7 - Gamification as an Approach to Grammar in French Language Class

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Abstract

Traditionally, the teaching of grammar and vocabulary is perceived as monotonous by most learners. However, creative (Weiss, 2002; Silva, 2009) and interactive approaches are essential to stimulate interest and motivation among students. In the current digital learning context (Schmoll, 2021), new opportunities are emerging for learning grammar through games. This article offers an analysis of games designed to reinforce the grammatical and lexical skills of adult learners from levels A1 to B2 (CEFR) in French language classrooms. The goal is to demonstrate the effectiveness of these games while highlighting the benefits of an action-oriented approach and the role of creativity in the learning process. By incorporating these educational tools, we will illustrate how the teaching of grammar and vocabulary can become dynamic, spontaneous, communicative, and action-oriented, empowering learners to take risks in their second language and become in control of their own learning journey.

Keywords: Action-oriented approach, creativity, games, gamification, motivation.

1.   Introduction

In the ever-evolving landscape of education, the integration of technology and innovative teaching strategies has transformed how languages are taught and learned. Among these innovations, gamification has emerged as a powerful tool, captivating the attention of educators and learners alike. We believe that by infusing game-design elements into the learning process, gamification offers a dynamic and engaging approach to mastering language skills, particularly in the realms of grammar and vocabulary. The term "gamification" is a large concept that covers traditional games: carts, board games, word games, letter games etc but also digital games, video games, online games, escape games, team building games. In our study for this article we have been analysing traditional and commercial games that have been adapted for the French language classroom.

This article discusses the potential of game-based activities in the language classroom as a tool for fostering more engaging and effective grammar and vocabulary acquisition or, alternatively, as a potential distraction from structured learning.

2.   Theoretical foundations

The integration of games into language teaching has garnered significant attention within educational theory, as scholars increasingly recognize the potential of games to enhance linguistic competence and engagement (Caré et Debyser, 1978; Weiss, 2002 ; Silva; 2008). The theoretical foundation for this approach is rooted in the principles of Piaget's constructivism, which suggest that learners build/construct the knowledge through active, meaningful interaction with their environment rather than passively taking in information (Taber, 2006). In the context of language acquisition, games provide a dynamic platform where students can engage with the target language in authentic, contextualized scenarios.

Debyser (1978) highlights the motivational value of games, particularly their ability to reduce learner fatigue and encourage active participation. Debyser sees games as a way to make language learning more enjoyable and less daunting for students. He notes that games can reduce inhibition,

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making students less self-conscious about their language use. By focusing on the fun and interactive nature of games, learners are more likely to take risks and engage in the language learning process.

Weiss also discusses the potential of games to introduce and explore cultural aspects of the language being learned. Through culturally relevant games, students can gain insights into the customs, traditions, and social norms of the target language community, enriching their overall understanding and appreciation of the language. Taking this approach even further, Weiss mentions that games can serve as informal assessment tools, providing immediate feedback to both students and teachers. Through games, teachers can observe how well students are applying their language skills in real-time, allowing for quick adjustments to instruction if necessary. Weiss (2002) emphasizes in his work on the use of games in the classroom, the role of creativity and imagination. He particularly highlights activities that involve the creation of new words, lexical structures, sentences, and stories as essential elements in fostering linguistic creativity.

Lubart (2015) advocates for creativity to flourish in educational settings where students feel safe to explore and make mistakes, which can lead to innovative ideas, risk-taking, and original thinking. Creativity as a learning strategy involves encouraging learners to solve problems in non-routine ways. In language education, this could involve tasks that require learners to generate their own sentences, create stories, or engage in role-play, thus fostering both language acquisition and creative thinking, his theory links with Silva's (2008, 2009) emphasize the motivational power of games in the language classroom. She argues that games have a unique ability to engage students in a way that traditional teaching methods often fail to do. The competitive and playful nature of games can turn learning into an enjoyable experience, which in turn increases student motivation and willingness to participate. Silva highlights how games provide a context for authentic language use. In her research, she points out that games often require learners to use the target language in meaningful ways, which mirrors real-life communication scenarios. This contextualized use of language helps students to better understand and retain language structures and vocabulary.

The researchers agree that gamification is a Tool for Active Learning. While Silva (2008, 2009), Weiss (2002), and Debyser (1978) approach the topic from slightly different angles, their findings converge on several key points: the motivational power of games, their ability to reduce anxiety, the importance of contextualized language use, and the enhancement of communicative competence. All three researchers agree on the cognitive and social benefits of games, as well as their flexibility in meeting diverse learner needs. Together, their work underscores the value of integrating games into the language classroom as a multifaceted tool that supports both linguistic and holistic development.

Taking the gamification to the digital world, Silva's (2012) research explores the effectiveness of games in language education, specifically how they contribute to the learning and reinforcement of linguistic skills such as vocabulary and grammar. She examines both digital and non-digital games, analyzing their impact on different age groups and proficiency levels. She emphasizes that games often provide contextualized learning environments where language is used meaningfully. This context helps learners to see the practical application of grammar rules and vocabulary, which aids in deeper understanding and long-term retention.

Schmoll (2017) takes a step further considering gaming (jeu vidéo) as a "product" not a tool or activity in language teaching. She argues that gaming gives a teacher an opportunity to immerse students in the activity giving them a different angle of learning a language. By participating in game-based activities, students are not only exposed to new vocabulary and grammatical structures but also encouraged to use the language in a way that is both purposeful and enjoyable. Schmoll argues that this practical application of language skills within a game setting fosters deeper cognitive processing, leading to better retention and proficiency.

3. The context of our study of gamification in the French language classroom.

In response to theoretical research, we conducted a year-long study on the use of games in a French language classroom setting. The participants were 18-19-year-old students from Universiti Kuala Lumpur, Malaysia, enrolled in the Pre-France Program. This preparatory program equips students for engineering and business-management studies in France. Starting in their second semester, the students learn all subjects in French. With no prior knowledge of the language, they achieved the official B1 DELF certification after nine months, assessed by an external examiner.

For the study, we selected three groups of 21 students, each receiving 12 hours of French language instruction per week. The primary teaching materials were the *Cosmopolite A1* and *A2* textbooks and activity books. The student textbook served as the basis for the pedagogical units taught during class.

Our case study began with an analysis of the prescribed textbook to assess its inclusion of game-based activities targeting grammar and vocabulary acquisition. Apart from a few memory games with images available on the external Digital Learning app, we found no substantial game-based learning activities. To address this gap, we introduced various games from the first week of the semester, including *Bingo* for numbers, *Hangman*, family card games for practicing nationalities, and digital platforms like *Quizlet*, *Quizizz*, and *Kahoot*.

The objective of incorporating gamified activities was to create a more interactive and engaging approach to learning grammar and vocabulary. Observations during the Pre-France Program revealed that as the program's content became more challenging, students faced declining grades and a noticeable drop in motivation. To mitigate this, we integrated a game-based activity into each lesson as the semester progressed. These activities were designed to support memorization, reinforce grammar points, and encourage the practical reuse of vocabulary.

Additionally, the games aimed to foster independent learning, risk-taking, and confidence in language use. By creating an active and enjoyable classroom environment, this approach sought to sustain student engagement and motivation throughout their language learning journey.

3.1   Analysis of Specific Games.

For this article, we have selected five games integrated into French classes, ranging from A1 to B2 levels. These games are easy to implement, adaptable to any proficiency level, engaging for all participants, and require minimal materials. Each game aligns with specific learning outcomes, enabling students to apply their knowledge in meaningful interactions. Simple materials like flashcards, board games, and digital tools support real-time feedback, collaboration, and communication. By analyzing these activities, this study aims to explore whether game-based learning significantly enhances language skills or primarily serves as a tool for engagement.

Charades – Verbs Game. The first game, *Charades – Verbs Game*, exemplifies an action-oriented approach by combining language learning with physical activity. Students engage with French verbs through movement and dramatization, working in small teams of 3–4 players. Each team member acts out a verb or sentence while others guess, earning points for their team. This interactive format reinforces verb usage by having students act out verbs in their infinitive forms or conjugated in a specified tense, catering to A1–B1 learners. Verbal and non-verbal communication are key, as gestures and context clues support comprehension, making this game a dynamic tool for vocabulary reinforcement.

To further boost engagement, this game was implemented following a flipped classroom approach, helping to re-engage students and boost morale. By integrating dramatization and teamwork, *Charades – Verbs Game* transforms language learning into an active, social process.

Taboo. The adapted *Taboo* board game fosters vocabulary recall and communication skills. In this version, learners work in teams to guess a target word while the 'clue giver' describes it without using any forbidden words listed on the card. Correct guesses allow the team to advance, while using a forbidden word results in a penalty. The game stimulates listening and speaking skills as students collaboratively decode clues. A1 students focus on basic vocabulary like family or food, while B1 and B2 learners tackle complex topics such as politics or professional life, aligned with specific lesson objectives.

Adding a sand timer introduces urgency, while unique board challenges simulate real-life conversational dynamics. Adaptations included assigning students as rule explainers or using only cards for easier setup. An online version was also implemented for remote learning. With B1 students, discussions about culturally 'taboo' topics extended vocabulary learning into cultural exploration. These modifications made *Taboo* versatile and effective for all levels.

UNO – Les COI-COD en Folie. *UNO* was modified by Marion Gautier as *Les COI-COD en Folie* to support B1–B2 learners in mastering direct and indirect object pronouns (COD and COI). Players match 'sentence' cards with pronoun cards while following familiar UNO rules. Special cards like '+2' or 'skip' added engagement. This activity broke the traditional teacher-centered approach, encouraging interaction and benefiting shy or anxious learners. A variation introduced grammar discovery, where students identified COI rules themselves before reviewing an answer key.

Simplified adaptations, such as using only sentence cards or counting correct responses instead of points, made the game accessible. Answer keys were provided to ensure accuracy, and some groups had a designated monitor to verify responses. This flexibility allowed *UNO* to succeed in both in-person and online settings.

Hot Potato. The popular *Hot Potato* game was adapted based on versions like *Tic Tac Boum Junior* by Maxime Girard and simplified by Abdou from Flippizz. Students pass a ball while a timer ticks. When the timer stops, the player holding the ball 'loses' the round. To keep the ball moving, each player must create a sentence using a displayed word or picture without repetition. This game promotes spontaneous language production, critical thinking, and real-time sentence formation.

The game was suitable for A1–B2 learners, adaptable to various topics, and encouraged collaborative vocabulary expansion. A variation involved recording the activity, which reinforced vocabulary retention through post-game review. For larger groups, smaller teams and pre-made vocabulary cards ensured inclusivity. By promoting authentic sentence formation, *Hot Potato* exemplifies the action-oriented approach.

Battleship – Verbs. *Battleship – Verbs* was adapted for French language learning to practice verb conjugations. Players use two 10x10 grids—one for placing their 'ships' (verbs) and one for marking guesses. Instead of coordinates, players call out conjugated verbs based on a grid layout featuring subject pronouns and verbs. For example, a player might say "il est" to check for a 'hit.' This activity reinforced conjugation in various tenses and verb groups, catering to A1–B2 learners.

Explicit instructions were necessary for students unfamiliar with the traditional game. Preparatory activities, like creating verb conjugation charts and limiting the number of verbs, eased the learning curve. Online versions were also introduced to simplify gameplay. *Battleship – Verbs* successfully combined grammar practice with interactive gameplay, reducing anxiety and fostering collaboration.

Benefits of Gamification. These games, inspired by Lumbart's (2015) theory that language learning is inherently creative, demonstrated clear advantages. By engaging with new linguistic structures, cultural contexts, and communication scenarios, students retained information more effectively and applied language rules flexibly. Gamification aligns with an action-oriented approach, where students actively participate in meaningful scenarios and take ownership of their learning.

While occasional use of the mother tongue or English for spontaneous reactions (e.g., "Oh no, I lost!") was observed, the requirement to earn points exclusively in French ensured consistent target language use. Repeated integration of games led to more natural use of French, confirming their value as a pedagogical tool for both skill development and engagement.

3.2   Challenges and Limitations of the games in the language classroom.

While integrating games like *Hot Potato*, *Battleship-verbs*, *Taboo*, and *Charades - Verbs* into language learning has proven to be effective, challenges arise in balancing competition, educational focus, and sustained motivation. Though competition can drive engagement, we noticed that some students initially struggled with the high-energy environments of *Charades - Verbs* and *Hot Potato*, as they found the competitive nature intimidating. Over time, however, these students grew more comfortable and even began enjoying the collaborative, goal-oriented aspects. It was also essential to ensure that the fun of gamified elements, especially in games like *Taboo*, did not overshadow the educational objectives. The vocabulary and grammar focus remained central to gameplay, keeping language learning as the core purpose. Additionally, maintaining long-term motivation presented a unique challenge as the novelty of these activities wore off. Despite this, students expressed lasting motivation, as playing structured games in French gave them a sense of achievement and helped them feel more at ease using the language in authentic scenarios.

3.3   Motivational aspect of gamification.

In our experience with Pre-France students who were often juggling a full schedule, tend to be less focused and more fatigued during early morning or late-day classes, which has impacted their engagement in language learning, particularly in French. By integrating gamification into the classroom, we could effectively capture and sustain students' attention, even in less ideal time slots. Gamification not only encouraged active participation from all students, including those who were typically shy or anxious, but also facilitated peer interaction. We believe that this approach broke the traditional teacher-student dynamic and fostered a collaborative learning environment, especially in our class of 21 students, where games are structured in small groups of four. Randomly mixing players has encouraged students to work with different classmates and helped them build social connections while enhancing their language skills. Beyond improving learning outcomes, gamification also shifted the pace of the lesson, re-energizing students and setting a positive tone for the next phase of instruction. In our opinion this combination of social and academic engagement has led to more dynamic and effective language learning experiences.

3.4   Students feedback at the end of the academic year.

At the end of the academic year we conducted a survey in the groups we have implemented games. Students were asked questions if the games played in class were useful to memorise or practise grammar topics. 100% agreed with the statement. They saw the importance of games in their learning process.

We would like to mention here that those students live in a multicultural and multilingual context, as for most of them, their mother tongue is Malay, the second language they have learnt is English, some of them spoke Mandarin or Tamil at home. They have been learning languages since early ages, and they have been exposed to languages since early ages. We believe that according to Spiro and Jehng (1990) they have developed cognitive flexibility in learning a new language.

Did you find games useful to help you memorise/ practise grammar topics?
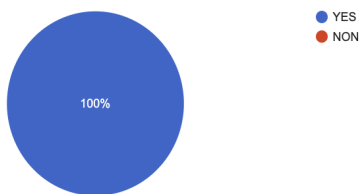
63 responses

Figure 1: Answer to first question from the survey.

As for the question about specific games we have used in the class the 49,2 % answered online games/quiz, which shows the trend that online platforms are winning their audience.

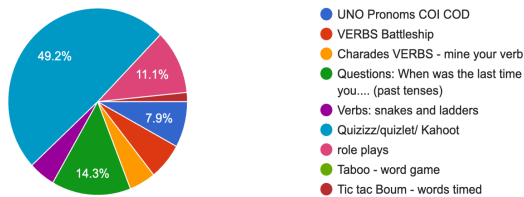Which game did you find most useful to help you with grammar topics?

63 responses

Figure 2: Answers to the second question from the survey.

In our survey, we included an open-ended question inviting students to share their thoughts on the integration of games in the French classroom. Their responses align closely with existing research on the benefits of gamification in language learning, highlighting reduced stress, increased interactivity, and enhanced engagement. For instance, one student remarked, "The games make the learning process less stressful and interactive, helping us grasp the information faster." Another student noted, "These games helped me to learn French in a fun way," while others focused on how games supported specific skills: "The most important part in the game is speaking, where students can show and improve their ability to speak French fluently." Another student reflected on the cognitive benefits: "All the games helped me to learn French and also improved my critical thinking when I wanted to express myself in French." Acknowledging the challenges, one participant remarked, "Even though it was hard, the games increased my pronunciation and writing skills."

These responses suggest that students recognize the pedagogical value of games in language learning. They attribute improvements in communicative competence, pronunciation, and grammar to this engaging, interactive approach. Additionally, many students noted that games fostered creative thinking, particularly when navigating challenges in French expression. Through this feedback, we observe that gamification not only supports language acquisition but also promotes critical and creative thinking, in line with current research in the field.

4.   Conclusion

In this article, we highlighted the importance of gamification as a motivational and creative tool in the French language classroom. Over the course of one academic year, we implemented various games and selected five with specific grammar-focused learning objectives to discuss in detail. These games were incorporated into a university-level French course to evaluate their impact on student engagement and learning outcomes. At the end of the academic year, a survey was conducted to assess the perceived benefits. While students expressed a preference for online quizzes and digital platforms, they also acknowledged the advantages of in-class games, citing improvements in language skills and a more enjoyable, interactive learning experience.

The integration of games and game-based activities in language learning provides a dynamic and engaging, action-oriented approach. By creating immersive environments where students can experiment with language in a playful, low-pressure setting, games foster not only linguistic skills but also creativity, collaboration, and critical thinking. Their interactive nature aligns seamlessly with communicative language teaching methodologies, encouraging students to actively participate, take risks, and apply their knowledge in meaningful contexts.

