

LANGUAGE GAMES IN TEACHING AND LEARNING ENGLISH GRAMMAR

Diana Komilovna Ruzmetova
PhD, Acting Associate Professor
Chirchik State Pedagogical University
Tourism Faculty, English Theory and Practice Department

Abstract:

Chalk-and-talk instruction, a traditional method of teaching and learning, is becoming obsolete in classrooms. Different task-based processes are introduced to teachers and students in order to improve student participation throughout the course. Using language games to help teach different skills is one of the most popular and favored teaching methods. Language games are now being used in classes on a more sophisticated and modern platform thanks to the rise of digital learning tools and web applications. When conducting language games during classes, teachers can better meet the needs and interests of their students by using engaging and appropriate resources and a variety of instructional strategies, particularly when it comes to teaching grammar in context. Many studies, concentrating on specific targeted language areas and skills like grammar, have used a variety of language games to demonstrate its effects on learners' knowledge, competency, and motivation in learning a language. Thus, this study will examine the use of language games in teaching and learning grammar with regard to second language (ESL) learners, based on evaluations of previous literature.

Keywords: English grammar, tools and web applications, TBLT, students' motivation.

Introduction

It is impossible to disregard the significance of grammar in the English language since it is a relatively essential kind of language formation that students of the language need to grasp in order to be able to construct sentences that have meaning. According to Thekes and Goodman¹, grammar is defined as the study of how words work together to generate sentences that have meaning. As a result of the fact that some students of English as a second language may have feelings of shyness due to the fear of making grammatical errors that could lead to a misunderstanding of the original ideas, it is essential for them to create sentences and convey their thoughts with self-assurance. In a similar vein, some people find it difficult to understand the principles of grammar, which is why they advocate for the utilization of technological tools as an efficient instructional assistance. Language games have the potential to enhance the

¹ Thekes, J. I. (2011). Grammar games with students' total physical involvement. *International House Journal in Education and Development* 33.

² Goodman, Y. M. & Goodman, K. S. (2014). *Making sense of learners making sense of written language: The selected works of Kenneth S. Goodman and Yetta M. Goodman*. USA: Routledge.



teaching and learning of grammar, and more crucially, they can help students improve their grammar competency. This is a reflection of the advantages of language games. This engaging method of teaching and studying English grammar is not only effective but also adaptable, particularly when working with young and teenage students who are learning English as a second language.

According to Hall, "typically, communicative and interaction-based approaches to English language teaching (ELT) have suggested that teacher talk should be minimized, providing the opportunities for learners to talk, practise, and produce language." Additionally, Hall argues that. Naturally, this satisfies the requirements of a teaching and learning method that is appropriate for the 21st century, in which students take direct responsibility for their own education as well as the incorporation of Higher Order Thinking Skills (HOTS) components into grammar instruction. In addition, language games in CLT play an important part in ensuring that English as a Second Language (ESL) learners have the ability and confidence to correctly utilize grammar when performing all language skills, especially when solving riddles and dilemmas.³ In order to challenge and adapt learners to a VUCA (volatility, uncertainty, complexity, and ambiguity) environment, the educational environment is rapidly evolving.⁴ This environment is where learners' thinking and problem-solving skills are developed. Learners of English as a second language should therefore acquire the fundamentals of grammar in order to employ it in conversation rather than only for the goal of examination. Their exposure to the language should not be limited to the technical components of the language, such as the grammar and forms, but should also include the structural and functional features of the language. Rather than being differentiated from one another, both should be adapted and digested in order to establish a connection that can be used in a meaningful way. The purpose of this paper is to examine previous research on the application of language games in the teaching and learning of grammar, with a specific focus on English as a second language (ESL) students, specifically with regard to fluency enhancement, interest, and motivation.

It is essential for a successful language session to focus on developing the fluency of English as a second language (ESL) learners in the target language. Learners are able to acquire a more comprehensive and accurate grasp of the English language through the acquisition of grammar, particularly when it is acquired through practices that are performed unconsciously. To the same extent, in order to advance in a game, English as a Second Language (ESL) learners are required to actively utilize the language through communication with other people. This allows for room for advancement in terms of fluency and competency. Godwin-Jones goes on to explain that "learners are using language in real and meaningful ways to accomplish a task through games" and that it is wonderful that "they are exposed to cultural and linguistic knowledge that they are unlikely to have encountered in a textbook or in the classroom when they are playing games."

