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Grammar Game Exposure and Sentence Error Identification Proficiency Among Grade 6 Pupils

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ABSTRACT: This study examined Grade 6 pupils' exposure to grammar games and their proficiency in identifying sentence errors. Specifically, it determined exposure to board games, card games, digital games, and physical action games; assessed proficiency in identifying subject–verb agreement, tense consistency, punctuation and capitalization, pronoun–antecedent agreement, and spelling and word usage errors; determined the relationship between grammar-game exposure and sentence-error identification proficiency; and explored Grade 6 English teachers' perceptions of grammar-game integration. The study was conducted at May Soc Montessori in Ho Chi Minh City, Vietnam, during AY 2025–2026. It involved 35 Grade 6 pupils and 5 Grade 6 English teachers using total enumeration. A mixed-method explanatory design was employed, combining descriptive-correlational and qualitative approaches. Quantitative data were gathered through a grammar-game exposure questionnaire and a sentence-error identification test, while qualitative data were obtained through teacher interviews. Descriptive statistics and Spearman product-moment correlation were used for quantitative analysis, and thematic analysis was applied to qualitative responses. Findings revealed that pupils had a moderate exposure to grammar games, with physical action games obtaining the highest mean. Overall proficiency in identifying sentence errors was also moderate, with spelling and word usage as the strongest area and tense consistency as the lowest. No statistically significant relationship was found between grammar-game exposure and sentence-error identification proficiency. Teachers perceived grammar games as useful for promoting participation, grammar awareness, practice, confidence, and error recognition, but reported challenges involving classroom management, time, technology, learner pacing, competition, and materials. Based on the findings, grammar game-based instructional strategies were formulated.

KEYWORDS: grammar games, game-based learning, sentence error identification, grammar proficiency, Grade 6 pupils, English instruction

I. INTRODUCTION

Language is not only a medium for communication but also a key to understanding and participating in society. Among the many skills involved in language learning, grammar proficiency—particularly in sentence construction and error identification—is essential to achieving clarity and accuracy in both spoken and written communication. As learners progress through the elementary years, the ability to recognize and correct sentence-level errors becomes increasingly critical for success in academic writing and reading comprehension.

Grammar instruction has long been a cornerstone of language education. Traditionally, it has been delivered through rule-based explanations and drills that, while systematic, often lack engagement and contextual application. Over the years, language educators have explored alternative strategies to enhance the teaching of grammar, especially among young learners. One such innovation is the integration of game-based learning (GBL) into grammar instruction. Grammar games, presented through board games, card games, digital platforms, or physical activities, have gained traction for their capacity to promote motivation, increase participation, and provide meaningful practice in an interactive way (Nadeem et al., 2023).

In the Philippine context, the Department of Education (DepEd) has emphasized grammar mastery as part of the K to 12 Basic Education Curriculum. For Grade 6 pupils in particular, grammar competencies such as subject-verb agreement, punctuation, tense consistency, and proper sentence structure are considered essential skills to master before moving to high school (Dejon et al., 2024). Despite this, many pupils continue to experience difficulty in identifying and correcting sentence errors. This gap suggests a need for more engaging and effective instructional strategies—such as grammar games—to strengthen grammatical awareness at the elementary level.

While the benefits of game-based grammar instruction have been well documented in secondary and ESL contexts, there remains a scarcity of research focusing on its impact on elementary learners, especially regarding their ability to identify sentence-level errors. Moreover, little is known about how different grammar game formats influence pupils' grammar proficiency or how teachers perceive their classroom application. This study seeks to address these gaps by investigating the extent of Grade 6 pupils' exposure to grammar games and examining its relationship with their sentence error identification skills. Additionally, it aims to document teachers' perspectives on the functionality and effectiveness of grammar games, ultimately contributing to the

Research Question

This study examined the relationship between Grade 6 pupils' exposure to grammar games and their proficiency in sentence error identification and documented teachers' perceptions of grammar-game integration. Based on the findings, the study proposed instructional strategies responsive to the identified learning and implementation needs. Specifically, the study sought to answer the following research questions:

1. What is the extent of exposure of Grade 6 pupils to grammar games in terms of:
   1.1. board games,
   1.2. card games,
   1.3. digital games, and
   1.4. physical action games?
2. What is the level of proficiency of Grade 6 pupils in identifying sentence errors in terms of:
   2.1. subject–verb agreement,
   2.2. tense consistency,
   2.3. punctuation and capitalization,
   2.4. pronoun–antecedent agreement, and
   2.5. spelling and word usage?
3. Is there a significant relationship between the extent of exposure to grammar games and the pupils' proficiency in identifying sentence errors?
4. What are the perceptions of Grade 6 English teachers regarding the use of grammar games in enhancing sentence error identification skills?

II. SCOPE AND LIMITATION OF THE STUDY

This study explored the relationship between Grade 6 pupils' exposure to grammar games and their proficiency in sentence error identification. It also gathered the perspectives of English teachers on the effectiveness and practicality of grammar games in classroom instruction and used these findings to inform proposed instructional strategies.

The study was conducted among Grade 6 pupils and English teachers at May Soc Montessori in Ho Chi Minh City, Vietnam, during the academic year 2025–2026. The participants consisted of 35 Grade 6 pupils and 5 Grade 6 English teachers. The study did not examine grammar performance among other grade levels, nor did it assess broader language skills such as writing fluency, reading comprehension, or oral communication. The findings were based on pupil responses, grammar proficiency test results, and teacher responses regarding the use of grammar games and did not include direct classroom observations or long-term monitoring of learners' performance.

The study used total enumeration to include all 35 Grade 6 pupils and all 5 Grade 6 English teachers identified within the study locale. Thus, no random or purposive sampling was employed in selecting the participants. Inclusion of the pupil participants remained subject to parental or guardian consent and pupil assent, while teacher participation was subject to informed consent. The study was further delimited to grammar game exposure and sentence error identification and did not examine other grammar-learning interventions unrelated to game-based formats.

Furthermore, the study employed a mixed-method explanatory design, combining quantitative and qualitative approaches, which limited its findings to associative relationships rather than experimental outcomes. It did not involve manipulation of instructional conditions or comparison of experimental and control groups. The survey and test-based approach narrowed the inquiry to measurable exposure and proficiency levels, while qualitative insights from teacher interviews provided context but not statistical generalizability.

As with any research using a mixed-method explanatory design, this study carries inherent limitations. The use of self-report questionnaires and test scores may be subject to biases such as social desirability or test anxiety, which could influence the accuracy of pupil responses. The absence of direct observation restricts the ability to validate reported exposure or classroom

application. The statistical procedures employed—particularly correlation analysis—can identify significant relationships between grammar game exposure and error identification proficiency, but do not establish causality or direction of influence.

Moreover, the findings may not be generalizable to all Grade 6 learners in the country, as the study is restricted to a specific locale and participant group. Factors such as differences in teacher training, availability of resources, and school culture may affect the degree to which grammar games are implemented and valued in instruction. Lastly, the instructional strategies proposed from this study are based on localized needs and may require adaptation before application to broader or differently resourced contexts.

