

English Grammar Learning Through Playful Activities: Suggestions for Primary School EAL Classrooms

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ABSTRACT

This article aims to propose a series of activities, integrating games and playful activities, as a teaching strategy for English grammar instruction in government-funded primary schools in Santarém, in the state of Pará, Brazil. These activities draw inspiration from Keith Folse's work titled *Keys to Teaching Grammar to English Language Learners: A Practical Handbook*, which offers important guidance for designing effective grammar exercises. James Hoffman's research map (I-Chart) was adopted to summarise information from the materials used in the preparation of this article. Seven activities have been adapted from Folse's book, with the anticipation that their implementation will contribute to enhancing pupils' understanding of English language structures, while fostering increased motivation and active classroom engagement. Furthermore, it is hoped that English as an additional language teacher, upon reading this text, will feel inspired to teach the language through playful activities.

Keywords: Teaching and learning, English grammar, Engaging activities, Classroom engagement, primary school pupils.

INTRODUCTION

Grammar serves as the foundation for studying the phonetic-phonological, morphological, syntactic, and semantic dimensions of language (Bascón & Calle, 2011). Over the years, theoretical trends have continuously influenced the conception of grammar teaching in the classroom, driven by new studies and perspectives on language learning strategies.

Within the theoretical field of teaching English grammar as an additional language (EAL), two dimensions significantly impact discussions on how to approach grammar in primary and secondary school classrooms. One perspective views language as a system of structures crucial for constructing sentences following standardised patterns, necessitating strict adherence to grammatical rules. The other perspective posits that language is a tool created through communication between speakers, continuously evolving with linguistic transformations (Bascón & Calle, 2011; Lima, 2019).

Lima (2019) points out that learners of English often find normative grammar tiresome due to the burden of memorising numerous rules to maintain a standardised grammatical structure. Consequently, perceptions of EAL teaching strategies in primary and secondary school classrooms frequently associate grammar instruction with technical rules, calling for exploration of different grammar teaching strategies to avoid overwhelming pupils with linguistic technicalities.

In English, as in other languages, specific word sequences compose sentences. However, not every word sequence forms a grammatically correct sentence according to syntactic criteria, leading to unstructured sentences that may hinder understanding and require strategies to clarify sentence meaning (Bascón & Calle, 2011).

Certain linguists studying the teaching of grammar in additional languages believe that the normative approach can hinder language learning development. They argue that the use of technical terms and rules to describe a language makes grammar teaching monotonous and robotic, potentially impeding natural communication attempts by learners (Lima, 2019).

It is essential to acknowledge that normative grammar remains fundamental to grammatical education. Nevertheless, teachers and researchers must explore alternative strategies to make the use of normative grammar in the classroom less technical and mechanical, fostering interactive strategies that keep pupils interested and achieve better outcomes in the discipline.

In some of the EAL classrooms that the authors have observed (one as an intern and the other as an invited observer), grammar teaching often involves constructing written sentences on a board, focusing on verbs conjugated in different tenses, prepositions, articles, and other word classes. However, little attention is given to incorporating grammar alongside the vocabulary already studied in the classroom and developing pupils' writing proficiency without relying solely on translation or normative grammar.

Assuming that positive results can be achieved through grammar teaching in terms of learning an additional language, this article suggests incorporating playful activities and games, ultimately aimed at improving the English proficiency of primary school pupils in government-funded schools in Santarém, state of Pará, in Brazil. These activities are based on alternative grammar teaching strategies proposed by Folse (2009), who discusses grammar instruction based on basic level grammatical errors made by EAL learners and offers suggestions to English teachers on teaching techniques.

In the following sections, we will present the alternative strategies to teaching English grammar as discussed by Folse (2009) and provide suggestions for playful activities and games aligned with his discussions.

