

## **CHAPTER – ONE**

### **INTRODUCTION**

This research entitled “Effectiveness of Language Games for Teaching Tense at Secondary Level’ was to find out the effectiveness of language games in teaching grammar at secondary level. This introductory chapter contains background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### **1.1 Background of the Study**

Language is the most advanced and powerful means of human communication. It is species-specific possession of human beings. It is the universal medium to express human thoughts, feelings, ideas and emotions. According to Richards and Schmidt (2010, p.311), “Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units”. Language is the system of communication. It’s a means of communication through which we share our feelings, emotions, desires. Barber, Beal, and Shaw (2009, pp.1-2) say, “It is language, more obviously than anything else that distinguishes humankind from the rest of the animal world. It is the great machine tool which makes human culture possible and also a signaling system”. In the same way, Delahunty and Garvey (2010, p.28) define language as “A set of rules, unconsciously present in the mind, which enables human beings to represent and communicate meanings by producing audible, visible, or tactile symbols that these rules systematically relate to those meanings”. Considering the above mentioned definitions, language is defined as a means of communication which is systematic and through which people share their feelings, emotions, thoughts, etc.

Structure or grammar is a part of language and an important element in English. Every language has its structure. Structure is needed in mastering

English too. It is one of language components beside pronunciation, spelling and vocabulary. In addition, structure is the basis to learn English before students write narrative text, descriptive, news item, recount text and procedure text.

Teaching and learning English language is a growing need in this growing age of globalization. People learn English language for different purposes. One of the general objectives for English language teaching and learning is to teach the learners to master in oral or written communication in English, similarly, to make the learners able to understand the foreign cultures and express their own feelings, thoughts, emotions and culture to others through the use of English. People learn English for general purpose and specific purpose for example, for better job, for quality education, etc. Learners need to master the systems of correct English in order to make the learner able to communicate in English. For that thing, s/he needs to know about the rules and regulation or grammar of English language. Teaching and learning English language is not an easy task. The situation becomes more difficult when the learners are primary school children and adults as well and teaching and learning focus is in grammar, an activity often regarded as boring, uninteresting and tedious. However, one's mastery over a language is determined by the appropriate use of language. Therefore, systematic attempt is done to teach grammatical rules and structures to the language learners from the beginning of language teaching and learning process. However, the success or failure of learning, mastering and using the grammatical rules and structure is largely determined by the techniques and approaches used by the grammar teacher to teach.

There are two different methods for teaching grammar. They are inductive method and deductive method. Grammar can also be taught through using different games. Game is an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people. Wright, Betteridge, and Buckby (2006, p.1) define game as "An activity which is entertaining and engaging, often challenging, in which the learners play and usually interact with others". Language learning is hard work.

One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Games are good devices for practicing grammar points, and it can be used to teach structure or grammar. Besides, game can make the teaching learning process fun and enjoyable. It is an activity with rules, a goal and element of fun.

The idea of using games in teaching does not seem to be widely accepted and implemented yet, although its profitability and almost necessity has been proposed and justified. In spite of knowledge and experience, it is still rare to see games implemented in the teaching process in schools. Using various games can help students memorize vocabulary or grammar; it can eliminate the anxiety aroused from using a foreign language or uncertainty about the correctness of the output. While playing language games, students can be exposed to the target structures. However, this is done in a context of a game. They relax and forget that they are being watched. They often become so involved in the game that they stop feeling anxious about their mistakes.

## **1.2 Statement of the Problem**

Learning second or foreign language is a difficult task because it needs rigorous practice and hard work. Learners need to master over the grammatical rules and regulations in order to communicate successfully and effectively. In the process of learning second language, many factors affect learning such as learners' age, level, mother tongue and so on. In the field of language teaching and learning, teaching learners about grammar is really difficult task. Students feel bored and do not show any interest towards learning grammar but it is an inevitable part of language learning. Teachers use different approach and technique for teaching grammar but also students lack interest of learning grammar. It is said that games facilitate learners in learning language. There are many researches, which have already been carried out regarding use of

language games in teaching vocabulary. So, I want to conduct this research which is different than others which have already been carried out in the Department of English education. In this research, I want to find out the effectiveness of language games in teaching grammar especially tense.

### **1.3 Objectives of the Study**

Objectives of the study were as follows:

- i) To find out the effectiveness of language games for teaching tense in grade nine and
- ii) To suggest some pedagogical implications.

### **1.4 Research Questions**

The study oriented to find out the answer of the following questions:

- i. How effective can language games be in teaching tense for grade nine?
- ii. What sorts of activities can be effective for teaching tense?

