

Improving the Students' Grammar Through Innovative Grammar Games: Play Way Method

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Abstract

Teaching grammar has been regarded as crucial to the ability to use language. For this reason, the teacher has used innovative games method for teaching grammar. I have developed this procedure, which incorporates the notions of practice and consciousness-raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar.

This procedure has been derived from my great interest in innovative grammar teaching and my teaching experience in grammar. The proposed steps are expected to be an alternative pathway for English teachers to teach grammar, particularly teaching synonym, prepositions, homophones, pronouns at not only primary levels but also at secondary level, as student of secondary section too have visited the exhibition and show keen interest in playing the games.

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be

severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used.

In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

Further, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988; Widodo, 2004).

In reading, grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. In the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of grammar, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed.

In other words, Doff (2000) says that by learning grammar students can express meanings in the form of phrases, clauses and sentences.

Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and grammar to establish communicative tasks.

In the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages.

For example, according to Larsen-Freeman (2000) and Richards and Rodgers (2002), in such a method learners are required to learn about grammar rules and grammar of the target language.

In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. Many teachers think that teaching grammar separately is not favorable to learners since learners only learn the way language is constructed, and very often when they are given grammatical rules, the learners work well on such cases. However, when they write or speak, the learners make grammatical mistakes or even unnecessary ones.

Helping learners apply grammatical rules into communicative tasks (for example, writing and speaking) is very challenging. Therefore, teachers, especially in the context of EFL, could benefit from learning some alternative teaching approaches

for teaching grammar so that they can integrate grammar or structure into other language skills in such a way that the goal of learning language is ultimately achieved.

Therefore, in this innovative project, I would like to propose method of teaching grammar through games or can say **PLAY WAY METHOD** for teaching grammar that I have developed. This procedure incorporates the notions of practice and consciousness-raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar. These concepts will be reviewed before the description of the teaching procedure.



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Approval

This project has been approved by the Principal madam Mrs. Vinita Sharma of kendriya vidyalaya No-1,Shahibaug .

Signature of principal-

CHAPTER I INTRODUCTION

A. Background of the study

English is one of the languages in the world used by many people in a lot of countries. It is also recognized as the main language for communication with other people from different countries and cultures. Due to the importance of English as an international language, many people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others especially coming from abroad.

In order to support the mastery of English skills as mentioned above, it is essential to learn grammar. Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns.

But the method by which knowledge of grammar is imparted to the students makes it dull and non interesting. Rote learning of rules of grammar makes students shrink from learning it.

Sometimes concept understanding part is skipped and only answers are dictated to the students. Taking into consideration the importance of learning grammar the teacher has developed this play way method in which grammar games exhibition was organized by students under guidance of the teacher.

In reality, many people who learn English especially for the beginner's level are often faced with the problem of grammar mastery. They cannot just comprehend and master it well. It is proved from the pre-research observation done by the observer to the fourth grade students in k.v.no-1,Shahibaug (Ahmedabad Region), where the teacher is an English teacher there. Based on the pre- research observation, the teacher found that children as the learners face many obstacles in mastering grammar skills. After actively taking a part in the instructional process for several times, some problems come up dealing with grammar mastery. The indicators are: (1) they have limited number of vocabularies, (2) it is hard for them to memorize the rules of grammar (3) their scores of English tests are low. By considering the problems as mentioned above, the teacher conducted more observation to the students in the class to get more information. By doing so, the teacher found some factors causing those problems.

They are:

1. The teacher's 4 way of teaching the material is conventional. Students are just asked to read, repeat and write all the times. It can also be said that teacher's teaching technique is less varied
2. The students assume that English is a difficult subject as its foreign . It makes their motivation be low and
3. They are bored with monotonous class' atmosphere.
4. The teacher only focuses on the writing skill. The students are asked to remember grammar rules write the sentences mentioned by the teacher
5. The students have no more chance to grasp the meaning or less challenge in finding the meaning of use of grammar.

From all the explanation above, it can be concluded that the teacher applies a less varied teaching technique in transferring materials. It affects on the students' motivation in learning English. As a result, they are bored with the monotonous class. Therefore, the researcher proposes a technique to solve the problems called play way method.

It is not easy to teach English grammar to the primary school students. The English words have to be introduced clearly to the students, so that they can comprehend them easily without mistakes. Teacher should teach and explain them clearly to the students to make them understand. Play way method was used as a tool for research as a teacher-led instructional procedure in that students are provided with specific instruction to prepare grammar games under guidance of the teacher.

