

Grammar Games for 6th Grade Public School Students in Armenia

Rimma Papazyan

American University of Armenia

College of Humanities and Social Sciences

Adviser: Dr. Catherine Buon

Reader: Liliana Edilyan

Yerevan, Armenia

May, 2014

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

American University of Armenia
College of Humanities and Social Sciences

Approved:

Dr. Catherine Buon
Faculty Advisor, Associate Dean for General Education

Ms. Lilianna Edilyan
Faculty Reader

Date Approved: _____

Acknowledgements

I would like to express my deepest appreciation to all those who provided me the possibility to complete this project. My special thanks to my advisor Dr. Buon and reader Lilianna Edilyan for the useful comments, remarks and engagement through the learning process of this paper. Furthermore I would like to thank Dr. Madyarov for reminding me about deadlines and helping to schedule my project presentation. Also I would like to thank the participants in my survey, who have willingly shared their time during the process of implementation of this project. Finally I thank my friends who supported me on choosing the topic of my paper and were giving priceless advice during the whole process.

Table of Contents

| | |
|----------------------------------------------------------------|----|
| Acknowledgements | |
| Abstract..... | 5 |
| 1. Purpose of the study..... | 6 |
| 2. Scope and background..... | 7 |
| 2.1 Definition of games..... | 8 |
| 2.2 Advantages of games..... | 10 |
| 2.2.1 Active learning in games..... | 10 |
| 2.2.2 Interaction through games..... | 11 |
| 2.2.3 Games as a motivator..... | 12 |
| 2.3 Types of games..... | 13 |
| 2.4 Selection of games..... | 14 |
| 3. Needs analysis..... | 16 |
| 4. Results..... | 18 |
| 5. Textbook evaluation..... | 21 |
| 6. Deliverables | 27 |
| 7. Reflection on the Grammar Games Used During the Study | 30 |
| 8. Discussion and conclusion..... | 32 |
| References..... | 33 |
| Appendix A..... | 36 |
| Appendix B..... | 39 |
| Appendix C..... | 40 |

Abstract

The choice of this topic was prompted by the situation that exists in public schools of Armenia. According to the surveys conducted with the students and teachers, school materials and techniques for classroom use are very limited which causes frustration and low motivation among the students. Teachers expressed a wish to use activities such as games to enliven the classroom atmosphere and boost motivation of the students. The aim of this paper is to prepare a list of grammar games as a supplementary material for the 6th grade English language textbook of Middle school. Teachers will be provided with detailed explanations and guidelines which will help them to successfully implement the supplementary material in class.

Purpose of the Project

The purpose of the study is to help public school teachers to use grammar games during their English language classes in order to make them more interesting and motivating for the students. The book used in the class is *English*, written by *G.Gasparyan, N. Hovhannissian, H. Kajberuny* for 6th grades (2009). The study was conducted at public school # 161 in Yerevan.

The games were selected specially for the students of 6th grades and include grammatical structures according to their curriculum (pre-intermediate level).

In order to get successful results all the activities were discussed and the teacher received all the needed instructions the day before the classes. Besides, sometimes teachers also were in need of assistance which they received while using the game in the classroom.

The initial step for the study was an implementation of needs analysis with the participation of 10 teachers who were teaching in different public schools in Yerevan. The games were chosen according to the curriculum and by taking into account the teachers' opinion.

The final step of the study is implementation of the games during English language classes in one of the public schools in Yerevan.

The materials are printed out and distributed among the participant teachers. As a further project it may be published and suggested as a supplementary material for the teachers of 6th grades of Armenian public schools.

Scope and Background

English is a worldwide language as it is used in the business, political, social and cultural spheres around the world. For this reason teaching of English language is included in the programs of national schools as one of the basic subjects in many countries (Sasaki, Suzuki, Yoneda, 2006). According to the Euromonitor International (2010) knowledge of the language gives more opportunities for getting a better job not only in your country, but also abroad.

Besides, the access to the worldwide information through media, news, magazines, researches and investigations, books, Internet and e-mail requires mostly English. Therefore, the interest towards teaching and learning English language is increasing. Linguists and language teachers are in constant search of successful ways and techniques to better teaching and studying. However, many second language learners still have problems with certain language skills. Grammar is one of the main challenges for most of the students (Al-Mekhlafi & Ngaratman, 2011). Although some teachers of English consider language games as time consuming, some linguists find games to be an effective method for teaching young learners (Yolagendili, Arikan, 2011). Games became important not only because they are enjoyable and relaxing, but also because they provide an opportunity for students to create their own language. Games may be an essential part of primary education because they provoke interest of the students, are motivating and contextualized that makes learning meaningful. According to Wright, Betteridge, & Buckly (2006) “it should be borne in mind that language learning is a challenging task requiring constant effort especially for young learners. Games encourage learners to direct their energy towards language learning by providing them with meaningful contexts” (as cited in Yolagendini, Arikan, 2011).

Most of the teachers in Armenian schools are unaware of the advantages of using games in the language classrooms and use old methods and techniques which do not have that much success

as compared with new interactive methods of teaching young learners. Thus, teaching and learning grammar remains as one of the main challenges. While selecting language activities teachers should take into account the needs and interests of the students and use more effective methods and techniques.

1.1 Definition of Games

Most of the authors find it difficult to give a single definition of the word “game”. It is defined in different ways and different dictionaries and authors have their own explanations. For designing language games it is essential to take into account the main characteristics and descriptions of them.

The definitions are given in different dictionaries:

- Game is any specific contest, engagement, amusement, computer simulation, or sport involving physical or mental competition under specific rules, such as football, chess, or war games.
- A universal form of recreation generally including any activity engaged in for diversion or amusement and often establishing a situation that involves a contest rivalry.
- A form of play or sport, especially a competitive one with rules.

An activity or sport involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle (as cited in Sanches, Morfin, & Campos, 2007).

According to Griffiths and Clyne a game is an “enjoyable diversion in which we test our skill, strength or chance” following a set of rules (as cited in Yunos, Rahman & Ismail, 2011).

An Instructional game is defined by Harvey and Bright (1986) as having the following characteristics:

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- A game involves a challenge against task or opponent
- A game has a definite set of rules
- A game is fun and interesting
- A game is rule-governed
- A game is goal defined, engaging, competitive and has a closure (as cited in

Yunos, Rahman & Ismail, 2011)

Hadfield (1990) gave a clear definition of games as “an activity with rules, a goal and an element of fun”. Talking about language games Deesri (2002) mentions them as tools for getting the learner to use the language during the game play and not just a “break from routine activities” or an amusement.

In general, all the definitions mentioned above identify the main principles and aspects of games, which are competition, rules and amusement. Games should be interactive and through the interaction students should get into competition.

