

The use of games in learning grammar

Grammar acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning grammar is often perceived as a tedious and laborious process. In this report I would like to examine some traditional techniques and compare them with the use of language games for grammar presentation and revision, in order to determine whether they are more successful in presenting and revising grammar than other methods.

From my teaching experience I have noticed how enthusiastic students are about practicing language by means of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users.

There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must make sure that students have understood the new words, which will be remembered better if introduced in a 'memorable way'. Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision.