An Evaluation of using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University

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Abstract. English is taught as a compulsory subject from primary schools to universities in Vietnam. When learning English, students need to learn grammar. Grammar, as an integral part of a language, plays a crucial role in the language learning process. Without some knowledge of grammar, it would be impossible to have language comprehension as well as language production. The lack of grammar knowledge affects all the four language skills. That's why grammar learning is an important and indispensable part of any language learning process. Actually, there are a considerable number of studies examining how to use games in teaching grammar in many contexts. However, a few articles address how effective games are in grammar instruction. Therefore, the current paper aims to fill the gap by analyzing the application of games in teaching grammar for English majored freshmen at Dong Nai Technology University. A mixture of both quantitative and qualitative methods was applied in the paper. The finding indicates both advantages and disadvantages as teaching grammar through games for teachers and students. Therefore, game application is advised to be adopted by English teachers. It also proves students' attitude positively toward grammar lessons.

Keywords: teaching English; English grammar; games application

1. Introduction

In recent years, English has been considered as one of the most popular languages. It is now the key factor of globalization- of political views, international business as well as education (Johnson, 2009). Thanks to the development of economic with oversea investment and tourism more and more people spend time and money taking English classes at schools or private centers with the hope that they can better their communication in English so that they are able to study abroad, and look for good jobs with high income. Realizing how important English is in education, Ministry of Education and Training in Vietnam has many policies to develop both teachers and students'

English proficiency. For instance, the project of improving teachers' English proficiency following The Common European Framework of Reference (CEFR) standard by the end of the year 2020 has been carried out recently to provide further training for those who are not qualified enough. Furthermore, students in Dong Nai province have opportunities to study with foreign teachers especially Filipino teachers.

Teaching English has some improvement recently in the light of student-centered approach in which "students are involved in the learning process and become committed to improving their English" and "in a student-centered classroom, students get more 'talking time'" stated by Jones (2007, p. 40); however, teaching and learning English at Dong Nai Technology University has not developed students' communicative abilities, motivation, and activeness. Although there is a considerable studying time, many Vietnamese students are not able to communicate in English fluently and confidently. According to Nguyen (2008, p. 265) "numerous learners in Vietnam have degrees of competence level or advanced level; however they cannot produce correct and meaningful utterance or sentences". In fact, in most public and private schools in Vietnam, teachers who are in charge of giving instructions are the center of the classroom, while students are interested in taking notes rather than speaking up their ideas and taking part in the lessons. Pradeep (2013) also states that grammar is a very important part that cannot be neglected in teaching and studying English. Students are able to speak English more correctly if they are proficient in grammar. However, Denham (1992) highlights the fact that teachers instruct most of their lessons through Grammar Translation Method approach (GTM) which is known as teacher-centered instead of giving students chances to communicate in English. This suggests that it's high time for teachers to teach grammar in variety ways to allow students to accurately and clearly express their ideas in English. Thus, it is necessary to carry out this study to make practical benefits for students by applying games, and offer observations or evidence proving whether games are helpful to the English language learning of English majors in Vietnamese universities.

From the reasons mentioned above, the topic of using games to teach grammar for freshmen at Dong Nai Technology University is clarified so that relevant games will be used in order to help all students practice English more naturally and accurately and help them know the way to use exactly grammar rules. Furthermore, games also better students' grammar acquisition as well as motivate them to study English. Consequently, lecturers can design lessons, gain experience and make more contribution to teach grammar better. Moreover, students' attitudes are addressed toward the application of games and activities in classroom. In fact, it is also an evaluation of the effectiveness of teacher's pedagogy. The study firstly introduces the rationale and theoretical perspectives. Secondly, it has a clear and straightforward description of the classroom research. Thirdly, it clearly describes the use of different methods and different data sets in the study. Fourthly, it presents the findings and discussion of this study. Finally, it summarizes what the evaluation has found.

2. Literature review

2.1. Rationale

Games have been applied broadly in instructing English, especially in teaching grammar. When conducting grammar lessons, teachers utilize games or game-like activities to develop students' motivation and make the learners relaxed and eager to take part in the lessons. The advantages of games in teaching grammar have been demonstrated in several previous studies. Furthermore, there are many articles which supply adequate games and activities that can be taken into consideration when instructing grammar. This research will continue studying about four innovatory reasons of using games in teaching grammar.

