INCORPORATING LANGUAGE GAMES INTO EFL GRAMMAR CLASSROOM
AT VIETNAMESE HIGH SCHOOL

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ABSTRACT

Grammar instruction in formal classroom has a long history with its both ups and downs. Anyway when it comes to L2 education, grammar instruction plays an important role because L2 grammar knowledge is always embedded in L2 learners' linguistic competence protocol. As a consequence, new approaches have been tried to make grammar instruction enjoyable and fruitful. One of these is the incorporation of language games into grammar lessons. The present study examined games incorporated to teach English conditional sentences to high school EFL students in Vietnamese setting. After the treatment program it recorded that the experimental student group outperformed the control group in the achievement test, and additionally revealed their improved attitudes towards the target approach from the pre-questionnaire to the post-questionnaire. Accordingly, it calls for EFL teachers going on with their efforts and investments in language games and other instructional resources for new looks, sustainable refreshments and expected fruits eventually produced in classroom, even though the traditional approach still holds its position one way or another.

Key words: grammar, instruction, incorporate, EFL, classroom

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

INTRODUCTION

Grammar instruction is of certain importance to the process of L2 language learning and acquisition. It is at this time that there are various researchers very concerned with effective ways to teach grammar (Ellis, 2006). Indeed, the effects of language games incorporated into L2 learning/teaching have gained much interest of many researchers and educators (e.g. Rinvoluci & Davis, 1995; Yu, 2005; Harb, 2007). Most importantly, literature indicates a positive correlation between the use of language games on grammar instruction and learning outcomes (Kablan, 2010; Sultanova, 2011). Sultanova (2011) emphasizes the advantages of incorporating language games into grammar classroom: (1) games can lower anxiety, (2) are highly motivating and entertaining, (3) enable learners to acquire new experiences with L2 language that are not always possible during a typical lesson, (4) add diversion to regular classroom activities, (5) create relaxed atmosphere in which learners remember things faster and better, (6) a good way of practicing language, and (7) encourage, entertain, teach, and promote fluency.

In the Vietnamese context of high school education, "teachers are generally incapable of teaching English communicatively in their real-world classrooms. Instead, they spend most of their lesson time explaining abstract grammar rules and guiding their students in choral readings" (Canh, 2002, p.33). As a result, neither their grammatical accuracy nor classroom level of participation seems to have improved. Also, in terms of language acquisition, grammar input that stays in learners' short-term memory is not transferred to their long-term memory. Thus, the present study assumes that it would be beneficial to investigate the effects of language game use on learners' grammar acquisition, which still lacks comprehensive and salient evidences in Vietnamese setting in particular.

Research Aims and Questions

The aims of the study were to investigate: (i) the impacts of game-based grammar instruction on EFL learners' grammar knowledge acquisition, (ii) the learners' attitudes towards the target approach. Accordingly, the research questions oriented were: (1) *To what extent does the use of language games in grammar lessons affect EFL learners' grammar knowledge acquisition*? (2) *Do the target learners have positive attitudes towards the instructional approach*?

LITERATURE REVIEW

Debate on Grammar Instruction

Grammar instruction occupies a significant position in English language teaching. It is viewed as the presentation and the practice of discrete grammatical items (Hedge, 2000) or the presentation and explanation followed by practice activities (Ur, 1996). According to Ellis (2006), the role of grammar teaching has been the subject of ongoing controversy in the field of English language teaching**.**

One of the arguments should first be noticed is that of acquisition. Under the influence of the Grammar-Translation Method from the 1840s to the 1940s, grammar is an integral part of language program. When two other dominant approaches called Audio-Lingual and Situational Language Teaching successively replaced the Grammar Translation Method in the 1950s and

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

1960s, grammar teaching was still highly appreciated (Richards & Rodgers, 2001). However, with the rise of communicative methodology in the late 1970s, grammar gradually lost its popularity and its values. The argument against grammar teaching was featured by Krashen (1981). It is claimed that grammar teaching can contribute to learning but this is of limited value because communicative ability is dependent on acquisition. It is therefore believed that formal grammar teaching develops only declarative knowledge of grammar structures, not the procedural ability to use forms correctly. Therefore, Krashen recommended that teachers should abandon grammar teaching, and concentrate instead on providing lots of comprehensible input so that learners can acquire L2 language naturally, in much the same way they have acquired their mother tongue/L1 language.

