



Games For Teaching Grammar To Young Learners

Nelvia Ibrahim

State Islamic University of Sultan Syarif Kasim of Riau
inel_via@yahoo.co.id

ABSTRACT

Teaching grammar for beginner is not quite easy, but it is not difficult to teach. Young learners have their own way to accept a new knowledge and they will accept all of it by happiness. Teacher need to find good method and good media to teach grammar, and one of the effective methods is using games although children learn a language faster than adults, they do not learn through traditional language teaching methods. Through fun activities children can learn a language better as learning becomes natural for them since these activities do not make them conscious that they are learning a language.

Keywords: grammar, young learners, games

1. Introduction

Teaching is a process that involves teacher and students in the classroom. The important elements are material, approach, method, and technique. A good teacher needs analysis before teaching and learning process, because it is to know who the learners' background and variation of the learners, what the students' needs, and what the suitable material, approach, method, and technique. Teaching is not a simple job; it needs some steps to succeed the teaching and learning process. Also teaching is not easy, it needs creativity to make students feel comfort, and teacher must arrange a good atmosphere to make not bored in the class.

Teaching is an art, there a relation between teacher and learners or students in the class. In the teaching and learning process, teacher and students act as an actor or actress. Here, teacher and learners do some activities, such as creating a rapport, discussing the material, and other activities that can support the teaching and learning process. Teaching does not just involve teacher and learners, but the performance of the member of the class is more important. Teaching can be said success when there is a good relation between teacher and learners, and learners get the material and can apply it.

Teaching can be separated with the learners, because learners are the object to be taught. How appropriated

teach the learners based on what levels they are. Actually method and techniques are the most important element of teaching. Choosing method also cannot be separated with the concept of teaching- teacher- lesson and learners-centered lesson-, the concept is the effect of teaching and learning process. Each element in teaching cannot be separated, because it has relation and being a complement one another. From the concept, teacher can determine what method which is suitable.

Teaching language is not easy; because language is so wide and need has many function and meaning. Language teacher needs good strategies, a suitable method and technique in the class room. Because of those reason, teacher must have wide knowledge, keeps up to date, and open-minded.

Teaching grammar for young learners is not easy, because grammar is one of language system that must be taught for the language learner. Sometimes, in speaking people do not need grammar more, but it is needed to tell, to describe the right procedures. For the young learners, teaching grammar must be taught in a different ways. English for young learners is thematic, so when teacher teach grammar, teacher must prepare the media, and picture. Young learners more like to see than read. Sometimes, reading is boring for some people, especially young learners or other learners that do not like reading.

Teaching English grammar can be hard going - for the teacher and the students. It doesn't have to be difficult or painful, however teach English grammar using fun learning games are one of attractive learning. As we all know, children love games. Games have a special role in any foreign language teaching programmed because they

facilitate foreign language learning especially for young learners. With the introduction of communicative language teaching, English language teaching and learning has become much more demanding for teachers and learners just like any other innovation poses challenges for its users. 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. Similarly, because the definition of the term "young learners" encapsulates those children between the ages of about 5 years old to 12 years old. It can be suggested that games are a natural part of young learners' lives.

Games also provide wonderful atmosphere in the children's language class. It is widely documented that English language games improve learning, and be one of the most effective classroom tool. The first reason why games are so useful since games make learning fun, children are willing participants and are not just present in class because they have to be. Students pay more attention because when they enjoy themselves, they do better, feel better about them, and do even better – it is a learning cycle working in their favor. Playing a game has a purpose and an outcome. Hadfield stated that games as "an activity with rules, a goal and an element of fun (Hadfield,1990: 1)." In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let

their team down so they make more effort to join in and learn as much as possible.

Wright et al stated that games encourage learners to direct their energy towards language learning by providing them with meaningful contexts (Wright. At.al, 1984:254). Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching program. Moreover, games are one of the best ways to direct young learners' energy not only to learning grammar, but also to many skills and areas of the language. However, it should be taken into consideration for teach young learners through games require special effort from the teacher.

