

Using age-appropriate games and activities to facilitate grammar learning and teaching

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Run-down

1. Key concepts about grammar learning and teaching
2. Sharing of school-based examples (with your participation)
3. Discussion and sharing



What do you think about these views on grammar teaching and learning?

1. Grammar rules should never be introduced to young learners
2. Direct explanation and presentation of grammar rules is the most effective way to teach grammar
3. Grammar games should be used as rewards, warm-up activities or time-fillers only.
4. We cannot teach grammar through task-based language teaching



Myths about grammar learning and teaching

1. Grammar rules should never be introduced to young learners
 - ✓ “Depending on the age of the learners and their cognitive development, teachers may decide to introduce **a small number of useful and not overly complex grammar rules and terms** to help them develop a conscious understanding of the language forms they are using” (CDC, p.160)



Myths about grammar learning and teaching

2. Direct explanation and presentation of grammar rules is the most effective way to teach grammar

- ✓ It is not always useful for learners to internalize the forms through formal explanation and memorization.
- ✓ Instead, teachers should provide students with an opportunity to **work language patterns and rules out for themselves** from time to time (CDC, 2004)



Advantages for students to discover rules themselves (inductive approach)

- ✓ “Rules learners discover for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules **more meaningful, memorable, and serviceable**”
- ✓ “The mental effort involved ensures a greater degree of cognitive depth which, again, ensures **greater memorability**”

(Thornbury, 1999)



Myths about grammar learning and teaching

3. Grammar games should be used as rewards, warm-up activities or time-fillers only.
 - ✓ Young learners have **an amazing ability to learn language through play** (CDC, 2004)
 - ✓ Young learners learn more **effectively** when teaching includes enjoyable activities such as games (Rixon, 1991)
 - ✓ Children are far more likely to **internalize and give meaning** to the language target when they are immersed in games (Paul, 2003)



Myths about grammar learning and teaching

4. We can't teach grammar through task-based language teaching

- ✓ The task-based approach **encourages learning and teaching grammar in context**
- ✓ It provides language learners with a **meaningful and purposeful context** to use the language effectively to complete a task.



Place of grammar teaching in TBLT

Games and activities as pre-tasks

Pre-task stage: teachers help students **practise the forms and functions of the target language items and structures** through exercises, games or activities before completing the task.

While-task stage: students **apply their grammatical knowledge** through making meaningful use of the target language items and structures to complete a contextualized task.

Games and activities as post-tasks

Post-task stage: teachers use extended tasks to **clarify and reinforce concepts** about the use of the target language items and structures in new contexts.



Why using games and activities?

- ✓ Games **add interest** to what students might not find interesting (Wright, Betteridge & Buckyby, 2006)
- ✓ Games provide a **fun and safe environment** in which learners are more **motivated to take risks** in language practice (Wright, Betteridge & Buckyby, 2006)
- ✓ Games can **lower anxiety** (Richard-Amato, 1988) and motivate shy learners to take part in (Uberman, 1998)
- ✓ Games focus **students' attention on specific** language structures and grammar items (McCallum, 1980)
- ✓ Games can connect to **a variety of intelligences**, such as interpersonal intelligence and bodily/kinesthetic intelligence (Gardner, 1999)