FRAMEWORK

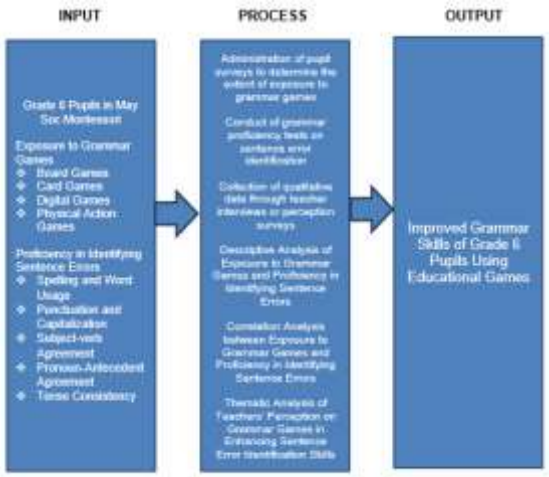


Figure 1. *Research Paradigm*

The input phase of the framework identifies the two primary variables under investigation. The first is the extent of pupils' exposure to various grammar game formats, including board games, card games, digital games, and physical action games. These formats are intended to represent diverse and interactive approaches to grammar instruction, providing learners with opportunities to explore and apply grammatical rules through play-based contexts. The second input is the learners' sentence error identification skills, assessed across five key grammatical areas: subject-verb agreement, tense consistency, punctuation and capitalization, pronoun-antecedent agreement, and spelling and word usage. These categories are reflective of the grammatical competencies expected of Grade 6 pupils based on the Philippine K to 12 English Curriculum and are essential indicators of learners' ability to construct accurate and coherent sentences.

The process component of the framework outlines the research methods through which data were collected and analyzed. Quantitative data were gathered using a structured questionnaire to measure pupils' exposure to grammar games and a test to assess their proficiency in identifying sentence-level errors. These tools provided the data needed to generate descriptive statistics and examine correlations between the two main variables. Complementing these measures, qualitative data were obtained through semi-structured interviews with Grade 6 English teachers, providing insights into their perspectives on the effectiveness, challenges, and instructional value of grammar games. The inclusion of teacher narratives ensured that the study captured both learner outcomes and contextual teaching experiences. Quantitative data were analyzed using descriptive statistics and correlation coefficients, while qualitative data underwent thematic analysis to identify emerging themes and patterns.

The output of the study included both empirical and practical results. The quantitative component determined whether a significant relationship existed between exposure to grammar games and proficiency in sentence error identification. The qualitative component provided an understanding of how grammar games were perceived and implemented by teachers, including the instructional practices and considerations associated with their use. The qualitative component yielded an understanding of how grammar games were perceived and implemented by teachers, shedding light on instructional practices and considerations. Based on these findings, the study proposed evidence-based instructional strategies for integrating grammar games into Grade 6 English instruction. These strategies included considerations for game selection, implementation, classroom management, and adaptation to available resources.

Research Design

This study employed a mixed-method explanatory design (Palaiologou et al., 2021) combining correlational and qualitative approaches to examine the relationship between Grade 6 pupils' exposure to grammar games and their proficiency in sentence error identification. The quantitative component used a descriptive-correlational approach to determine the levels of pupils'

exposure to different types of grammar games—board games, card games, digital games, and physical action games—and assess their proficiency in identifying sentence-level grammatical errors, including subject–verb agreement, tense consistency, punctuation and capitalization, pronoun–antecedent agreement, and spelling and word usage. The correlational analysis determined whether a statistically significant relationship existed between pupils' exposure to grammar games and their sentence error identification skills.

Complementing the quantitative data, the qualitative component gathers insights from Grade 6 English teachers through structured interviews to explore their perceptions of grammar game integration in the classroom. These qualitative responses provide contextual understanding of instructional practices, resource constraints, and observed impacts on pupil engagement and grammar learning. The mixed-method design facilitates triangulation of data by drawing on both pupil-centered measures and teacher perspectives, thereby yielding a comprehensive understanding of the role of grammar games in developing grammatical competence.

This research design is appropriate for the present study as it aligns with the objectives of describing existing classroom conditions, identifying associations between learning tools and grammar proficiency, and formulating practical instructional strategies grounded in empirical data. A mixed-method explanatory design is especially suitable for education research where the aim is to understand real-life teaching and learning phenomena without manipulating classroom variables. Furthermore, the integration of qualitative perspectives enriches the interpretation of quantitative findings and supports the formulation of context-sensitive recommendations for grammar instruction within the study's school setting.

Research Instrument

This study employed two primary research instruments: a structured learner questionnaire and a teacher interview guide. The questionnaire, administered to Grade 6 pupils, was composed of two sections designed to gather data on the extent of pupils' exposure to grammar games and their proficiency in sentence error identification. The survey was delivered in the modality supported by the participating school. The first section measured the frequency of exposure to grammar games, focusing on four instructional formats: board games, card games, digital games, and physical action games.

The second section of the questionnaire is a multiple-choice grammar test assessing pupils' proficiency in sentence error identification. It consisted of 25 items distributed across five grammatical categories, with five items per category to ensure balanced coverage. The categories are arranged as follows: spelling and word usage, punctuation and capitalization, subject–verb agreement, pronoun–antecedent agreement, and tense consistency. Each test item presents a sentence with a grammatical error or potential error, followed by four options, from which the pupil must select the most grammatically accurate version. This multiple-choice format allows for objective scoring and consistent measurement across respondents. The test is designed to assess the pupil's ability to recognize and correct common grammatical errors in context, providing data on their sentence-level grammar proficiency. To complement the quantitative data gathered from pupils, a semi-structured interview guide was used with the five Grade 6 English teachers who participated in the qualitative component. The guide contained open-ended questions focused on teachers' instructional practices, perceptions of grammar-game effectiveness, and challenges encountered in implementation. This qualitative component provided deeper insights into the contextual factors associated with the integration of grammar games in classroom settings and helped interpret the quantitative findings.

To ensure content validity, the research instruments underwent expert review by specialists in English education, grammar instruction, and educational assessment. Revisions were made based on expert feedback to improve the clarity, appropriateness, and alignment of the instruments with the study's objectives. Following the validation process, a pilot test was administered to 10 Grade 6 pupils from the participating school to assess the reliability of the grammar test. The responses of these pupils were included in the final survey; hence, they were not required to participate in the survey again. The internal consistency of the test was evaluated using Cronbach's alpha. The first variable obtained a Cronbach's alpha value of 0.879, indicating good internal consistency, while the second variable yielded a value of 0.712, which indicates acceptable internal consistency reliability. These results suggest that the items in both variables consistently measure their respective constructs, demonstrating that the grammar test is a reliable instrument for assessing the intended knowledge and skills.