Rules help to make the activities meaningful for students, help them to achieve the right goals and control the class. That is why it is essential for the teachers to have clear and easy instructions according to the level of the students.

Amusement or enjoyment is another important aspect of games which help to increase the students’ motivation in the learning process. When students enjoy the class, they are more likely to keep their interest for the subject, as well as gain more knowledge which they can use in the real life.

Competition is one of the ways to make the students motivated and encouraged. However, teachers should be careful while conducting competitive activities in order not to develop negative emotional feelings for the students. In this sense, correct and skillful management is very important.

Games that help to improve linguistic skills have these common characteristics as well as some specific ones. Language games are used by the teachers to practice language items such as grammar, vocabulary, pronunciation and spelling. They also help to develop listening, speaking, writing and reading skills. According to Yunus, Rahman & Ismail (2011) the goals of language games may be specified as linguistic structure, communication and mixture of the two. Games which emphasize linguistic structure are used to concentrate on practice of accuracy of language use. Communication games develop fluency of language use. Mixed games give an opportunity to practice particular language structures in communicative contexts and develop various skills.

Language games, as well as games in general, encourage motivation of the students and their active participation. They are useful techniques used by teachers to generate fun, competitive and challenging interaction between the students and achieve different linguistic outcomes and goals.

2.2 Advantages of Games

Although some ESL teachers mention that classroom games can lead to noise and lack of discipline, many educators advise teachers to consider their educational values and use language games in their classroom practice.

2.2.1 Active learning in games

Today teachers use methods which help them to make the lessons more learner-centered. Games provide an opportunity to create more student-oriented atmosphere and give the students more active roles. Allery (2004) states that games “ensure all participants to be winners in that all have the opportunity for involvement and to engage with experimental learning...the role of the participant as an active processor of information” (as cited in Shu-Yun, 2005). Students have an opportunity to experience and make their own decisions. During the play students obtain new

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

information as well as reinforce and practice their background knowledge. This process helps them to develop their problem solving skills and apply newly acquired information and abilities.

According to Holler, games are valuable tools for learning. In his research he has found that “we remember only 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we both hear and see, 70% of what we say, but 90% of what we do” (as cited in Shu-Yun, 2005). Thus, games contribute to greater retention of new knowledge. This theory has been approved by many educators. Pierfy (1977), who reviewed twenty-two comparative studies of simulation games, stated that “games encourage greater retention over time than classroom instruction” (as cited in Shu-Yun, 2005). According to the researches of Cortez (1974), Isaacs (1979) and Wrucke-Nelson (1993), the effective outcomes of using classroom games are also evident (as cited in Yunos, Rahman, & Ismail, 2011).

2.2.2 Interaction through games

It is common knowledge, that still in many schools teachers use traditional grammar methods, which have many limitations. That is why many students after many years of foreign language instruction still cannot communicate and interact in that language. Language games may be considered as effective means for creating more interactive experiences for students and make the lessons more informal. Allery (2004) states that “games can provide insight into individuals’ behavior and aid self-awareness through interaction and feedback...they aid skill development in a relatively risk-free environment, for example, decision-making, negotiation, problem-solving and initiative” (as cited in Shu-Yun, 2005).

Games create a meaningful atmosphere for language use and provide a context for real life communication. Because during the games students have to create their own language, it is a very useful tool to prepare the students for interaction outside the classroom.

2.2.3 Games as a motivator

Many ESL specialists, including Thiagarajan and Carrier talk about the advantages of using language games in the classroom and identify a number of benefits for students as well as for teachers. First of all they mention the improved students' interest in the lessons, besides, games add some novelty. Thiagarajan and Parker (1999) consider motivation very important as “sustaining interest can mean sustaining effort”. Games make the students pay more attention to the lesson and use additional way of memorizing and practicing the rules so that they could have an individual or team success during the games. Besides, during some games students use cards, pictures, spinners, which help to make kinesthetic intelligence. Physical movements also help to engage and stimulate the students. Using quieting or encouraging and involving games teachers can more easily control the atmosphere in the class.

Nemerow (1996) talks about motivation as a driving force and finds the lack of motivation to be “the greatest obstacle to learning”.

The use of games has many advantages. To sum up, it is useful to mention some of them formulated by Carrier (1980):

- Games facilitate teaching-learning process given as additional tools for developing students' learning strategies.
- Games are flexible and can be used for teaching different linguistic skills. One game can combine a few linguistic aspects to be reinforced.
- Games give the lesson novelty and make them less monotonous providing more sources for attention and interest.
- Games raise the students' motivation for the subject.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- Games make students interact with each other and produce their structures which can be used outside the classroom.
- Students practice the language in a stress-free environment and concentrate their attention on “the excitement of winning”.
- Games encourage students’ participation and make them more confident working individually or in a team.
- Games help create more student-centered atmosphere and change the role of the teacher from the formal instructor to the moderator.
- During the game observation teachers gain information about the strengths and weaknesses of the students which later helps to provide appropriate feedback (Carrier, 1980).

It is important that games should be positive at any moment they are applied in order to let the students enjoy the activity and practice their language skills at the same time.

2.3 Types of Games

There is no clear classification of the language games. Different authors classified them according to various aspects, such as language skills, functions, organization or techniques. Games may be classified according to:

- The skill they are aimed to practice (writing, reading, listening or speaking)
- The students’ age (children, teenagers, adults)
- The students level of proficiency (elementary, intermediate, and advanced).

Some games are flexible and can be adapted for different levels of students.

Pham (2007) suggests the following classification of games in ESL:

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- Structure games which provide experience of the use of particular patterns of syntax in communication
- Vocabulary games in which the learners' attention is focused mainly on words
- Spelling games
- Pronunciation games
- Number games
- Listen-and-do games
- Games and writing
- Miming and role play
- Discussion games

Harfield (1990) gives another classification and divides the language games into two main types: communicative and pre-communicative games.

Communicative games pay more attention to the successful communication, rather than grammatical structure and include such functions as description, invitation, request, narration, discussion. Pre-communicative games focus on accuracy of the language use. They help to practice certain patterns, idiomatic expressions, some vocabulary, spelling and pronunciation.

2.4 Selection of Games

The teacher plays an important role in the selection and design of language games which would be the most appropriate and rationale for the students. There are many factors which should be taken into consideration while choosing the successful games. Teachers must pay attention to the objectives of the games, the students, the time, the preparation and the moment the game is used.

The teacher should carefully define the purpose and the aim of the game. It is very important to decide on the specific language skill to be practiced during the game as well as whether

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

the game is used for introducing the topic, for reinforcing new applied knowledge or for general practice of any language skill.

It is very important to take into consideration the information about the students in the class: their level of language proficiency (beginners, intermediate or advanced), age, the size of the class, the students' cultural background, their attitude towards the subject.