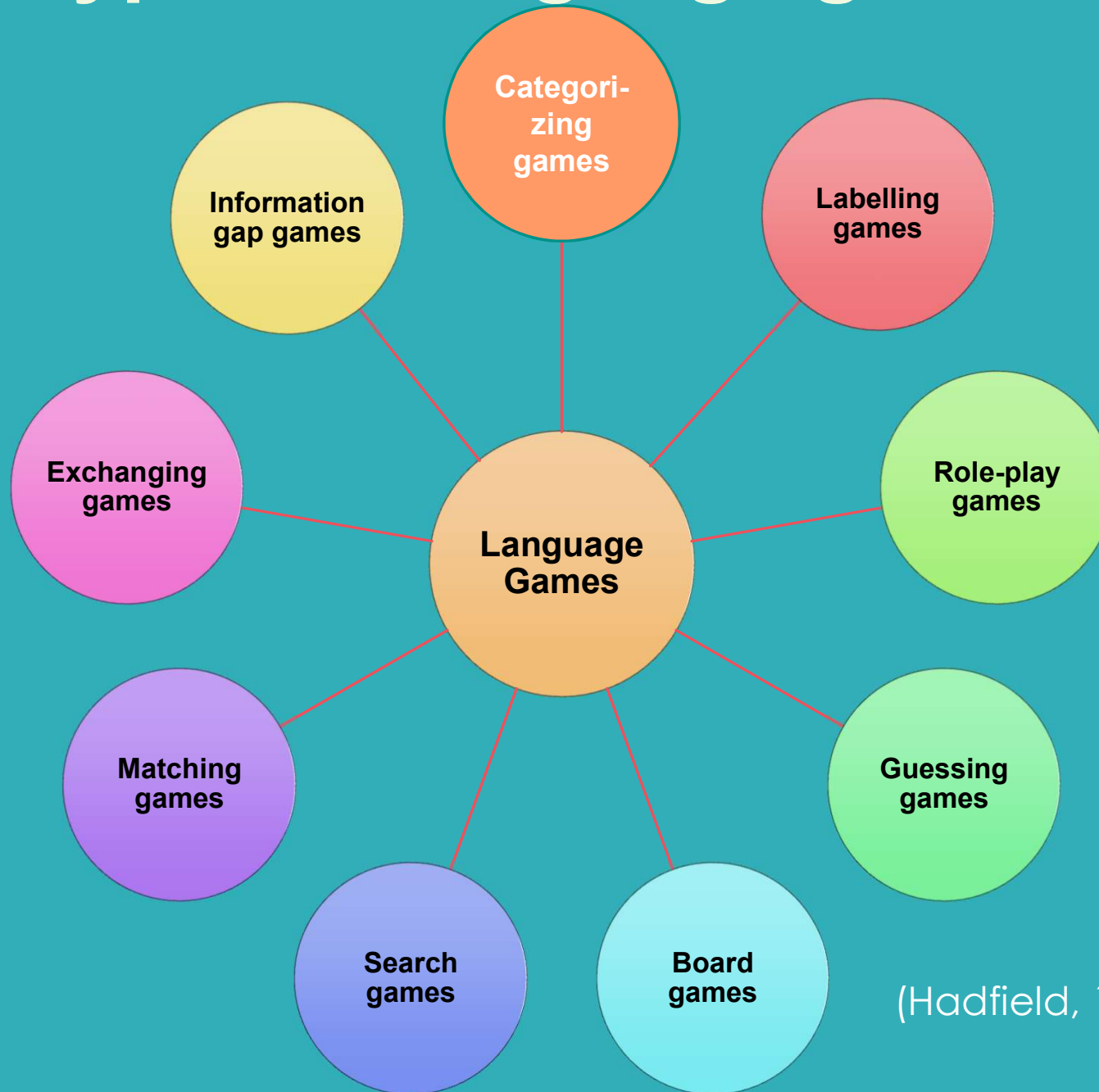
Classifications of language games

- ✓ Linguistic games focusing on accuracy
- ✓ Communicative games focusing on successful exchange of information and ideas

(Hadfield, 1999)



Types of language games



(Hadfield, 1999)



Using age appropriate games and activities with young learners

- Young learners learn best when they become **active** participants and involve in **hands-on** experiences and **physical activities** (Donaldson, 1978; Hughes, 1986)
- Children learn with the motive of meeting immediate goals, so activities should capture their **interest**.
- Young learners have a short attention span. Games and activities for them **should not be complicated** or have a long list of rules (Bekiri, 2003)
- Language acquisition occurs through learners **figuring out how the language works** and **testing out hypotheses** about the language (Scott & Ytreberb, 2005)
- Games provide **purposeful contexts** for students to use the language repeat certain utterances (Ur, 1988) and for communication (Wright, Betteridge & Buckyby, 2006)

Characteristics

hands-on

active
involvement

fun
elements

physical
activities

easy to understand
& execute

discovery
approach

Experimenting
with the
language

purposeful
contexts



Using games and activities in Chung Sing School

- ◆ Classroom learning plays a significant role in student learning
- ◆ We aspire to provide a better environment conducive to more effective learning
- ◆ We design and use student-centered, interesting and meaningful games and activities to scaffold students to complete purposeful tasks



Organization of teaching and learning in Chung Sing

- ◆ We organize learning units or modules by themes and set learning objectives with reference to the textbooks as well as other teaching resources
- ◆ Backward planning is adopted to ensure that students learn progressively to achieve the learning objectives set out.
- ◆ A unit framework is developed for each unit to organise the teaching sequence.



S.O.W.

Scheme of work
of the textbook

Unit 6 Farewell speech.

Learning activities

	Sequence.	Learning focuses.	Activities / Tasks.	Resources.
Input / Scaffolding activities / Practice	1.	- Listening for specific info. - responding to the song using personal experience.	1. Listening to a song and completing the blanks. 2. Discussion and sharing.	http://songsforteaching.com/graduationschoolconcerts/graduationronbrown.htm song sheet (6.1_databank).
	2.	- Reading skills and strategies : a. identify main ideas and supporting details. b. understand the text structure of speeches.	2. While-reading activity – making use of guiding questions to develop reading skills. 3. Post-reading activity – post-reading task.	6.2_P.56 (the usage of gerund and to-infinitive).
	3.	- Grammar: thank for you / sorry for.	1. Sentence making.	WS_6.3_gerund. 6.4_Bk P.59.
	4.	- Grammar: has taught us to .	1. Sentence making.	WS_6.5_to-infinitive.
	5.	- Reading skills and strategies. a. using contextual and linguistic clues. b. applying knowledge of vocabulary.	1. identifying different parts of speech. 2. Summary cloze.	WS_6.6_summary cloze.
	6.	- Integrated skills : Speaking, listening and writing.	1. Tasks on P.58-60.	WS_6.7_p.58.
	7.	- Reading skills .	1. Task in the textbook.	Textbook.
	8.	- Writing skills.	1. Common errors. 2 Writing a farewell speech.	6.8_PPT. Task sheets.