Based on the background above, the researcher intends to conduct an action research entitled Improving the Students' Grammar Mastery through play way method(exhibiton) (A Classroom Action Research on the class –IVA of Kendriya Vidyalaya No-1,Shahibaug, Ahmedabad Region in the Academic Year of 2016-2017).



Problem Statement

From the observation above the researcher formulate the problems of this research as follows:

1. Can grammar games (play way method) improve the grammar mastery in all three forms as- being acquaint homophones, can they easily find synonyms, can they use pronouns properly by class IVA students of kendriya vidyalaya No-1,Shahibaug (Ahmedabad Region) through direct instructional method?
2. What happens during the implementation of organizing exhibition technique in teaching grammar?

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Objective of the study

The objectives of the study were-

1. Students should be able to use homophones and its meanings.
2. Students should be able to understand the correct use of pronoun.
3. Students should be able to make meaningful sentences using the prepositions.
4. Students will be able identify noun and pronouns.
5. Students should be able to use synonyms words.
6. Students should be able to make proper sentences using correct tenses.

Benefit of the Study

It is hoped that this study will give advantages to:

1. The Students –

For the students, hopefully, it will equip students with grammar skills. Therefore, they will have more understanding about it. They know the importance of grammar and its use in English learning. Moreover, they can identify and anticipate their difficulties of grammar learning.

2. The Teacher-

For the teachers, it gives some information about the technique of teaching grammar and students' difficulties in learning. These enable them to understand the core of teaching English grammar, know factors that cause the difficulties in learning grammar, and determine appropriate steps to overcome the problems. It may further help them in making their lesson more interesting and motivating from students point of view.

3. sThe parents-

It will serve as birds eye view for parents and will help them in focusing their children’s attention not towards reading lesson but also understanding meaning of homophones which comes in the lesson.

1. School-

It will provide school more competent students, well verse and having good hold on English grammar, as no one can beat their grammar skills.

2. Community-

It will help community as with good grammar skills student can be a good anchor, poet, writer , teacher and a leader. One who can lead the world with his correct grammar. As grammar is a glue which can hold stories,ideas and content together.

3. Researcher Himself-

It will provide sense of pride to the researcher as it has provided a society students having word power, enriched with new creativity of making sentences.

CHAPTER II THEORETICAL REVIEW

a. grammar mastery

1. Definition of grammar-

The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

The sets of rules that explains how words are used in a language



Innovation is not
the result of
chance, it's the
result of action.

It's NOT a thing to
wait for. It's a thing
to do.

phil mckinney



The Importance of Grammar

Grammar is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of grammar tricks. Grammar is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) 11 states that grammar is central to language and critical importance to the typical language learner. McCharty (1990: Viii) states that the importance of grammar in language learning is as follows: “no matter how successfully sounds of L2 are mastered, without correct grammar its difficult to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation. Wilkins (1982: 111) says that without grammar very little can be conveyed; without grammar nothing can be conveyed. It has to be realized that the student’s ability to read, to write, to listen, and to speak is conditioned by their grammar. In reading ability, grammar helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, grammar facilitates the learners to explain their ideas orally. In addition, Coady and Huckin (1997: 5) argue that grammar is central and critical importance to typical language learner. It makes grammar becomes the basic element to master the four language skills, namely listening, speaking, reading and writing. Without having adequate grammar, a language learner will not be able to master the language skills. The meaning shows that grammar mastery has important roles in communication.

Teaching and learning grammar.

A. PRACTICE AND CONSCIOUSNESS-RAISING

For most teachers of English, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication both written and spoken (Ellis, 2002).

For this reason, the two terms practice and consciousness-raising are important to define in this paper since they play an important play in successful grammar teaching, especially in the case of EFL.

Practice

To begin with, it is claimed that practice is one of the keys to learning incorporated into a methodology with the following features:

1. a specific grammatical feature is isolated for focused attention; the learners are required to produce sentences or statements comprising the targeted feature;
2. the learners will be provided with opportunities for repetition of the targeted feature;
3. there is expectation that the learners will perform the grammatical feature correctly.
4. The learners receive feedback (immediate or delayed) on whether their performance of the grammatical structure is correct or incorrect (Ellis, 2002; Richards, 2002).