However, other scholars like Nassaji and Fotos (2004) suggested that grammar teaching should be taken into account with some reasons. One of the reasons concerning the 1980s hypothesis has been found problematic because its belief is that language can be learned without some degree of consciousness. However, it is claimed that language learners cannot process target language input for both meaning and form at the same time. Thus, "noticing" is a necessary condition for language learning. A number of L2 studies revealed that learners did not achieve accuracy in certain grammatical forms despite long-term exposure to meaningful input (Harley & Swain, 1984; Swain, 1985; Lapkin, Hart & Swain, 1991; Swain & Lapkin, 1989). Recent research like Pica's (2005) confirmed that learners could use language fluently but inaccurately without explicit grammar instruction. Meanwhile, Lund and Light (2003) concluded grammar teaching might influence students' proficiency as a whole. As a consequence, explicit grammar instruction should retain its role in classroom for learners' awareness of accuracy/standard in language use serving as a powerful, unique tool of communication across human beings and cultures.

Language Games

Hadfield (2002, p.4) defined a game as "an activity with rules, a goal and an element of fun". Language games deal with an element of competition between individual learners or teams in language activities (Greenall, 1990). It plays a crucial role as for the nature of games requires. Learners are excited by competition because the question of who will win or lose remains unanswered until the game is over. Thus, language games basically involve rules, cooperation, enjoyment and learning included.

Language games are of various forms and can be classified into different categories/aspects (Shie, 2003) such as functions, language skills (reading, speaking, listening, writing) and linguistic levels (McCallum, 1980) of grammatical structure, vocabulary and spelling/pronunciation. Definitely, language games make use of a large number of linguistic techniques/activities, e.g. information gap, problem solving, guessing, searching, matching, exchanging and collecting, combining card games, puzzle and simulation. As a result, to ensure appropriateness and effectiveness, prior questions should be strictly and concretely raised by teachers before their final decisions on those games delivered in classroom: (1) *Which language does the game target? (2) Which skills does it practice? (3) What type of game is it? (4) How long should it take? (5) What's the ultimate purpose for using it? (6) Does it fit the learners? (7)*

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

When should it be incorporated? (8) *How much interaction and participation by learners is there?* (9) *Does it lead to learning in the end?* (10) *Is it one way or another oriented towards instructional language items in point?* and so on, including reflective periods following games trials.

Previous Studies Related

Yu (2005) examined the effectiveness of game-based grammar instruction on students' motivation and classroom atmosphere. The findings noted the experimental group recorded more improvement in accuracy level over the control group. Besides, the experimental reported more enjoyment, higher motivational effort, and confidence in language use. Yolageldili and Arikan (2011) explored the effectiveness of games in teaching grammar to young learners from the viewpoints of Turkish EFL teachers working in primary schools. The findings showed games were an important and necessary part of English learning and teaching in the context in point. They came to the conclusion games was one of the best ways to direct young learners' energy into language learning. Similarly**,** Ishtawi (2011) investigated the effectiveness of game strategy on the learning of English grammar for the twelfth grade students at Gaza governmental schools. The educational games strategy was used in teaching the experimental group, while the traditional method was used with the control. The findings indicated that there were statistical significant differences between the groups, favoring the experimental one.

Other studies/investigations around the world like Pierfy (1977), Miller (1992), Hajdus (2000), Allery (2004) and Masrom *et al*. (2013) confirmed instructional contributions of game activities in language classroom in one way or another.

The present study was an attempt to hopefully add more empirical evidences of salience of grammar instruction and language games incorporated in classroom, both linguistically and psychologically, to the concerned literature. It focused on English conditional sentences, which has yet to be tangibly addressed, particularly in EFL teaching/learning of the current Vietnamese environment.

METHODOLOGY

Participants

They were 80 students from 2 Grade-10 classes (K-12 system), aged 16 on average, at a high school located in a rural area in the Mekong Delta, South of Vietnam. It should be noted that the school authorities arranged their students into these two formal classes at the beginning of the academic-school year with no particular criteria. Thus, one class, 9 males and 31 females was randomly chosen as an experimental group taught with game-based grammatical practice, while the other as a control group, 25 males and 15 females, who were required to practice grammar with traditional method, shaped basically by the nationally-required textbook "Tieng Anh 10" (*English 10*) (Hoang *et al.* 2013). Both classes were taught by the same fulltime teacher of the school. They all learned English for more than 4 years at secondary and high school. Thus, their EFL proficiency level was advanced to the pre-intermediate. At the time of research they were taught English 4 periods (45 minutes/period) per week in classroom as scheduled.

**Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by D**o Minh Hung

Instruments

One achievement test was included in the study (obtaining the answer to research question 1). The test was a paper-and-pencil test consisting of 30 items distributed in 4 common task types of error recognition (Part I), multiple choice option (Part II), sentence building (Part III) and sentence transformation (Part IV). All task types were related to English conditional sentences types 2 and 3, which was the focus of the present study. Part I asked learners to detect deliberate errors in given sentences. Part II focused on learners' ability to choose correct options to fill in gaps. Part III required learners to rearrange given words in correct sentence order. Meanwhile, Part IV aimed to test their ability to write a sentence equivalent in meaning to one that was given (see Appendix 1). The time allotted to the entire test was 30 minutes each. The total test score was 10 with 2.5 points each for Part I and II; 1.25 points for Part III, and 3.75 for Part IV.

Additionally, a questionnaire was used to gain insights into the learners' attitudes towards the use of language games in grammar lessons (answer to research question 2). The questionnaire was designed in the form of Likert-scale by the present researchers themselves, basing on the literature review. It was of 15 items with 2 clusters. The first cluster centered on the participants' attitudes towards the effectiveness of using language games in grammar lessons (item 2, 3, 5, 7, 8, 10, 11, 13). The second cluster elicited their interest in the games (item 1, 4, 6, 9, 12, 14, 15). All of the items in clusters were presented with statements (see Appendix 2). To examine the change in students' attitudes the questionnaire was delivered to the experimental group twice: before the treatment program (pre-questionnaire) and after the treatment (post-questionnaire).

Both the test and questionnaire were peer-reviewed independently by 2 EFL teachers of the same school before they were used. To ensure the reliability of the test and the questionnaire, both the test and questionnaire were piloted by 40 students of another Grade-10 class (different from those of the experimental and control) at the same high school. The results showed the instruments' reliability as seen in Table 2 below.

Table 1: Reliability Statistics of Test and Questionnaire

Instruments	Number of items	Cronbach's Alpha
Test	30	.826
Questionnaire	15	.785

Materials

The grammar points of conditional sentences type 2 and type 3 were delivered to both groups (experimental and control) in the second semester (Spring Term) as scheduled by the nationally-required textbook "Tieng Anh 10". But, several language games were purposely incorporated into the experimental group only (see Appendix 3).

Table 2: Language Games in the Treatment Program

Games	Grammar focus

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

Week 1	- Game 1: Consequence Chains	Conditional sentence type 2
	- Game 2: Bingo	
Week 2	- Game 1: Information Gap	Conditional sentence type 3
	- Game 2: Board Game	
Week 3	- Game 1: The panel	Conditional sentences type 2 and type 3
	- Game 2: Noughts and Crosses	

Procedure

Under the school principal's permission, the study was successively conducted as follows:

-Step 1: The pre-questionnaire was delivered to the experimental group only. The researcher was there with sufficient explanations about the questionnaire purpose and item details as well as Vietnamese translations if needed. It took approximately 20 minutes for the students to complete the questionnaire. Also, the researchers informed the group of the treatment program.

-Step 2: One week later, the treatment program was conducted as scheduled in Table 1 to the experimental group, while the control followed the textbook design, i.e. without game activities incorporated.

-Step 3: One week from the treatment program completed, the post-questionnaire was delivered to the experimental group only.

-Step 4: One week after the questionnaire, an achievement test was administered to both groups in class. The student did the test individually (30 minutes duration).

-Step 5: The following week the corrective feedback on the test results was kindly provided to both groups.

Data Analysis

The software SPSS Version 20 was used. First, to ascertain the reliability of the test and the questionnaire, the Scale Test was utilized. Next, the Descriptive Statistic Tests were conducted to identify the minimum, maximum, means and standard deviation of the scores. Then, the Independent Samples T-Test was run to determine the mean differences between the two groups. Finally, the Paired Samples T-Test to compare mean scores within the experimental group and the control group.

RESULTS AND DISCUSSIONS

Achievement Test Results

Table 3: Descriptive Statistics of Achievement Test

Group	N	Min	Max	Mean	SD	t	df	Sig.

**Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by D**o Minh Hung

Control(CG)	40	4.375	10.000	8.100	1.127			
Experimental(EG)	40	5.250	10.000	8.687	1.101			
CG vs. EG						2.357	78	0.021<0.05

Table 3 shows both groups got good results at the achievement test with the mean scores above 8 out of 10 each (8.100 and 8.687, respectively). The control group members' scores ranged from 4.375 to 10.000 with Standard Deviation of 1.127, whereas their partner members' scaled from 5.250 to 10.000 with SD of 1.101. Although both groups almost equated in SD and Max, their Mins and Means were not equal. The Independent Samples T-Test was performed to measure the Mean difference between the two groups. And with p=0.021<0.05 it confirmed that there was a statistically significant difference between the two Means.

As a result, it indicates that the target approach, i.e. with the incorporation of language games in grammar lessons generated better gains on the learners' grammar knowledge acquisition than the traditional approach. However, it should not altogether negate the contribution of the latter approach because its members did the test quite well (Mean=8.100). This probably accounts for the fact that a number of EFL teachers did not voluntarily invest much in the game-based instruction and almost happily stayed with the traditional approach as recently reported by Yolageldili and Arikan (2011). It is definite that traditional teachers do not bother to spend their time and take pains raising prior questions related (as mentioned above).

But, for the learners' linguistic and psychological benefits it is worth for responsible teachers doing so, even though the gains are not strongly significant (compared to those of the pure traditional approach).

Questionnaire Results

Table 4: Descriptive Statistics of Pre-Post Questionnaire

Exp. Group	*N*	*Min*	*Max*	*Mean*	*SD*	*t*	*df*	*Sig.*
Pre-questionnaire	40	2.133	4.533	3.746	.419			
Post-questionnaire	40	3.000	4.600	4.056	.416			
Pre- vs. Post-						-3.645	39	.001<0.05

The Paired Samples T-Test was performed to compare the mean scores of pre-questionnaire=3.746 and post-questionnaire=4.056. With p=.001<0.05, the means difference was statistically significant. Therefore, it implies that the group' attitudes towards the target approach improved from the pre- to the post-questionnaire. This is encouraging for innovative teachers and probably adds more weight to the instructional values of language games incorporated in grammar lessons.

Next are the details of the questionnaire item clusters in Table 5: Cluster 1 – Effectiveness (Item 2, 3, 5, 7, 8, 10, 11, 13); Cluster 2 - Interest (Item 1, 4, 6, 9, 12, 14, 15). The overall results were

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

positive. Both clusters saw a significant increase in their mean scores from the pre- to the post questionnaire. Thus, psychologically, language games in grammar instruction were beneficial to the learners concerned.

Table 5: Questionnaire Item Clusters

Cluster		N	Mean	SD	t	df	Sig.
1	Pre-questionnaire	40	3.646	0.071			
	Post-questionnaire	40	4.009	0.073			
	Pre- vs. Post-				-3.612	39	0.001<0.05
2	Pre-questionnaire	40	3.860	0.091			
	Post-questionnaire	40	4.110	0.070			
	Pre- vs. Post-				-2.687	39	0.011<0.05

CONCLUSIONS

The present study explored the instructional values of language games in EFL grammar classroom of high school students in a rural area in the Mekong Delta, South of Vietnam. The grammar focus was English conditional type 2 and type 3. After the treatment program, the experimental group outperformed the control group in the achievement test. Even though the test results did not strongly separate the two groups apart, the pre-post questionnaire demonstrated the experimental group's positive attitudes towards the target approach. As a result, while traditional teachers might hold on their position of routine practices in grammar classroom (probably because of much time lost and pains taken for changes if any) disregarding the learners' increasing needs, innovative teachers should go on with voluntary commitments and more investments in language games and other instructional resources for their learners' sustainable refreshments and better gains, both linguistically and psychologically.

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Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

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Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

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Appendix 1:   **ACHIEVEMENT TEST** (Time allotted: 30 minutes)

NAME: .... **CLASS:** ....