³ Hall, G. (2017). *Exploring English language teaching: language in action*. UK: Routledge.

⁴ Meng, L. J. (2014). *Applied learning programme (ALP): a possible enactment of achieving authentic learning in Singapore schools*. pp. 140



According to the findings of a study that was carried out by Chambers and Yunus, the Wheel of Grammar (WOG) has been of assistance to students in Form Five at a school in Sarawak in terms of being able to form simple sentences and correctly apply the fundamental rules of Subject-Verb Agreement (SVA).⁵ This approach is in contrast to the conventional method of language acquisition, which places an emphasis on grammatical drills and restricts the total practice of utilizing the English language through interaction. Language games also provide English as a Second Language (ESL) students with the opportunity to collaborate with partners and in groups, so providing them with more chances to use the language on their own and gradually enhancing their fluency.⁶ An obvious illustration of a game is role-playing, which requires students to be imaginative and spontaneous in their approach. In addition, through the use of games, students of English as a second language interact, experiment, and explore.⁷ They improve their language abilities by engaging in conversation with other people and by gaining knowledge from their blunders. As a result of these studies, it can be deduced that language games that constitute learner-centeredness and 21st-century teaching and learning styles, with a focus on learners' independent learning, are highly recommended to replace the traditional teaching method in order to promote and develop the fluency of English as a second language (ESL) learners in using the target language. Because they are not frightened to use the target language in an engaged manner, students are able to reduce their fear, increase their self-confidence, and demonstrate positive emotions and behaviors.⁸

In order for English as a Second Language (ESL) students to have the willingness to learn the grammar of a second language or a foreign language, it is necessary to build motivation in them. According to Briewin, "certain students are motivated because they are aware of the significance of grammar in the construction of sentences."⁹

Therefore, the majority of the time, they are aware of the fact that they need to develop their grammatical skills in order to be fluent in English; however, they are not necessarily prepared to learn the rules directly. Language games, such as TBLT, will be an excellent fit for the scenario because teaching and learning tactics are among the aspects that influence the endurance of learners to acquire grammar. There is a connection that can be made between the motivating components of language games and Flow Theory, which is a motivational theory that was developed by Mihaly Csikszentmihalyi in 1975.¹⁰ It refers to a mental state that is experienced when engaging in challenging tasks in a comfortable zone between boredom and

⁵ Chambers, G. J. & Yunus, M. M. (2017). Enhancing learners' sentence construction via 'Wheel of Grammar'. *Pertanika Journal of Social Sciences & Humanities*, 25(4), 1641-1650.

⁶ Baxtiyorova M., Ruzmetova D. K. FOREIGN LANGUAGE TEACHING METHODOLOGY // Academic research in educational sciences. – 2024. – Т. 5. – №. CSPU Conference 1 Part 2. – С. 611-612.

⁷ Akmalxonovich, F., & Yurevna, A. Y. (2022). ROLE OF STORYTELLING IN TEACHING ENGLISH. *Conferencea*, 505-508.

⁸ Akmalxonovich, A. S. F., & Yurevna, A. Y. (2021). VIDEO GAMES IN THE PROCESS OF LEARNING ENGLISH. *Евразийский журнал академических исследований*, 1(9), 897-902.

⁹ Briewin, M., Naidu, B. & Embi, M. A. (2013). Learners of English as foreign language preference for grammar strategies in learning grammar. *International Journal of English and Literature* 4(5): 249-253.

¹⁰ Oppland, M. (2016). Mihaly Csikszentmihalyi: all about flow & positive psychology. *Positive Psychology Program*. pp. 211



anxiety, as well as finding enjoyment while completing the task, making sure that the activity is neither too difficult or easy in order to avoid annoyance and boredom.¹¹ When students are learning a language through the use of games, the Flow Theory is developed because the students gain a boost in desire to concentrate on completing the games. As a result of the fact that those games are dependent on certain features of grammar, students would learn to answer the grammatical difficulties in order to finish the games and compete with other students. The hands-on learning will not only give children the opportunity to investigate and go deeper into the rules, but it will also serve as an incentive for them to better comprehend the language and develop their language skills.¹² When it comes to learning English, pupils are provided with the opportunity to engage in critical thinking and active participation.