Before applying the games the teacher should prepare the materials which are essential for success and know about the available classroom equipment, evaluate the needed space and anticipate possible problems in order to give them fast solutions.

Needs Analysis

Participants

The participants of my study are 10 English teachers of the 6th grades in public schools of Yerevan. They all have minimum qualification of Bachelor's degree and are graduates of local universities. Their age varies from 25-40.

For the use of the selected games students of 6th grade are the samples of the study. Their age is 11-12 years old and the number of students is 18.

Instruments

To carry out the needs analysis two different types of questionnaires for the teachers and students were used as an instrument. Ten secondary school teachers of English language participated in the research. The teachers' questionnaire included four open and six staple scale closed-ended questions (See Appendix A):

| | Open-ended questions | Closed-ended questions |
|----|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. | Have you ever used grammar games during your lessons? If yes, how often do you use them? | There are different theme-based materials for me to choose from the textbook. |
| 2. | Are you satisfied with the grammar activities provided by the textbook for the students of 6 th grade? | Tasks in the textbook can enhance learners' communicative competence through realistic contexts. |
| 3. | Do you think grammar games would be effective for your lessons? In which way? | Tasks in the textbook encourage students' creative use of English. |

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | | |
|----|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 4. | What kind of problems may arise while using games during the lessons? | Exercises in the textbook are devoted to different stages of tasks (pre-task, while-task and post-task) |
| 5. | | Exercises in the textbook can help learners to master the target structures and items effectively. |
| 6. | | In the textbook ample opportunities are given to learners to apply their knowledge of grammar. |

The researcher also used print-out pictorial surveys for the students (See Appendix B), which were filled after use of each game in the end of the lessons. This was done in order to understand the students' attitudes towards participation in the grammar games during their English language classes. The survey was developed taking into consideration the age and abilities of the students.

Another instrument used by the researcher is evaluation of the textbook used by the teachers during the classes.

Objectives

Teachers' questionnaire

The first part of the questionnaire included six staple scale questions. As during the lessons only a textbook and no other additional material is used, the researcher's goal was to find out teachers' opinions concerning that textbook. The questions mainly asked participants' opinion about the effectiveness of the activities provided in the textbook.

For the first part the participants had to agree or disagree with the statements provided. The following table shows the results for the first part of the questionnaire. The numbers in the Table 1 represent number of teachers, who gave particular answers to the questions provided in the teachers' questionnaire.

Table 1

Number of teachers' answers to staple scale questions

| # | Question | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
| 1 | There are different theme-based materials for me to choose from the textbook. | 8 | 2 | | | |
| 2 | Tasks in the textbook can enhance learners' communicative competence through realistic contexts. | | 10 | | | |
| 3 | Tasks in the textbook encourage students' creative use of English. | 10 | | | | |

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | | | | | | |
|---|---------------------------------------------------------------------------------------------------------|---|---|---|---|--|
| 4 | Exercises in the textbook are devoted to different stages of tasks (pre-task, while-task and post-task) | | | | 7 | |
| 5 | Exercises in the textbook can help learners to master the target structures and items effectively. | | 6 | 4 | | |
| 6 | In the textbook ample opportunities are given to learners to apply their knowledge of grammar. | 7 | 2 | | | |

User 2014-5-6 11:17 PM

Deleted: 3

User 2014-5-6 11:07 PM

Deleted: 1

The second part of the questionnaire included four open-ended questions.

The first question asked the teachers whether they had ever used grammar games during their English language classes. Only three of them used grammar games, but because of lack of time for preparation and conduction of the games, they did not use them regularly. The second question asked the participants whether they were satisfied with the grammar activities provided by their course book. None of them were satisfied with the materials and found them too limited and boring for the students.

The third question referred to their opinions about grammar games as effective tools for supplementary usage. All the teachers showed interest towards using games and agreed to use them during their classes, though they were not able to use them for each class because of the short duration of the lessons. The teachers thought that grammar games would boost students' interest, as well as make the lessons more enjoyable and motivating.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA





The last question related to the problems that can arise while using games during the lessons. Six teachers expressed their concern on the small size of the rooms. Eight teachers thought that too physically active games would lead to uncontrolled behavior of the students. Three teachers were concerned with different proficiency levels of the students.

Students' survey:

Eighteen students of the 6th grade participated in the survey. According to the survey which was used to find out students emotions and motivation towards participation in the games during English language classes, the attitude of the students was very positive. The numbers in the Table 2 represent number of students who have chosen the particular smiley after each game used during the class.

Table 2

Number of students' answers to the survey

| Game # |  |  |  |  |
|--------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1. | | 2 | 7 | 9 |
| 2. | 1 | | 13 | 4 |
| 3. | | 1 | 3 | 14 |
| 4. | | | 8 | 10 |

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | | | | |
|----|--|---|---|----|
| 5. | | 2 | 5 | 11 |
|----|--|---|---|----|

These results give us a reason to conclude, that use of games during the lessons has positive results and helps to enliven the classroom atmosphere and boost students' motivation in the subject.

Textbook Evaluation

In this section we will discuss the second instrument which was used for the textbook evaluation done by the researcher. The textbook evaluation was done in order to get a clear picture of what types of activities are used during the classes and decide which games would be better to select in order to fit the curriculum. English language textbook for 6th graders was analyzed. For selecting evaluation instrument the researcher have browsed different checklists provided by various authors. It was decided to use a *Course Book Evaluation Criteria* by Banfield& Quirke (1998).

Course book evaluation criteria

Name of the Book: English

Author(s): G.Gasparyan, N. Hovhannissian, H. Kajberuny

Publisher: Manmar, Yerevan

Year of Publication: 2009

Logistical factors

1. Is the cost of the book within the institute's budget?

Due to the fact that nowadays students buy their own books for school it is important to take into account the price of the textbook. It is worth mentioning that the price of this textbook is quite low and affordable for the students.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

2. What extras are needed? (Cassette? Video? CALL? Etc.)

The textbook does not have any supplementary materials and during the lessons no activities which involve audio or video are used because of lack of appropriate equipment. No extra vocabulary and grammar activities such as games are provided.

3. Does the book fit local schedule requirements?

The textbook meets the schedule requirements of Armenian middle schools. How?

Pedagogical factors

1. How do the different components tie together?

The units are not connected to each other and each has an independent structure. One unit includes three types of sections:

- Speaking and writing
- Reading and speaking
- Grammar

Grammar section comes at the end of each unit. In my opinion it is not practical as *Speaking and writing* and *Reading and speaking* sections are designed for the practice of the grammatical structure represented in that particular unit. Progression of difficulty of the exercises provided in the sections is not followed in some cases and considerably easy tasks may occur at the end of the section.