2. Related Theory

a. Grammar

According to *Macmillan English Dictionary for Advanced Learners*, stated that "the set of rules that describe the structure of a language and control the way that sentences are formed (Macmillan, 2002: 618) ". Some people could say that grammar is not very important, but they are wrong. Based on Scrivener said that, it is of course definitely possible to speak without following any grammar rules only with the use of vocabulary. Moreover, learning grammar is really important to achieve the higher levels of the language.

On the other hand, the word grammar could be horrifying for students. It could be the hard nut to crack for the teacher to persuade pupils to learning grammar. However, it depends on the teacher how they solved this problem. They need not follow traditional methods in teaching grammar like setting the rules, filling

the grammar exercises or testing but she can use another amusing way games.

b. The role of grammar in teaching young learners

Young children are wonderful in absorbing new language. They can get maximum of language through games and activities that they find funny. Their success in learning foreign language does not depend on their knowledge of grammar. They can use grammatical structures very well, they can speak clearly, but they are not able to say why they use particular structure. Some pupils are able to deal with simple grammar at the age of ten or eleven. Definitely, teacher should be aware of grammars and structures that they want their pupils know in standardized for them.

If teachers teach grammar, it is very important to do it in context. For children it is necessary to have lots of opportunities and chances to use the new language in their real lives. According Philips stated that, students have to learn new structures and rules in depth. They should feel that they can use what they have learnt for everyday communication (Phillips, 1993: 182). It means that, the teacher should introduced the grammar, teach them in standardized and applicated in the real situation by fun.

c. Ways of teaching grammar

There is a question "How do students learn grammar?" It is not easy to answer. According to Scrivener said that, learning is "*a slow, messy business. It is better to acknowledge that, because then you will not come out of class angry with yourself and saying things like I taught it well, but they did not learn it!*" (Scrivene, 2003: 65) "

There are two different ways of teaching new grammatical structure. The grammar can be covert or overt. There are fundamental differences between teaching grammars through these two ways.

- a. Covert/inductive grammar – indirect grammar teaching, teacher does not provide grammar rules. There is a text where new grammatical structure is introduced. Students read the text and find out the new structure. Students' attention is not focused on the new structure, but on the text. Students work with the text, they practice new language and focus does not have to be on the grammar. Students play with the words, sentences and they can take the new grammar in incidentally.
- b. Overt/deductive grammar – explanation of the new grammatical rules and structures to students.

d. Stages in teaching grammar

According Scrivener said that teaching grammar includes four stages that students should go through before being able to use a new grammar item. They are:

1. Notice the grammar item in presentation
Presentation should be:
 - a. Clear – there should not be any difficulties in understanding, students should understand the text
 - b. Efficient – there should be a maximum of new grammar, students should be forced to use new language

- c. Enjoyable and interesting – pupils should be motivated on the highest level and be interested in the activity. Doing things that they find enjoyable and are interested in them is the best motivation to learn.
- d. Appropriate – it has to be proper for language that is presented
- e. Productive – students should be allowed to make own sentences and questions using the grammar that they have learnt (Harmer, 1987: 71).

It is not easy to learn a new structure the first time students meet it. The more times students are exposed to the structure, the more sense it will give them. Teachers should plan activities so that there are as many grammar items; he wants pupils to learn, as possible.

2. Understand the form of the structure – the way it is made up, how the words fit together, what the endings are. They should know the meaning and use of new grammar item. Teacher should show the structure in context, introduce it in the typical situations.
3. Practice new language – students should be allowed to try the language in safe environment; they need to practice structures as much as possible. There are some techniques that allow pupils to practice grammatical rules.
 - drills
 - interactive activities
 - games

4. Use the new grammar item – students should be allowed to use the new language that they have learnt. It may take time before children start to use the new language; even they have practiced the items a lot. Teachers should encourage pupils to use the language – “*sometimes getting things wrong and sometimes getting things right*”, that is the way that people learn new things.