Part I: *Circle A, B, C or D to show the underlined option that needs correction.*

1. If this road was widened, cars and lorries can get to our village.
     A   B   C   D

2. We'd had given you a lift if you hadn't had a bike with you.
        A   B   C   D

3. If Mr. Black weren't late every day, he wouldn't have lost his job.
          A   B   C   D

4. If modern technology didn't exist, we will never have these precious pictures.
        A   B   C   D

5. What would you do if you have change to travel in the submarine?
         A   B   C   D

6. If you sold your house, you didn't get much money for it.
         A   B   C   D

7. I had gone to see you if I'd known that you were ill.
     A   B   C   D

8. I wouldn't have read your diary if you didn't hide it in such an obvious place.
   A   B   C   D

9.   Unless he hadn't helped, I wouldn't have been able to move the wardrobe.
        A   B   C   D

10.   If I had had wings now, I wouldn't have to take an airplane to my home.
   A   B   C   D

Part II: *Circle A, B, C or D as the correct answer to each of the following sentences.*

11. If Lien .... a raincoat, she wouldn't have got a cold.
A. wears   **B**. wore   **C**. has worn   **D**. had worn
12. If Tom were late again, he .... his job.
A. loses   **B**. lost   **C**. will lose   **D**. would lose
13. They .... the farm if they .... enough money.
A. had enlarged/would have had   **B**. would enlarge/had had
C. enlarged/would have   **D**. would have enlarged/had had
14. If I didn't want to go to the party, I .... go.
A. don't   **B**. didn't   **C**. won't   **D**. wouldn't
15. The roads would have been flooded .... we had resurfaced and raised them.
A. if   **B**. unless   **C**. when   **D**. so
16. We .... to the beach yesterday if the sun had been shining.
A. will go   **B**. would go   **C**. would have gone   **D**. had gone
17. Tam .... more if he .... more time now.
A. will read/had   **B**. would read/has   **C**. read/had   **D**. would read/had
18. We would go skiing if it .... this winter.
A. snows   **B**. snowed   **C**. will snow   **D**. is snowing
19. I am sure that Nam would go to the cinema with you.............
A. if you ask him   **B**. if you asked him   **C**. if you will ask him   **D**. if you would ask him

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

20. If the weather .... nice yesterday, we .... swimming.

A. were/go   **B**. is/will go   **C**. were/would go   **D**. had been/would have gone

Part III: *Rearrange the given words to make complete sentences.*

Example: *If / address / I / knew / her / would / a/ letter / send / her / I*
      → *If I knew her address, I would send her a letter.*

21. if / harder / would / exam / they / the / pass / studied / they
   →……………………………………………………………………..
22. we / gone / have / time / had / if / we / by / car/ would / saved
   →……………………………………………………………………..
23. were / die / would / we / if / there / soon / sunshine / no
   →……………………………………………………………………..
24. sick / ice-cream / if / be / much / you / ate / you / would / too
   →……………………………………………………………………..
25. if / a / got / she / cold / worn / raincoat / had / Lan / wouldn't / a / have
   →……………………………………………………………………..

Part IV: *Finish each of the following sentences in such a way that it means exactly the same as the sentence printed before it.*

Example*:   I didn't do my homework, so I got bad marks yesterday.*

      If ……………………………………………………………………
      →*If I had done my homework, I wouldn't have got bad marks yesterday.*

26. Peter could not go out for lunch because his car was broken.
→**Unless** …………………………………………………………..
27. You didn't do as I told you, that is why you didn't succeed.
→**If** ………………………………………………………………….
28. I don't give her a ring because I don't know her telephone number.
→**If** ………………………………………………………………….
29. I was tired because I stayed up late last night.
→**Unless** ………………………………………………………….
30. I didn't go to bed early, so I'm tired now.
→**If** ………………………………………………………………….

-------THE END-------

Appendix 2:   **QUESTIONNAIRE**

Dear Students,

I am conducting a research on the use of language games in grammar teaching. I would be grateful if you could spare some of your time to answer the following questions by putting a cross (X) on the option applied to your case for each of the items below. Thanks for your collaborations.

A. PERSONAL INFORMATION

NAME: ………… GENDER: Male: ☐   Female: ☐
CLASS: ………….. AGE: …………….

B. YOUR VIEWS ON THE USE OF LANGUAGE GAMES
(1)=Strongly disagree, (2)=Disagree, (3)=Not sure, (4)=Agree, (5)=Strongly agree.