ON FOLSE'S WORK

Textbooks for English language learners typically present content in a chronological order rather than based on learning levels. Consequently, learners often encounter difficulties with sentence structuring, especially with complex aspect/tense combinations such as the present perfect tense and the past perfect tense. Considering that the present perfect tense encompasses multiple distinct meanings, involving past actions with present consequences,

and the past perfect tense is used to reference actions that occurred before other past events, the structure of these verb tenses, using 'have + past participle' for present perfect and 'had + past participle' for past perfect, further complicates matters (Folse, 2009, p. 119-126). Additionally, it is common to observe direct approaches to grammar teaching in EAL classrooms lacking warm-up sessions or linking content to pupils' realities before starting the lesson. This lack of preparation can lead to tedious and less effective teaching experiences.

In his work, Folse (2009) offers suggestions to EAL teachers through 15 key points (Table 1) to help their pupils overcome challenges related to understanding and using English language structures. The author primarily focuses on the potential grammatical errors frequently made by EAL learners in the classroom. His proposal involves a contextualised approach to grammar teaching, which appears suitable for addressing learners' recurring doubts and even assisting English teachers.

Table 1: Fundamental grammatical issues for teaching grammar to EAL learners.

Key Point Number	Grammatical Issue
Key Point 1	Verb to be
Key Point 2	Verb tenses to express the present
Key Point 3	Verb tenses to express the past
Key Point 4	Verb tenses to express the future
Key Point 5	Countable and uncountable nouns
Key Point 6	Prepositions
Key Point 7	Articles
Key Point 8	Pronunciation of -s and -ed suffixes
Key Point 9	Complete and reduced adjective clauses
Key Point 10	Infinitive and gerund forms
Key Point 11	Phrasal verbs
Key Point 12	Modal verbs
Key Point 13	Words
Key Point 14	Passive voice
Key Point 15	Conditional clauses (If Clauses) and wish

Source: Folse (2009, p. 89-252).

Each of these key points is discussed in four parts, as shown in Table 2.

Table 2: Guide for discussing grammatical issues.

Part	Information included
Part A	Five examples of typical errors made by EAL learners involving the key point.
Part B	Detailed grammatical explanations using charts and examples.
Part C	Brief highlight of how this grammatical point is approached in other languages (The author presents explanations involving Arabic, Chinese, French, Japanese, Korean, Russian, and Spanish.)
Part D	Some ideas on how to teach the grammatical point.

Source: Folse (2009, p. 89).

One frequent error, for example, is the omission of the subject in sentences created by EAL learners, as demonstrated in example (1), shared by Folse (2009, p. 90).

(1) 'Mrs. Williams is a good store manager. *Is my friend.'

Folse (2009, p. 91) suggests a contrastive explanation in example (2):

(2) 'Do not forget to include the subject.

wrong: My brother's name is Kirk. Is 47 years old.

Correct: My brother's name is Kirk. He is 47 years old.'

With examples like this and guided by the Table 2 framework, Folse (2009) thoroughly details other possible errors related to other grammatical classes, punctuation, and other grammatical issues frequently found in sentences produced by EAL learners. According to the author, this strategy effectively stimulates study and improves retention of the grammar content taught in the classroom. Regarding teaching grammar points, Folse (2009) suggests introducing each point in conjunction with elements from the learners' surroundings. However, this integration is not a novelty. As early as the first quarter of the 20th century, Dewey (1998) advocated capitalising on learners' physical and social contexts when teaching new content in the classroom.

Nevertheless, Folse's (2009) contribution is significant not only for the discussion involving the 15 key points for exploring English grammar in EAL classrooms, informed by the synthesised guide in Table 2, but also for the 25 techniques he provides for presenting, explaining, practising, and evaluating grammar activities along with some warnings directed at EAL teachers.

From Folse's (2009) perspective, a firm grasp of English grammar is essential for EAL teachers to assist their pupils in their learning needs concerning the structure of the language. He acknowledges, however, that no teacher can be fully prepared to address every doubt that arises during classes. Furthermore, the author emphasises that teachers must possess an extensive repertoire of grammar teaching techniques, allowing them to diversify options for cultivating pupils' interest in language learning.

Moreover, Folse (2009) argues that the experience and ongoing training of EAL teachers are also crucial for improving the quality of their classes. Teachers need to seek linguistic knowledge and resources to promote grammar learning effectively in their classrooms. Additionally, it is essential for EAL teachers to stay updated with technological advances in methodological platforms, games, and activities that interest their pupils.