Data Gathering

Data collection for this study followed a systematic, multi-phase procedure to ensure methodological rigor, ethical compliance, and the protection of the rights and welfare of the participants. The initial phase involved obtaining the necessary permission from the appropriate school authority of May Soc Montessori in Ho Chi Minh City, Vietnam. Upon approval, the researcher coordinated with the school administration and the appropriate Grade 6 personnel regarding the participation of the 35 Grade 6 pupils and 5 Grade 6 English teachers. For the pupil respondents, informed consent forms were provided to parents or legal guardians, together with assent forms for the pupils. The teacher respondents were likewise provided with informed

consent forms. Only participants who met the study requirements and provided the necessary consent or assent were included in the data-gathering process.

The second phase involved the administration of the research instruments. The pupil questionnaire was administered in the modality supported by the school. Each pupil was given clear instructions by the researcher or a designated teacher to ensure uniformity in administration. The grammar-game exposure section was explained first, followed by the 25-item multiple-choice sentence-error identification test. The pupils completed the survey during a scheduled class period to avoid interference with other academic activities. In parallel, the qualitative component involved scheduling brief, one-on-one interviews with the five Grade 6 English teachers. These interviews were conducted either in person or through an online video call, depending on availability, and were recorded with permission for transcription and analysis.

The final phase focused on data management and confidentiality. All pupil responses were collected and stored in a secure digital file accessible only to the primary researcher. For printed responses, data were encoded into the same secure system to ensure consistency across formats. Teacher interview transcripts were anonymized, and identifying information was omitted or coded before analysis. Hard copies of consent forms and other sensitive documents were stored in a locked cabinet. Digital files were protected by password-encrypted storage.

Statistical Treatment of Data

To quantitatively address the research questions, the collected data were analyzed using appropriate statistical methods. The following techniques were systematically applied to examine the study variables and their interrelationships.

Frequency and percentage were used to characterize the demographic profile of Grade 6 pupil respondents and the frequency of their exposure to various types of grammar games.

Mean and standard deviation were employed to quantify the extent of exposure to grammar games across board games, card games, digital games, and physical action games, as well as to measure pupils' proficiency levels in sentence error identification within the categories of spelling and word usage, punctuation and capitalization, subject–verb agreement, pronoun–antecedent agreement, and tense consistency.

Spearman's correlation coefficient (ρ) was used to determine the relationship between the pupils' composite scores for exposure to grammar games and their overall proficiency in identifying sentence errors.

III. RESULTS

This chapter presents, analyzes, and interprets the findings of the study according to the four statements of the problem. The quantitative results cover the extent of Grade 6 pupils' exposure to grammar games, their proficiency in identifying sentence errors, and the relationship between these variables. The qualitative results present the perceptions of Grade 6 English teachers regarding the integration of grammar games in English instruction. For each table, the discussion first describes the results and then provides an analytical interpretation supported by the related literature reviewed in Chapter 2.

1. Extent of Exposure of Grade 6 Pupils to Grammar Games

This section presents the assessment of the extent of exposure of Grade 6 pupils to grammar games as part of their English language learning experiences. The assessment focuses on four forms of grammar games, namely board games, card games, digital games, and physical action games. These game formats represent different ways through which grammar concepts may be practiced in classroom or learning activities. The results describe the frequency with which pupils experienced each type of grammar game and provide a basis for examining the extent of their overall exposure to game-based grammar activities. The succeeding tables present the results for each game format and the overall extent of exposure to grammar games.

Board Games

This section presents the Grade 6 pupils' reported extent of exposure to grammar games in terms of board games. The indicators cover board-based activities involving sentence construction, grammar questions, sentence puzzles, and related classroom tasks.

Table 2.

Assessment on the Extent of Exposure of Grade 6 Pupils to Grammar Games in Terms of Board Games

	STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1.	I play board games that involve making sentences correctly.	2.5429	0.81684	Often	5
2.	I use game boards where I move pieces by answering grammar questions.	2.9714	0.98476	Often	1.5
3.	I enjoy games where we complete sentence puzzles on a board.	2.9714	0.82197	Often	1.5
4.	My teacher uses grammar board games to help us learn parts of speech.	2.6000	0.84714	Often	4
5.	I play games that involve collecting points for identifying sentence errors on a board.	2.6286	0.97274	Often	3
	Composite Mean	**2.7429**	**0.57716**	**Moderate Extent**	

The table shows that the pupils reported a moderate extent of exposure to board games, as indicated by the composite mean of 2.7429 and standard deviation of 0.57716. The highest-rated indicators were moving game pieces by answering grammar questions and completing sentence puzzles on a board, both with a weighted mean of 2.9714. The lowest-rated indicator was playing board games that involved making sentences correctly, with a weighted mean of 2.5429. All five indicators were interpreted as Often.

The results indicate that board games were part of the pupils' grammar-learning experiences, but their use was not reported at a high frequency. The relatively higher ratings for answering grammar questions and completing sentence puzzles suggest that board-game activities were more commonly experienced when grammar practice was embedded in short, structured tasks. This pattern is consistent with literature describing language games as opportunities for sentence construction, correction, and interactive practice (Morthy & Abdul Aziz, 2020). The moderate overall exposure also suggests that board games functioned as one instructional format among several rather than as a dominant grammar-learning approach.

Card Games

This section presents the Grade 6 pupils' reported extent of exposure to grammar games in terms of card games. The indicators cover matching activities, flashcards, sentence construction, and sentence-error identification.

Table 3.

Assessment on the Extent of Exposure of Grade 6 Pupils to Grammar Games in Terms of Card Games

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I play card games that require matching words or sentences correctly.	2.7714	0.84316	Often	4
2. I use flashcards to practice grammar rules with my classmates.	2.9714	0.82197	Often	1
3. My teacher organizes games where we arrange cards to form correct sentences.	2.8286	0.85700	Often	2.5
4. I participate in card games that help me identify sentence errors.	2.5429	1.06668	Often	5
5. Card games are often used in my class to review grammar topics.	2.8286	0.92309	Often	2.5
Composite Mean	**2.7886**	**0.61729**	**Moderate Extent**	

The table indicates a moderate extent of exposure to card games, with a composite mean of 2.7886 and standard deviation of 0.61729. The highest-rated indicator was the use of flashcards to practice grammar rules with classmates, with a weighted mean of 2.9714. The lowest-rated indicator was participation in card games that helped pupils identify sentence errors, with a weighted mean of 2.5429. All indicators were interpreted as Often.

The pattern suggests that card-based activities were used for grammar practice, particularly for recognition and review, but activities explicitly focused on sentence-error identification were reported less frequently. This distinction is pedagogically relevant because game materials may support grammar practice without necessarily targeting the exact cognitive task measured by the proficiency test. Game-based grammar activities have been described as opportunities for learners to practice language forms through interactive and participatory tasks (Morthy & Abdul Aziz, 2020). Thus, the result points to the importance of aligning the specific task embedded in a game with the intended grammar competency.

Digital Games

This section presents the Grade 6 pupils' reported extent of exposure to digital grammar games. The indicators cover computer-, tablet-, app-, website-, and online-based activities used to practice grammar rules, sentence correction, punctuation, and spelling.

Table 4.