2. What language is covered?

The following grammatical structures were included in the content of the textbook:

- Present Simple Tense
- Present Continuous Tense
- Past Simple Tense

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- Passive Voice
- Future Simple
- Definite/indefinite articles
- Countable/uncountable nouns
- Modal verbs
- There is/ there are
- Regular/irregular verbs
- Pronouns
- Possessive pronouns

3. What skills are covered? How are they covered? Separately? Integrated?

Does the book give your students enough practice in the skills they need to master?

The units are concentrated on the following skills:

- Reading
- Writing
- Grammar
- Vocabulary

Although the authors have tried to more or less logically integrate the practiced skills, they did not succeed in all the units. In some of the units we can see integration of reading and writing or reading and speaking but in other units the skills are practiced independently. Introduction of vocabulary part is also different for different units. In some of the units it is introduced as a pre-task activity, but in some others it is absent. Grammar explanation and practice is a separate section. There are no explanations of grammar rules. Each grammar unit includes 4-6 tasks.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

4. What sorts of task are covered? Are these tasks similar to those your students will have to do in tests, exams and other situations?

The authors use the same types of grammar tasks for each unit. Each unit has 4-6 tasks. The course book does not include any tests or other assessment materials. The progression of task difficulty is not taken into account by the authors as in some cases considerably easy tasks may occur in the end of the unit. It is worth mentioning, that the textbook does not provide ample opportunities for the learners to practice their grammar skills and apply and master the target structures effectively. Grammar tasks are limited and the students do not have an opportunity to create their own language in a more interactive and communicative way.

5. Which topics are covered? Are they of interest to your students? Are they culturally acceptable/appropriate?

The topics included in the textbook cover everyday life situations or stories (English, Scottish, Irish tales and legends). They are culturally appropriate. On the other hand, in my opinion the book lacks some practical and authentic topics which would be more interesting for the students and boost their interest in the subject.

6. How authentic is the material? Is there a mix of authentic and non-authentic material? Are these going to be appropriate for your students?

There are no authentic materials included in the textbook. So what types are there?

7. What is the book's approach to testing?

There are no tests included.

8. What do you think is missing from the book? Make a list.

Here is a list of changes I would recommend to make the textbook better and more appropriate:

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- Interactive activities
- Audio/video material
- Topics according to the learners' needs and interests
- Authentic materials
- Tests
- More activity types (such as??)
- Contextualized grammar
- Better integrated tasks
- Better visuals (pictures, colors)

Short explanation of grammar rules

Human factors

1. Is the book suitable for the teachers who are going to use it? Will it suit their teaching styles? Will it suit your students and their learning styles?

Generally, the book is suitable for the teachers who are going to use it as it is designed by Armenian authors and the Armenian school curriculum was taken into account. The teachers are familiar with the task types introduced in the textbook. Thus, we can assume that the book suits their teaching styles. On the other hand, the teachers are not familiar with the ways and methods of teaching other than they already use. For this reason the teachers are also unaware of their students' learning styles.

2. What guidance does the book give to the teacher? Is the Teacher's Book useful? Will the teacher need to do a lot of adapting?

The textbook does not include any additional materials or guidance for the teacher. There is no Teacher's Book.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

3. Will the book appeal to your students? How easily can they find their own way around the book?

The book does not look appealing. It does not include any color illustrations and the quality of the pictures is very poor.

Deliverables

The final outcome for the current project includes a selection of communicative grammar games collected and adapted for the 6th grade students of Armenian public schools. The games were selected after multiple observations of different lessons by taking into account students' level of proficiency in terms of grammar and vocabulary. As a preface for the selected games the researcher gives practical instructions to the teachers working in Armenian schools in order to overcome the possible difficulties which may arise while using the games. The grammar topics of the games are decided according to the English grammar topics covered during the year including:

- Present Simple Tense
- Present Continuous Tense
- Past Simple Tense
- Passive Voice
- Future Simple
- Definite/indefinite articles
- Countable/uncountable nouns
- Modal verbs
- There is/ there are
- Regular/irregular verbs
- Pronouns
- Possessive pronouns

The materials also include guided procedures for teachers, visuals and ready-to-use materials in order to help teachers better organize the implementation of games during their class

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

time games, as well as save their preparation time. Accordingly, each game has a description with the following tags:

- Participants
- Time
- Aim
- Grammar and function
- Vocabulary
- Materials
- Procedure

The selected games have the following names:

1. Find the person
2. Find the similarities
3. What are they doing
4. Countable/Uncountable nouns
5. Sentence Ghost
6. Unfinished sentence
7. Bingo
8. What is this?
9. Do you like it?
10. What am I doing?
11. Writing race
12. Lines up
13. Detective

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

14. Will I...? board game

The collection of games was printed out and distributed among the participated teachers.

Reflection on the Grammar Games Used During the Study

The selected and adapted games were used in one of the 6th grades of school #161 in Yerevan. Age of the participating students is 11-12 years old and the number of students is 18. The games for using in the classroom were selected according to the schedule and include only those topics which were already covered. Taking into consideration the fact, that the teacher has never had experience of using games during her lessons, it was very important to instruct her and give practical advice. For that reason the day before the class the researcher gave explanations of the games and in some cases even imitated the lesson so that the teacher of the class, where the games were used could better understand the objectives of the games and would be maximally ready to meet the difficulties which could arise during conduction of the games. General results of the grammar games were highly positive, but despite the given instructions, guidelines and assistance before and during the lessons, there were some evident challenges as well.

Talking about the challenges we first of all should mention the students' attitude during the lessons. It was evident, that the class was teacher-centered. Most of the students were afraid and shy to talk because of teacher's correction in case of every mistake. Thus, the dependence of the students on their teacher was extremely high.

Another problem was the use of large amount of first language by the students and the teacher herself. According to the teacher it was a better way to be sure that students understand their task. Though I suggested that she use gestures, miming, short clear sentences and pictures, I was not able to see any changes and the problem with using Armenian language is still very real.

During the observations I noticed that the groups in the class, where the games were used consisted of strong and weak students. Active participation of strong students while weak students felt more stressed was very obvious. For that reason during use of the games mixed groups with

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

weak and strong students were formed. This helped weak students to gain confidence as an important part of a team and become more active at least while playing the game.

As a positive result we should mention the change of atmosphere in the classroom. During the first couple of lessons use of the games was highly stressful for the teacher because of her lack of experience. It was very hard for the students as well because they were not familiar with this new way of learning and at first felt very uncertain. On the other hand it was evident, that day by day the students were getting more and more interested. Games helped to change the classroom atmosphere and make the students more active and motivated. This encouragement was true for the teacher as well, as she was becoming more and more confident and showed her interest in continuing using different types of games during other classes even after finishing the research. The change of the lesson style was also evident, as the classes were becoming more stress-free and student-oriented and the teacher gave more freedom to the students.