Our study found that this approach supports natural repetition and reuse of communicative structures, reinforcing language retention while introducing real-life scenarios that enhance pronunciation and comprehension. These findings underscore gamification as an effective tool for language acquisition.

As research on gamification evolves, future studies should investigate the long-term effects of these techniques on language retention, cultural understanding, and the challenges of implementation. However, current evidence suggests that games are not merely recreational activities but powerful tools for fostering deep, lasting learning in the language classroom.

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**Appendix.** Description of the games discussed in this article.

Game 1. Charades - verbs

A. **Description**: students will act, move, speak French in order to help their team to guess the verb or a sentence in tense given

B. **Set up:** students are in small groups of 3-4 players, each team gets 10 cards, one player acts out the verb or the sentence on the card, a team gets a point for a correct answer, variation we can add time factor. Points will be given for each correct answer given within the time line.

C. **Learning objective:** verbs in infinitive, verbs conjugated in a tense given;

D. **Learners level**: A1-B1;

E. **Age**: adults, young adults, teenagers;

F. **Time**: 20 min;

G. **Strengths:** rules are easy, it is fun and interactive, makes students move, change the set up in the class and change dynamics. The game could be adapted for online class.

H. **Weaknesses:** this game is very exciting and competitive, not encouraged for the beginning of the class as it will escalate the dynamics of the class therefore it will take time to settle down back the students (especially children and teenagers)

I. **Solutions:** Perfect game to boost the dynamics and energy of students, to gain back their engagement at the end of the class.

Game 2. Taboo - board game adapted version[#]

A. **Description**: it is a board game, the goal is not only to guess the words but also induces interactions between players

Figure 3. Example of the board
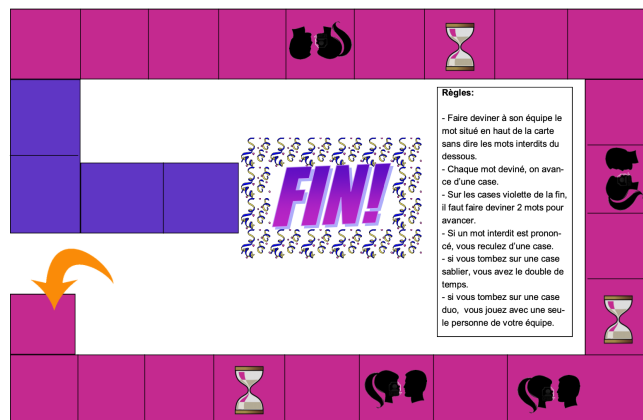
One team member makes the team guess the word at the top of the card without saying the forbidden words below. Rules for the players displayed on the board:

- For each word guessed correctly, you move forward one space.
- On the purple spaces at the end, you must make them guess 2 words to move forward.
- If a forbidden word is said, you move back one space.
- If you land on a sand timer space, you get double the time.
- If you land on a duo space, you play with only one person from your team.
- The clue giver draws a card, and as soon as the hourglass is flipped, they begin giving clues. Only the clue giver and the opposing team can see the card. The first word on the card is the "word to guess." The other words are the "forbidden words" that the clue giver MUST NOT say.
- The person who drew the card gives clues to help their team guess the word.
- The members of the clue giver's team shout out words they think might be the word to guess. They can say as many words as they want until they either guess the correct word or a sand timer runs out of time

B. **Set up:** one board, cards, 2 pawns, game rules, a sand timer, 2 teams of 3 players

C. **Learning objective:** vocabulary

option proposed by Sophie Bossu-Gastou B1 vocabulary: Feelings/ Emotions / Appearance

option we have adapted for our classes:

A1: Food, school items, house, sports, family members

    A2: physical description, holidays, work,
    B1: Travel and Tourism, Environment and Ecology, Media and Communication
    B2: Professional Life and Education, Politics and Society

D. **Objectives**: 3 skills: reading, reading comprehension, listening and speaking
E. **Learners level**: A1-B2
F. **Age**: adults, young adults, teenagers,
G. **Time**: 30 min
H. **Strengths:** rules are the same for all levels, cards can be created according to the topic to study or revise. One student in charge of explaining rules to the others, students are working cooperatively.This game can be adapted on line.
    <u>Discussion opening</u>: at the end of the game we can talk about "tabou" subjects in their cultural
    Weaknesses:
    ● few tools are needed, one game may take more time
I. **Solutions:**
    ● once the students are familiar with the rules, only the cards can be changed,
    ● Only cards and stopwatch can be used as proposed by ISL Collective

Moustache	**Barbe**	**Sourcils**	**Dents**	**Ongles**
Barbe Bouche Homme	Visage Homme Rasoir	Les yeux Front Froncer	Bouche Blanche Dentiste	Mains Doigts Ronger

Figure 4. Example of cards by Yousif, D., Sophie Bossu-Gastou, S.