First of all, games provide good opportunities for students to use target language in real life contexts. According to Yolageldili & Arikan (2011, p. 220) students are engaged to the learning environment of target language when participating in games. The students tend to use various language sources to complete the given tasks, for instance, solving a problem. Moreover, games are often designed within certain real life situations. It is true that when teachers hold whatever games with clear objectives, students are able to get many advantages. First-year students are not confident enough to communicate or express ideas in English. They are accustomed to do exercises and take note when teachers are giving instructions. Therefore, using games is a good solution to provide students real life contexts in which they have to interact with others in English.

In addition to the practice of English, using games helps students practice and review on language use. Wang (2010, p.130) specifies that communicative activities used as games construct context in which learners are involved in practicing the target language for sharing information, negotiating meaning as well as contacting with others in meaningful context . By this way, teachers can use games to engage students in implementing the target language within all skills like speaking, reading, listening and writing. Games can be easily applied whenever necessary and appropriate, for example games can be used for warming up, instructing new structures or revising previous language points, and even using as follow-up activities to end a lesson. This implement supports students a lot in learning like memorizing new words, or practicing new grammar structures effectively in class.

Thirdly, games create a supportive learning environment with fun, enjoyment and excitement. According to Wang (2010, p.131) teachers encourage learners to contact in target language rather than fix up errors in game situations. This could help students learn language more naturally and practically because games can reduce the fear of making mistakes. In contrast, many students feel bored and uncomfortable with tradition teaching approach. Inside non-stressful learning environment, students are optimistic and confident to work with others to learn new language freely. As a result, students will be more active to involve in the lessons

Finally, games or game-like activities build up interpersonal relations among students. According to Lee (1995, p. 1), games promote more interaction and group work not only among students, but also between the teacher and students. As a matter of fact, most classes are often divided into small groups or

pairs when teachers conduct whatever games. In this way, students have many chances to communicate with others naturally in order to finish the games. Hence, students' social and emotional development may be encouraged in the light of such positive collaboration and companionship.

2.2. Theoretical perspectives

2.2.1. The position of grammar in instructing and learning English

Harmer (1987, p.12) points out "Without some understanding of Grammar, students would not be able to do anything more than utter separate items of language for separate functions. The expression of functional language is only possible through the use of the Grammar of the language"

Firstly, instructing grammar helps learners know in which way the language works. In addition to mastering vocabulary, students are required learn grammar to understand how words are combined together in a sentence so that they can understand the correct meaning. In fact, lacking grammar knowledge, it is easy for students to get stuck with complicated sentences. Therefore, if grammar is taught within communicative and meaningful contexts, it will promote students' communicative goals and sufficient accuracy and fluency in language use.

Secondly, Larsen and Freeman (1986, p.13) also reinforce how important grammar is in English teaching and learning. They affirm that grammar can be considered as a skill rather than a language area. Obviously, learners store knowledge language and its usage. Thus, they need to be provided opportunities of real life situations to practice their grammar knowledge. It is true to say that grammar is considered the fifth skill apart from four basic skills speaking, listening, reading, and writing. Grammar need to be taught when the students acquire a new language so that they can use the grammar item in writing, listening, and speaking as well. Therefore, grammar is regarded as a concrete foundation for mastering other skills.

In general, it is important to have a good knowledge of grammar because it is hard to develop language skills without some knowledge of grammar. Teacher should help students to acquire grammar knowledge through meaningful contexts.

2.2.2. Benefits of games in teaching grammar

Normally, when studying at high school; students just sat on the desk, wrote, corrected, and rewrote sentences in order to learn proper grammar structure and usage in most grammar lessons. Though, many teachers still convey grammar lessons by this way, there is an effort in instructing grammar through games. Some research proves excellent value of games or game-like activities when teaching grammar. "Games and problem-solving activities... have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities" said Saricoban and Metin (2000). Obviously, students are more eager and motivated to join games than they are with doing numerous exercises. The authors also state that students not only enhance knowledge but also apply in their learning when studying with relevant grammar games.

Additionally, Ersoz (2000) illustrates that challenging and amusing games are highly motivating. When teachers announced that it was time for games, students were very excited. In fact, teachers can use games to create motivation and enjoyment through competition or to make bonding among students in class. According to Saricoban and Metin (2000) "the use of such activities both increases the cooperation and competition in the classroom." Games also allow meaningful use of the target language in a real life context.