As the selected games were designed for practicing grammar, it is worth mentioning that the teacher had an extra communicative activity provided during the project implementation which differed from other types of activities familiar to her. This gave another opportunity for the students to use new structures in an interactive way while producing their own language.

Besides, we should also consider that when students use the language in a stress-free environment it gives the teacher more objective picture about the learners' knowledge of that language. In this way teachers can find out on which points their students are weak and where additional instruction and practice are needed.

Discussion and Conclusion

The results of the study show that teachers are discontent with the tasks and activities provided in the textbook they use during the classes. They find them very limited and not encouraging for the students' creative use of English language. Besides, the authors of the textbook do not use realistic contexts in order to enhance learners' communicative competence.

The current study shows that teachers express their willingness and readiness to use grammar games as an extra activity for their lessons if those games are already selected and adapted and they do not need to spend much time for preparation.

The observations show that use of new types of activities help to change the classroom atmosphere, make the students more active and more interested in the subject, hence raise students' motivation. Moreover, the teacher also expressed her willingness to continue using the games during her lessons. Taking this fact into consideration for the future project it can be suggested to organize teacher training courses and different workshops in different public schools of Yerevan.

References

- Al-Mekhlafi, A. & Ngaratman, R. (2011, July). Difficulties in Teaching and Learning Grammar in an EFL Context. *International Journal of Instruction* ,Vol.4, 2. Retrieved from <http://files.eric.ed.gov/fulltext/ED522689.pdf>
- Avedov, M. & Brian, B. (1971). Learning Through Games. *The Study of Games*. New York: John Wiley & Sons
- Byrne, D. (1995). Games. *Teaching Oral English* . Harlow: Longman Group UK Limited
- Carrier, M. (1980). Take 5. Games and Activities for the Language Learner. London: Nelson
- Deesri, A. (2002, September). Games in the ESL and EFL Class. *The Internet TESL Journal*, Vol. VIII, 9. Retrieved from [http //iteslj.org/Techniques/Deesri-Games.html](http://iteslj.org/Techniques/Deesri-Games.html)
- Euromonitor International (2010). The Benefits of the English Language for Individuals and Societies: Quantitative Indicators. Retrieved from <http://www.teachingenglish.org.uk/sites/teacheng/files/Euromonitor%20Report%20A4.pdf>
- 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 Ltd.
- Harvey and Bright (1986). Probability games Retrieved from <http://iase-web.org/documents/papers/icots2/Bright.pdf>
- Larsen-Freeman, Diane (2000). Techniques and Principles in Language Teaching. New York: Oxford University Press.
- Nemerow, L. (1996). Do Classroom Games Improve Motivation and Learning? *Teaching and Change*, 3(4), 356-361
- Pham, T. H. (2007). The effects of games on optional English classes in Ben Tre primary school.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

M.A thesis at the University of Social Sciences and Humanities, Vietnam National University- HCM

Sanchez, M., Morfin, A., & Campos, V. (2007). Interactive games in the teaching-learning process of a foreign language. Retrieved from dialnet.unirioja.es/descarga/articulo/2929437.pdf

Saricoban, A., Metin, E. (2000, October). Songs, Verse and Games for Teaching Grammar. *The Internet TESL Journal*, Vol. VI, 10. Retrieved from <http://iteslj.org/Techniques/Saricoban-Songs.html>

Sasaki, M., Suzuki, T., Yoneda, M. (2006). English as an International Language in Non-Native Settings in an Era of Globalization. Retrieved from <http://www.social-sciences-and-humanities.com/PDF/English-as-an-international-language.pdf>

Schultz, M. & Fisher, A. (1988). Interacting in the Language Classroom. Games for All Reasons. Longman Publishing Group

Shu-Yun, Y. (2005). The Effects of Games on the Acquisition of Some Grammatical Features of L2 German on Students' Motivation and on Classroom Atmosphere. Retrieved from <http://dlibrary.acu.edu.au/digitaltheses/public/adt-acuvp98.29052006/02whole.pdf>

Thiagarajan, S. & Parker, G. (1999). Teamwork and Teamplay. San Francisco: Jossey-Bass/Pfeiffer.

Woodward, S. (1997). Fun with Grammar. Retrieved from <https://www.uop.edu.jo/download/research/members/English%20Book%20-%20Fun%20With%20Grammar.pdf>

Wright, A., Betteridge, D., & Buckly, M. (2006). Games for Language Learning. Cambridge University Press.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- Yolagendili, G., & Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Elementary Education Online*, 10(1), 219-229. Retrieved from <http://ilkogretim-online.org.tr/vol10say1/v10s1m18.pdf>
- Yunos, D., Rahman, Sh. & Ismail, N. (2011). Promoting language learning skills to young ESL learners. *Academic Journal*, 10, 214-228.

Appendix A**Teachers' Questionnaire**

The aim of this questionnaire is to make needs analysis for collecting grammar games for 6th grade middle school students and conduct them during the lessons in order to make the learning process more interactive and interesting. It will take maximum 15 minutes for you to fill it.

Age: _____

Degree: _____

Please, read the following statements and choose the best answer which is closest to your opinion by ticking (✓) the box which corresponds to your choice.

1. There are different theme-based materials for me to choose from the textbook
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
2. Tasks in the textbook can enhance learner's communicative competence through realistic contexts
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
3. Tasks in the textbook encourage students' creative use of English
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
4. Exercises in the textbook are devoted to different stages of tasks (pre-task, while-task, post-task)
☐ Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
5. Exercises in the textbook can help learners to master the target structures and items effectively

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

☐Strongly agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

6. In the textbook ample opportunities are given to learners to apply their knowledge of grammar

☐Strongly agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

Please, answer to the following questions

7. Have you ever used grammar games during your lessons? If yes, how often do you use them?

8. Are you satisfied with the grammar activities provided by the textbook for the students of 6th grade?

9. Do you think grammar games would be effective for your lessons? In which way?

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

10. What kind of problems can arise while conducting games during the lessons?

Thank you for your help!

Appendix B**Students' Survey**

Please, circle the smiley which is appropriate to your feeling about the game



Thank you!

Appendix C**Collection of Grammar Games**

| Game | Grammar practice |
|--------------------------------|-------------------------------------|
| 1. Find the person | Present Simple |
| 2. Find the similarities | There is/are |
| 3. What are they doing? | Present Simple, Present Progressive |
| 4. Countable/Uncountable nouns | Countable/Uncountable nouns |
| 5. Sentence Ghost | Any grammatical structure |
| 6. Unfinished sentences | Present Simple |
| 7. Bingo | Past Simple, Irregular Verbs |
| 8. Whose is this? | Possessive Pronouns |
| 9. Do you like it? | Pronouns |
| 10. What am I doing? | Present Progressive |
| 11. Writing race | Indefinite article a/an |
| 12. Lines up | Regular/Irregular Verbs |
| 13. Detective | Past Simple |
| 14. Will I...? board game | Future Simple |

Preface

Communication and interaction among the students help to better memorize and reinforce provided information. Besides, group participation helps to create a better classroom atmosphere, make the lessons enjoyable and engage the students.