Scaffolding

Backward planning

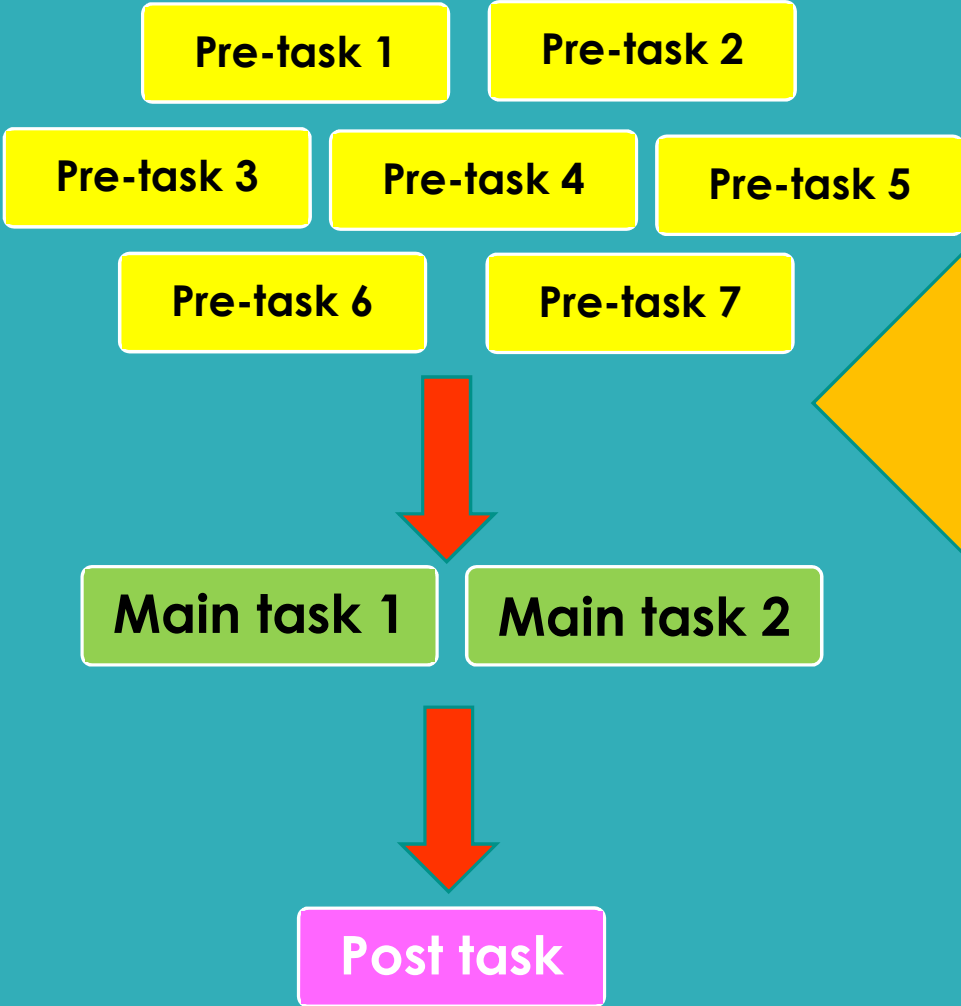
Grammar teaching and learning in Chung Sing

- ◆ A range of scaffolding tasks such as exercises, games and activities is interspersed with the speaking and writing tasks
- ◆ These games and activities aim to help students practise what they have learned and prepare them for the main tasks
- ◆ Grammar is intended to be taught in context and is dealt with in the pre-task stage, while-task stage and post-task stage



School-based examples – Primary 3

Module design



- The simple past
- Adjectives to describe people
- Cohesive devices to link similar ideas
- Time adverbials
- Cohesive devices to show results / reasons



Let's read this diary!

**Pre-task: Providing an opportunity
for guided noticing through reading
a diary in the past tense**

Yesterday, I went on the school picnic with my classmates and teachers.

We went to Sai Kung Country Park by school bus.

At the park, we saw beautiful flowers and trees. We took many pictures there. We sang many songs in the morning. We danced together, too.

In the afternoon, we ate fruit, pizza and sandwiches. They were yummy.

After lunch, we played exciting games. I liked hide-and-seek best. It was fun. But my best friend, Betty, fell on the ground. She cried sadly. I was sad, too.

The school picnic was fun. I was tired but I was happy.

Developing reading skills and strategies

Yesterday, I went on the school picnic with my classmates and teachers. We went to Sai Kung Country Park by school bus.

At the park, we saw beautiful flowers and trees. We took many pictures there. We sang many songs **in the morning**. We danced together, too.

In the afternoon, we ate fruit, pizza and sandwiches. They were yummy. **After lunch**, we played exciting games. I liked hide-and-seek best. It was fun. But my best friend, Betty, fell on the ground. She cried sadly. I was sad, too.

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Developing an understanding of the diary

When?	• <u>Yesterday</u>
Who?	• <u>James, his classmates and teachers</u>
Where?	• <u>Sai Kung Country Park</u>
What happened?	<p><u>Morning:</u></p> <ul style="list-style-type: none"> • They saw <u>beautiful flowers and trees</u> • They sang <u>songs</u> and <u>danced together</u> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> • They ate <u>fruit, pizza and sandwiches</u> <p><u>After lunch:</u></p> <ul style="list-style-type: none"> • They played <u>exciting games</u> • Betty fell <u>on the ground</u>
How did James feel?	<ul style="list-style-type: none"> • The picnic was <u>fun</u> • He was <u>tired</u> but <u>happy</u>

Pre-task (noticing activity) – students being language detectives to find out the past tense verbs

Can you underline all the verbs in the diary?