Generally speaking, using games is needed for promoting students' motivation and improving their comprehension of the lesson. "It has been indicated that language learning performed in a 'playful' atmosphere resulted into a) stimulating student's motivation, b) making students feel confident and c) creating their positive attitudes to foreign language learning" stated Griva, Semoglou and Geladari (2010, p. 3704). Teachers, however, have to be careful in using games. According to Khan (1996), "Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or program and how, more specifically, different games will benefit students in different ways". Therefore, successful games must be well- designed, well-organized, clear, and funny.

3. The study

3.1. Description of the context

This study takes place at Dong Nai Technology University which is located in Bien Hoa City. There are twenty five students in each grammar class. The students attend grammar class twice a week. The tests almost pay much attention to the acquisition of form or structure and the aim is to verify the apprehension of the learners in grammar.

Nonetheless, a lot of students do not have clear awareness of the importance of studying English; therefore they think it is not as stimulating as others subjects. In addition, they have been studying English for seven years so far, but, their English proficiency is quite inadequate.

The working environment supports continuously teachers' teaching process. Students are nice, easy to motivate and reflective. Moreover, great support from all colleagues in sharing teaching experiences is notable. However, the budget is restricted so it influences materials and the freshness of materials.

All of these pros and cons above are just the observations during the time working here. Nevertheless, when this research is applied, it also has other possible benefits and drawbacks. With the hope to help student better their grammar knowledge, games and games-like activities are applied in teaching grammar for the first year English majored students. This work plans to access the impact of games on learners' communicative skills, their grammar acquisition and students' attitude toward games by examining the answers of the two research questions below:

1. How can games help students acquire grammar?

2. What are the learners' attitudes to the games?

3.2. Evaluation methods

3.2.1. Participant and materials

In this study, 25 freshmen who have been studying English for seven years at class 16DTA3 were selected. The course book Grammar Practice for Intermediate Students (Walker & Elsworth, 2000) was used. Besides, those students learned with various activities or games related to a certain grammar lesson. Actually, games and other activities were chosen from the books Games for Grammar Practice (Zaorob & Chin, 2001) and Grammar-Focused Interactive ESL/EFL Activities and Games (Kealey & Inness, 2008).

3.2.2. Methodology and methods

In this study, quantitative and qualitative methods were exploited. Definitely, these methods are different significantly. However, there is a tendency for researchers to practice more than one research method in a paper. According to Hinchey (2008), it is possible for researchers to apply three methods in each study which is named triangulation so that researchers can avoid ambiguity in their study. Moreover, Garbarino & Holland (2009) point out that the connection of both qualitative and quantitative research methods can help researchers have accurate prediction as well as appropriate ideas classification. The following data collection methods were used in this paper and all data for analysis come from 25 freshmen in class 16DTA3 at Dong Nai Technology University.

Questionnaire (see Appendix 1)

In this study, questionnaire which consists of 5 closed questions was designed and delivered to all students. This questionnaire had the partakers respond to each items in a five point Likert scale which descend the meaning respectively from strongly agree, agree, neutral, disagree to strongly disagree. This model is helpful to figure out students' reaction, attitude, and opinion toward the grammar games applied during 6 weeks. All of the questions were explained very clearly so that students could understand all items clearly. In the last week, the questionnaires were completed by 25 students. After that, all data was synthesized and analyzed. Questionnaire was very useful collection tool because researchers could reach many participants in a short time and it didn't cost much. However, when using this method some students weren't willing to complete the questionnaire. So they just did it without any care. Consequently, the result somewhat wasn't very consistent.

Observation (see Appendix 2)

Observation was another method used in this study. It was made in week 3and in week 5. Two teachers from the faculty of foreign languages were invited to observe and record the teaching as well. The observers used an available observation form (appendix 2). Actually, four different lessons were observed (2 lessons with grammar games, 2 lessons without grammar games). Thanks to the data collected from this method, the effectiveness of games was shown by monitoring their communicative competence, practice, and cooperative learning. One significant benefit of using observation in this case was that it provided a direct access to the problem with the collected information from the observation forms. Nonetheless, it still had unexpected shortcoming due to observers' bias.