Conclusion

It has been demonstrated in this study that the use of language games by teachers as a method to improve English as a Second Language (ESL) learners' comprehension and acquisition of grammar is effective because it directly enhances the learners' interest, fluency, and motivation in the process of learning. It is essential for today's digital generations to have a command of language since it demonstrates competence and is helpful in everyday interactions with other people. Similarly, having a strong command of grammar in its natural setting contributes to increased self-assurance. Therefore, grammar should not be taught or learned in isolation, but rather through appropriate ways that allow English as a Second Language (ESL) students to easily relate to its application. It is believed that language games will assist educators in the creation of enjoyable learning materials that will stimulate the interest, fluency, and motivation of learners, as well as cater to the learners' level of skill and the learning techniques that they choose. For students of English as a second language, it unquestionably makes the process of learning grammar simpler and more accessible.

REFERENCES

1. Thekes, J. I. (2011). Grammar games with students' total physical involvement. *International House Journal in Education and Development* 33.
2. Goodman, Y. M. & Goodman, K. S. (2014). *Making sense of learners making sense of written language: The selected works of Kenneth S. Goodman and Yetta M. Goodman*. USA: Routledge.
3. Franciosi, S. J. (2011). A comparison of computer games and language learning task design using Flow Theory. *CALL-EJ*, 12(1), 11-25.
4. Chik, A. (2012). Digital gameplay for autonomous foreign language learning: gamers' and language teachers' perspectives. In: Reinders H. (Eds.). *Digital Games in Language Learning and Teaching*, 95-114.

¹¹ Franciosi, S. J. (2011). A comparison of computer games and language learning task design using Flow Theory. *CALL-EJ*, 12(1), 11-25.

¹² Chik, A. (2012). Digital gameplay for autonomous foreign language learning: gamers' and language teachers' perspectives. In: Reinders H. (Eds.). *Digital Games in Language Learning and Teaching*, 95-114.



5. Briewin, M., Naidu, B. & Embi, M. A. (2013). Learners of English as foreign language preference for grammar strategies in learning grammar. *International Journal of English and Literature* 4(5): 249-253.
6. Oppland, M. (2016). Mihaly Csikszentmihalyi: all about flow & positive psychology. *Positive Psychology Program*. pp. 211
7. Chambers, G. J. & Yunus, M. M. (2017). Enhancing learners' sentence construction via 'Wheel of Grammar'. *Pertanika Journal of Social Sciences & Humanities*, 25(4), 1641-1650.
8. Baxtiyorova M., Ruzmetova D. K. FOREIGN LANGUAGE TEACHING METHODOLOGY //Academic research in educational sciences. – 2024. – Т. 5. – №. CSPU Conference 1 Part 2. – С. 611-612.
9. Hall, G. (2017). *Exploring English language teaching: language in action*. UK: Routledge.
10. Meng, L. J. (2014). Applied learning programme (ALP): a possible enactment of achieving authentic learning in Singapore schools. pp. 140
11. Akmalxonovich, A. S. F., & Yurevna, A. Y. (2021). VIDEO GAMES IN THE PROCESS OF LEARNING ENGLISH. *Евразийский журнал академических исследований*, 1(9), 897-902.
12. Akmalxonovich, F., & Yurevna, A. Y. (2022). ROLE OF STORYTELLING IN TEACHING ENGLISH. *Conferencea*, 505-508.
13. Ruzmetova D. K. IMPROVING STUDENTS'READING COMPREHENSION VIA COMICS ILLUSTRATIONS //Academic research in educational sciences. – 2024. – Т. 5. – №. CSPU Conference 1. – С. 409-413.
14. Rahmonova H. S. K., Ruzmetova D. K. THE EFFECTIVENESS OF TEACHING ENGLISH IN EDUCATIONAL MANAGEMENT FACULTY: A COMPARATIVE STUDY OF DIFFERENT APPROACHES //Academic research in educational sciences. – 2024. – Т. 5. – №. CSPU Conference 1 Part 2. – С. 46-49.