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Raising students' awareness of the past tense **form**

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Raising students' awareness of the past tense **form**

Understanding how grammar works at a textual level

The present tense of these verbs...

go

Yesterday, I went on the school picnic with my classmates and teachers.

go

We went to Sai Kung Country Park by school bus.

see

take

At the park, we saw beautiful flowers and trees. We took many pictures

sing

dance

there. We sang many songs in the morning. We danced together, too.

eat

are

In the afternoon, we ate fruit, pizza and sandwiches. They were yummy.

play

like

is

After lunch, we played exciting games. I liked hide-and-seek best. It was

falls (fall)

cries (cry)

am (be)

fun. But my best friend, Betty, fell on the ground. She cried sadly. I was

sad, too.

is (be)

am (be)

am (be)

The school picnic was fun. I was tired but I was happy.

Guiding students to observe the meaning of the past tense

Why do we use the past tense?

Yesterday, I went on the school picnic with my classmates and teachers.

We went to Sai Kung Country Park by school bus.

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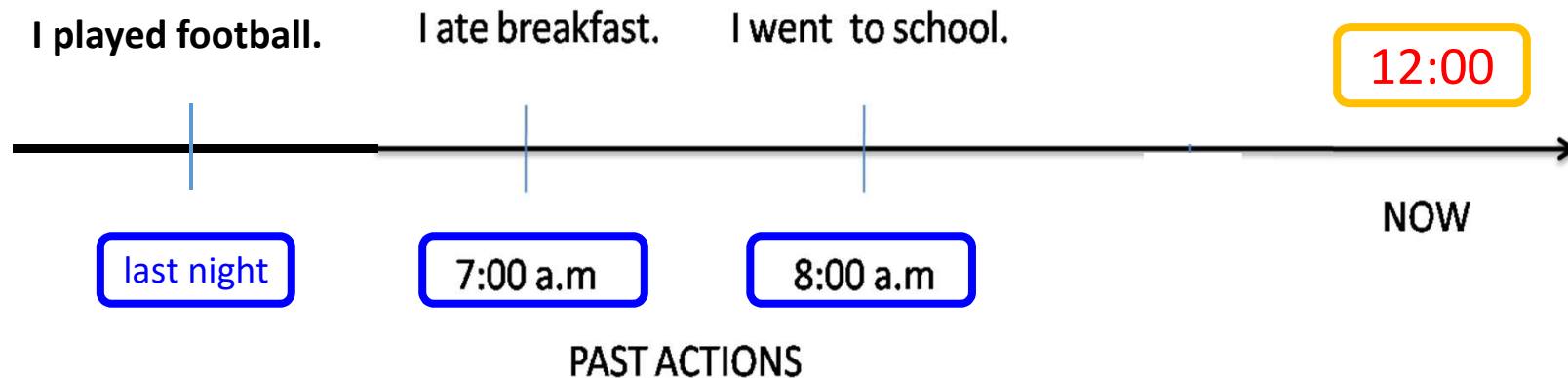
After lunch, we played exciting games. I liked hide-and-seek best. It was fun. But my best friend, Betty, fell on the ground. She cried sadly. I was sad, too.

The school picnic was fun. I was tired but I was happy.

Guiding students to understand the **meaning** of the past tense

The simple past tense

- We use the simple past tense to talk about actions in the past



Drawing students' attention to the **form** of past tense verbs

Look at the past tense verbs more carefully

go

Yesterday, I **went** on the school picnic with my classmates and teachers. We went to Sai Kung Country Park by school bus.

see

At the park, we **saw** beautiful flowers and trees. We took many pictures there. We sang many songs in the morning. We **dance** together, too.

dance

In the afternoon, we ate fruit, pizza and sandwiches. They were yummy.

like

After lunch, we played exciting games. I **liked** hide-and-seek best. It was fun.

But my best friend, Betty, fell on the ground. She cried sadly. I was sad, too.

The school picnic was fun. I was tired but I was happy.

Pre-task (Categorizing game) - Engaging students in a game through modelling first

Let's play a game

cried	pointed	liked	saw	read

Type 1	Type 2	Type 3	Type 4	Type 5	Type 6

Using a range of games and activities to consolidate learning

<https://www.youtube.com/watch?v=QIZXd-m6Pdw>

Explicit teaching of spelling rules with the use of a clip on Youtube



Using a range of games and activities to consolidate learning

Name: _____ () Worksheet (3B Unit 3b)

Date: _____

Marks: _____

**Consolidation
exercise**

Past Tense Consolidation

Type 1 + ied

Present	Past
study	studied
carry	carried
cry	cried
dry	dried
reply	replied
tidy	tidied

Type 2 + ed

Present	Past
want	wanted
climb	climbed
cross	crossed
hunt	hunted
invent	invented
suggest	suggested

Type 3 + d

Present	Past
like	liked
cycle	cycled
exercise	exercised
explore	explored
graduate	graduated
sneeze	sneezed