There is one important thing that teachers should be aware. All the things that teachers do in their lesson are teaching grammar. If teachers use English in their lessons as much as possible, they can give example for the students. One of the advantage is the students can motivate themselves in learning grammar such as they make a note and learn new language.

e. Teaching Grammar in Different Teaching Methods

Based on Lenka stated that There are some of methods to teaching grammar, they are (Musilová, 2010: 14):

1. Grammar-Translation method

This method is widely used nowadays. The teacher does not use the target language very often. Students are supposed to read a lot and to translate the given texts. In grammar the grammar rules are properly explained, the teachers focus on structure. It could be motivate for students. This method is not very suitable for young learners.

2. The Audio-Lingual Method

This method is based mostly on listening and speaking. Students are supposed to repeat dialogues with no or help of a teacher. Drill is widely used. In grammar, pupils are supposed to listen and repeat the right grammatical structure, memorize it and avoid mistakes. Elements of this method are suitable for children. They learn easily by repetition.

3. Communicative Language Teaching and Communicative Approach

This method tries to teach students as much as possible through communication. It does not concentrate on proper grammar; it prefers the use of the language rather than the correct form. This method could be used for young learners but not for the beginners, it needs some basic knowledge of the language.

4. Total Physical Respond

A method used for beginners. Teachers say instructions; pupils listen to them and do them. They are not force to speak until they want. The main thing is that there are no grammar rules as such. However, students try to do their best. It is more concentrated on comprehension than production. This method is highly suitable for children.

5. The Natural Approach

This method tries to teach the second language in a similar way as children learn their first language. The approach for the grammar is pretty as the same as in the TPR. Teachers focus mainly on the meaning, not on the correct form. This approach was developed by Krashen and Terrell and was often critiqued by many people, especially for the silent period. As

in the TPR pupils are not forced to speak until they want so this method is also possible to use with young learners.

As a result that could be taken from these approaches, it would be useful to get to the teaching some points from each method. Not follow only one method strictly but make a mixture of all of these with adding a game into the process of teaching grammar.

f. Using Game in Teaching Grammar

As Millar says, a game has definitely a long history. Platoon reminded the need of a game in his work "The Laws". He pointed out the use of apples; even we do not consider this as a game, whilst children are counting is very helpful. Moreover, Aristotle was persuaded that children should be encouraged to play games. A German pedagogue Frobel emphasized the importance of a game in the process of learning. The first theory of a game originated in the second half of the 19th century.

But could actually each game be taken as a "game"? How could be a game defined? The answer is definitely very easy. Klauer says that a game must be governed by some rules. If it is not, it is not a game. Playing of a child with a doll could not be taken as a game, it is only playing. However, when this child is playing with a doll and has specific aim – e.g. to dress the doll up according to exact rules, it is a game. Talking about language games, it is similar. Language game is a game with rules that have linguistic aims and they are agreed with the participants. The aim of the game is winning, to be the first who achieves the finish. Every game is strictly limited by start and finish. All participants of the game must know the

rules and aims of the game. Rules should be clear and easy for understanding. They need not to be long. Some language games need a supervisor. This person is mostly a teacher. The teacher follows the time if there is any time limit, checks the rules or notes the score.

a) Types of Language Games

It is difficult to classify games into categories because such categories often overlap. Hadfield explained two ways of classifying language games (Hadfield, 1984: 223): First, the author divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy; on the other hand, communicative games focus on the exchange of information. Jacobs further classified games into more detailed forms which are composed of both the elements defining linguistic and communicative games.

- a. Sorting, ordering or arranging games. For example, students have a set of cards with months, and they have to arrange those cards in order.
- b. Information gap games. In such games, one or more people have information that other people do not, and they have to exchange their information to complete a task.
- c. Guessing games. These are a variation on information gap games. For instance, one student who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.