In some cases, observers somehow didn't want to record what really happened in class but what they wanted to see.

Semi-structured interview (see Appendix 3)

In additional to questionnaire and observation, the interview was conducted at the 6th week. Six students were chosen randomly to answer several pre-set questions. All questions were in Vietnamese so that all students could best express their ideas (appendix 3). Each interview lasted 15 minutes and all interviews were recorded with the aim to explore students' attitude to games. All the data showed how enjoyable students were with the games and how well students were involved in the lessons. The information was used to reinforce one of the aspects of research questions mentioned above. Like using questionnaire, applying interview also had certain drawback. Some students followed the crowd. They didn't express their own feeling because they probably thought that their answers could affect their marks in class.

3.2.3. Ethical consideration

Ethical issues are considered as a very important part in any research. First of all, a formal meeting was held to inform clearly the purpose of this research to all participants. Meanwhile, all the participants completed consent form to make sure that they took part in this research without any force. In this way, the collected data was valid and reliable. At the same time, it is necessary to ask for the permission of the Vice Dean of Faculty of Foreign Languages so that this study could be handled freely. Additionally, all students were told about how the paper was implemented, and in what way the result could support their further learning. Next, participants' confidentiality was guaranteed so that the respondents felt comfortable and confident when joining the study. This means their private information was kept in secret, and the findings were just used for the aims of this paper. Besides, the environment was also important to make the participants relax because Garbarino & Holland (2009, p. 20) stated that respect, principles, and justice were the core of each research. The researcher had to not only respect participants' feedbacks, opinion, and feelings, but also be interested in listening to respondents' answers without any critiques. Moreover, the research data must be reported and analyzed truthfully due to the fact that it was considered unethical if the data were presented differently for research's purposes. Thus, the continuous section will clarify how the data were analyzed in this research.

3.2.4. Data analysis

All the data was described and analyzed so that the reader knew what, where, when and in which way something occurred. With the collected data from questionnaire, Microsoft Excel 2010 program was used to insert and analyze the data. Firstly, all the data were inputted so that this software calculated the answers of the respondents. Then, the result was shown by percentages, pie charts, bar graphs, tables and so forth. After analysis stage, participants' attitude toward grammar lessons was figured out.

Moreover, with the information from observation, the contraries between what actually happened and what other people said were explored. At first, the video record was opened to revise what had been taught and analyzed the findings.

Then, via competitive relationships as well as opportunities to speak English in class, the results could be evaluated. From the above comparison and evaluation, it is easy to find out whether it was relevant or not when applying games in teaching grammar. At the same time, teachers could make some changes to improve students' communicative competence.

Besides, the collected data from interview were useful in finding out how strongly participants agree with using games in teaching grammar. The answers were took notes and taped. Transcribing and arranging these responses into the same groups of theme for analyzing was the most important stage.

4. Finding

4.1. Findings of questionnaire

From the answers of students through questionnaire, most of the students (76%) strongly agree that grammar plays a vital role when learning English while 16% of the students disagree with this idea. They might think that they can speak fluently without mastering the grammar structure. 8% of the students think it is neutral. To sum up, students realize how essential grammar is in English learning process. However, the problem is that students cannot use it in their utterance exactly and naturally.
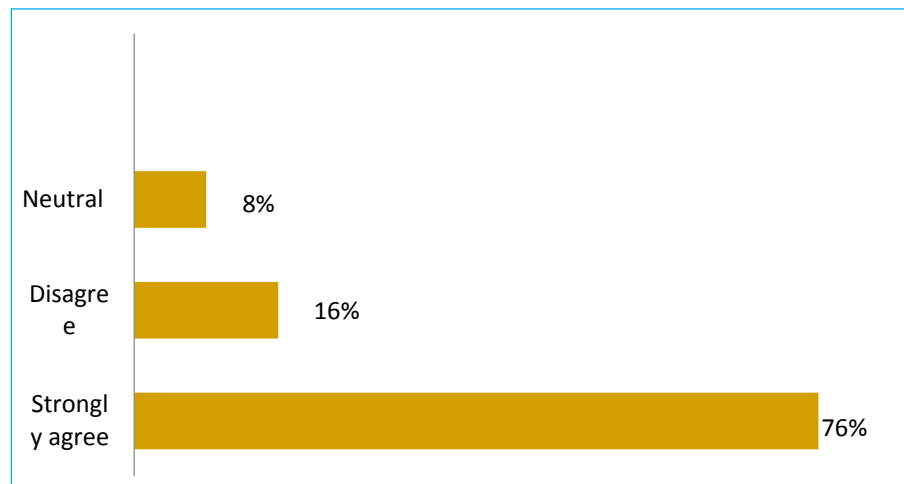