Game 3: UNO, adapted by Marion Gautier (<u>Les COI-COD en folie</u>**) for the website leszexpertsfle[#]**
A. **Description:** 324 cards, 2-10 number of players, for language purposes we propose 2-4 players.
B. **Learning objective:** Pronom Objet Direct et Indirect short form COD and COI
C. **Learners level:** B1 and B2 (CEFR)
D. **Age:** adults, young adults, teenagers
E. **Time:** 10-30 min
F. **Original Uno set up[#]:** Every player starts with seven cards, and they are dealt face down. The rest of the cards are placed in a draw pile face down. Next to the pile a space should be designated for a discard pile. The top card should be placed in the discard pile, and the game begins.
G. **Game objectives:** Once a player wins, has no cards remaining, the game round is over, points are scored (optional), and the game begins over again.
H. **Game Rules: by Marion Gautier[#]**
    Set aside the "sentence" cards. Shuffle all the other cards. One player deals 7 cards to each participant. The remaining cards form the draw pile. The first round can begin. The dealer picks a "sentence" card, and the player to their left starts the game. This player must cover the sentence card with a card matching the correct direct object pronoun (COD: LE, LA, LES, L') or indirect object pronoun (COI: LUI, LEUR) and correctly says the sentence using the proper pronoun placement. For example, "Je chante la chanson" becomes "Je la chante."
    If the player cannot play, meaning they don't have the correct COD or COI card, they can play a special card. If the player has no usable cards, they must draw one from the pile. If the drawn card can be played, they may do so immediately; otherwise, they keep it, and the turn moves to the next player. Once the correct COD or COI card is played, the player who won the round places a new "sentence" card. If a player makes a mistake, they must draw a card.
I. **Special cards**:
    ● **" +2" card:** When played, the next player must draw 2 cards and skip their turn.
    ● **"Skip your turn"** (*Passe ton tour*) **card:** When played, the next player misses their turn.
    ● **"Speed" card:** The player who plays the correct card the fastest wins the round.
J. **Strengths:**
    ● the game helps to memorise the pronouns in a fun and interactive way, without standard handouts,
    ● all students are participating, as they are divided into small groups, effective learning,
    ● the original UNO game rules are well known
    ● activity is action oriented
    ● students interacting in small groups, which breaks typical teacher/students set up,
    ● helps shy and anxious learners get engaged in the learning process,
    ● this game can be adapted online.
J. **Weaknesses:**
    ● Some students found the rules too complicated, difficult to follow.
K. **Solutions**:
    ● only sentence cards were distributed, students needed to reformulate the sentences.
    ● special cards as optional;
    ● no points were given but the number of correct sentences was counted.

HE CALLS HIS MOTHER	DID YOU SEE THIS ACTOR IN THIS MOVIE?	SHE DID NOT GIVE ALL THE MONEY TO HER FATHER
PARENTS GIVE ADVISE TO THEIR KIDS	WE ARE WATERING FLOWERS EVERY DAY	YOU SING A SONG TO YOUR GIRLFRIEND?
SKIP YOUR TURN	SPEED	+2

Figure 5. English version of question cards in French

Figure 6. Pronoun cards. Direct pronouns four options

Figure 7. Pronoun cards. Indirect pronouns two options

Figure 8. Special cards

Game 4. Hot potato (The Bombe) - commercial name Tic Tac Boum by Asmodee#
This game has been proposed by par Maxime Girard# in 2014 Tic Tac Boum Junior commercial version and by Abdou from Flippizz# in adapted minimum material required version. We will be analysing the adapted version.
A. **Description:** players are passing the ball to each other while the time is ticking, once the alarm rings it means the ball has exploded and the player who holds the ball loses. The aim of the game is to be able to say the word and pass the ball. The teacher displays the word or the picture and each player needs to make a sentence, but can not repeat whatever was said.
B. **Set up:** 1 ball or paper ball, stop watch, 1-8 payers, cards (optional)
C. **Learning objective:** to make sentences, connecting the words.
D. **Learners level**: A1 to B2 (CEFR)
E. **Age**: adults, young adults, teenagers, children
F. **Time**: 15-20 min
G. **Strengths:**
   - this game can be easily adapted for any level,
   - students are learning from each other,
   - can be used for all grammar and vocabulary topics,
   - rules are easy to understand,
   - one game (until the bombe explodes) can be voice recorded, the recording can be reused after the game to write down all the words pronounced by students,
   - or teacher can write down all the words pronounced by students on the board#.
H. **Weaknesses:**
   - In this adapted version the teacher is the one who gives the words, which means all group plays together if we have 20 students in the class many will be bored while waiting.
I. **Solutions**:
   - By making cards or using a commercial version, students can play in smaller groups independently.