This collection of grammar games specially designed for 6th grade students of public schools in Armenia will provide you many opportunities to make your classes more funny, motivating and interesting. It collects communicative games to use in the classroom with ready-to-use materials and helps to spend less time for preparations. All games are interactive and designed to be used in class with other students.

• Materials

Some games require cards or worksheets. This collection also includes ready-to-use materials needed for the implementation during the classes. The cards or worksheets are located at the end of each game. They may be photocopied in order to be used for multiple times. You also can use them as models for creating your own worksheets which would be more appropriate for your own class. The games may be more fun and effective if you use your students' names.

• Grouping

The selected games are aimed to be implemented among small groups of students. The teacher is free to choose the way to group the students. The easiest way is to group them where they sit. But it may be more effective if you mix up the class. Here are some suggestions for ways to divide the class into groups provided by S. Woodward (1997):

1. Count off. Have the students count off up to the number of groups you need. Group all 1s together, all the 2s together, etc.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

2. Cut-up cards. You can use any picture, cut it into the number of pieces according to the size of the groups you need. Hand one piece to each student. Students circulate trying to put the picture back together. The students holding the pieces of each picture are the members of that group.
3. Deck of cards. You can group students by card color. This is fine if you need only two groups. If you need more you can divide the students by suit (hearts, clubs, etc.) Alternatively, you can group the students by number of the cards they are holding.
4. Paper draw. Cut up pieces of colored paper, put the pieces in a hat or bag and have students pick up one out without looking. Form groups by color.
5. Student choice. You can put the names of half of the class on papers and put them in a bag, then have the other half pick out a name to be a partner. If you have some strong and some weak students, put the names of the strong students in the bag and have the weaker ones pull the names out. This helps to avoid having two strong or two weak students work together.

1. Find the person**Participants** Groups of 6**Time** 20-25 minutes**Aim**

To complete information sheet with personal details by asking and answering questions

Grammar and function

Present Simple, question words

Vocabulary

Jobs, country names and cities

Materials

Identity cards for each student in the class. Information sheets for each student in the class.

Procedure

- Divide the class into groups of 6. Give one identity card and one information sheet to each student.
- Tell the students that now they are the person on their identity card.
- Ask them to fill in the details of their new identity on their own information sheet.
- The students are going to fill in the missing details on the information sheet by asking one another questions in order to find out who the other students are and fill in new information on the information sheet.
- Before the students begin the activity refer the whole class and elicit the questions they will need to ask.
 - Are you Jenny Freeman?
 - How old are you?







GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- Do you live in London?
- What do you do?
- Where do you live?

Etc.

➤ Now ask the students to complete their information sheets with information about the other students. They take turns to ask and answer each other. They shouldn't show their identity card or information sheet to the other students. The first group to complete their information sheets correctly wins.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA**Identity cards**

| | | | |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|  | Jane Green Age –19 Job –babysitter You come from United Kingdom. You live in London. You have a sister. |  | Garry Freeman Age –25 Job –musician You come from USA. You live in New York. You have a brother. |
|  | Yumiko Ono Age –45 Job –teacher You come from Japan. You live in Tokyo. You have 2 brothers |  | Wolfgang Schickert Age –21 Job –football player You come from Germany. You live in Berlin. You have 2 sisters |
|  | Daniel Routin Age –35 Job –engineer You come from France. You live in Paris. You have two sisters and one brother. |  | Paloma Gonzalez Age –38 Job – secretary. You come from Spain. You live in Madrid. You have 2 brothers. |

Information sheet

| Name | ge | Job | Where does he/she come from? | Where does he/she live? | Sister s and brothers |
|------|----|-----|------------------------------------|-------------------------------|--------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

2. *Find the similarities*

Participants Pairwork

Time 10-15minutes

Aim

To find similarities between two different pictures by asking and answering questions.

Grammar and function

There is/are

Is there...? Are there...?

Describing a room

Vocabulary

Rooms and objects in them.

Materials

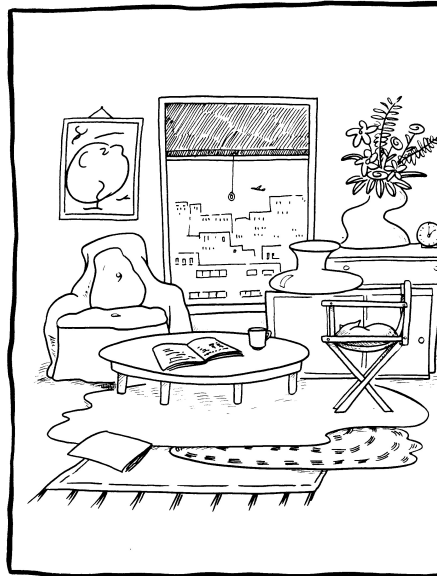
One copy of a worksheet for each pair of students in the class. Color pencils

Procedure

- Ask the students to work in pairs. They should sit facing one another.
- Tell the students that their partner's picture is similar but not identical to their own.
- They are going to find the similar objects by describing or asking questions about the rooms.

After they find similar objects, they need to color it.

- After the time limit find out which pair of students managed to find all the similar objects in their rooms. First pair to finish the task correctly wins.



3. *What are they doing?*

Participants Groups of 8

Time 10 minutes

Aim

Ask and answer the questions about the activities.

Grammar and function

Present Simple

Present Progressive

Vocabulary

Jobs and leisure activities

Materials

Picture cards with people each performing an activity

Procedure

- Add names of your students on the picture cards
- Divide the class into groups of 8. Give one picture to each student in the class.
- Tell the students that they are going to ask and answer questions about the people in the cards.
- Demonstrate the activity with individual student using the card. Write an example dialogue on the board. For example:
 Student A: What does Anna do?
 Student B: She is a teacher. What is she doing now?
 Student A: She is reading a book.
- Ask the students to ask and answer questions in their groups using their picture cards. The

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

first group to finish wins.



4. Countable/Uncountable nouns**Participants** Three groups**Time** 10 minutes**Aim**

To identify countable and uncountable nouns

Grammar and function

Countable and uncountable nouns

Materials

Cards with countable/uncountable nouns

Procedure

- Divide the class into three groups. Give one set of cards with nouns to each of the groups.
- Ask the groups to divide the nouns into two categories (countable/uncountable). The first group to finish the task correctly wins.

| | | | |
|------------------|----------------|-----------------|---------------|
| apple | student | problem | paper |
| ice cream | bread | time | pen |
| question | table | hair | salt |
| rice | butter | computer | chair |
| magazine | book | money | banana |
| animal | bus | house | cup |
| cheese | sugar | room | fun |

| | | | |
|------------|---------------|------------|--------------|
| car | coffee | tea | plate |
|------------|---------------|------------|--------------|

5. Sentence Ghost**Participants** Groups of 5**Time** 10 minutes**Aim**

The groups practice making sentences using a particular grammar structure.