It is generally accepted that practice can facilitate accuracy and fluency. In this regard, accuracy focuses on correct use of language (for example, rules of language).

This can be achieved through controlled and semi-controlled activities or practice of grammar, for example. In fluency, after learners master the rules of language, they are required to apply the rules of language in the form of spoken or written language. A number of linguists recommend that at this stage errors or mistakes be tolerated since making mistakes or errors is not disgraceful, but natural and

common practice. During fluency-oriented activities, a teacher is required to help learners to self-notice or selfcorrect.

It is important to keep in mind that both accuracy and fluency are interdependent.



Consciousness-raising

Ellis (2002) defines consciousness-raising as an attempt to equip learners with an understanding of a specific grammatical feature, to develop declarative (describing a rule of grammar and applying it in pattern practice drills) rather than procedural (applying a rule of grammar in communication) knowledge of it. Richards, Platt, and Platt (1992) define consciousness-raising as follows:

It is an approach to the teaching of grammar in which instruction in grammar (through drills, grammar explanation, and other form-focused activities) is viewed as a way of raising learner's awareness of grammatical features of the language.

This is thought to indirectly facilitate second language acquisition. A consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly .

The main characteristics of consciousness-raising activities proposed by Ellis (2002) involve:

1. There should be an effort to isolate a specific linguistic feature for focused attention;
2. The learners are provided with data which illustrate the targeted feature and an explicit rule description or explanation;
3. The learners are expected to utilize intellectual effort to understand the targeted feature;
4. Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation; and
5. learners are required (though not crucial) to articulate the rule describing the grammatical feature.

In short, in consciousness-raising, learners are required to notice a certain feature of language (that is, sentence patterns), but there is no requirement to produce or communicate the certain sentence patterns taught.

To summarize, practice is directed at the acquisition of implicit knowledge of a grammatical structure.



EXPLICIT AND IMPLICIT KNOWLEDGE

In the case of teaching grammar to EFL learners, a teacher may feel frustrated when learners are taught grammatical items separately. Students may become good at grammar; however, when told to write and speak, they often make grammatical mistakes. This case is very challenging to solve.

When facing this problem, particularly with adult learners, it is useful to be aware that there are two kinds of knowledge necessary to gain proficiency in a second language.

These are known as explicit (conscious learning) and implicit (subconscious acquisition) knowledge (Klein, 1986).

Explicit knowledge

Explicit knowledge is generally accessible through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way. Explicit knowledge is also obtained through the practice of error correction, which is thought to help learners come to the correct mental representation of a rule.

Implicit knowledge

Implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken.

Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language.



Problems in teaching and learning grammar

There are some problems in learning grammar faced by the students.

1 The difficulty of grammar items often depends on how a similar item is in form and meaning to the students' first language.

There are many examples of these: Students gets confused while using tenses as forget and forgot, more over confusion is for some words –d is used to indicated past tense while for others entire word changes . ex- do becomes did

b. Similarity to English words already known

Once the students have some English words that relate to an English word that they are already familiar which is easier than one, which is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

c. Dull classroom teaching-

Many students loose interested in learning grammar as the method used in teaching is very monotonous and dull.

d. Spelling and pronunciation

The spelling of English word can cause problems for students who speak languages with very regular spelling systems. Particular spelling patterns can also cause confusion where the pronunciation concerned. For example: through, though, tough.

e. Multi- word items

A lexical item may consist of more than one word, as in a compound like tennis shoes, or rally car or a phrasal verb such as to put some one up.

f. Too many facts at same time-

students are stuffed with too many facts at the same time.

For ex- preposition of place, time, position are taught at the same time. Use of pronoun is also stuffed to students at same time, which creates lots of confusion as English being second language for students

Technique in teaching grammar

Technique in teaching grammar at primary level-

TWO CORE APPROACHES IN GRAMMAR PRESENTATION

Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive.

Deductive approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule.

TABLE 1. Advantages and disadvantages of the deductive approach to teaching grammar-

ADVANTAGES

1. The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
3. A number of direct practice/application examples are immediately given.
4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.

DISADVANTAGES-

1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
2. Younger learners may not be able to understand the concepts or encounter grammar terminology given.
3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Inductive approach

In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

TABLE 2. Advantages and disadvantages of the inductive approach to teaching grammar.