Chart 1: Students' ideas of the importance of grammar

Additionally, students can use English in real contexts by studying through games, but it does not at the same rate. In fact, 16% of participants strongly agree that there are more chances for them to use the grammar point in real life situations while 36% of the students agree that they are able to apply the grammar structure directly when they take part in the games. 28% cannot use the learnt grammar structures in their speaking and the number of students answer neutral is 20%. This means that most of students recognize the purpose of using games is not only for creating excitement but also for providing students opportunity to speak out in class. The data are shown as following
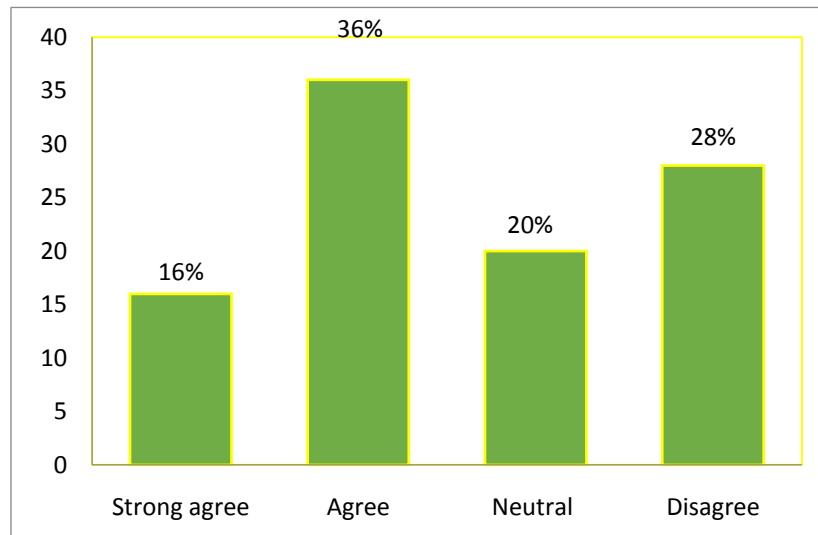
Chart 2: Students' opinion of using English in real contexts

After grammar lessons, 44% students agree they can understand and practice lessons in class better through games, while 40% of the students answer neutral. Only 16% cannot understand right away and need time to revise. These figures confirm that the understanding of students is rather low and they do not involve much in learning new grammar structures.
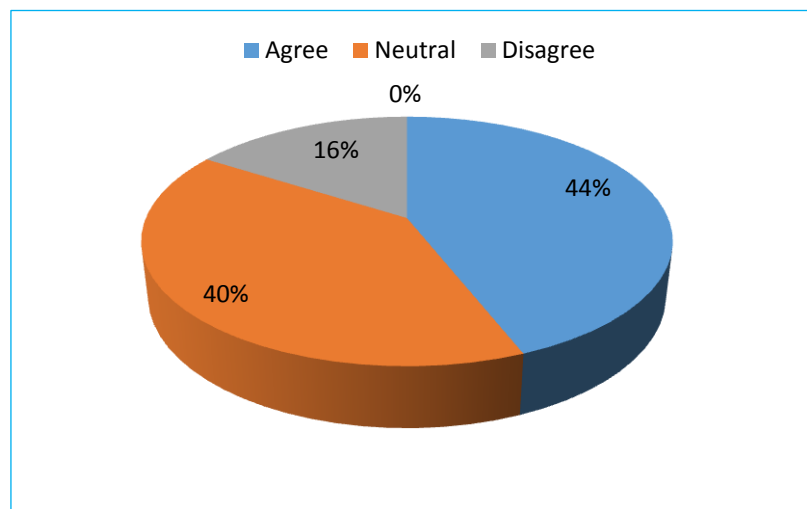