- d. Searching games. These games are another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.
- e. Matching games. As the name implies, participants need to find a match for a word, picture, or card.
- f. Labeling games. These are a form of matching game. The only difference is that the participants match labels and pictures.
- g. Exchanging games. Many card games fall into this category. In these games, students barter cards, objectives, or ideas.
- h. Board games. "Scrabble" is one of the most popular games in this category.
- i. Role playing games. Such games involve students in playing roles that they might not play in real life. They might also be employed to get students to practice set dialogues. In this study we contend primarily, with three varieties of gaming types: arranging games, guessing games, and matching games. They are adopted to facilitate students' motivation, confidence, and vocabulary acquisition. More recent studies related to the positive and negative effects of playing games and the subsequent performance of students in measures of

English proficiency are discussed in the following section.

b) Teaching grammar through games

Games are definitely the most natural way of learning something. Playing is the most effective method for children. Through playing they joined with their environment, understand many principles of how things work and it is easy for them to remember something which is connected with pleasure, fun or amusement. Vernon says, the theory of intrinsic motivation may also give some insight as to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can encourage them to play games. If these games are good then they will be learning while they are playing (Vernon, 2006).

c) Which Game to Use

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, when its value is considered from the view point of foreign language teaching, it may have little or no purpose. Nedomová underlines the fact that we "should consider whether the game-like activity is for children only to make the lesson more attractive and protect them from being bored or whether we tend to

revise and practice some particular part of grammar, vocabulary, etc (Nedomová, 2007: 19).”

When they choose a game considering the level of the game is equally important. Teachers must decide whether the level of the game fits students’ language level because a game may become difficult when it is beyond the learners’ level or it may become boring when learners find it too easy to carry on. When a game’s value in grammar teaching is considered, teachers tend to use them for practice or to reinforce a specific grammatical aspect of language. If a game is suitable for learners’ level so that the grammatical knowledge can be used easily as they are playing the game. The fact that games enable social interaction and participation is also important. Learners, especially the young ones, learn better when they interact with their peers. Some games may include both cooperation and competition together. While students cooperate within a team and sometimes, compete against another team (Rixon, et.al. 1991: 5). Hence, what teachers should consider while choosing a game is the fact that children learn best with games which require physical action, interaction, competition and participation. In conclusion, teachers should take all these factors into account while choosing a game because it seems to be most appropriate may turn into a complete failure in the end.

d) When to Use the Games

Games are mostly used when there is some time left at the end of the lesson to keep students quiet. However, games should be put into the center of classroom teaching and they should not be treated as a merely warm-up activity. Rinvoluceri (1990: 3) clarifies that a

game can be used in any of these three stages while using them as a part of grammar instruction:

- a. Before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;
- b. After a grammar presentation to see how much the group have grasped;
- c. As a revision of a grammar area.

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary. McCallum (1980: x-xi) suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the first teacher should understand how the game is played. Especially when working with children, the teacher should always be prepared to adapt the game to the givens of the class. After choosing the game, the teacher should explain its rules to the learners in a direct and non-complicated way. Especially for young learners, it may be necessary to use the mother tongue because if these learners cannot understand how to play the game, there is no educational purpose in playing it.

Therefore, demonstrations may be beneficial because they can help young learners understand the rules clearly and easily. Moreover, the teacher is not recommended to interrupt a game to correct the mistakes of young learners. According to Murcia (1979: 54), “interruptions should be as

infrequent as possible so as not to detract from the student's interest in the game". An alternative to immediate correction is to make note of errors and discuss them when the game is over". In other words, as sudden interruptions may distract learners' attention, it is better to wait until the game is over to discuss and correct the mistakes of the learners. In addition, appropriate class organization increases the success of a game. Many games require the class to be divided into groups or pairs. This gives the teacher a chance to monitor the activity of the learners while they are playing the game. McCallum asserts that learners should be in the same team during the year because it both saves the teacher's time and helps learners develop team spirit that promotes exchange of ideas among themselves. Pair work is also beneficial as it develops learners' communication skills. In short, dividing class into pairs and groups enables learners to improve their language and communication skills while promoting competition among the teams or pairs. As such, the teacher may find more time to focus on students' language development.