ADVANTAGES-

1. Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance.
2. Learners' greater degree of cognitive depth is "exploited".
3. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated.
4. The approach involves learners' pattern-recognition and problem solving abilities in which particular learners are interested in this challenge.
5. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

DISADVANTAGES-

1. The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule.
2. The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
3. The approach can place emphasis on teachers in planning a lesson.
4. It encourages the teacher to design data or materials taught carefully and systematically.
5. The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

The Characteristic of the young learner-

A young learner is eager and enthusiastic to learn each and every new thing presented to him, but he should be motivated to do so in an interesting manner. Once the level of curiosity is increased, the learner can give maximum result of satisfaction.

Play way method-

Under this technique, the teacher thought of organizing exhibition of English grammar games. Hearing games and to be organized by students themselves, they all were motivated to learn the concept and to prepare the necessary teaching learning materials.

An exhibition was organized in the assembly ground. Group of 4 students was allotted task of making the necessary TLM.

Tables were arranged, covered with table cloths, tag of game to be played and one student was entrusted the responsibility of explaining the rules of games to other students and visitors.

Schedule of the project-

Entire planning of the exhibition was done during periods in the class. Students were given topics and teacher made them understand the games which they had to develop for the same. Parents were of great help, they rendered their cooperation in developing the grammar games.

Use of ICT , flash cards ,internet and children games was made to make parents and students clear their understanding of developing the games

Game 1-

PREPOSITION

In this Akansha singh and his team was instructed to make a hook board using thermocol or any cardboard sheets, they were instructed to make coloured printed flash cards of pictures showing the preposition as on, in ,behind,upon,into, between. The picture cards should have sating ribbon so that they could be hanged on the respective place on the board. The board was to be covered with brown paper or any coloured paper having tags of preposition written. About 15 preposition picture cards were made and kept in the box for the game.

In one minute children have to look at the picture, guess the preposition and hang it on the right palace on the board.

Classroom trial was taken with many other students of the class and not only did they enjoyed but learned the position of place in play way method and hit and trial method.



Game 2-**Homophones**

Teacher instructed Riddhi chavda and her team to prepare picture card and spelling zig –zag puzzle game for homophones.

The cut out of puzzle shape was given by teacher and parents along with students were instructed to use coloured papers to write spellings, Spellings should be written in bold letters and picture cards should be visible to all. About 120 homophones cards were made including pictures and spellings.

In one minute children were supposed to match 20 homophones words along with their picture cards. Classroom trial was taken and not only the team but entire class mastered and learned 120 homophone words, which was a great achievement.

**Game 3-****Fish the synonym**

In this Priyam kanani and team was asked to make fishes and a fish pond. Word flash card in which words were written and colourful fishes having their synonym were put in the fish ponds. Other students have to pick the word flash card and fish out the synonym words with the help of fishing rope.

30 words along with its 3 synonyms were learnt not only by team but by entire class. During classroom trial, it was fun to see how children were shouting while fishing the right and wrong synonyms.

**Game 4-****Light the opposite**

Wooden board was made having word written on the right side and three other words including its opposite on the left hand side of the board. The word and its opposite were connected with bulbs and battery. When a student pressed the button, light would burn only for the right opposite word.

In classroom trial it was exciting project to see light burn and grin seen on child's face when he gets the correct opposite lighted.

Game 5-**Find my home**

Evs as well as English model was made by RAJVI and her team, in which she made a model of forest. All animals were pasted on it and their homes were made by using modeling clay, grass, straws and ice cream sticks. Besides each animal's house, a straw was poked to insert the correct name of animal's homes. It was innovative to see use of straw to poke the right answer flash cards in it.



In one minute students were suppose to read the name of animal and poke the flash triangular card in the straw and mark the name of its home.



Game 6- Magnetic board

Iron sheet was used as a board by Hasrsh Mahori and his team. Magnetic buttons were pasted behind the flash cards. On the board were pasted animals pictures and flash cards had sounds of animals. Children were suppose to put sounds to the right picture.

The model is so innovative as its using magnet,it can be hanged,moved or transported form one class to other without the fear of falling down of the cards. More over children loved to attract the buttons on the board



In classroom trial 15 sec were given to match the sounds of animals and children enjoyed it a lot.

Game 7-

Spin my wheel

Spin wheel was made by Darshan and its team, in which bigger wheel had incomplete sentence, middle wheel was/were/is/are/am written and small first wheel had pronouns written on it as I/he/she/they.

In one minute students have to spin the wheel and make correct sentences using pronouns & helping verbs.