METHODOLOGY

In the interest of economy, we will only share seven out of the 25 presentation, explanation, practice, and evaluation techniques of grammar activities suggested by Folse (2009) in the following section. The selection of these techniques was also influenced by their ease of adaptation to those which the authors are already familiar with. To describe the activities, we followed the investigation map (I-Chart) proposed by Hoffman (1992), as illustrated in Table 3.

Table 3: Investigation Map.

Topic	Guiding Questions	Other Facts	New Questions
Previous Knowledge			
Source			
Summary			

Source: Adapted from Hoffman (1992).

Hoffman's (1992) primary goal is to promote critical thinking among pupils; however, the proposed map can also be adapted for systematic research question exploration. In the investigation that led to this article, the review of the material that we studied was guided by specific questions and summaries of prior knowledge. For instance, when reviewing Folse's (2009) work, three key questions directed the process: (1) How does the author approach grammar teaching for EAL learners? (2) What are the underlying arguments presented by the author? (3) What grammar teaching strategies or techniques does the author share? The answers to these questions, along with categorised information and other factors, played a fundamental role in constructing the second and fourth sections of this article, which were based on the summary from the map (Table 3).

The authors' classroom experiences were pivotal in establishing the previous knowledge necessary for completing the map shown in Table 3. It was assumed that playful activities and games are well-suited for making classes on topics considered tedious, such as grammar, enjoyable and engaging.

Engaging Playful Activities: Games and Playful Activities for the English as an Additional Language Classroom

Folse (2009) presents a comprehensive list of 25 teaching techniques that English teachers can adopt or adapt based on their classroom context and pupils' difficulty levels. In this article, we will focus on seven techniques, specifically numbers 4, 8, 10, 12, 15, 19, and 22, which have been thoughtfully adapted to address the challenges faced by teachers and pupils in government-funded schools, including overcrowded classrooms, disinterested pupils, and instances of violent behaviour (Hitotuzi, 2020; Souza et al., 2020, cited in Baia & Hitotuzi, in press).

Considering the issue of overcrowded classrooms, the activities are primarily designed for group work, and we have also incorporated the use of technological resources to encourage pupils' engagement with the target language during the execution of certain activities. To maintain clarity, each of the seven proposed activities will be presented in separate subsections.

Simon Says: 'Teaching Technique 4-Use a Rapid Language Drill for Practice, Assessment, or Both' (Folse, 2009, p. 290)

Comprehending the use of grammar structures poses a fundamental challenge for learners of an additional language, as highlighted by Folse (2009) while explaining Technique 4. The author underscores the distinction between recognising a grammatical rule and being proficient in its correct application. Building upon this premise, Folse (2009) proposes exercises that he deems effective in practising learned vocabulary and internalising the use of grammar structures. These exercises can be conducted in pairs or larger groups for enhanced learning outcomes.

Teacher: yesterday
 Class: since yesterday
 Teacher: since yesterday
 Teacher: six weeks
 Class: for six weeks
 Teacher: for six weeks

Figure 1: Contrastive use of *since* and *for*

Source: Folse (2009, p. 291)

Folse (2009, p. 291) illustrates the technique based on his experience as an EAL teacher, where he observed many learners struggling with the use of 'since' and 'for.' To address this, the author proposes a short-duration exercise involving these two words, wherein the teacher says a word, and pupils must immediately construct a simple sentence using either since or for. If the construction is correct, the teacher confirms it by repeating the sentence; if not, the teacher repeats the same word, and the process continues with another word (Figure 1). The objective of this activity is to enhance pupils' understanding of the proper usage of these two words in a simple yet dynamic manner. It represents a strategy to help pupils appropriate the grammar of the target language through a more elaborate process, which Ellis (2003) refers to as a consciousness-raising task.

An alternative to the format presented in Figure 1 is to have a given pupil create the sentence and involve the entire class in nominating another pupil if the first one cannot formulate the sentence correctly, as illustrated in Figure 2. This fosters active participation and engagement among pupils in the learning process.