Type 4 irregular

Present	Past
go	went
come	came
eat	ate
feel	felt
grow	grew
hide	hid

Type 5 unchanged

Present	Past
hit	hit
cut	cut
let	let
put	put
read	read
set	set

Type 6 double the consonant +ed

Present	Past
stop	stopped

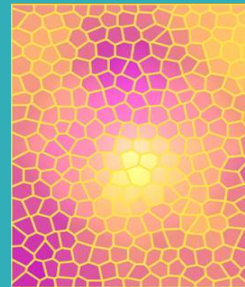
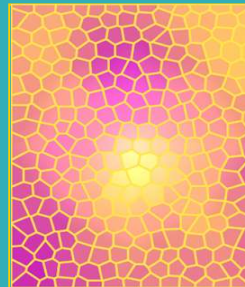
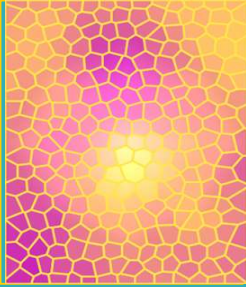
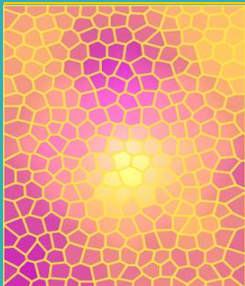
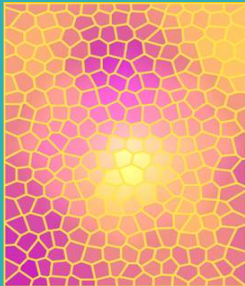
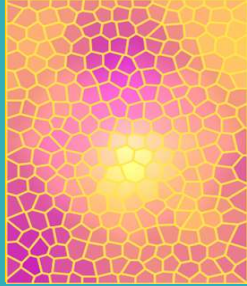
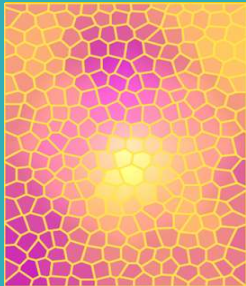
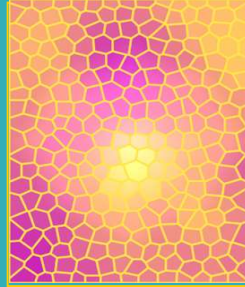
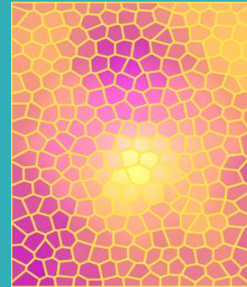
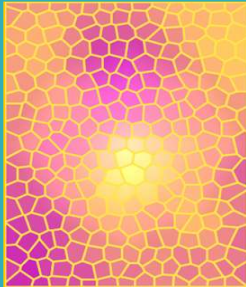
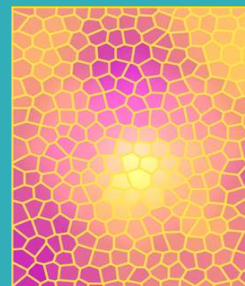
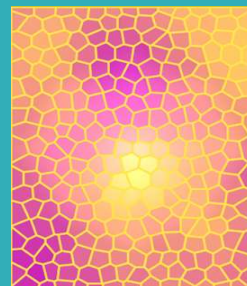
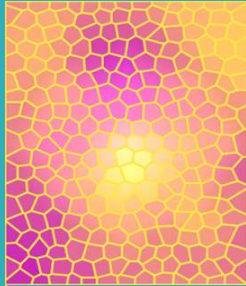
Categorizing game: Working on the pronunciation of -ed endings



Slapjack

- To reinforce the recognition and pronunciation of the past tense verbs
- To learn and have fun with students



A**B****C****D****1****2****3****4**

Pelmanism:
to reinforce the
recognition and
pronunciation
of the past
tense verbs



<https://www.youtube.com/watch?v=0b4rsDuzTh>

Chanting on Youtube:

to prepare
students to **use**
the past tense to
express ideas

Kahoot
(past tense words and
jumbled sentences)



Learning how to **use the past tense with other target grammar items** through various tasks and activities in the textbook

What did you do...?
/ Time markers
(e.g. yesterday)

Cohesive devices
(and, or, but)

Cohesive devices
(because, so)

Using tasks in the textbook to practise using the simple past and to develop other language skills

Example 1

Example 2

Example 3

The link between the **form**,
meaning and **use** of the simple
past is made known to students



Main writing task: A diary

Post-task stage:

Language game: Being a language detective

- **Clarifying the concepts about the use of the past tense and other target grammar items**



Benefits during and after collaboration with SBCDP

- Re-organize current teaching materials
- Extend what we have in the textbooks
- Establish a regular co-planning culture
- To know and learn from other schools
- Increase students' learning motivation and participation



Rationale of design

- Motivation (Related to students' daily life)
- Practise (Recycle what they have learnt)
- Use (Let students do it!)

physical
activities

hands-on &
active
participation

encourage
self-discovery

fun
elements

easy to
understand
& execute

allow
experimenting
with the
language

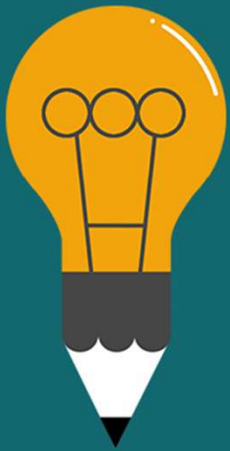
Tell me, I forget,
show me, I remember,
involve me, I understand.