Chart 3: Students' understanding of the lesson

Furthermore, 64% of the students strongly agree that teacher's teaching method is effective and useful, 24% of the students agree with the idea and only 12% of the students disagree. This indicates that most students like their teacher's new way of applying games in teaching grammar. As a result, they can better their learning.
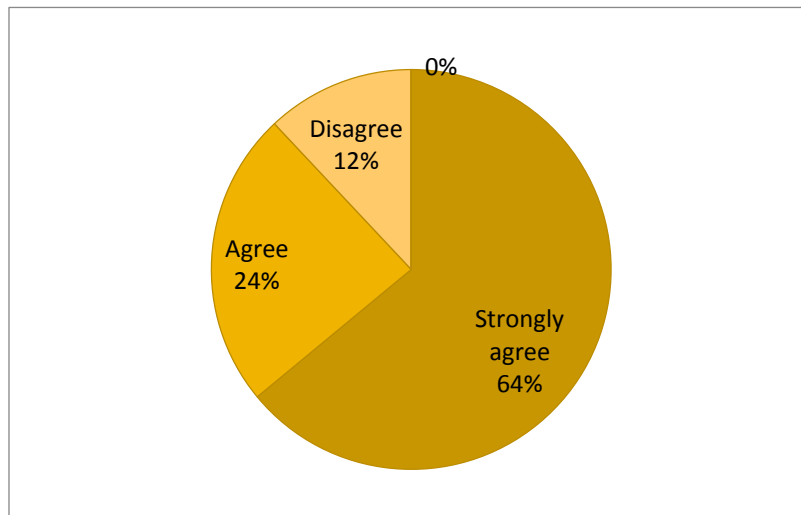
Chart 4: Students' attitude to teaching method

Besides, the frequency of interaction among students through games is highlighted. 28% of the students strongly agree that they use more English in their communication with their classmates than learning grammar without games. 56% of the students agree they are able to interact with other students. 12% of students say it is neutral and 4% of students disagree with this idea. The data are interpreted as following

Table 1: Students' interaction in grammar lessons

Strongly agree	28%
Agree	56%
Neutral	12%
Disagree	4%

In short, the above findings show that using games in teaching grammar can create strong motivation for students to practice English as well as provide real life situations so that students are able to apply what they studied to interact between students- teacher and students -students in class.

4.2. Findings of observation

Lessons with grammar games:

Two grammar points in the course book were chosen and taught in 40 minutes:

- Comparative of adjectives (page 8)

- Conditional sentence type 1 (page 54)

The lessons with grammar games were conveyed as following

Lesson 1 (Game 1, about 10 minutes): comparative of adjectives

Teacher prepares several pictures and put them in a box. Then, my class is divided into 4 groups (five members in each group). Each group takes turn to choose a picture inside the box. In 1 minute that group has to make two sentences using comparative of adjective (for example: the red car bigger than the green car and the red car is more expensive than the green car). However the students are required to speak out and write down their answers). Which group finishes first will get 1 point. Teacher gives comment and the winners will receive a small presents.

Lesson 2 (Game 2, about 8 minutes) Introducing conditional sentence type 1

Teacher show one sentence on the board (for example: If I am free, I will go to the movie theatre). After that I have the students work in groups of five. The students are asked to elicit the tense and verb form in two clauses. Then, they try to clarify the meaning as well as the usage of this type of conditional sentence. Each group has 3 minute to prepare and then presents in front of class. Which group has correct answers will win and get a gift. Teacher gives feedback, explanation and asks students to draw out the form.

When watching the recordings which are recorded by observers, it showed that students cooperate well and communicate with others frequently in order to contribute ideas, discuss the answers, and make possible sentences. Also, during the grammar game, the students attempt to complete the task as fast as they can. These groups often compete to win the game. They sometimes give their answers before teacher's signals. From the information of observation form, the interaction among students and competition is about 75% – 85 %. Hence, students' speaking time is increased (about 70% - 79%). Obviously, most of the students are very active from the beginning until the ends. They raise hands to answer and other students clap hands to encourage. They can create meaningful sentences using new grammar point. In addition, classroom environment is lively and funny. It seems that 8 to 10 minutes is not enough for playing the games. When time is up, some students even do not want to stop.

