

EFFICACY OF USING GRAMMAR GAMES IN TEACHING FOREIGN
LANGUAGES

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ANNOTATION: This article mentions the role of grammar games that play a vital role in teaching foreign languages to students. Games help to improve grammar, vocabulary, listening, speaking, and even reading in an amusing way.

Key words: games, students, grammar, language, movement, learning, practice, teachers, motivation, using.

Games play a crucial role in teaching English to young learners by making the learning process more engaging, interactive, and fun. They help in creating a positive and supportive learning environment, promoting language learning through play and exploration. Games can enhance various language skills such as vocabulary, grammar, listening, speaking, and even reading and writing in an enjoyable way. They also foster social skills, teamwork, and cultural awareness. Overall, games are a powerful tool for educators to make language learning more effective and enjoyable for young learners. The history of the origins of game-based teaching of a foreign language and foreign language communication can be traced back to the early 20th century, with the introduction of the Direct Method. This method emphasized the use of target language in the classroom, which meant that students were encouraged to communicate exclusively in the foreign language. In the 1940s and 1950s, the Audio-Lingual Method gained popularity, which focused on the repetition and memorization of target language structures through drills and exercises. Alongside this method, language educators

began to incorporate games and activities into their teaching to make language learning more engaging and interactive. In the 1970s and 1980s, the Communicative Language Teaching approach emerged, emphasizing the importance of communication and interaction in language learning. As a result, language educators started to use games as a means to practice and reinforce language skills in an authentic and meaningful way.

With the advent of technology in the 21st century, game-based teaching of foreign languages has become even more prevalent, with the development of language learning apps, online platforms, and virtual reality environments that provide immersive and engaging experiences for students to practice their language skills.

Today, game-based teaching of foreign languages continues to evolve, with educators incorporating a wide range of games, including board games, card games, role-playing games, and digital games, to enhance language learning outcomes and promote language proficiency and fluency. These games not only provide students with opportunities to practice grammar and vocabulary, but also to improve their listening, speaking, reading, and writing skills in a fun and interactive way. There have been several research studies on the role of games in teaching English to young learners.

The grammar games should be treated as central, not peripheral to the foreign language teaching programme. There are many advantages of using games in teaching grammar

1. Games can lower anxiety, thus making the acquisition of input more likely.
2. Games are highly motivating and entertaining, and they can give shy pupils more opportunities to express their opinions and feelings.
3. They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson.
4. Games add diversion to the regular classroom activities, break the ice and introduce the new ideas.
5. In the easy, relaxed atmosphere which is created by using games the pupils remember things faster and better.

6. Grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future.

7. Grammar games encourage, entertain, teach, and promote fluency.

If not for any of these reasons they should be used just because they help pupils to see beauty in a foreign language and not just problems, and this is the main reason to use games when studying grammar.

Using some movement is crucial because movement helps activate the students' mental capacities and stimulate neural networks, thus promoting learning and retention. If you have a large class with no space you still have options. Children can stand up, sit down, move various body parts and pass things around to each other. Movement does not only mean children tearing around the playground. Have a clear linguistic outcome for each game. The game can be a listening game to allow the students to repeatedly hear a new grammatical structure in use, or it can be a speaking game to allow practise of the grammar once it has been absorbed through listening beforehand. There are degrees of difficulty with speaking games from basic repetition in a fun context to more creative sentence creation for revision or more advanced practise once the basics have been mastered. The teacher should lead the children through this progression so that the game at hand is always well within the grasp of the students. This makes games fun rather than laborious. It is a mistake to play a speaking game immediately after the new grammar has been presented. Ideally reading, spelling and writing games come after the new grammar has been absorbed and the students can use it orally. Another thing to watch out for with grammar games is that a maximum of students are involved simultaneously. If you have thirty children you want to avoid a game where only one child is speaking at a time. What are the other twenty-nine children supposed to do in the meantime other than get bored? On the other end of the scale however are games that cause chaos in class and make teachers unpopular with colleagues because of high noise levels.

Activities and games for learning English grammar don't only motivate, but they also generate the idea of competition in the EFL classroom. As it is known, a

bit of healthy rivalry never hurts anyone. Students try to do their best when thrown into action, and they'll strive to outmarch their peers and take precedence of their own expectations. We have just said that games and activities help students be competitive, so how can they assist with cooperation? They create interaction between students and between students and a teacher. Students try to support their groupmates and encourage them when competing in teams or pairs. While inculcating this way of teaching grammar students combine their force so as to succeed! Proceeding from these facts, we can say that participating in such games students can not only learn grammar, but they also will get to know the ways of getting to the top of the tree. It's very important to determine the aim of a grammar game in a EFL lesson. Games should not be just other time fillers, or they should not only be funny and entertaining for your learners, but they must also have educational effect.

Grammar Game Example: "The Action Mime Relay"

This game is specifically designed to practice the Present Continuous tense, incorporating the article's emphasis on physical movement and healthy competition.

1. Objective (Linguistic Outcome): The goal is for students to practice the structure of the Present Continuous (Subject + am/is/are + verb-ing) in a fun, interactive context.

2. Connection to the Article=> Movement: The game uses physical actions to stimulate neural networks and improve retention.

Anxiety Reduction: By playing in a relaxed atmosphere, shy students find it easier to express themselves.

Simultaneous Involvement: It is designed so that multiple students participate at once, avoiding the "boredom" of waiting for one person to speak.

3. How to Play => Setup: Divide the class into two teams to foster cooperation and a sense of healthy rivalry.

The Action: One student from each team comes to the front and receives a card with a verb (e.g., "cooking," "running," "climbing"). They must act out the verb without speaking.

Interaction: Team members must shout out guesses using the correct grammar: "You are cooking!" or "Is he running?".

Competition: The first team to correctly identify the action in a complete, grammatically correct sentence wins a point.

As mentioned in the article, this game is not just a "time filler". It provides a model for how the language will be used in future real-life communication while helping students see the "beauty" in the language rather than just seeing it as a problem

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