Ex- with I always am is used, with they are or were is used.

In classroom trial in 1 minute children made many meaningful sentences and grasped the lesson



Game 8-

Word train

Inspired by my smile tlm, word train was made, in which all 26 alphabets were placed on rope and words were to be made after seeing the picture cards from the box. No alphabet could be lifted by needs to be pushed in train form to form a word. It was an innovative way of learning spellings.

In one minute, alphabet train has to be moved and at least 10 words to be made.

Game 9-

Rhyming cards

Rhyming play cards were made and students have to arrange three rhyming words for the card in one minute.



**Game 10-
Hit my target-**



Arrow has word written on it and target has synonym words written on it, child has to use bow and hit the arrow to its respective synonym.

**Game 11-
tag the picture**



Eight picture cards were made and laminated, which includes flags, personalities, musical instruments. Student will see the picture and tag the card in one minute.

Game 12-

poem basket- Poem strips were cut and put in the basket, child has to read and arrange the strips.



Game 13-

Scramble-

Student made word using letters and Solved cross word puzzle.



Game 14-



Innovative snakes and ladder, mapping india and picture story stalls were there, which were enjoyed by parents and students both.

Instructional goal and learning outcome-

Goal was to enrich students with grammar skill, prepositions, pronoun, homophones & to give them power of rich vocabulary. An exhibition was a grand success. It was graced by the presence of not only H.M madam but senior most PGT (chem.) Diwakar madam and almost all parents of class IVA and senior school students.

Learning outcome is 100%. As children not only learned grammar skill but learned to present it, they learned team work, cooperation, patience and more over speaking skills.

It developed their confidence and gave chance to each and every child to present their exhibit in assembly in front of large audience.

Media used in direct instruction-

Maximum use of projectors and ppt, you tube videos was done to show and give idea to make models and exhibits for the exhibition. Classroom trial videos were and shown on projector to enhance their performance.

Chapter –iii

Research finding and discussion

a.Pre-research-

Teacher before taking this innovative project, came to know that children were not comfortable with grammar skills. They rote memorized the sentences and were not clear with the concepts . Even use of is and was in sentence was not clear to students. This initiated an idea to the teacher to take up this innovative project of enriching the grammar skills in play way method by organizing exhibition for the students and by the students.

b.research finding-

After the successful completion of the exhibition, teacher is satisfied as to know that children not only have developed the confidence but also have enriched their grammar skills to larger extent. Complement from the parents boosted the confidence of the teacher. Not only class IVA students but all their friends have learned the basics of preposition, homophones and synonyms.

CHAPTER V

conclusion

Having conducted this innovative exhibition at school level not only helped me in enhancing children's grammar skills but it helped in improving their understanding level while reading lessons. They showed

tremendous interest in looking for new word in dictionary. They not only mastered the skill of using dictionary but helped in developing liking for English.

My class stands confident now while pronouncing the word and presenting it in the assembly.

The ultimate goal of teaching grammar is to provide the students with knowledge of the way language is constructed so that when they listen, speak, read and write, they have no trouble applying the language that they are learning. Language teachers are, therefore, challenged to use creative and innovative attempts to teach grammar so that such a goal can successfully be achieved. In other words, whatever exercises are given, the most crucial thing is that the teacher provide the students with an opportunity to be able to produce the grammatical item making use of syntactically and semantically correct examples of sentences comprised of appropriate and relevant grammar. I believe that the PLAY WAY METHOD would serve as an important tool for teaching grammar and making it interesting and motivational.

B. Implication

The learnt grammar skill would then used by student in creative writing and conversational skills. Children were able to frame various sentences according to their level for same word.

They were able to comprehend the synonym of the words and were able to locate prepositions form the sentences.

C. Suggestion

In the end of this innovative practice, the writer would like to give suggestions related to this research which will hopefully be useful for other English teachers at primary level

1. Teacher should pick easy & familiar way of teaching grammar to child's knowledge in the initial stage. As here in this innovative practice teacher started with simple concepts of prepositions , homophones and opposites .
2. It becomes the important point as the key of success for the students in learning.
3. The teacher should make a supporting classroom atmosphere as interesting as possible. It means that they can enjoy and relax in learning English without feeling reluctant to be involved into the lesson conducted.
4. Teacher should pair children in a group as bloomer, average bright and intelligent child.
5. Blommer should be given opportunity by just introducing the games which will help in boosting his confidence level.
6. At initial level let them present it in Hindi, so that children becomes familiar with rules of games in classroom trial. Then child should be motivated to use English on the day of exhibition.