Teacher: Monday . . . Susan
 Susan: (silence)
 Teacher: Martha
 Martha: since Monday
 Class: Susan
 Susan: since Monday
 Teacher: Good . . . three days . . . Jose
 Jose: for three days

Figure 2: Contrastive use of *since* and *for* (alternative format)

Source: Folse (2009, p. 291)

To emphasise, this technique serves as a motivational tool for sentence construction, specifically focusing on challenging grammatical elements for pupils, with the aim of placing them as active participants rather than passive observers. An effective way to achieve this is by associating the technique with the game *Simon Says*. Traditionally used for action verbs, the game is led by a leader or master (usually, but not necessarily, the teacher), while other participants must follow the given commands. For instance, the teacher may say: *Simon says, touch your classmate's head*, and the pupils execute the command accordingly.

Adapting the Simon Says game to implement Folse's Technique 4 involves working in pairs or larger groups. In this scenario, the teacher acts as the master, providing a word to the pupils,

who must then form a simple sentence using it. Depending on the class's level of engagement, the teacher may introduce more complex words, making the activity increasingly challenging and rewarding for the pupils.

To foster autonomy among the pupils, the teacher can initially demonstrate the game and later divide the class into groups for interactive rounds. Each group selects a master for each round, to whom the teacher provides a sheet of paper containing the game's instructions (e.g., words for usage commands – including verb tenses or other relevant details). Encouraging autonomy not only enables pupils to take more initiative but also promotes increased interaction and reduces anxiety levels, as pupils feel more comfortable learning from each other and turning their mistakes into a learning tool, an aspect supported by Krashen (2002) as vital for effective learning.

Unscramble Sentences by Colours: 'Teaching Technique 8-Simple Exercise may not be so Simple' (Folse, 2009, p. 295)

The title of Technique 8 implies that seemingly straightforward exercises can greatly aid EAL learners in overcoming common errors when using the target language. Figure 3 illustrates one such exercise proposed by Folse (2009) within the context of this technique. The objective of this exercise is to equip learners with the ability to identify and employ comparative and superlative forms accurately.

Directions: Put a check mark (✓) to indicate which of these two forms is possible.			
__A. successfuller	__A. the most bad	__A. the slowliest	__A. more serious
__B. more successful	__B. the worst	__B. the most slowly	__B. seriouser

Figure 3: Exercise on comparative and superlative forms

Source: Folse (2009, p. 295)

To foster an enjoyable and interactive English grammar learning experience for primary school pupils, we propose an adaptation of the Kahoot application, utilising an offline mode and vibrant colours. In this activity, a collection of words is creatively presented on paper, utilising a wide range of colours. The words are arranged in a random order, and the pupil's task is to correctly organise them to form grammatically accurate sentences in English (see Figure 4). This interactive exercise encourages pupils to actively participate while honing their grammar skills in a playful and visually stimulating way.

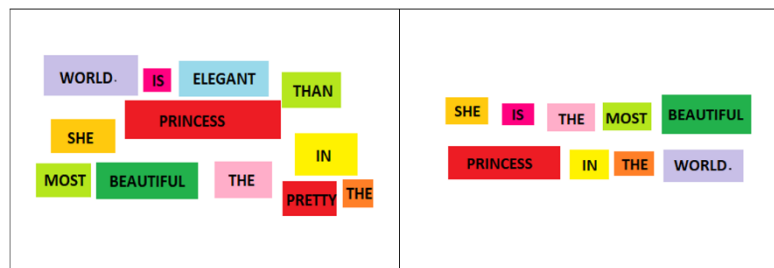


Figure 4: Example of an unscramble sentences by colours activity.

The activity calls for collaborative work. The class should be divided into groups; each group must respond to questions concerning alternatives similar to those presented in Figure 4, focusing on the grammar point being studied, and subsequently arrange the scrambled words according to colours. It is worth mentioning that the rule of not repeating colours demands thoughtful consideration and logical reasoning from the pupils, as they must determine the appropriate sentence structure carefully.