Assessment on the Extent of Exposure of Grade 6 Pupils to Grammar Games in Terms of Digital Games

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I play computer or tablet games that teach me grammar rules.	2.6857	0.83213	Often	4
2. My teacher uses apps or websites with grammar quizzes and games.	3.0000	0.84017	Often	2
3. I enjoy digital games that help me practice correcting sentences.	3.1429	0.97446	Often	1
4. We use online games in class to learn about punctuation and spelling.	2.4571	0.91853	Rarely	5
5. Digital grammar games are part of our regular English lessons.	2.7143	0.85994	Often	3
Composite Mean	**2.8000**	**0.58611**	**Moderate Extent**	

The table shows a moderate extent of exposure to digital games, with a composite mean of 2.8000 and standard deviation of 0.58611. The highest-rated indicator was enjoying digital games that supported sentence correction, with a weighted mean of 3.1429. The use of apps or websites with grammar quizzes and games followed with a mean of 3.0000. The lowest-rated indicator was the use of online games for punctuation and spelling, which obtained a mean of 2.4571 and was interpreted as Rarely.

The results indicate that digital games were used more frequently for sentence correction and general grammar quizzes than for punctuation and spelling activities. Digital game-based learning can provide interactive practice and engagement when activities are structured around clear learning goals and feedback (Nadeem et al., 2023). The lower rating for punctuation and spelling suggests an area in which digital resources could be more deliberately aligned with specific Grade 6 grammar competencies.

Physical Action Games

This section presents the Grade 6 pupils' reported extent of exposure to physical action grammar games. The indicators focus on movement, participation, acting out sentences, and other kinesthetic activities used to reinforce grammatical concepts.

Table 5.

Assessment on the Extent of Exposure of Grade 6 Pupils to Grammar Games in Terms of Physical Action Games

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
1. I play games where I act out sentences to learn grammar.	2.5429	0.95001	Rarely	5
2. My teacher uses movement games to teach parts of speech.	3.0286	0.92309	Often	1
3. We play charades or role-playing games related to grammar topics.	2.9714	0.82197	Often	2
4. Physical games help me remember grammar rules better.	2.8000	0.96406	Often	3
5. My classmates and I often play action games to practice grammar in class.	2.6857	0.90005	Often	4
Composite Mean	**2.8057**	**0.56043**	**Moderate Extent**	

The table indicates a moderate extent of exposure to physical action games, with a composite mean of 2.8057 and standard deviation of 0.56043. The highest-rated indicator was the teacher's use of movement games to teach parts of speech, with a mean of 3.0286. The lowest-rated indicator was playing games in which pupils acted out sentences to learn grammar, with a mean of 2.5429 and an interpretation of Rarely. The other indicators were interpreted as Often.

The findings suggest that physical action games were used mainly through teacher-directed movement activities and grammar-related participation rather than through extensive dramatization of complete sentences. The use of movement can make grammar practice more active and participatory for elementary learners. This is compatible with the study of Aratea and Pasubillo (2024), which reported positive outcomes from structured game-based grammar activities. At the same time, the moderate overall result indicates that physical activity was incorporated selectively rather than continuously.

Overall Extent of Exposure to Grammar Games

This section consolidates the pupils' reported exposure across board games, card games, digital games, and physical action games to provide an overall description of the extent to which grammar games were encountered in their English learning experiences.

Table 6.

Assessment on the Extent of Exposure to Grammar Games

STATEMENT	Weighted Mean	Standard Deviation	Interpretation	Rank
Board Games	2.7429	0.37716	Moderate Extent	4
Card Games	2.7886	0.61729	Moderate Extent	3
Digital Games	2.8000	0.58611	Moderate Extent	2
Physical Action Games	2.8057	0.56043	Moderate Extent	1
Composite Mean	**2.7843**	**0.49509**	**Moderate Extent**	

The summary table shows that the overall extent of exposure to grammar games was moderate, with a composite mean of 2.7843 and standard deviation of 0.49509. Physical action games obtained the highest composite mean at 2.8057, followed by digital games at 2.8000, card games at 2.7886, and board games at 2.7429. All four formats were interpreted as Moderate Extent.

The relatively close means across the four formats indicate that pupils experienced a range of grammar-game activities rather than relying heavily on one format. The moderate overall exposure suggests that game-based activities were present in instruction but were not reported as a consistently high-frequency component. This finding is compatible with literature describing grammar games as complementary instructional tools that can increase engagement and provide opportunities for meaningful practice

(Nadeem et al., 2023; Morthy & Abdul Aziz, 2020). It also reinforces the importance of examining not only how often games are used, but how closely their content and mechanics are aligned with specific grammar learning outcomes.

2. Level of Proficiency of Grade 6 Pupils in Identifying Sentence Errors

This section presents the assessment of the level of proficiency of Grade 6 pupils in identifying sentence errors based on the results of the sentence-error identification test. The assessment covers five areas of grammatical accuracy: subject–verb agreement, tense consistency, punctuation and capitalization, pronoun–antecedent agreement, and spelling and word usage. These areas represent the specific types of sentence errors examined in the study. The results provide an overview of the pupils' performance in recognizing grammatical errors and identifying areas in which their proficiency is relatively stronger or requires further development. The succeeding table presents the pupils' level of proficiency across the identified areas and their overall performance in sentence-error identification.

Sentence Error Identification Proficiency

This section presents the Grade 6 pupils' proficiency in identifying sentence errors across five grammatical areas: subject–verb agreement, tense consistency, punctuation and capitalization, pronoun–antecedent agreement, and spelling and word usage.

Table 7.

Assessment on the Level of Proficiency of Grade 6 Pupils in Identifying Sentence Errors

STATEMENT	Mean Score	Standard Deviation	Proficiency Level	Rank
Subject-verb Agreement	3.4857	1.01087	Moderate	2
Tense Consistency	2.6000	1.57555	Moderate	5
Punctuation and Capitalization	3.0857	1.14716	Moderate	4
Pronoun-antecedent Agreement	3.2000	1.13241	Moderate	3
Spelling and Word Usage	4.3714	0.68966	High	1
Overall Proficiency	**3.3486**	**0.57827**	**Moderate**	

Subject–Verb Agreement

The mean score for subject–verb agreement was 3.4857 (SD = 1.01087), interpreted as Moderate. This indicates that pupils demonstrated a moderate level of proficiency in identifying errors involving subject–verb agreement.

The moderate result suggests that pupils could recognize many subject–verb agreement problems but may still encounter difficulty with more complex sentence structures. Explicit practice that requires pupils to identify the subject, determine its number, and check the corresponding verb can reinforce grammatical awareness (Meisani, 2022).

Tense Consistency

Tense consistency obtained a mean score of 2.6000 (SD = 1.57555), the lowest among the five assessed areas, and was interpreted as Moderate.

The comparatively lower result suggests that tense consistency may require more deliberate attention because errors often require pupils to consider relationships among verbs and temporal meaning. Sequencing, sentence-correction, and context-based tense games can provide repeated practice with these relationships.

Punctuation and Capitalization

Punctuation and capitalization obtained a mean score of 3.0857 (SD = 1.14716), interpreted as Moderate. This indicates a moderate ability to identify errors involving punctuation marks and capitalization conventions.