Game 5. Battleship-verbs is a classic strategy game where two players try to sink each other's fleet of ships by guessing the locations of their opponent's ships on a grid.
A. **Description**:
   - Each player has two grids:
     - One for placing their own ships.
     - One for marking guesses about their opponent's ships.
   - The grids are usually 10x10, labelled with letters for rows (A-J) and numbers for columns (1-10). In our case for language learning purposes, we will have verbs on the first left column and subject pronouns in the top row.
   - Players will draw their boats secretly for 3 verbs of their choice.
   - Instead of saying G3 they will say "il est" - (he is) to check if the boat is there.

- Extra vocabulary will be introduced: like: not touched, touched, sink (pas touché, touché, coulé).
B. **Set up:** 2 grids per player, 2 players;
C. **Learning objective:** to study conjugation of verbs in French;
D. **Learners level**: A1 to B2 (CEFR);
E. **Age**: adults, young adults, teenagers;
F. **Time**: 20-30 min + 10 min for explanation

Figure 9. The grids we will be using come from the Mondolinguo website# Although we can find similar rules in "En Jeux" #

G. **Strengths:**
- this game can be easily adapted for any level,
- can be adapted online,
- we can practise all tenses and all 3 groups of verbs,
- students are conjugating the verbs while having fun,
- written and spoken grammar topic is practised,
- work in pairs, students are more at ease and less intimidated to make mistakes.
H. **Weaknesses:**
- some students are not familiar with the game, teacher needs to take time to explain and demonstrate,
- students need time to prepare for this game,
- how to make sure that students are conjugating and pronouncing the verbs correctly?
I. **Solutions**:
- online# classic version can be played to demonstrate,
- sometimes even 45 min is needed for this game,
- students will prepare the conjugation on the separate paper to help them during the game,
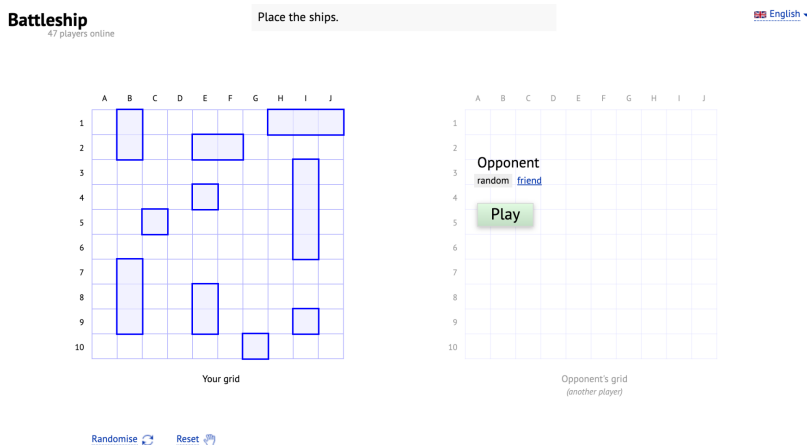- first time we would suggest 5 verbs only.

Figure 10. Online interface at https://battleship-game.org/en

Appendix 2: Students survey results

Response	Did the games help you learn grammar?	Which game was the most useful for learning grammar?	Would you like to leave any comments about games that helped you learn French?
1	YES	Questions: When was the last time you…. (past tenses)	
2	YES	Quizizz/quizlet/ Kahoot	
3	YES	Quizizz/quizlet/ Kahoot	
4	YES	Quizizz/quizlet/ Kahoot	
5	YES	Quizizz/quizlet/ Kahoot	I think the best game that helps me while learning French is quizizz, because when we do those activities, we are actively recalling the verbs, which I think helps in memorising a lot.
6	YES	UNO Pronoms COI COD	games that involves snakes and ladders
7	YES	Quizizz/quizlet/ Kahoot	i think all the games help for us to learn french more effectively