Playful Activities Through Songs Using Lyrics Training: ‘Teaching Technique 10-Use Songs to Practise [...] grammar’ (Folse, 2009, p. 297)

One of the resources for teaching grammar suggested by Folse (2009) is the use of music. According to the author, music in the EAL classroom not only provides moments of relaxation but also functions as an educational tool, allowing pupils to have auditory and visual access to the grammar points being studied. Murphey (1990, cited in Gobbi, 2001) also recognises the value of music in language learning classes. From his perspective, besides providing opportunities for memorisation, music can also be used to enhance pupils’ vocabulary and broaden their cultural horizons. In practical terms, Folse (2009) observes that the tendency for repetition of phrases and verses in most songs already constitutes a form of repetition exercise available to both pupils and teachers. Therefore, to approach grammar study in a more pupil-centred way, as recommended by experts in additional language teaching (Thornbury, 1999; Ellis, 1997; Nunan, 2012), the teacher needs to make some adaptations. For example, instead of highlighting grammar points for the pupils, the teacher can elicit those points from the pupils based on what they have studied.

It is important to note, however, that the teacher must be cautious when choosing songs for use in the classroom. Firstly, it is essential for the teacher to survey the musical interests of the pupils – positive reactions from pupils cannot be expected if their musical preferences are not taken into account. Next, the focus should be on the grammatical and vocabulary content present in the songs – it is of utmost importance that these are appropriate for the pupils’ proficiency level in the target language; otherwise, they may feel demotivated due to linguistic challenges. Lastly, attention must be given to the language employed by the songwriters, especially when the focus is on teaching grammar conforming to the standard norms of the written target language. This consideration is crucial, given the frequent use of expressions regarded as ungrammatical in song lyrics (Murphey, 1990, cited in Gobbi, 2001).

Folse (2009, p. 297) provides four examples of songs aligned with specific grammar points, as shown in Figure 5.

Song and Artist	Grammar Point
"El Condor Pasa" (Simon and Garfunkel)	verbs and modals in <i>if</i> sentences
"Tom's Diner" (Suzanne Vega)	present progressive tense
"In the Ghetto" (Elvis Presley)	simple present tense, 3 rd person -s
"We've Only Just Begun" (Carpenters)	present perfect tense; infinitives and gerunds

Figure 5: Examples of songs aligned with some grammar contents.

Source: Folse (2009, p. 297).

On the internet, there are ample possibilities for identifying and retaining songs in video and audio formats. An up-to-date song database, for example, can be found on the LyricsTraining platform or through the homonymous application (LyricsTraining, 2023). This platform can be used for individual studies or in EAL classes in schools equipped with computer labs and internet access. Even if computers are not available in the school, the platform can still be used if pupils have internet-accessible mobile devices.

Although its primary function is to facilitate auditory comprehension practice, the platform also contributes to reinforcing the understanding of grammar concepts, writing practice, and vocabulary learning and recall. In the form of a game, the user needs to fill in the gaps that appear on the screen as the video is being played. By mediating the structural perception of sentences in this way, the platform has the potential to stimulate users to study or practise the additional language of their interest, with the option to choose the desired level of difficulty (e.g., beginner, intermediate, advanced, or expert), as shown in Figure 6.



Figure 6: Game mode selection page on the LyricsTraining platform.
Source: LyricsTraining (2023).

Learning Grammar Through Charade: ‘Teaching Technique 12-Use Pantomime when it Matches the Grammar Point’ (Folse, 2009, p. 299)

Teaching the present continuous tense to EAL learners is typically challenging due to some verbs that are rarely used in this tense (e.g., believe, feel, forget, like, love, need, possess, prefer, remember, and want), making the formulation of sentences in the present continuous a difficult task for many pupils. As an alternative to address this problem, Folse (2009) suggests the use of charades. By attempting to exemplify verbs like *believe* and *want* through gestures, learners will realise how challenging it is to do so in this manner, which is not the case when exemplifying verbs like *eat* and *run*.