Grammar and function

Any grammar structure

Vocabulary

Any

Procedure

- Divide the class into groups of five.
- Explain to the students that they are going to make sentences using a particular structure.
One student should give a word which could begin a sentence. The next person adds another word. Other students continue to make the sentence complete. The person who ends the sentence should say nothing upon finishing it as the next person must say that the sentence has been completed.
- Write down the words on the board as they are said.
- Demonstrate the activity with few students.

6. *Unfinished sentences*

Participants Groups of 4

Time 10 minutes

Aim

To write sentences describing routine activities.

Grammar and function

Present Simple to talk about habits and routines.

Vocabulary

Habits and routines, time expressions.

Materials

Cards with beginnings of sentences.

Procedure

- Choose one of the unfinished sentences and write it on the board. Elicit possible ways to complete the sentence.
- Divide the class into groups of four. Give one set of unfinished sentences to each group.
- Students work in their groups to complete the sentences. The first group to finish the sentences correctly wins.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | |
|-----------------------------------------|--------------------------------------------------|
| In the evening I usually... _____ — | At weekends I often... _____ |
| After dinner I usually... _____ | In the summer I often... _____ |
| I always drink... _____ in the morning. | I often play... _____ |
| I usually eat... _____ for lunch. | After school I sometimes... _____ — |
| Before breakfast I always... _____ — | On Sunday afternoons I often... _____ |
| I usually wear... _____ for school. | After school I usually get back home at... _____ |

7. *Bingo*

Participants Whole class

Time 10-15 minutes

Aim

To recognize the Past Simple form of irregular verbs

Grammar and function

Past Simple of irregular verbs

Materials

Bingo cards for each student in the class, a bag and cards with infinitives of verbs

Procedure

- Give one bingo card to each student.
- Each student in the class is going to call out an infinitive of a verb. Students should cross out the Past Simple form of these verbs as they hear them.
- Explain that the object of the game is to get a horizontal, vertical or diagonal line crossed out. When they have done this, they need to shout '*bingo!*'.
- When someone shouts, ask him to call out the infinitives of the Past Simple verbs they have on their crossed line and check.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | | | |
|---------|--------|-------|-----|
| brought | caught | gave | sat |
| did | fell | knew | put |
| ate | stole | stood | hit |
| became | won | swam | was |

| | | | |
|--------|-------|-------|------|
| broke | felt | sang | knew |
| caught | cost | stole | had |
| drove | built | told | left |
| fell | got | won | met |

| | | | |
|-------|--------|-------|--------|
| read | stood | wrote | took |
| paid | did | lost | won |
| ate | stole | knew | kept |
| hurt | swam | threw | made |
| chose | drove | ate | caught |
| built | was | grew | got |
| paid | cost | read | fell |
| found | bought | flew | forgot |

| | | | |
|--------|-------|-------|------|
| got | told | read | went |
| caught | took | spoke | knew |
| ran | wrote | spent | lost |
| put | grew | slept | sat |

| | | | |
|-------|------|-------|------|
| threw | read | spoke | grew |
| went | paid | sat | swam |
| ran | met | rang | hit |
| won | held | slept | lost |

| | | | |
|--------|------|-------|-------|
| lost | met | meant | hit |
| taught | paid | hurt | stole |
| put | sent | spoke | had |
| left | gave | made | took |

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | | | |
|------|-------|-------|--------|
| left | made | hurt | set |
| ate | stole | rode | drank |
| gave | sent | set | drew |
| swam | lost | began | became |

| | | | |
|-------|--------|-------|--------|
| had | lost | took | grew |
| meant | rode | stole | hit |
| did | wrote | broke | ate |
| cost | became | sang | forgot |

| | | | |
|------|--------|--------|------|
| set | had | forgot | gave |
| ran | began | meant | cost |
| took | met | drank | left |
| drew | became | rode | set |

| | | | |
|-------|-------|-------|------|
| wrote | grew | made | drew |
| hit | hurt | did | swam |
| ate | stole | broke | set |
| gave | rode | had | lost |

User 2014-5-6 9:24 PM

Deleted: .

8. *Whose is this?***Participants** Two groups**Time** 15 minutes**Aim**

To identify the ownership of the objects

Grammar and function

Possessive pronouns

Vocabulary

Different objects

Materials

A bag or box

Procedure

➤ Divide the class into two groups. All the students are asked to put one personal item into the box.

➤ Demonstrate the activity with two students. For example:

Teacher: Whose is this green pencil?

Student 1: It is her pencil. Is it yours?

Student 2: No, it is not mine. / Yes, it is mine.

➤ Students from each team approach the teacher and identify and guess the ownership for one item. Each student has three chances for guessing.

➤ Give one point to each correct sentence. If a student tries questioning three students in the class and uses grammar correctly, he should be given three points. The group with most points wins.

9. *Do you like it?***Participants** Groups of 4**Time** 10 minutes**Aim**

Asking and answering questions by replacing nouns with pronouns.

Grammar and function

Pronouns

Talking about likes and dislikes

Procedure

- Demonstrate the activity with a few students. Example:

Teacher: Do you like playing football, Robert?

Student 1: Yes, I like it. Do you like ice cream, Liza?

Student 2: No, I don't like it. Do you like strawberries?

Etc.

- Write the conversation on the board.
- Divide the class into groups of four. Students sit in a circle. The first student writes a question and gives the paper to the next student who must answer the question and write another question for the third student.
- After the time limit the teacher checks the written conversation. The group with least mistakes of the use of pronouns wins.

10. What am I doing?**Participants** Two groups**Time** 10 minutes**Aim**

To mime an activity for the other group to guess

Grammar and function

Present continuous

Vocabulary

Everyday and leisure activities

Materials

Worksheet with mime cards

Procedure

- Ask the students to watch you and guess what you are doing. Mime something simple, encourage the students to call out their guesses. Make sure they are using Present Continuous.
- Divide the class into two groups. Tell them that they are going to take turns to mime an activity for the other group to guess.
- Give one card to each student. Explain that only the members of his/her team are allowed to call out their guess. If they lose, another team is allowed to answer. Score a point for each correct answer.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

| | |
|-----------------------------------------|-------------------------------------|
| You are drinking a cup of tea | You are taking an exam |
| You are writing a romantic letter | You are waiting for a bus |
| You are buying some flowers | You are riding a bike |
| You are looking in the mirror | You are singing an opera |
| You are speaking by the phone | You are playing football |
| You are eating something you don't like | You are reading an interesting book |
| You are painting | You are playing chess |
| You are reading a sad story | You are watching a movie |

11. Writing race**Participants** Groups of 5**Time** 10 minutes**Aim**

To write sentences describing routine activities.