Carl Orff



Other school-based examples

- Comparatives and superlatives (P.4)
- Singular and plural nouns (P.2)
- Adverbs of manner (P.5)
- Adverbs of frequency (P.4)
- Countable & uncountable nouns (P.3)
- Quantifiers (e.g. more & less) (P.4)
- Daily activities/ time /present tense (P.2)
- Collocations (various levels)
- A range of sentence patterns (various levels)



How do you usually teach comparatives and superlatives?

PowerPoint?

Pictures?

Grammar Exercise?

Suggestions:

- Teach in a step-by-step manner:
(comparatives → comparatives + than → superlatives)
- Strive to balance meaning, form and use
- Start with a noticing activity and teach it in context with interesting examples



Activity 1

Guiding students to observe
the **meaning** and **form** of
comparatives and superlatives

My best friend at school is Mr. Hung.
He is kind and handsome. He is **taller**
than me. He is **the tallest** teacher in
the school. He likes sports. He is
good at playing basketball.



Activity 2: Helping students form a concrete concept of comparatives

tall

taller

- Ask two students to come up to the front and give them two cards
- Let them choose the card they should pick
- Ask them to show the class if they've got the right card
- Invite another student to come up to the front and take a card from one of the students
- Make sentences using the cards
- When students are more ready, ask them to make sentences using the cards with “_____ than”

stronger
than

fitter
than



Activity 3: Categorizing game: Comparatives

Focusing on
the form

Working on one- or two-syllable
adjectives

Working on adjectives with more than
two syllables

Helping students
count the
syllables

Categorizing game for teaching
superlatives



Catering for learner diversity

Working on one and two-syllable adjectives first

**Working on one and two-syllable adjectives and
providing the adjectives in the table**



Sentence making:

Student work

The importance of a language
rich environment

**Providing opportunities for
using the target language
in the writing task**



P.2

Categorizing games for noticing other grammar items: present tense verbs

P.2

Categorizing games for noticing other grammar items: Plural and Singular nouns



P.5

How can we teach adverbs?

Activity 1: Noticing through reading: why do we use adverbs?

Activity 2: Matching activity – meaning making

Picture
card

Picture
card

Picture
card

Picture
card

Picture
card

Picture
card

Verb Group

Adverb Group

Activity 3: Miming game by picking cards in two bags

Verb bag

Adverb bag

□
speak

□
eat

□
walk

quickly

slowly

softly

quietly

loudly

Activity 4: Categorizing game for adverbs

**Focusing on
the form**

Activity 5: Matching game – sentence making

**Activity 6: Making sentences with the help of
a table**

Activity 7: Writing rules for certain places



Other school-based examples

P.4

Games & activities for practising the use of grammar items

➤ Target grammar items:

- countable and uncountable nouns
- there is / there are
- a lot of, a few, a little, more / fewer / less



Activity 1: Categorizing game for revising countable and uncountable nouns

Different food items



Countable



Uncountable



Activity 2

Revision on
forming
plural nouns

Introducing **a**
few, **a lot of**
and **a little**

Part A. Your teacher wants you to help her put the following food in the correct boxes.

Different food items

	Countable	Uncountable
+s	chicken wings, carrots, noodles	steak, chicken, bread
o/ch/sh	tomatoes, sandwiches, potatoes	beef, rice
+es		
y → ies	cherries	

a few

a lot of

a little

Part B. Can you match “a lot”, “a few”, and “a little” with the correct baskets?

Activity 3: Revising "there is / are" with the new grammar items

1. There _____
☒ a little
☐ a few
☐ a lot of
_____ water _____

2. There _____
☐ a little
☐ a few
☐ a lot of

3. There _____
☐ a little
☐ a few
☐ a lot of

4. There _____
☐ a little
☐ a few
☐ a lot of

5. _____
☐ a little
☐ a few
☐ a lot of

6. _____
☐ a little
☐ a few
☐ a lot of

7. _____
☐ a little
☐ a few
☐ a lot of

8. _____
☐ a little
☐ a few
☐ a lot of

9. _____
☐ a little
☐ a few
☐ a lot of

10. _____
☐ a little
☐ a few
☐ a lot of

Game 1: The three little pigs
open the fridge and see
different kinds of food there

There **is/are a lot of**
_____ in the
fridge now.

There **is /are a few**
_____ in the
fridge now.

There **is / are a little**
_____ in the fridge
now.



Game 2

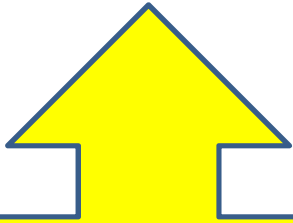
The three little pigs
find that someone
else is using their fridge.

There *is/are*
more _____ in the
fridge now.

There *is /are*
fewer _____ in
the fridge now.

There *is / are*
less _____ in the
fridge now.