Games increase learners' proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose. Murcia et al (1988:132) claim that when English language learners participate in games, the language they use is task oriented and their aim is more than producing the correct speech. Therefore, games provide learners with a chance to practice grammar communicatively provided that games attract learners' attention to some specific forms before the communicative practice. When this is achieved, the relation between form

and discourse is enhanced with the help of games because the form aimed for attention exist naturally in the larger discursive context provided by games. In short, games provide learners with an opportunity to drill and practice grammatical rules and forms by presenting them in a communicative way. In conclusion, with the introduction of communicative competence, games, which were treated as time fillers or for relaxation activities, began to appear as an indispensable part of any English foreign language teaching programs.

e. Advantages and Disadvantages of Games in teaching grammar

a) Advantages

1. Create a Competitive Spirit

Use class-wide grammar games to ignite the competitive spirit of your students. These games can be oriented to verbal or writing skills. Competing against friends will make them test the limits of their grammar. Regular grammar games may inspire your students' to study more regularly in hopes of gaining an advantage in later games. Make sure your games have a material reward, such as a small candy bar or extra credit.

2. Assessing Verbal Grammar Knowledge

Homework, tests and quizzes are vital to assessing written grammar skills. Verbal grammar skills are harder to assess without time-consuming verbal tests. Using grammar

games can help you assess your students' abilities in a non-invasive manner. Verbal grammar games help you understand the verbal grammar skills of each of your students while they have fun. Take detailed notes about each student during the game. Combine these notes with their class work to create a detailed assessment of their grammar.

3. Creates Communication

Team-based grammar games force your students to communicate with one another. Learning proper communication is a vital part of education. Students who cannot communicate properly or use proper grammar may struggle later in education and life. Students will discuss proper grammar with each other constantly during the game. They may even consult their grammar book during the game to help them during the game. The discussion and repetition of these rules may help students remember them more effectively than rote memorization.

4. Real World Practice

Memorizing grammar rules is important but does not give students real world experience using grammar. Grammar games make your students use their grammar in a real-world context. Using these rules in context can help strengthen their understanding of grammar rules. For example, students may play a game where

they must write and use proper grammar in a play. Hearing the proper grammar can help reinforce how it sounds. Understanding how it should sound can help them instinctively hear poor grammar.

b) Disadvantages

Vernon mentions that some games are just "time fillers". It means that they don't involve specific skill, sub-skill, grammar point, etc, to practice or learn with them. These types of games are simply to have fun, so they only waste your teaching time. For that reason you have to choose carefully which game you are going to use in your class.

f. Aspects of Using Games to teaching grammar in the Classroom

Before using games in the classroom teachers should consider several aspects.

1. Preparation

Being well-prepared for the lesson is a half of success. Teachers should think of the activity they want to use. Is it good for their pupils? Does it cover the grammar level? Does it need any special materials, space? Does the activity need group work, pair or individual work? If it is group work, how large will the groups be? Does it need preparation in the classroom or any copies of the worksheets?

2. Organization

Before the activity, teachers should announce what pupils are

expected to do. They should explain all rules carefully and ask pupils if they understand. Then they are supposed to change seating or make groups if it is necessary. Whilst pupils are playing the game, it is better for teachers only watch or help if it is needed. It is good to finish the game at a fixed time.

3. Expectations

If you notice that your class is getting noisy or rambunctious, it's time to change activities. Kids like to be active; in order to balance out the energy levels in the classroom, alternative between active activities and quiet activities. Be careful how you use activities that require fine motor skills - or more importantly pay attention to your expectations for activities that require fine motor skills. Children in preschool and early elementary are just learning to write in their own languages. This is not the best time to expect them to write in a foreign language as well. However, they progress through elementary school begin using games and activities that require them to write small amounts.

4. Variation

You want to make sure your activities appeal to all sorts learning styles, so even when you are using games to teach grammar you'll want to vary the types of things you expect your students to do. For preschool and early elementary grades, stick to games that use talking, listening, looking and moving. For middle and high elementary, you can continue to use games

that use talking, listening, looking and moving and add in some games that use writing and reading. Going along with this same idea, think about what children learn from the easiest. Television commercials are short and catchy and the most memorable are the ones that are repeated often. Keep these characteristics in mind when you are teaching grammar to your students – incorporate these characteristics into your daily activities.