Activities that require pupils to inspect, correct, and explain punctuation or capitalization choices can make these rules more explicit. Game tasks can connect mechanical conventions to sentence meaning and structure.

Pronoun–Antecedent Agreement

Pronoun–antecedent agreement obtained a mean score of 3.2000 (SD = 1.13241), interpreted as Moderate.

The result points to the need for continued practice in tracing the noun or noun phrase to which a pronoun refers and checking whether the forms agree. Sentence-matching and correction games can provide repeated opportunities to notice these relationships in context.

Spelling and Word Usage

Spelling and word usage obtained the highest mean score of 4.3714 (SD = 0.68966) and was interpreted as High.

The comparatively strong result may indicate that pupils were more readily able to recognize visible word-level errors than errors requiring broader sentence relationships. Continued practice can build on this strength by asking pupils to explain how spelling and word choice affect sentence meaning and correctness.

Overall Proficiency

Overall proficiency in identifying sentence errors had a mean score of 3.3486 (SD = 0.57827), interpreted as Moderate. Spelling and word usage was the only area classified as High, while the other four areas were Moderate.

The overall profile indicates developing but uneven sentence-error identification proficiency. The pattern supports targeted activities that give greater practice to error types requiring contextual or relational analysis, particularly tense consistency, while using stronger word-level performance as a foundation for broader editing tasks.

The table shows that the pupils' overall proficiency in identifying sentence errors was Moderate, with a mean score of 3.3486 and standard deviation of 0.57827. Spelling and word usage obtained the highest mean score at 4.3714 and was classified as High. Subject–verb agreement followed with a mean of 3.4857, while pronoun–antecedent agreement obtained 3.2000 and punctuation and capitalization obtained 3.0857. Tense consistency recorded the lowest mean score at 2.6000. The last four areas were classified as Moderate.

The uneven performance across the five grammatical areas suggests that sentence-error identification was not equally developed across all error types. The comparatively high performance in spelling and word usage may indicate greater familiarity with visible word-level errors, whereas tense consistency may require attention to relationships among verbs and temporal meaning within sentences. Research on writing and grammar instruction emphasizes the importance of explicit attention to specific language features in developing learners' editing and grammatical awareness (Meisani, 2022). The result therefore provides a useful basis for prioritizing tense consistency and other moderately developed areas in the proposed instructional strategies.

3. Significant Relationship Between the Extent of Exposure to Grammar Games and Pupils' Proficiency in Identifying Sentence Errors

This section presents the analysis of the relationship between the Grade 6 pupils' extent of exposure to grammar games and their proficiency in identifying sentence errors. The analysis examines whether the pupils' reported exposure to the four types of grammar games—board games, card games, digital games, and physical action games—as well as their overall exposure to grammar games, is significantly associated with their performance in identifying sentence errors. The Spearman Rank correlation coefficient was used to determine the direction and strength of the relationships, while the corresponding p-values were examined at the 0.05 level of significance. The results provide an empirical basis for determining whether a statistically significant relationship exists between grammar-game exposure and pupils' sentence-error identification proficiency.

Test of Relationship Between Grammar-Game Exposure and Sentence Error Identification Proficiency

In the test of normality using Shapiro-Wilk test, it revealed that both variables (p= <.001) deviate from normality. Therefore, a nonparametric test specifically the Spearman Rank correlation was utilized to determine if there is a significant relationship between the overall grammar-game exposure and pupils' proficiency in identifying sentence errors.

Table 8.

Summary of Computations on the Test of Relationship Between the Respondents' Extent of Exposure to Grammar Games and their Proficiency in Identifying Sentence Errors

Parameters	Correlation Coefficient	Correlation Level	p-value	Decision on H_0	Conclusion
Board Games	0.091	Verry Low Positive	0.604	Failed to Reject	Not Significant
Card Games	-0.051	Very Low Negative	0.771	Failed to Reject	Not Significant
Digital Games	0.136	Verry Low Positive	0.437	Failed to Reject	Not Significant
Physical Action Games	0.014	Verry Low Positive	0.936	Failed to Reject	Not Significant
Overall Assessment	**0.055**	Verry Low Positive	**0.755**	**Failed to Reject**	**Not Significant**

Board Games

Board-game exposure had ρ = .091 with p = .604. The association was very low and the p-value exceeded .05; the null hypothesis was not rejected.

The result does not provide statistical evidence of an association between measured board-game exposure and sentence-error identification proficiency in this group. It should not be interpreted as evidence that board games are ineffective; rather, reported exposure frequency was not significantly related to the test score.

Card Games

Card-game exposure had ρ = −.051 with p = .771. The correlation was very low and the p-value exceeded .05; the null hypothesis was not rejected.

The measured frequency of card-game exposure was not statistically associated with sentence-error identification proficiency. The result underscores the importance of examining the specific grammar task embedded in a game rather than exposure frequency alone.

Digital Games

Digital-game exposure had ρ = .136 with p = .437. The relationship was very low and the p-value was greater than .05; the null hypothesis was not rejected.

The result indicates no statistically significant association between reported digital-game exposure and sentence-error identification proficiency. This correlational finding does not establish a relationship between exposure frequency and proficiency.

Physical Action Games

Physical-action-game exposure had ρ = .014 with p = .936. The correlation was very low and the p-value substantially exceeded .05; the null hypothesis was not rejected.

The result indicates that measured exposure to physical action games was not statistically associated with pupils' sentence-error identification proficiency. The finding is interpreted within the nonexperimental design, which examined naturally occurring exposure.

Overall Grammar-Game Exposure

Overall grammar-game exposure had ρ = .055 with p = .755. The relationship was very low and not statistically significant at α = .05; the null hypothesis was not rejected.

Taken together, the correlation results show that the amount of reported exposure to grammar games, by format or overall, was not statistically significantly associated with sentence-error identification proficiency in the study group. This does not establish that grammar games lack instructional value; it indicates only that exposure frequency was not significantly associated with the measured outcome.

Note. The test of significance used α = .05; the null hypothesis was not rejected when the p-value exceeded .05.

4. Perceptions of Grade 6 English Teachers Regarding the Use of Grammar Games in Enhancing Sentence Error Identification Skills

This section presents the perceptions of Grade 6 English teachers regarding the use of grammar games in English language instruction, particularly in relation to pupils' sentence-error identification skills. The discussion focuses on teachers' experiences and observations concerning the integration of grammar games, the types of games perceived to be effective, the challenges encountered during implementation, the perceived effects of game-based activities on pupils' grammar learning and error identification, and the support and resources needed for effective implementation. The qualitative data were gathered through semi-structured interviews with Grade 6 English teachers and analyzed thematically. The succeeding tables present the themes and corresponding teacher responses that emerged from the analysis.

Integration of Grammar Games in English Instruction

This section presents the teachers' reported approaches to integrating grammar games into English instruction. The thematic analysis identifies recurring patterns in classroom practices.