_____ in the fridge
now.



Removing teacher
support gradually
to facilitate the
mastery of the
target language

Other school-based examples

P.2

Activities for practising the use of grammar items:

➤ Target grammar items:

- Using the interrogative pronoun 'what' to find out time (e.g. **what time do you...?**)
- Using noun phrases and prepositions to indicate time (e.g. **at eight o'clock in the morning**)
- Using the simple present tense to describe habitual actions (e.g. **She goes to school at....**)

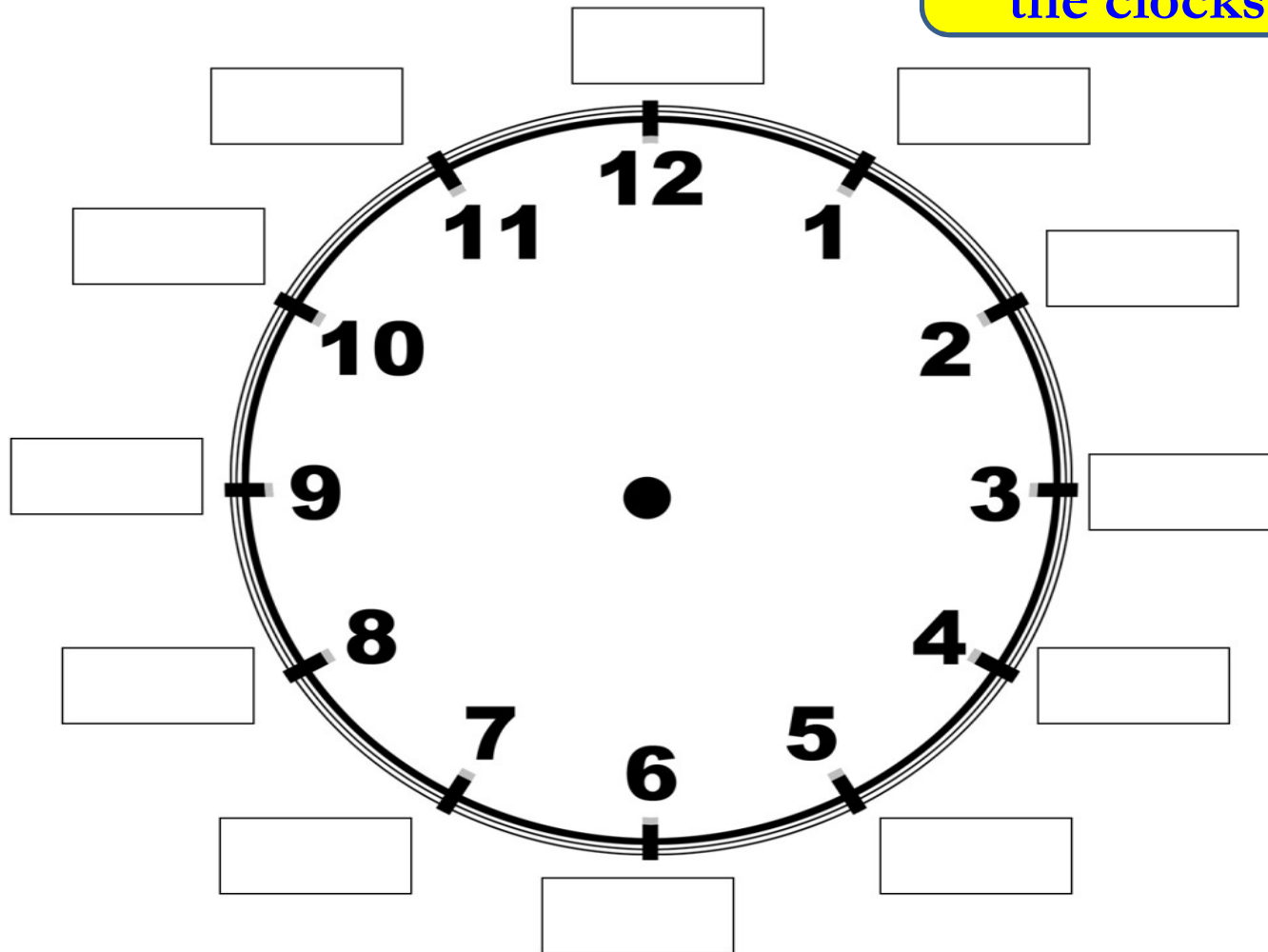
➤ Using students' own crafts as teaching tools



Activity 1:

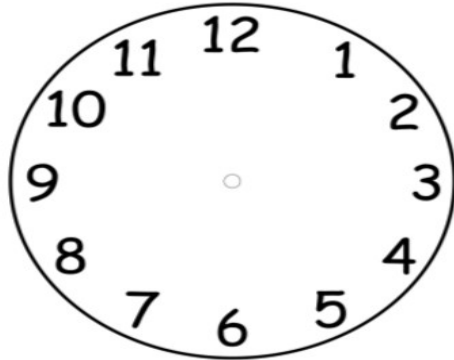
- Revising numbers and teaching how to tell the time

Students draw
the hands in
the clocks

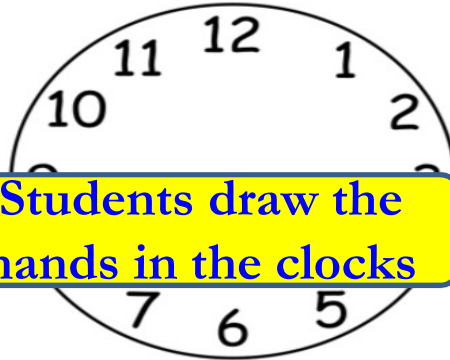


Activity 2: What's the time?