5. Respect

To make games work for you and your class, be sure to operate your class with the utmost respect - both to and from students. This includes teaching your students from the first that you respect at all times. This includes giving encouragement and following the rules. It means that you'll need to make sure the rules for all of the games are clear and manageable. When possible, explain the rules in the students' native tongue so that they all know what is expected of them. When there is an environment of respect in the classroom, the students will feel safe enough to participate in the games so that they can get the most educational value out of them. Towards the end of elementary school, you can start introducing competitive games, but only if the class is respectful and it shouldn't be the main focus of the game.

6. Routine

Even if you only have your students for a short time every week, establishing a routine will

help the class go smoothly. Children of this age (preschool through elementary school) thrive on routine and if they know what to expect next, they will be more able to participate in what's going on now. Set up a schedule for the type of activities you'll be doing at any given time throughout the class whether it is a game, story or song or whatever you want to do. Then, when you are planning your class, plug in the appropriate activities to each section of time. You should also leave a little time at the end of the class period to allow the students to clean up and gather their things as well as time for you to recap the class praise the students and tell them good-bye.

You can also designate a "sign" to use to signal to the students when it is time to change activities such as clapping or signing a specific song so that they know it's time to return to the circle, table or desks.

7. Nurture.
Perhaps the most important thing you can do with your

students is to nurture them every day. For each child in your class, find something you like about him or her and be sure to tell him or her. Be encouraging, patient and kind while playing games and participating in activities and they'll like you as a teacher and a person which will in turn help them get excited about your class and what you have for them to do every day.

g. Most Common Games to teaching grammar

1. Naughts and crosses/tic-tac-toe

This game can be used for each level; it depends only on a teacher. The class is divided into two groups. One group has naught and the second has crosses. A teacher prepares a large table on the board and writes words intent on various grammars (adjectives, irregular verbs ...) in the fields. Students must say opposites, comparatives or superlatives, past forms. The team is expected to make a line of three or five crosses or naught.

Strong	Tall	Long	Hot	Cheap
Nice	Boring	High	Curly	Narrow
Easy	Dirty	Short	Beautiful	Difficult
Hard	Fast	Good	Bad	Interesting
Funny	Weak	Short	Wet	Ugly

Tab.1. Game Tic-tac-toe

Advantage : very variable, you can use it for different grammar

Disadvantage : it needs some time to prepare it on the board; the game could be a bit chaotic when you have got a large group of students. This game would be suitable for smaller groups of students.

2. Dominoes

It is a very old game; it was probably invented in China in the 12th century. It consists of plastic, wooden or paper blocks which are divided in



He is

Advantage: variability, it can be played in pairs or in groups of more students, children know the rules, so you need not explain the game for a very long time. You do not need large space for playing, one table is enough, and you do not need any proprieties for playing except the domino.

3. Board games

Board games are really very popular with pupils. They are very variable and teachers can practice any grammar they want. Board games are made for pair work or group work. Everything you need are some figures, a dice, a board and sometimes paper and a pencil. The game has Start and Finish. A student is supposed to throw the dice and according to the number he goes through the game. The field where he

two half. On each part there is anything different written or drawn. Before the game you must first turn dominoes face down and mix them. The players choose the blocks (mostly about five); they must not show them to anyone. One player begins with putting one block on the table, then other continues with putting another block with the same picture next to the first one. If he has not got an acceptable block, he must take another block from the pile and another player continues in playing. The winner is the player who has not got any block. You can practice various kinds of grammar – irregular verbs, adjectives, pronouns etc.

Figure 2. Picture of dominoes



She is

stays has some task, which he must fill in. The winner is the student who reaches Finish as the first.

Advantage : variability, you can use it for pair work or group work. You can use your own game or download some from the Internet.

Disadvantage: you must have enough copies for the whole group. It is difficult to check all the groups and to correct their mistakes.

