

TEACHING GRAMMAR TO EFL YOUNG LEARNERS; UTILIZATION OF  
GRAMMAR-BASED GAMES.

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**Abstract:** *English is one of the essential languages in the world. Teaching or learning this language can be difficult if you take it as a serious and difficult task. Games which are the funny and enjoyable activities, often preferred and loved by children can ease both teaching and learning this language. When children play games they do not feel how time passed and they fully enjoy of their time. In teaching grammar to young learners teachers face many difficulties as, teaching special structures and rules, words and structures to memorize is the most challenges of children. Teachers usually, think that games are time-consuming try to be serious and strict for their students. Although being friendly and acting as the students and teaching grammar through games can give an efficient results in teaching languages. This article aims to review carefully selected studies of scholars and give personal views on teaching grammar to young learners in EFL classes.*

**Keywords:** *young learners, teaching grammar, games, funny activities.*

**I. Introduction** English language became one of the mostly preferred and learned language, however in learning this language students should learn – speaking, writing, listening and reading skills. Additionally, vocabulary and grammatical structures and rules are the challenges when students start to learn the language. Teaching young learners is another challenge, as the age of young learners and their psychology is totally different from adults. Teachers required not only to be good psychologists but also good and funny friends, experienced workers and clever language instructor- which puts big challenge near them.

Young learners are usually between 7 to 11-12 years old children, who are considered to be game lovers, tough critics and funny sweethearts. However teaching them is not easy as their concentration in one element is only 5- 10 minutes. Another challenge is that they cannot read and write cannot learn something individually. Teachers need to be friendly and as much as possible play with them in funny activities.

Games are the activities which give fun for children and often governed by rules (Rixon, 1991, cited in Yolageldili and Arikan, 2011). Games are the activities where children learn, act out in funny and meaningful way. Playing game during the lesson can give children unforgettable joy. Additionally, Rixon notes that “ games are the activities carried out by cooperating or competing decisions makers, seeking to achieve, within a set of rules, their objectives”. Many advantages have games that can be utilized in teaching process and achieve efficient results. Firstly, games are the best motivators; they motivate, encourage students to be active, to study harder and make

the learning process funny and meaningful for students. Secondly, usage of games during the lesson make the lesson friendly and gives confidents for students to act out. As young learners are feel stressful when they meet strangers and unknown people, their anxiety contradicts them to feel free and interact with the class. While pplaying games students feel confident and peer-friendly, also teachers, should be friendly, being strict and evil with young learners cannot give expected results and can damage children's psychology.

To sum up games are the efficient activities that can be used duirng teaching process to young learners, and this paper aims to go further in these issue trough reviewing carefully selected articles and personal views on teaching grammar to young learners in EFL classes.

## II. Literature review

Games are tha activities, where students play and learn some topics and new words during the playing process, what to teach which topics usually teachers select and organize such games. McCallum (1980, quoted in Yolageldili and Arikan, 2011), provided with the advantages of games in following list;

1. Draw students' attention to particular grammatical constructions, vocabulary words, reinforcement.
2. Can serve as enrichment, review, and reinforcement.
3. Invite both quick and slow learners to participate equally.
4. Can be modified to accommodate the students' various ages and language proficiency levels.
5. Encourage healthy competition by giving room for the creative application of in a relaxed setting, speak naturally.
6. Can be used to teach all language skills (reading, writing, speaking, and listening, either speaking or hearing).
7. Give the teacher timely feedback.
8. Guarantee maximum student involvement with the least amount of teacher preparation.

Grammar games offer a practical way for deaf sign language users to get through the significant obstacles to learning English grammar. With both factual and imaginative materials, the games keep a focus on communication and English usage that is pertinent to students' daily lives and interests. In the future, deaf students may choose their own examples of literature to utilize as game pieces. It is an empowering through that deaf learners might have something useful to contribute to non-deaf schooling (Papen and Zeshan,2021)

Popular games are classified into specific categories according to Hong (2021) as follows:

1. Matching: Matching synonyms/antonyms, matching two sentences together, matching pictures with words etc.

2. Ordering: Arrange words to form sentences, arrange pictures in the order of the story, and arrange suitable words to form the longest meaningful sentence possible etc.

3. Completing: Add words to the blanks to complete the sentences.

4. Competitions: Compete to see how many sentences each team/player can complete in a certain amount of time, compete to see which team/who can put words into sentences the fastest, etc.

5. Card games: Games like bingo, dominoes etc.

6. Memory games: Contest to see how many sentences the player can remember the most in a given period of time.

Many researches demonstrate the effectiveness of using games in teaching grammar, according to Hongs' study (2021) using games gives many advantages and helps to learn the grammar effectively and it creates interactive and friendly sphere, another study was conducted by Fithriani (2018) in Indonesia and the study revealed that using games can create non-threatening and more relaxing grammar classes and improve students grammar and communicative skills. According to Sitorus (2012) there are two good reasons why games should be used in the classroom:

1. Games that are amusing and challenging are highly motivating. Learning a language requires constant effort, which can be exhausting.

2. Playing games enables the language to be used in a meaningful way.

Ashok, Revathi and Saminathan says that using games helps teachers to make the lessons more effective and entertaining (2013).

### III. Conclusion

To sum up, teaching grammar to young learners requires special effort and experience from teachers. To teach grammar directly by explaining grammatical rules is impossible and young learners between 5-12 years old children do not understand the structures and they start feeling bored. To solve this problems teachers used different techniques one of them was game utilization as a tool of happiness and teaching method. Games are the funny activities played according to rules. Playing games creates funny, interactive, meaningful and useful atmosphere in the class. Many researchers found that benefits of using games during the lesson and preferred use that technique.

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