8	YES	Quizizz/quizlet/ Kahoot	I really enjoyed using Quizizz, Quizlet, and Kahoot because they make learning grammar fun and engaging. Competing with others adds a motivating aspect and pushes me to give my best. Moreover, it helped me review and thoroughly understand the chapter content.
9	YES	UNO Pronoms COI COD	
10	YES	role plays	
11	YES	Questions: When was the last time you.... (past tenses)	
12	YES	VERBS Battleship	
13	YES	Quizizz/quizlet/ Kahoot	Actually, all games were helping me to learn French. And it also helped my critical thinking when I wanted to say something in french. Eventhough it was hard but the games increase my pronunciation and writing skills
14	YES	Questions: When was the last time you.... (past tenses)	Those game were very helpful. The most important part in the game is speaking where students can show and improve the ability to speak french fluently.
15	YES	Quizizz/quizlet/ Kahoot	
16	YES	Charades VERBS - mine your verb	
17	YES	Questions: When was the last time you.... (past tenses)	
18	YES	Quizizz/quizlet/ Kahoot	Fun games attract me to learn more about the subject rather than something theoretical which makes me easier to feel bored.
19	YES	Quizizz/quizlet/ Kahoot	
20	YES	Quizizz/quizlet/ Kahoot	It's really fun and helps me learn French more easily
21	YES	UNO Pronoms COI COD	they helped me a lot with vocabulary and verbs
22	YES	Quizizz/quizlet/ Kahoot	
23	YES	Quizizz/quizlet/ Kahoot	
24	YES	Quizizz/quizlet/ Kahoot	Sometimes, while we were playing, I found it funny because there were words we didn't know, but we still didn't look them up afterward. So, it's important to always make an effort or ask the teachers to learn them.
25	YES	Charades VERBS - mine your verb	Play several games in class
26	YES	Quizizz/quizlet/ Kahoot	
27	YES	role plays	
28	YES	Quizizz/quizlet/ Kahoot	making me more focusing on what and how the grammar works and also know some new words
29	YES	Quizizz/quizlet/ Kahoot	I think I can learn from my mistakes on Quizizz.
30	YES	Quizizz/quizlet/ Kahoot	
31	YES	Quizizz/quizlet/ Kahoot	the quizizz really improved my french as i need to answer the questions fast so that i could get the most points but at the same time i need to make sure my answers are correct
32	YES	Quizizz/quizlet/ Kahoot	
33	YES	Verbs: snakes and ladders	
34	YES	Quizizz/quizlet/ Kahoot	-
35	YES	Quizizz/quizlet/ Kahoot	
36	YES	Quizizz/quizlet/ Kahoot	I really love it and always get excited when we play Quizziz in class.
37	YES	Questions: When was the last time you.... (past tenses)	
38	YES	Verbs: snakes and ladders	It's useful for learning French by heart.
39	YES	role plays	
40	YES	Verbs: snakes and ladders	
41	YES	Questions: When was the last time you.... (past tenses)	
42	YES	Quizizz/quizlet/ Kahoot	
43	YES	role plays	
44	YES	VERBS Battleship	

45	YES	Quizizz/quizlet/ Kahoot	
46	YES	Questions: When was the last time you…. (past tenses)	
47	YES	role plays	These games helped me to learn French in a fun way.
48	YES	role plays	The games make the learning process less stressful and interactive hence able to grasp the information more faster.
49	YES	Charades VERBS - mine your verb	
50	YES	UNO Pronoms COI COD	I help me a lot to increase my understanding on how to use the COD and COI correctly in a sentence
51	YES	Quizizz/quizlet/ Kahoot	
52	YES	role plays	
53	YES	Tic tac Boum - words timed	
54	YES	VERBS Battleship	It's interesting because you can remember many French verbs.
55	YES	Questions: When was the last time you…. (past tenses)	
56	YES	Quizizz/quizlet/ Kahoot	
57	YES	VERBS Battleship	It helped me to remember the conjugation to each verb
58	YES	UNO Pronoms COI COD	
59	YES	Quizizz/quizlet/ Kahoot	-
60	YES	Quizizz/quizlet/ Kahoot	
61	YES	Questions: When was the last time you…. (past tenses)	
62	YES	Quizizz/quizlet/ Kahoot	
63	YES	Quizizz/quizlet/ Kahoot	