4. Battleships

It is a much known game including two players and two copies of a chart. Players draw their battleships into the chart and the game can begin. They use words or sentences written vertically and horizontally to hit the

rival's battleship. The winner is the first one who covers all ships.

Advantage : you can practice wherever you want and whatever grammar you want. It is not a difficult

game for preparation. It is pair work and students memorize the grammatical structure very easily.

Disadvantage : you must prepare the chart for playing the game.

Sing in the bathroom? Listen in the radio? Go swimming? Go out? Go shopping?

Do you				
Does your brother				
Do they				
Does John				
Does Jane				

Tab. 2 Battleships

3. Conclusion

Teaching grammar to young learners is a really hard job. However, to show students that even learning grammar could be funny and interesting, it be one way teach grammar using various methods or less worthy and useful with young learners. On the other hand, as it has been stated using games while teaching and explaining grammar rules or structures, is definitely very effective and brings them amusement. Writer tried to point out that whilst playing a game, students feel released and relaxed, it helps them with their inhibitions. Learners are highly motivated and the level of stress is at the low level. In the practical part writer showed that teaching grammar through games is a successful and effective approach. Both students and teachers were satisfied with the game

and they would appreciate similar in English lessons.

A writer hope that involves games into teaching English will be advantage in the real one. It is definitely a good way of making grammar more pleasant and accessible for young learners. Although the preparation for teaching grammar by this way is a little bit time-consuming and it needs much thinking and creative approach for the teacher, but it is definitely worthy because children do not consider grammar as the necessary evil.

References

Celce-Murcia, M., & Hilles, S. 1988. *Techniques and resources in teaching grammar*. Oxford: Oxford University Press.

- Celce-Murcia, M., & McIntosh, L. 2001. *Teaching English as a second or foreign language* (3th Ed). New York: Newbury House.
- Hadfield, J. 1984. *Elementary communication games*. London: Nelson
- Hadfield, J.1990. *A collection of games and activities for low to mid-intermediate students of English: Intermediate communication games*. Hong Kong: Thomas and Nelson and Nelson and Sons.
- Harmer, J. 1987. *Teaching and Learning Grammar*. London: Longman
- Jacobs, G. M. (n.d.). *Using games in language teaching*. Retrieved May 29, 2012, from <http://www.georgejacobs.net/MIArticles/Games%20for%20Language%20teaching.doc>
- Macmillan. 2002. *English Dictionary for Advanced Learners: International Student Edition*. Oxford: Macmillan Education.
- Musilová, Lenka Bc 2010. *Grammar Games in ELT*. Masaryk University Brno: Unpublished master thesis
- McCallum, G. P. 1980. *101 word games: For students of English as a second or foreign language*. Oxford: Oxford University Press.
- Nedomová, A. 2007. *Teaching grammar to young learners*. Masaryk University: Unpublished master thesis
- Phillips, S.1993. *Young Learners*. Oxford: Oxford University Press,
- Rinvoluceri, M.1990. *Grammar games: Cognitive, affective and drama activities for EFL students*. Cambridge: Cambridge University Press.
- Rixon, S., Flavell, R. H., & Vincent, M.1991. *How to use games in language teaching*. Hong Kong: Modern English.
- Scrivener, J.:2003. *Teaching Grammar*. Oxford: Oxford University Press
- Vernon, S. *Teaching Grammar with Games in the ESL Classroom*. Retrieved May 26th, 2012, from: http://www.teachingenglishgames.com/Articles/Teaching_Grammar_with_Games_in_the_ESL_Classroom.htm
- _____. 2006. Discover how your Pupils Can Learn to Speak English 2 as Fast when they're excited about Learning....Using Hundreds of Fun English Games. *Teaching English Games. Learning is Fun!* Retrieved on 17 May 2009, from <http://www.teachingenglishgames.com/4-12.htm>
- Wright, A., Betteridge, D., & Buckby, M.1984. *Games for language learning* (2nd ed.). Cambridge: Cambridge University Press.