Certificate

This is certify that the thesis entitled “Innovation in teaching and learning grammar through “ PLAY WAY METHOD” EXHIBITION activity conducted on 4 grade students at Kendirya Vidyalaya No-1,Shahibaug is submitted as record of original research work done by Mrs. Rashmi Jain Bayati, M.Sc (Maths),B.Ed working as PRT in the same school for the year 2015-16.

Signature of the Principal

Signature of the Investigator

DECLARATION

I, Mrs. Rashmi Jain Bayati, hereby declare that the work entitled “Innovation in teaching and learning grammar through PALY WAY METHOD CUM EXHIBITION activity at the primary level in the school Kendriya Vidyalaya N0-1,Shahibaug is a record of original research work done by me during the period 2016-2017.

Date:

Place:

Signature of the Investigator

INAUGURATION OF THE GRAMMAR GAMES EXHIBITON IN ASSEMBLY GROUND K.V NO-1, SHAHIBAUG. AHMEDBAD



EXHIBITION ATTENDED BY VISITORS,PARENTS AND SENIOR SECONDARY STUDENTS

Senior most pgt Mrs Sunita Diwakar of the vidyalaya visited the exhibition



CLASSROOM TRAIL



CLASSROOM TRAIL



CLASSROOM TRAIL



CLASSROOM TRAIL



EXHIBITION





Innovation is not the result of chance, it's the result of action.

It's NOT a thing to wait for. It's a thing to do.