Lessons without grammar games

To begin the lesson, teacher invites 2 students to go to the board to check old lesson. Then, two lessons are taught similarly by applying communicative approach. The procedure follows present- practice- produce technique (PPP). Firstly, teacher presents the meaning and structures of new grammar points by setting situation. Secondly, the students practice the new grammar structures by doing exercises in pairs or small groups without any games. Finally, it is time for students to practice freely, and finish some more tasks: gap-fill, word/ sentence transformation…

When comparing these lessons with those using games, students have less chance to communicate and exchange ideas with others: about 45% – 55% for students spent too much time to do exercises. Moreover, here the atmosphere is quiet and sometimes nervous but not funny and exciting. From the observation, students are tired at the end of the lesson. In fact, competition rate is about 40 – 50% because do not compete to answer teacher's questions.

Furthermore, students' motivation is identified through the atmosphere inside classroom and students' English speaking time. Needless to say, two lessons using games create active and lively learning environment and students have more chances to speak English than the ones without games.

Table 2: Comparison of students' motivation through lessons

Motivation	Lessons with games	Lessons without games
Students' English speaking time	70 – 79 %	45 – 55 %
Competitive atmosphere	75 – 85 %	40 – 50 %

To sum up, findings of observation show that games seem to be relevant for students thanks to the extreme students' English speaking time as well as the collaborative learning. As a result, students can be successful in applying what they studied to real contexts.

4.3. Findings of semi-structured interview

Via the information collected from the interview, students' motivation is clarified through their feedback as well as suggestion in grammar lessons and emotion to those games used in class. After the interviews with six students, the results are illustrated very clearly.

Nearly 83.3% of students say that" I feel really exciting when studying with games". Many students (66.7%) eagerly take part in more games and attempt to win these games. Through the mentioned percentages, students enjoy the non-stressful atmosphere, high motivation, as well as positive competition inside the classroom which is created by games. In fact, the students try to win because they receive the small gifts once they are winners. Sometimes, it is a lovely pencil, a small notebook or even lollipop or candy but these presents stimulate students to win the games. Indeed, 83.3% of the student answer "I can understand the games instructed by the teacher" 16.7% of the students sometimes cannot catch on the rules of the games so they do not know how to play. "I do not know how to play at first, so it is better to observe my classmate" say one student. Most of the students (66.7%) say that they are able to use new structures into the games immediately, 25% of the students sometimes have difficulties to do so, and 8.3% cannot apply. Despite the fact that games bring many benefits, students have unavoidable problems when they join the games. For more details, students' difficulties with grammar games are clarified in the below chart:
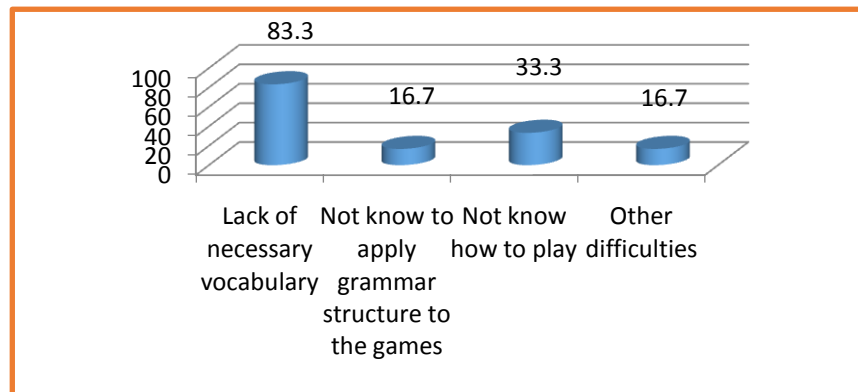
Chart 5: Students' difficulties in playing grammar games

Students' studying method is a vital part to determine to what extend students can master teachers' lectures and apply new grammar knowledge in speaking. From the collected data, about two third of the students often take part in the games positively and half of the students (50%) answer that they have more opportunities to speak out what teacher instruct when they play the games while 16.7% students share their ideas. As a matter of fact, 83.3% of students are used to taking note and write down teacher's explanations. We can see that students are still influenced by Grammar Translation Method (GTM), and they become passive in learning process. Students' activities are shown in the following table.

Activities	%
- Positively join the games teachers ask	66.7
- Take note and write down the lesson	83.3
- Speak out using new structures	50
- Contribute ideas eagerly	16.7

In general, games or game like activities encourage most of the students positively to involve in grammar lessons which can be seen through their motivation when playing games. Students feel confident and they are able to communicate better at the end comparing to those who are in non-experimental class. Although GTM still affect the way students learn English, a good sign is that after the games students express their enjoyment as well as they think that grammar games are beneficial for applying grammar features in their communication.

