When I was younger, I didn't use to go to the park every day.
- **Questions** → Did + subject + use to + infinitive
 - When you were a child, did you use to go to the park every day?

Annex 4



Annex 5

Example of questions from the passive Powerpoint:

Level 1→ Animals..... by dangerous chemicals

- a) Is poisoned
- b) Are poisoned
- c) Are poison

Level 2→ **Is/Are** plastic bags still **given/give** to customers for free?

Level 3→ Nowadays, some food_____ (poisoned) by chemicals

Level 4→ What things/ throw away/ at home?

Level 5→ Pedro Almodóvar didn't direct the films *ET* and *Schindler's List*

Level 6→ I lent a pencil to Graham.

Annex 6

Examples of questions from the *used to* presentation:

Level 1→ He....., but now he has stopped

- a) Used to smoke
- b) Smoked
- c) Was smoked

Level 2→ I (live) in a flat, but I don't anymore

Level 3→ (you/ drink) water when you were in school?

Annex 7



Annex 8

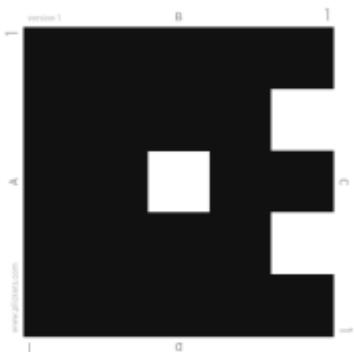


Annex 9

Yesterday, the writings... to the teacher

- A was handed in
- B is handed in
- C were handed in
- D are handed in

Annex 10



Annex 11

1. Complete these sentences with the correct form of USED TO or the past simple. /20

- a. He (write) a lot when he was a child.
- b. Yesterday, the teacher (speak) English in the classroom.
- c. He (go) to Dublin once when he was younger.
- d. (She/ wake up) at 7 every morning when she was working in the office?
- e. There (not be) a pub here, but they opened it three months ago.

2. Turn these sentences into the passive. If there are two options, write them both. /20

- a. The Romans built the bridge in 200 B. C.

.....

- b. When did the architect design the cathedral?

.....

- c. Jude asks Tony if he is okay every morning.

.....

- d. Jill gives a present to her mum every year.

.....

.....

Annex 12

1. Complete these sentences with the correct form of USED TO. /20

- a. He..... (write) a lot when he was a child.
- b. Julia..... (not go) to school by bus when she was younger.
- c. He..... (go) to Dublin every summer when he was in high school.
- d. (She/ wake up) at 7 every morning when she was working in the office?
- e. There..... (not be) a pub here, but they opened one three months ago.

2. Complete the sentences with the correct passive form. /20

- a. The bridge..... (build) by the romans in 200 B.C.
- b. When the cathedral..... (designed) by the architect?
- c. Tony..... (ask) every morning if he is okay.
- d. A present..... (give) to her mum for her birthday every year.