The table shows that the five teachers used varied approaches to integrate grammar games. Teachers 1, 3, and 5 described action-based activities such as Response Game, Simon Says, and Sentence Building Cards. Teacher 2 used picture-based communication, while Teacher 4 used Baamboozle as a team-based digital activity. Three emerging themes were identified: Action-Based and Active Grammar Learning; Communicative and Contextual Grammar Practice; and Collaborative and Digital Grammar Learning.

The range of approaches suggests that teachers adapted game-based activities to different modes of participation, including movement, communication, collaboration, and digital interaction. Such variation is consistent with literature emphasizing that games can be adapted to grammar objectives and classroom contexts rather than being limited to a single format (Guiral et al., 2021; Morthy & Abdul Aziz, 2020). The findings also indicate that the pedagogical value of a game depends on how the teacher embeds grammar practice within the activity. Thus, game selection should be based on the target competency, learner characteristics, and classroom conditions.

Table 9.

Thematic Analysis of Teachers' Responses on the Integration of Grammar Games in English Instruction

Teacher	Significant Response	Initial Co	Emerging Theme
Teacher 1	I use the **Response Game** during grammar lessons. For example, I give pupils sentences and ask them to identify the correct verb, pronoun, or sentence structure before responding. They may choose the correct answer by raising a hand, moving to a designated area, or performing a specific action. This allows them to practice grammar rules while keeping the activity active and interactive.	Active grammar practice through response games	Action-Based and Active Grammar Learning
Teacher 2	I use an **orientation game** where I present a picture and let the pupils talk about what they observe. They describe the people, objects, or situations in the picture using complete sentences. I also ask follow-up questions and let them respond to one another. This gives them an opportunity to practice grammar naturally while communicating their ideas.	Grammar practice through picture-based communi cation	Communicative and Contextual Grammar Practice
Teacher 3	One activity I often include in my grammar lessons is **Simon Says**. I give grammar-related commands such as, "Simon says touch the word that is a noun," or "Simon says point to the sentence with the correct verb." The pupils first need to understand the grammar instruction before they can perform the action. It makes the activity enjoyable while reinforcing the grammar concepts being taught.	Grammar reinforcem through action-bas games	Action-Based and Active Grammar Learning
Teacher 4	For digital activities, I use **Baamboozle** as a team-based grammar game. I prepare questions that require pupils to choose correct answers, complete sentences, or spot grammar mistakes. They take turns answering and earn points for their teams. The competitive element encourages them to participate and makes grammar practice more engaging.	Team-base digital grammar practice	Collaborative and Digital Grammar Learning
Teacher 5	I incorporate **Sentence Building Cards** by giving pupils sets of words that they need to organize into proper sentences. I sometimes include sentences with errors and have them rearrange or correct them. Through this activity, pupils get hands-on practice with sentence structure and grammar while working together.	Hands-on sentence constructi and correc	Action-Based and Active Grammar Learning

Among the indicators, Indicators 3 and 5 obtained the highest mean of 3.01, suggesting that learners found demonstrating self-regulation during physical activities and understanding the effects of psychoactive substances to be the most challenging competencies. These tasks require higher-order thinking, responsible decision-making, and behavioral discipline. This was followed by Indicator 1 with a mean of 2.96, indicating that applying movement concepts and game strategies also posed substantial difficulty. Indicator 4 ranked next with a mean of 2.74, reflecting challenges in safely executing tactical skills during games. Meanwhile, Indicator 2 obtained the lowest mean of 2.73, although it remained under the High Challenging category, implying that demonstrating game skills and fitness components was relatively less difficult.

The overall High Challenging rating indicates that learners continue to experience difficulties in achieving the expected competencies in Physical Education and Health despite curriculum implementation. This implies that learners require additional opportunities to strengthen higher-order thinking, decision-making, self-regulation, and practical application of movement concepts. The findings contribute to Physical Education and Health by emphasizing the need for competency-based instructional interventions, structured skill progression, and authentic learning experiences that improve learners' mastery of physical, health, and life skills.

Table 10.

Thematic Analysis of Teachers' Responses on the Most Effective Grammar Games for Grade 6 Pupils

Teacher	Significant Response	Initial Code	Emerging Theme
Teacher 1	I find the **Response Game** very effective because it encourages active participation. The pupils enjoy moving around while learning, and they stay focused throughout the activity.	Active participation a focused learni through movement	Active and Engaging Learning Through Game-Based Participation
Teacher 2	**Orientation games with pictures** work well for my pupils because the visual materials encourage them to observe details and formulate their own responses. They become more interested in describing what they see, which gives them practice in using grammatically correct sentences.	Visual-supported observation and grammatical expression	Visual and Communicative Support for Grammar Learning
Teacher 3	For Grade 6 pupils, I find **Simon Says, sentence relay, and word matching** useful, especially for reviewing grammar rules. They are simple to conduct and give pupils plenty of opportunities to participate. The playful nature of these activities also helps the pupils remember the lessons.	Accessible a participatory grammar reviev	Practical and Participatory Grammar Reinforcement
Teacher 4	**Baamboozle** works particularly well with my class because the pupils enjoy answering questions as a team. The points and friendly competition motivate them to participate, and they remain interested in the grammar activities.	Teamwork a motivational competition	Collaborative and Motivational Game-Based Learning
Teacher 5	I prefer using **Sentence Building Cards** because pupils can physically arrange the words and see how a correct sentence is formed. This hands-on approach helps them understand sentence structure and gives them more confidence when constructing sentences.	Hands-on sentence construction an confidence building	Hands-On Development of Sentence Construction Skills

Challenges in Using Grammar Games in English Instruction

This section presents the challenges reported by Grade 6 English teachers in implementing grammar games, including classroom management, learner participation, time, technology, competition, pacing, and resources.

Table 11.

Thematic Analysis of Teachers' Responses on the Challenges in Using Grammar Games in English Instruction

Teacher	Significant Response	Initial Code	Emerging Theme
Teacher 1	Sometimes the pupils become too excited, making it difficult to keep everyone focused. I also need to give clear instructions so they understand what to do.	Overexcitement and need for clear instructions	Classroom Management and Learner Focus
Teacher 2	One difficulty I encounter is that some pupils are hesitant to speak, especially those who are shy or have limited vocabulary. I try to support them by giving simple prompts and encouraging them to share their answers.	Learner hesitation and limited vocabulary	Learner Participation and Language Limitations
Teacher 3	Time can be a challenge because grammar games sometimes require more time than regular classroom discussions. There are also moments when pupils get overly excited, so I have to remind them to remain focused on the lesson.	Limited instructional time and learner overexcitement	Time Constraints and Classroom Management
Teacher 4	Technical problems, such as internet connectivity, can sometimes interrupt the activity. Another concern is that pupils may become too focused on earning points, so I remind them that learning the grammar lesson is more important than winning.	Technical difficulties and excessive focus on competition	Technical and Competition-Related Challenges
Teacher 5	The pupils do not always work at the same pace. Some take longer to arrange the words, while others finish very quickly. Preparing enough sets of cards for everyone can also be challenging.	Differences in learner pacing and insufficient materials	Learner Pacing and Resource Constraints

The table shows that teachers experienced several challenges in implementing grammar games. These included classroom management and learner focus, learner participation and language limitations, time constraints, technical difficulties, competition-related concerns, differences in learner pacing, and resource limitations.