Therefore, capitalising on Folse’s (2009) ideas, a type of activity is suggested, using charades that incorporate interactivity and playfulness with the use of flashcards and organising work in groups. The activity can be performed by two large groups, each responsible for tasks that complement each other: one group creates a list of present tense verbs on flashcards, and the other, based on that list, produces short sentences using the progressive aspect. After completing the tasks, the class can be divided into trios to create a charade selected by drawing lots. The teacher can set a time for each trio to carry out the task for the sake of time management. During the charade presentations, the other pupils try to guess the corresponding sentences and/or verbs acted out. After the activity, each group can express their opinion about the verbs that were difficult to illustrate through charades and whether they can be used in the progressive form.

Verb Circle: 'Teaching Technique 15-Help [English Language Learners] Manage the Daunting Chunks of Grammar Information' (Folse, 2009, p. 301)

The technique presented in this section involves organising verb forms based on recurring characteristics that can be identified in a list containing verbs conjugated in different tenses and aspects. To initiate an activity of this kind, the teacher must bear in mind the caution given by Folse (2009) that a good EAL teacher does not simply hand pupils a list of regular and irregular verbs in the present, past, and future to memorise on their own; instead, a good EAL teacher assists their pupils in discovering ways that facilitate understanding different verb forms without making it a tedious task.

In Technique 15, Folse (2009) demonstrates how to work with a list of regular and irregular verbs in English in three of their respective forms: *present, past, and past participle*. The author's suggestion is to organise verbs based on identifiable patterns such as AAA, ABB, and ABC, which are easily identified in verbs such as *cut* (*cut, cut, cut*); *teach* (*teach, taught, taught*); and *go* (*go, went, gone*), respectively. This strategy aims to ease memorisation, which in a traditional teaching approach would be a mechanical and unpleasant process for pupils. This technique can be performed using the Wordwall application, which allows the creation of various activities that can, for example, help pupils appropriate verb forms interactively and collaboratively.

An activity that can be created with the help of Wordwall is a verb circle. This verb circle aims to work with three verbs in each round of the game. For instance, the teacher creates a pedagogical roulette with regular and irregular verbs in English. The roulette is spun in front of the pupils sitting in chairs arranged in a circle, and some verbs (in the present) are randomly drawn when the roulette stops spinning. At this moment, the pupils orally read each verb, adding the past and past participle forms. For example, if one of the selected verbs is *see*, the pupils should read *see* aloud and then say *saw* and *seen*. As the game captures the pupils' interest, its level becomes more challenging. The level of difficulty can include increasing the number of verbs or even creating sentences with a specific number of words within the circle. At the end of the game, the teacher can use the Kahoot platform to motivate the pupils to practise further and evaluate their performance after completing the activity.

Wireless Phone: 'Teaching Technique 19-Use Examples that Match Grammar Point' (Folse, 2009, p. 304)

In his explanation of Technique 19, Folse (2009) emphasises the importance of the teacher's careful construction of *exemplifying sentences*, focusing on introducing a single new element to pupils to prevent confusion. The author provides examples of exemplifying sentences, categorising some as good and others as poor. The central focus of the activity is to teach the verb *be* in the present (e.g., *am, is, are*), as illustrated in Figure 7.

Good Example	Bad Example	Notes
Kevin is thirsty.	Kevin is thirsty. He was thirsty yesterday, too.	1. Don't introduce <i>was</i> with <i>is</i> . 2. Students don't know <i>too</i> .
Laura is tired.	Laura is tired. She was at the office all day today.	3. Don't introduce <i>was</i> with <i>is</i> . 4. Students don't know <i>all day</i> . (<i>all day</i> vs. <i>every day</i>)
John is happy.	If John is happy, he will go with us to the beach.	5. Conditional sentences are difficult to comprehend. 6. Students don't know <i>will</i> , <i>us</i> , <i>beach</i> .
The books are green.	The books that are on the table are green.	7. Adjective clause (<i>that are on the table</i>) is hard/confusing.

Figure 7: Examples of exemplifying sentences.

Source: Folse (2009, p. 305).

Next, Folse (2009) presents a table with examples from three teachers, demonstrating how exemplifying sentences can contain increasingly more new elements, which can be challenging for beginner pupils (Figure 8).