Grammar and function

A/an

Vocabulary

Any vocabulary

Materials

Worksheets, board

Procedure

- Divide the class into groups of five and distribute worksheets for each group.
- On the word 'go!' one child from each group runs to the worksheet and fills in the first item.
Then he/she runs to the board and writes the full item.
- As soon as the first child runs back, the second child is ready to run.
- The group to finish first and have the least mistakes wins the race.

Language ideas to use with this game

This game lets practice any language as long as it is short - being a writing race it isn't practical to have long sentences to write out. If you want to reinforce some spelling then you could have one worksheet which the children run to, they memorize the first word, run back to the board/blank piece of paper and write that word down. For example the worksheet could just have pictures on it, the child looks at the first picture, runs back to the blank piece of paper

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

and writes down the word. You can also use fill in the blanks, and that means you can practice just about anything, such as question forms, verb endings, parts of verbs, vocab, pronouns, etc.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

a or an?

| Animals | Food |
|-------------------|---------------------|
| 1. _____ elephant | 16. _____ banana |
| 2. _____ tiger | 17. _____ potato |
| 3. _____ snake | 18. _____ apple |
| 4. _____ horse | 19. _____ carrot |
| 5. _____ chicken | 20. _____ chocolate |
| 6. _____ animal | 21. _____ egg |
| Body Parts | 22. _____ ice-cream |
| 7. _____ mouth | 23. _____ sandwich |
| 8. _____ arm | 24. _____ cake |
| 9. _____ nose | Other words |
| 10. _____ hand | 25. _____ house |
| 11. _____ eye | 26. _____ flat |
| 12. _____ leg | 27. _____ tape |
| 13. _____ foot | 28. _____ umbrella |
| 14. _____ ear | 29. _____ bus |
| 15. _____ knee | 30. _____ idea |

We love to play!

| | |
|-----------------------------|--------------------------|
| 1. I _____ tennis. | 16. ___ play football. |
| 2. He _____ golf. | 17. _____ play golf. |
| 3. We _____ tennis. | 18. __ play tennis. |
| 4. You _____ baseball. | 19. Do ___ play tennis? |
| 5. She _____ football. | 20. Does __ play chess? |
| 6. They _____ chess. | 21. Does ___ play golf? |
| 7. ____ you play tennis? | 22. Do _____ play golf? |
| 8. ____ he play golf? | 23. Do __ play football? |
| 9. ____ we play tennis? | 24. Do _ play baseball? |
| 10. ____ you play baseball? | 25. _____ play tennis? |
| 11. ____ she play football? | 26. _____ play football? |
| 12. ____ they play rugby? | 27. _____ play chess? |
| 13. ___ plays golf. | 28. _____ play golf? |
| 14. __ plays baseball. | 29. _____ play baseball? |
| 15. _ play chess. | |

12. Lines Up**Participants** Two groups**Time** 20 minutes**Aim**

To practice regular/irregular verbs by answering the questions

Grammar and function

Regular/Irregular Verbs

Vocabulary

Everyday and leisure activities

Materials

Question cards of two different colors

Procedure

- Give each student a question card. Call all students with a yellow card to the front and have them stand in a line facing the class.
- The other half of the class stands in front of the first line.
- Each person with a yellow card questions the student standing in front of him/her. When everyone has answered one question, the students in the answer line move down one and are asked a new question. The students in the question line do not move.
- The students in the lines now switch positions and the former answerers are now the questioners.

| | |
|--------------------------------------------------|---------------------------------------------|
| What did you eat for breakfast? | When did you go to sleep yesterday? |
| Where did you go after class yesterday? | What did you wear yesterday? |
| What did you drink with lunch yesterday? | What did you do last weekend? |
| Where did you go for summer vacations last year? | Did your mom buy food for dinner yesterday? |
| What did you bring to school today? | Did you drink a cup of tea today morning? |
| Who did you see before class? | Where did you grow up? |
| Who did you sit next to in class yesterday? | Whom did you meet during the last weekend? |
| What did you read today? | When did you wake up today? |

13. Detective**Participants** Pairs**Time** 20 minutes**Aim**

To practice Simple Past tense by using everyday activities

Grammar and function

Simple Past

Vocabulary

Everyday and leisure activities

Materials

Worksheets

Procedure

➤ Divide students into pairs. Have them read the situation together and fill in the blanks with a past form of *to be*.

➤ Assign the roles of police officer and witness. As a class, brainstorm some questions using a past form of *to be* that the police might ask the witness.

Examples: Was the thief tall?

Where did the thief go when he left the office?

➤ Have the two students practice asking and answering questions.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA**Fill in the blanks with a past form of to be (was, were, wasn't or weren't)**

A thief stole a computer and printer from an office on campus Saturday at 10.00. Sandy _____ in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she _____ sure she could identify him. The police officers _____ happy to have a witness, but they _____ sure how much Sandy saw from the parking lot. Sandy _____ positive she could answer the detectives' questions.

Questions:

1. _____ you near the ESL office at 10.00 on Saturday?
2. Why _____ you on campus on Saturday?
3. _____ the office open when you arrived?
4. _____ you able to see anyone run out of the office?
5. What _____ in his hands?
6. How tall _____ he?
7. What color _____ his hair?
8. _____ his clothes old or new?
9. _____ his clothes
10. How old _____ he?

14. Future Tense “Will I ~?” Board Game**Participants** groups of four**Time** 20 minutes**Aim**

To practice future simple through a fortune telling activity

Grammar and function

Future Simple (will)

Vocabulary

Everyday and leisure activities

Materials

- One game board per group of students
- A token for each student (have the students use their own erasers or key chains)
- One die per group of students

Procedure

- Divide the class into groups of four
- Students take turns rolling the dice and moving their tokens. When they land on a space, they must ask the question “Will I ~” and the phrase written on the space. If they don’t ask the question, they must remain on that space.
- If they do ask the question, they roll the dice again to divine the answer to their question. If the die turns up 1 or 2, that means the answer is “yes,” and the student gets to move three places forward.
- If the die turns up 3 or 4, that means the answer is “probably”, and the student gets to move forward two spaces.

GRAMMAR GAMES FOR 6TH GRADE PUBLIC SCHOOL STUDENTS IN ARMENIA

- If the die turns up 5 or 6, the answer is “no”, but because the student used English, he gets to move forward one space. The first student to reach the goal wins.