Items	(1)	(2)	(3)	(4)	(5)

Incorporating Language Games into EFL Grammar Classroom
At Vietnamese High School by Do Minh Hung

1. I am most interested in using language games in grammar learning.				
2. I find that language games are highly motivating, which gives me more opportunity to express my opinions and feelings.				
3. When the teacher uses language games teaching grammar, I find that I can communicate well because he/she concentrates on communication rather than on correctness of language use.				
4. I consider that I become more diligent when learning grammar through language game use.				
5. Language games can improve my achievement in learning, including my test scores, knowledge of language use or language skills.				
6. I find that the use of language games in learning grammar intrigues my curiosity and interest in learning.				
7. Learning grammar with language game use offers me the chance to use language in real situations.				
8. I find that I take an active role in my learning process through language game use.				
9. With the use of language games, I find that I learn grammar without realizing that I am learning.				
10. Language games develop my social skills in co-operating with others as well as build up team spirit.				
11. Using language games in learning grammar helps create my class an exciting atmosphere.				
12. I prefer learning English grammar with language games to learning it in a traditional way.				
13. I find that I comprehend and remember the grammar points longer when they are illustrated with language games.				
14. When participating in language games, I feel that time passes enjoyably.				
15. I would like to spend more time learning grammar with the use of language games.				

Appendix 3:   **One Sample Lesson Plan**
Week 1: CONDITIONAL SENTENCE TYPE 2

Textbook: TIENG ANH 10 (English 10)
Time allotted: 90 minutes
Aim*:* By the end of the lesson, Ss will be able to recall and use conditional sentence type 2 appropriately.
Teaching aids: Video clips, worksheets, blackboard

Stages	Activities

1.Warm-up 10 minutes	- Show the video- clip about "the dog's moving" story in an earthquake in Japan.
	 - Ask students some questions:
	  1. *How do you feel after watching this video-clip*?
	  2. *If you were the little girl in the video-clip, what would you do*?
	  Expected answers:
	   1. *If I were the girl in the video-clip, I would write an announcement to find the dog*.
	   2. *If I wrote an announcement, I would find it*.
	 - Lead in the lesson of revision.
	 - Write the model:
	 Modelling

Incorporating Language Games into EFL Grammar Classroom
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2.Review 10 minutes	1. If I were the little girl in the video-clip, I would write an announcement to find the dog. 2. If I wrote an announcement, I would find it. - Review the form: 1. *How many clauses are there in each sentence*? 2. In *If clause*, is the verb in present tense or past tense? 3. In *Main clause*, what form is the verb in? - Write on board: Form: <u>If clause</u> <u>Main clause</u> past tense would / could / might… + V1 -Review the meaning and the use: 1. *What do the sentences mean in Vietnamese*? 2. "If I were the little girl in the video-clip" and "If I wrote an announcement" are possible situations? 3. *When do we use the structure*? -Write on board: <u>Use</u>: to talk about an impossible situation (or an unreal situation) in the present or in the future.

3.Practice
Game 1:
35 minutes
	GAME 1: CONSEQUENCE CHAINS
	 - Get students to work in groups of 4 or 5.
	 - Check their numbers in the groups.
	 - Explain the rule and give a model.
	+ Say a conditional clause, for example, "What would happen if you went to University now?"
	+ Get number 1 in a particular group to complete the rest of the sentence
	  (e.g. *If I went to University, I would become a teacher*.)
	+ Ask number 2 in that group to say the consequence of that action
	  (e.g. *If I became a teacher, I would teach children in remote areas*.)
	+ Ask the rest of the numbers to continue with the same way.
	+ Ask students to go around the circle twice if possible.
	 - Write conditional clauses on board and get students to play the game.
	 - Observe the class and give help if necessary**.**

Game 2: 35 minutes	**GAME 2: BINGO** **-** Before class, make one copy of the worksheet for each student. **-** Ask students to imagine that they are going on a one-year trip around the world and ask them about how they spend their last day at home. - Explain the rule of the game. + Ask students to complete the second conditional sentences in the column marked "you". + When they have done this, ask them to focus on the column marked 'questions'. + Explain that they are going to use these questions to interview a partner about how they would spend their last day at home. + Ask students to interview their classmates about their last day at home. When their friends have the same answer, ask them to put their name in the last column. If the first student who finishes the last column with 10 names, he/she will shout "bingo". This person will be the winner. *Worksheet:* You're going away on a one-year trip around the world.

How would you spend your last day at home? You If I had one last day at home, …	**Questions** If you had one last day at home, …	**Partner's Name:**
I'd eat _____ I'd drink _____ I'd go	_____? _____? _____?	_____ _____ _____

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	I'd play _____	_____?	_____
	I'd visit _____	_____?	_____
	I'd watch_____	_____?	_____
	I'd have_____	_____?	_____
	I'd meet_____	_____?	_____
	I'd phone_____	_____?	_____
	I'd invite_____	_____?	_____
	- Observe the class and offer help if necessary.- Declare the winner.		
	* **Homework**: - Prepare for the next lesson.		