Initial Presentation Examples of <i>am/is/are</i>		
Class A: One Grammar Point	Class B: Two Grammar Points	Class C: Three Grammar Points
1. I am a student. 2. You are a teacher. 3. He is a lawyer. 4. She is a doctor. 5. It is a tiger.	1. I am a student. 2. You are a teacher. 3. He is an architect. 4. She is an architect. 5. It is a tiger.	1. I am a good student. 2. You are a nice teacher. 3. He is a great architect. 4. She is an excellent lawyer. 5. It is a unique elephant.

Figure 8: Examples of exemplifying sentences in three groups.

Source: Folse (2009, p. 305).

As demonstrated in Figure 8, in the examples provided to groups B and C, both forms of the indefinite article *a* are used in the sentences. Additionally, in the examples given to group C, adjectives are also included. This mixture of topics may lead to confusion among pupils, as they are confronted with multiple concepts simultaneously. It is crucial to highlight that while relating two or more new items in exemplifying sentences might not pose difficulties for intermediate or advanced level pupils, it can have adverse effects, including reduced motivation, when dealing with beginners.

A strategy that can be used when working with the verb *be* is to relate it to simple words involving emotions and characteristics that are associated with the class profile. For example, *Pupil X is funny*, or *Pupil X and Pupil Y are happy*. Thus, through a playful activity called Wireless Phone, a pupil whispers a sentence that has already been studied in the classroom to another pupil, who shares the sentence in the same way with another, and the action repeats until everyone has heard the sentence. The last pupil to hear the sentence must write it on the board. If the sentence is not the same as the original one, the pupil who first whispered it must make

the correction(s) on the board. The objective of this activity is to promote interaction among pupils through a simple sentence, while also expanding their vocabulary.

Grammar Quiz Through Wordwall: ‘Teaching Technique 22-Reduce Teacher Workload: Let Students Write Practice Quizzes for Each Other’ (Folse, 2009, p. 308)

In this section, we explore Technique 22, as suggested by Folse (2009), which aims to empower teachers to nurture their pupils’ autonomy and encourage them to take ownership of their learning. One effective strategy involves assigning students the task of creating their own quizzes to assess each other’s understanding. Not only does this cultivate a sense of accountability but also enhances their understanding of grammar in the target language.

To implement this strategy, pupils can leverage online platforms that offer a plethora of resources and user-friendly interfaces for interacting with the subject matter, such as the Wordwall platform. Utilising this platform, teachers can assign activities that contribute significantly to the development of English language proficiency, particularly in writing skills. The versatility of the Wordwall platform makes it suitable for content reviews, concept assimilation, and vocabulary expansion (Pereira Filho & Franco, 2021). It also caters to the needs of children and adolescents in the process of English literacy.

On this platform, a wide array of activities can be designed, including quizzes, word matches, pair combinations, random wheels, anagrams, and crosswords. These engaging tasks not only stimulate active learning but also promote a dynamic and enjoyable learning environment, encouraging pupils to actively participate in their educational journey.

CONCLUSION

Considering the challenges encountered by EAL teachers in government-funded primary and secondary schools, as well as the conventional methods of grammar instruction, this work sought to present seven activity ideas derived from techniques proposed by Folse (2009). Leveraging his experience as an EAL teacher, Folse argues that these techniques are highly effective in fostering the comprehension of English language structures and can serve as a motivating force for K-12 pupils to engage in studying and utilising English in genuine communication scenarios. The aspiration is that EAL teachers will feel motivated to incorporate these techniques into their classrooms.

While the shared activities are mostly playful and hold promise for capturing pupils’ attention and engaging them in language study, it is essential to acknowledge potential contextual differences between the original setting where these techniques were proposed and the specific context of EAL teachers in the state school system of Santarém-PA. As a result, this endeavour remains a work in progress, with the activities presented being just a few examples that require testing and adaptation to the Santarém or any other context. Conducting empirical research by implementing these activities in local schools holds the potential to generate evidence-based insights regarding their effectiveness. Such investigations may also uncover the need for modifications, additions, or exclusions of activities to align with the realities of pupils’ school environment and cater to their unique learning needs.

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