The findings show that game-based instruction requires more than the availability of an interesting activity. Teachers must manage learner behavior, allocate sufficient time, accommodate differences in participation and pacing, and ensure that competitive features do not overshadow the learning objective. These concerns are consistent with literature identifying time, materials, and curriculum demands as barriers to sustained game integration (Morthy & Abdul Aziz, 2020). The results therefore suggest that proposed strategies should include clear procedures, manageable time allocations, differentiated participation opportunities, and alternatives when technological or material resources are limited.

Perceived Impact of Grammar Games on Grammar Skills and Error Identification

This section presents the teachers' perceptions concerning the impact they observed when grammar games were used in instruction, focusing on grammar awareness, sentence structure, practice, participation, retention, confidence, and error recognition.

Table 12.

Thematic Analysis of Teachers' Responses on the Impact of Grammar Games on Pupils' Grammar Skills and Error Identification

Teacher	Significant Response	Initial Code	Emerging Theme
Teacher 1	I think grammar games help pupils pay more attention to grammar rules. As they listen carefully and respond to the instructions, they become more aware of correct grammar and are better able to recognize mistakes.	Increased attention to grammar rules and error recognition	Enhanced Grammar Awareness and Error Identification
Teacher 2	Through picture-based activities, pupils seem to develop greater confidence in using proper grammar. Describing pictures and responding to questions gives them practice with sentence structure, which also helps them notice and correct grammatical errors.	Increased confidence and improved sentence-structure awareness	Enhanced Grammar Awareness and Error Identification
Teacher 3	Grammar games give pupils repeated practice with different grammar concepts, making the rules more familiar to them. Because they learn through enjoyable activities, they become more comfortable distinguishing between correct and incorrect sentences.	Repeated grammar practice and familiarity with correct and incorrect sentences	Enhanced Grammar Awareness and Error Identification
Teacher 4	I have observed that pupils become more willing to participate when grammar is presented as a game. The enjoyable and interactive activities help them remember the rules and become more confident when identifying grammar mistakes.	Increased participation, retention, and confidence in identifying errors	Enhanced Grammar Awareness and Error Identification
Teacher 5	Building and correcting sentences through **Sentence Building Cards** helps pupils notice how sentences should be structured. As they work with the words, they become more familiar with grammar rules and can recognize errors more easily.	Improved awareness of sentence structure and recognition of grammatical errors	Enhanced Grammar Awareness and Error Identification

The table shows a consistent emerging theme across all five teachers: Enhanced Grammar Awareness and Error Identification. Teachers reported increased attention to grammar rules, greater sentence-structure awareness, repeated grammar practice, increased participation, retention, confidence, and recognition of grammatical errors.

The qualitative findings indicate that teachers perceived grammar games as useful for reinforcing grammatical awareness and encouraging pupils to engage with sentence-level forms. These perceptions are compatible with literature emphasizing active participation, repeated practice, and engagement as potential benefits of game-based learning (Nadeem et al., 2023; Aratea & Pasubillo, 2024). However, the findings represent teacher perceptions and should not be interpreted as experimental evidence of improvement. This distinction is important because the quantitative correlation analysis did not identify a statistically significant association between the measured extent of game exposure and proficiency.

Support and Resources Needed for Implementing Grammar Games

This section presents the teachers' identified needs for more effective implementation of grammar games, including instructional materials, technology, reusable classroom resources, and professional development.

Table 13

Thematic Analysis of Teachers' Responses on the Support and Resources Needed for Implementing Grammar Games

Teacher	Significant Response	Initial Code	Emerging Theme
Teacher 1	"It would be helpful to have more ready-made grammar game activities and teaching materials. Training on different grammar games would also provide teachers with more ideas for making grammar lessons engaging and effective."	Need for ready-made grammar activities, teaching materials, and training	Instructional Materials and Resources
Teacher 2	"For picture-based activities, additional picture cards, visual materials, and ready-made activity guides would be useful. I also think training on various grammar games could help teachers make these lessons more interesting for pupils."	Need for picture cards, visual materials, activity guides, and training	Instructional Materials and Resources
Teacher 3	"Teachers would benefit from having access to prepared grammar game materials, visual aids, and digital resources. Workshops or additional training could also help us learn how to use these activities more effectively in the classroom."	Need for prepared game materials, visual aids, digital resources, and workshops	Instructional Materials and Resources
Teacher 4	"Reliable internet connection and enough digital devices would make it easier to use games like Baamboozle. Having more digital grammar resources and training on educational games would also help teachers provide more engaging lessons."	Need for reliable internet, digital devices, digital resources, and training	Technology and Digital Resources
Teacher 5	"I would appreciate having more ready-made sentence card sets and reusable laminated materials that are appropriate for Grade 6. Additional grammar game resources would also make it easier to prepare and conduct these activities."	Need for ready-made sentence cards, reusable materials, and Grade 6-appropriate resources	Instructional Materials and Resources

The table shows that teachers identified instructional materials, technology, digital resources, and professional development as important forms of support. Their responses specifically mentioned ready-made grammar activities, picture cards, visual materials, activity guides, sentence cards, reusable Grade 6-appropriate resources, reliable internet, digital devices, workshops, and training.

The findings indicate that teachers' capacity to use grammar games is partly dependent on the availability of practical resources and professional support. Ready-made and reusable materials may reduce preparation demands, while training can help teachers design activities that remain aligned with grammar competencies. The need for technological resources is particularly relevant to digital games, whose implementation may be interrupted by connectivity or device limitations. This finding is consistent with literature emphasizing teacher support and contextual feasibility in the implementation of game-based instruction (Langi, 2020; Morthy & Abdul Aziz, 2020).

Integration of Quantitative and Qualitative Findings

The quantitative and qualitative findings provide complementary perspectives on grammar-game use. Quantitatively, pupils reported a moderate extent of exposure to board games, card games, digital games, and physical action games, while their overall proficiency in identifying sentence errors was also moderate. The correlation analysis, however, found no statistically significant relationship between the measured extent of grammar-game exposure and sentence-error identification proficiency. Qualitatively, the teachers described grammar games as useful for promoting participation, grammar awareness, sentence-structure practice, confidence, and error recognition, while also identifying challenges related to classroom management, time, learner differences, technology, and resources.

The difference between these findings should not be treated as a contradiction. The quantitative component measured statistical association between two variables, whereas the qualitative component captured teachers' experiences and perceptions regarding classroom use. Teachers' perceptions of pedagogical usefulness therefore provide contextual information about how games may function in instruction, but they do not establish a statistically demonstrated effect on pupils' test performance. The mixed-method findings consequently support a cautious interpretation: grammar games were present in the learning environment and were viewed positively by teachers, but the amount of reported exposure alone was not significantly related to sentence-error identification proficiency in this group.