phil mckinney





EXHIBITION

HARDWORK

LEADS TO SUCCESS

EXHIBITION



DATA REPRESENTATION OF PREPOSITION BEFORE EXHIBITIONS

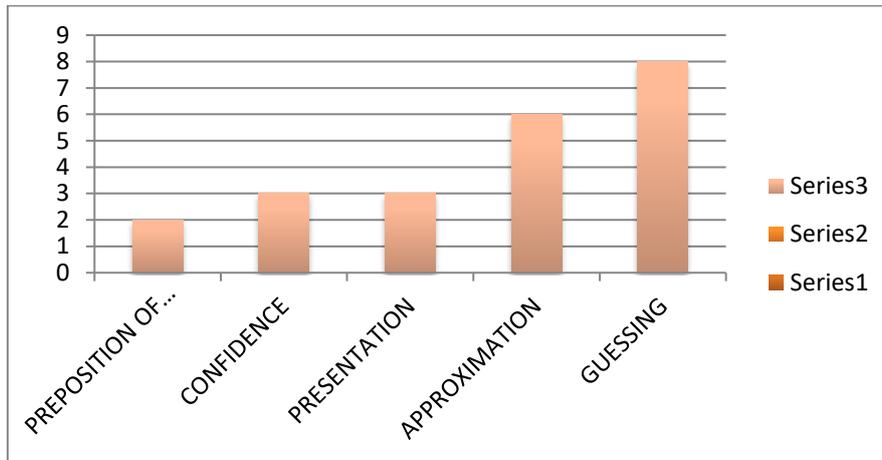


Figure 1

DATA REPRESENTATION AFTER EXHIBITION

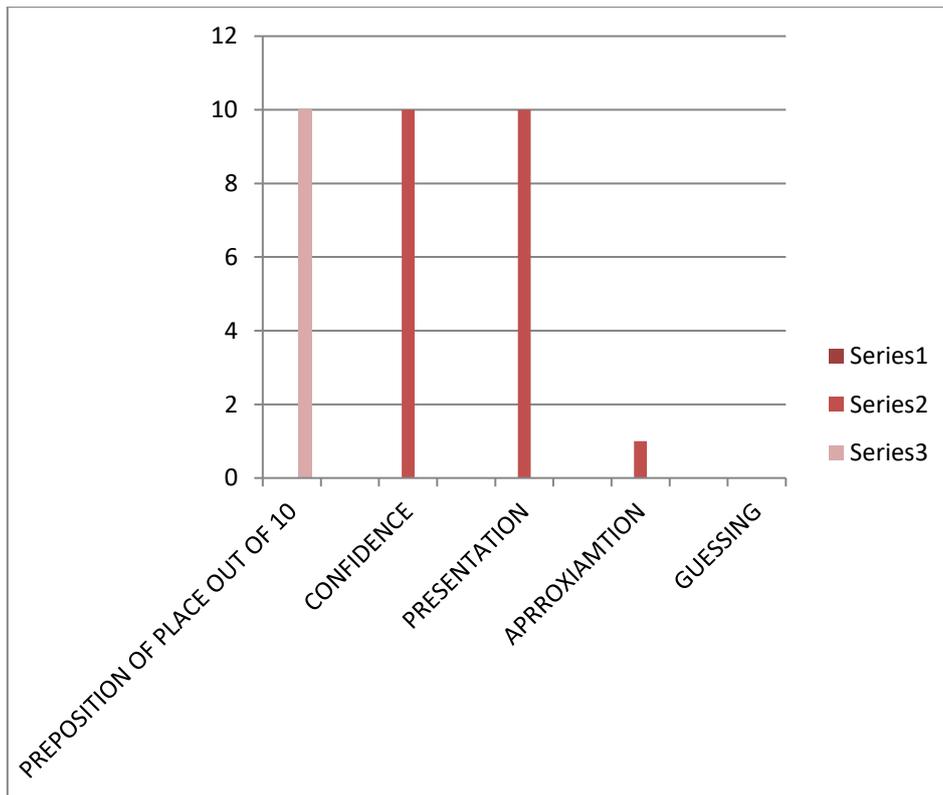
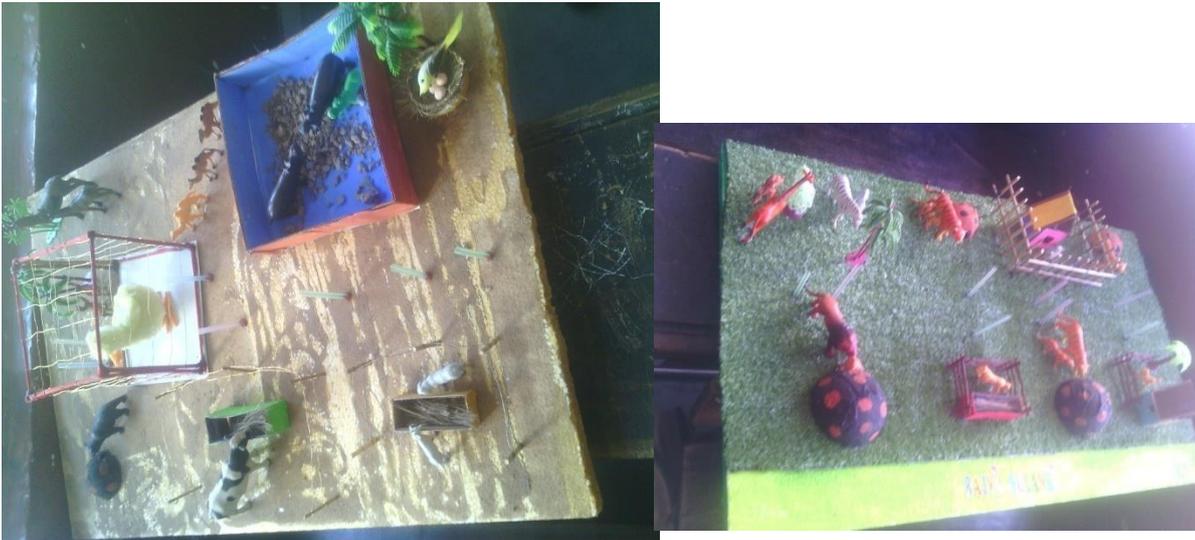


Figure 2

Busy in explaining the word train game





Trial show in the classroom

Read the card and poke it in the right straw to show homes of the animals



Magnetic board trail to attract the right sound of animals in the classroom by other students

Hang the correct preposition picture card on the hook of the stand



Light up the correct opposite word by pressing the button below the right word.



Come lets fish the synonym from the fish pond



Lets spin the wheel to make sentence using proper pronouns,to know that I comes with am- I AM, she comes with girl, he comes with boy,Are comes with they.....



Classroom trail of puzzling out HOMOPHONE from the maze



From the model, say out a loud all the preposition by framing sentences-classroom trial





Actual display-An exhibiton in the assembly ground





Actual display-An exhibiton in the assembly ground



EXHIBITION







Let's play snakes and ladder to solve grammar puzzle



Let's assemble picture puzzle to make a story