nine o'clock in the morning

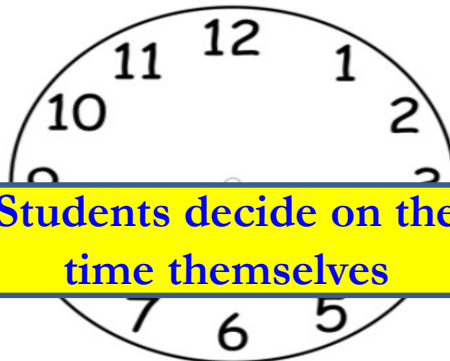
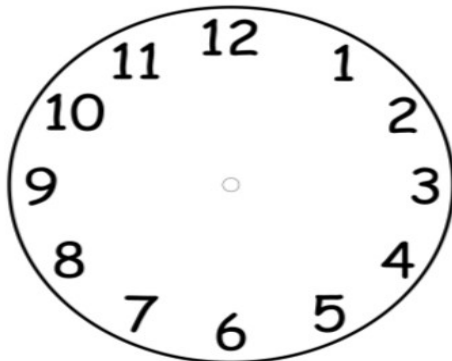
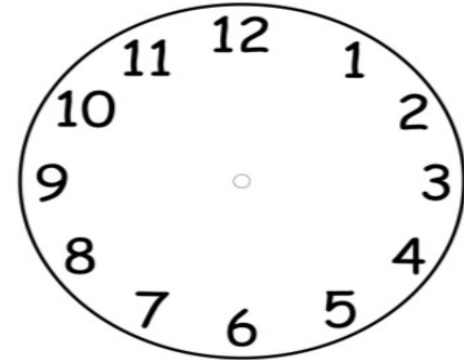


three o'clock in the afternoon

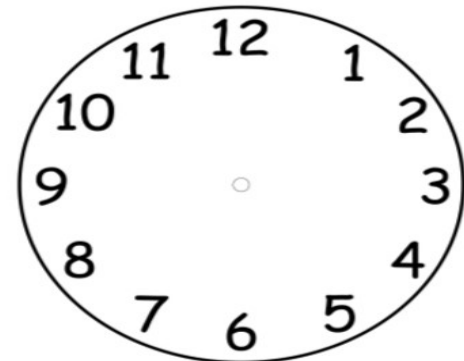


Students draw the hands in the clocks

seven thirty in the evening



Students decide on the time themselves



Activity 3: Making and designing their own clocks



Activity 4

➤ Facilitating the use of the target grammar items:

1. Ask students what time they do different daily activities and set the clock (**what time do you...?**)
2. Ask one student to share his/her answer with the help of his/her clock
3. Ask other students to set their clocks based on the answers and checking their comprehension
4. Ask other students to use the third person singular form of verbs to describe his/her daily action






Various
levels

Games and activities for practising the use of grammar items:

➤ Using dices to play
Tic Tac Toe

➤ **Target grammar items:**

- e.g. I enjoy travelling by... because.. (P.4)
- e.g. I like playing football because... (P.3)
- e.g. go to ...by bus / by taxi (P.2)

I hiking	I sums	I football 
I chess	I swimming 	I running
I online games 	I walking	I basketball



Stretching the more able students

Let more
able students
elaborate
their answers
with reasons

I computer games because ...	I hiking because ...	I sums	I football
I shopping because ...	I chess	I swimming	I running because ...
I sports	I online games because ...	I walking	I basketball because ...
I cycling	I windsurfing	I exercise	I table tennis

Activities for revising old and introducing new grammar items:

➤ Target grammar items:

- How often do you...?
- Adverbs of frequency (always, seldom, etc)
- Adverbs of frequency (once, twice, three times / a day / a week / a month / a year)

➤ Discuss what good and bad habits are



Activity 1: Recycling what students have learned

Test

Are you a good child?

1. How often do you wash the dishes?

always / often / sometimes /
seldom / never

4. How often do you water the plants?

always / often / sometimes /
seldom / never

2. How often do you sweep the floor?

always / often / sometimes /
seldom / never

5. How often do you study in the library?

always / often / sometimes /
seldom / never

3. How often do you say “please and thank you”?

always / often / sometimes /
seldom / never

6. How often do you make the bed?

always / often / sometimes /
seldom / never

- How often do you...?
- Adverbs of frequency
(always, seldom, etc)

Results

Scores: always - 4, often - 3, sometimes - 2, seldom - 1, never - 0

18 - 24: You are a star pupil! Keep it up!

13 - 19: You are quite good most of the time, but you can still do better.

7 - 12: Try to set more goals for yourself. You can be a better pupil.

1 - 6: There are many things you can try to do! Think about what you can do at home first!

0: You are not trying at all. It's time for you to make a change!

Activity 2: Making effective use of word cards on the blackboard

Activity 3: Making sentences with the help of picture cards and a calendar



Other teaching ideas

- Flash cards
- Tic Tac Toe
- Smack The Fool



The use of IT

- Nearpod (Blank)
- 英語配音趣
- Duolingo
- Photo Story (PowerPoint > Office Mix)



Discussion and sharing

Please open Safari to input your name, email and some ideas about the game(s) you use in your classroom.



Rounding up

- ◆ We must keep the focus on learning, and not simply use a game as a time for playing just for the sake of playing
- ◆ Games need to be selected and adapted to meet the learning objectives as much as possible. (Paul, 2003)



Please complete the evaluation form.

Thank you!