The integrated findings also suggest that the quality, alignment, and implementation of game-based activities may deserve attention in future research. Previous intervention studies have reported positive learning outcomes when specific game-based activities were deliberately implemented (Aratea & Pasubillo, 2024; Khan et al., 2024; Moquerio et al., 2025). In contrast, the present study examined naturally occurring exposure rather than a controlled intervention. This methodological distinction provides important context for interpreting the nonsignificant correlation and for designing the proposed instructional strategies.

Proposed Grammar Game-Based Instructional Strategies

The proposed strategies were derived from the quantitative and qualitative findings of the study. They are presented as instructional proposals and were not experimentally implemented or evaluated within the scope of the study.

Table 14.

Proposed Grammar Game-Based Instructional Strategies

Target Need	Proposed Strategy	Suggested Game Activities	Implementation Considerations	Expected Instructional Use
Moderate overall exposure to grammar games	Systematic Grammar Game Integration	Short board, card, digital, or physical-action games aligned with the day's grammar objective	Use games as planned components of lessons rather than as unstructured fillers; establish time limits and learning targets	Reinforcement and guided practice
Lower proficiency in tense consistency	Tense Consistency Error Hunt	Tense Detective Cards, Timeline Relay, Correct-the-Tense Challenge	Provide sentences containing tense shifts; require pupils to identify the error, explain it, and provide a corrected form	Targeted practice in identifying and correcting tense errors
Moderate proficiency in punctuation and capitalization	Punctuation and Capitalization Challenge	Sentence Repair Cards, Digital Editing Quiz, Punctuation Relay	Use short sentences and progressively increase complexity; provide immediate feedback	Focused editing practice
Moderate proficiency in subject–verb agreement and pronoun–antecedent agreement	Agreement Match Games	Subject–Verb Match, Pronoun-Antecedent Pairing Cards, Sentence Race	Require pupils to justify the agreement choice rather than only select an answer	Rule recognition and application
Teacher-reported classroom-management challenges	Structured Game Routine	Explain–Model–Play–Process routine	State rules, assign roles, set time limits, monitor participation, and conduct a brief processing discussion after the game	Orderly and purposeful game-based learning
Learner differences in participation and pacing	Differentiated Team Game	Mixed-ability teams, tiered sentence cards, peer-support rounds	Provide varying levels of difficulty and multiple ways to participate	Inclusive participation and differentiated practice
Limited instructional materials	Reusable Grammar Game Kit	Laminated sentence cards, picture cards, word cards, reusable board templates	Develop low-cost materials that can be reused across lessons and competencies	Resource-efficient classroom implementation
Technology and connectivity limitations	Digital–Offline Game Pairing	Digital quiz paired with printed/offline equivalent	Prepare an offline version whenever internet or device access is uncertain	Continuity of game-based practice

The proposed strategies emphasize alignment between the game activity and the grammar competency. They also incorporate the teachers' reported needs for manageable classroom procedures, differentiated participation, reusable materials, digital support, and professional preparation. Because the present study was correlational and the proposed strategies were not experimentally evaluated, their effectiveness should be established through future implementation and systematic assessment.

This chapter presents the summary of the study, conclusions drawn from the quantitative and qualitative findings, and recommendations based on the results. It synthesizes the findings concerning the extent of Grade 6 pupils' exposure to grammar games, their proficiency in identifying sentence errors, the relationship between grammar-game exposure and sentence-error identification proficiency, and Grade 6 English teachers' perceptions regarding the use of grammar games in English instruction. The conclusions are grounded in the results of the study, while the recommendations are directed toward the instructional use and further development of grammar game-based activities.

The following presents the summary of the findings of the study based on the data gathered and analyzed in relation to the research objectives.

1. The pupils reported a moderate extent of exposure to board games, card games, digital games, and physical action games. Among the four formats, physical action games obtained the highest composite mean, followed closely by digital games, card games, and board games. The overall extent of exposure was also classified as Moderate.
2. The pupils' overall proficiency in identifying sentence errors was classified as Moderate. Spelling and word usage obtained the highest proficiency level and was classified as High. Subject–verb agreement, pronoun–antecedent agreement, punctuation and capitalization, and tense consistency were classified as Moderate, with tense consistency obtaining the lowest mean score.
3. The test of relationship showed no statistically significant association between the extent of exposure to board games, card games, digital games, or physical action games and pupils' proficiency in identifying sentence errors. The overall exposure score was likewise not significantly related to proficiency. Therefore, the null hypothesis was not rejected.
4. The teacher interviews revealed that grammar games were integrated through action-based, communicative, contextual, collaborative, and digital activities. Teachers identified games that encouraged active participation, visual support, teamwork, motivation, and hands-on sentence construction. They also reported challenges related to classroom management, learner participation and language limitations, time, technology, competition, learner pacing, and materials. Finally, teachers identified the need for instructional materials, digital resources, reliable technology, workshops, and training.

The following conclusions were drawn based on the findings of the study in relation to the research objectives.

1. The Grade 6 pupils experienced grammar games to a moderate extent across board, card, digital, and physical action formats. The findings indicate that grammar games were present in the instructional environment but were not reported as a consistently high-frequency component of grammar learning.
2. The pupils demonstrated moderate overall proficiency in identifying sentence errors, with variation across the five assessed grammatical areas. Spelling and word usage emerged as the strongest area, while tense consistency emerged as the area with the lowest mean score. This pattern indicates that pupils' proficiency was uneven across specific sentence-error categories.
3. The study found no statistically significant relationship between the measured extent of grammar-game exposure and sentence-error identification proficiency. Thus, within the study group, the amount of reported exposure to grammar games was not statistically associated with the pupils' proficiency scores. This finding should be interpreted within the correlational design and should not be construed as evidence that grammar games are ineffective or that they cause no learning benefits.
4. The teacher findings indicate that grammar games were perceived as useful for promoting active participation, grammar awareness, sentence-structure practice, confidence, and recognition of errors. At the same time, their classroom implementation depended on adequate time, classroom-management procedures, learner support, materials, technology, and teacher preparation.

The following recommendations were formulated based on the findings and conclusions of the study.

1. English teachers may integrate grammar games as supplementary activities that are explicitly aligned with the grammar competency being taught. Games may be used for review, guided practice, reinforcement, and application, while explicit instruction and feedback continue to support grammar learning.
2. English teachers may give particular attention to tense consistency and other moderately developed sentence-error areas by designing games that require pupils to identify, explain, and correct errors rather than merely select answers.
3. Teachers may establish clear rules, time limits, group roles, and learning objectives before conducting competitive or movement-based games to address classroom-management concerns and keep attention focused on the intended grammar competency.
4. School administrators may provide reusable Grade 6-appropriate grammar-game materials, visual aids, sentence cards, and activity guides. Where digital games are used, schools may also strengthen access to appropriate devices, connectivity, and offline alternatives.
5. Schools and professional-development providers may offer workshops or training on the design, adaptation, and curriculum alignment of grammar games so that teachers can use game mechanics purposefully rather than treating games solely as entertainment.
6. Future researchers may conduct experimental or quasi-experimental studies using pretest-posttest designs to examine the effects of specific grammar-game interventions. Larger samples, direct classroom observations, and longitudinal measures may also help determine how game format, implementation quality, and duration relate to grammar learning outcomes.

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