5. Discussion

The goal of this study is to investigate two research questions: 1) How can games help students learn grammar? And 2) What are the learners' attitudes to the games in classroom?. The following pages will discuss more about how the findings are combined together to address the mentioned research questions

The information from both questionnaire and observation illustrates that using games help create enjoyment, motivation and reduce stress in learning grammar. Also, collected data from interviews indicate that 84% of the students have positive attitude to English grammar games, just four students (16%) have difficulties when playing the games for the first time. On the other hand, all students (100%) answered that those games was exciting. More importantly, the answers from the interviews reveal that the students knew how to use vocabulary in appropriate situations. The analysis of the data collected from observation, questionnaire, and interview can be combined to answer the research questions as games can better learners' grammar acquisition.

Lastly, the experiment also expresses participants' attitudes. The questionnaire reveals that most students are pleased about games and activities that teacher applied in teaching grammar. However, if teachers abuse games in teaching, students might lose their interest. Therefore, it is believed that the combination of Grammar games with some popular approaches like grammar translation method (GTM), communicative language teaching (CLT), or task- based language teaching (TBLT) and so forth could create more benefits for learners than using each approach separately. Actually, those activities support learners to use English in real situations and to make them energetic in learning, while other approaches can help students to comprehend the contents. Thus, this combination is thought as a good solution.

During six weeks of implementing the research, there are many difficulties when using games in teaching grammar. Firstly, 83.3% of the students are not confident enough to participate in the games as they lack necessary vocabulary. Secondly, some students cannot understand the rules of the games or even how to play it correctly. Thirdly, some find it is difficult to practice new structure in their communication with their classmates because they are not familiar with the structure yet. Finally, good students often dominate those who are shy to win the games.

In order to overcome the problems above, the following part will recommend useful tips to successfully apply games in class,
- Organize the class, focus on learners' age, level, and interest
- Change activities if the class is getting disorderly and noisy
- Choose activities appeal with all types of learning styles and vary the things you want your learners to do.
- Establish a routine and set up schedule for certain type of activities in class
- Make sure all rules are clear and understandable, and all learners have to respect and follow the rules

Overall, applying games can be benefits for both teachers and students. However, bear in mind to keep students involved and be sure that

those games truly focus on the skill and make students become engaged and interested in learning grammar.

6. Conclusion

This paper clarified the strong points of using games for first year students at Dong Nai Technology University. The results from this evaluation expressed the positive influences of games on students' oral skill in relaxed surroundings. Three kinds of datasets consisting of questionnaire, observation, and interview gave researcher evidence-based judgments to the innovation. They have promoted the trend of adopting games in teaching grammar for students at all ages from young learners to adults in any levels. Vitally important, pertinent games and activities should be examined to identify the most relevant ones for studying grammar. The upcoming study of using games in teaching grammar could be continuously investigated in different areas of Vietnam. Therefore, the collected information is more valid and reliable.

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Appendix 1: Students' Questionnaire

*(Strongly agree =**SA**, agree= **A**, neutral= **N**, disagree= **DA**, and strongly disagree= **SD**)*

No.	Questions	SA	A	N	DA	SD
1	Grammar is very important in learning English					
2	By studying grammar through games, you have more chances to use English in real context					
3	Via games you are able to understand and practice grammar lessons better.					
4	Teacher's teaching method is effective.					
5	You have more opportunities to interact with your classmates through games					

Appendix 2: Observation Form

Observation Proforma		
Lesson taken by : _____	Lesson observed by : _____	Date: _____

Goal:

Focus:

What will I be looking for?	Observations - What did I see /hear /find?

Classroom organisation
Student engagement
Classroom management
Explicit teaching
 	
Teacher/ student interactions
   High level questioning
   Feedback
   Support and praise
   Student questioning	

Other observations, comments, suggestions:

Appendix 3: Interview Questions

1. Do you enjoy the games instructed by teacher? Why/ Why not?

2. Are you able to use new grammar point when joining the games?

3. What are some obstacles as you participate in the games?

4. Do you have more opportunities to communicate using new structures in class?

5. What do you often do in grammar lessons?