### **1.5 Significance of the Study**

This study on the effectiveness of language games for teaching tense in grade nine found the effectiveness of language games in teaching. Game is one of the teaching activities that can be applied in classes. Teaching structure through games can facilitate the students to learn structure. The results of this research are expected to be beneficial for English teaching and English language education. In addition, the results of this study are also expected to be the guidance for the teacher in constructing and using games to teach grammar in school level. Besides, it is expected that games can help teachers to make the teaching of structure interesting and can be helpful to arise students' motivation and interest in learning structure. It will be fruitful to all the teachers who are teaching and will be teaching English structure in school level. Teachers will be well acquainted with what sorts of language games can be used for teaching grammar effectively. It will bring change in the concept of those teachers who are teaching grammar following traditional method. This study will provide

information on the use of language games in teaching grammar in language classroom. So, it will encourage those teachers who are following traditional method. In the same way, it will be the secondary source of data for the researchers of the university who are interested to carry out their researches on language teaching through language games especially grammar.

## **1.6 Delimitations of the Study**

It is difficult to include a large area in this small research due to the limited time and resources. So it has some limitations of the study which are as follows:

- i) This study was limited to the government aided school Shree Aronodaya Higher Secondary School, Charambi of Bhojpur District.
- ii) The population of the study was 20 students of class nine.
- iii) The data had been collected within 28 days.
- iv) The effectiveness of language games in teaching tense was only observed in grade nine.
- v) Only pre-test and post-test were used for data collection.
- vi) Post-test was used to find out the effectiveness of language games in teaching tense.

## **1.7 Operational Definitions of the Key Terms**

**Languages games:** A kind of games that the students of grade nine get facilitation to learn present continuous tense in an interesting and motivating way.

**Control group:** In research, the group which does not receive any treatment is known as control group.

**Experimental group:** In research, the group which receives new treatment is known as experimental group.

**Treatment:** It is the process of changing the ongoing situation by introducing new variables in order to find out the effect of it.

## **CHAPTER –TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter incorporates review of different researches that have already been carried out which are related to this study. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researcher wishes to do the study.

#### **2.1 Review of Theoretical Literature**

Under this review of theoretical literature, I have incorporated concept of grammar, importance of teaching grammar, methods of teaching grammar, games in language learning, language games and activities for teaching grammar and importance of language games in teaching grammar.

##### **2.1.1 Introduction to Grammar**

Grammar refers to the rules of a language that enable the language users to construct the correct/well-formed language structures like words, phrases, clauses and sentences. It is considered as the skeleton of the language. It is the theory of language. It is the study of the organization of words phrases into sentences. It is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. It explains how the language should be structured, using various categories. Grammar has been defined variously by different scholars. In layman's term, grammar is the body of rules and these rules govern or underline a language. Ur (2012, p.76) defines grammar as "The way words are put together to make correct sentence". In the same way, Harmer (2007, p.32) defines grammar as "A system of rules which says what can come before what and which order different elements can go in".

According to him, grammar is not just concerned with syntax. It is knowledge of what words can go where and what forms these words should take.

Similarly, Thornbury (1999, p.1) says, "A grammar is a description of the rules

that govern how a language's sentences are formed". It deals with the possible forms or structures of language. Likewise Cowan (2009, p.3) advances a workable definition of grammar as, "The set of rules that describes how words and groups of words can be arranged to form sentence in a particular language". According to Harmer (2002), grammar of language is the description of the ways in which words can change their forms and can combine into sentences in that language. If grammar rules are too carelessly violated, communication may suffer.

Considering the above mentioned different scholar's definition, what we can say is that grammar is the study of words and the ways words work together. It is a system of rules which makes our utterances correct and meaningful in appropriate context. An invisible force that guides us as we put words together into sentence is grammar. Any person who can communicate using a particular language is consciously or unconsciously aware of the grammar of that language.

Grammar means different things to different people. To linguists, grammar means a set of rules that deals with the form and structure of the words and their interrelation in sentences. Linguists treat grammar from theoretical perspectives and the output is theoretical grammar. To teachers, grammar is a body of knowledge that they themselves need in order to help their learners to learn language it is pedagogical grammar for teachers. To language learners, grammar is a set of rules that possesses in order to be able to use the target language correctly, effectively and appropriately. For layman, grammar is book that represents the rules of a language. Such book contains grammatical explanations with examples and sometimes followed by grammar exercises.

### **2.1.2 Importance of Teaching Grammar**

Grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language. Grammar is important because people might not understand what you are saying without proper grammar. If a word is written wrong it might be unreadable and confusing.

According to Thornbury (1999, p.14), “A sound knowledge of grammar is essential if pupils are going to use English creatively”. Considering the above mentioned statement, grammar is regarded as an important component of language for successful communication. We do not study grammar of our own mother tongue to use it for daily speaking. But when we need to polish our mother tongue, we have to study its grammar and we usually do that. When we come to learn new language like English, we need to study its grammar, the importance of grammar cannot be neglected and before we do that we need to understand what grammar is. The meaning of grammar has undergone reassessment. Different people have interpreted the importance of grammar from different perspectives.

Thornbury (1999, pp.15-17) has presented the importance of teaching grammar as follows:

- i) **The sentence-machine argument:** Grammar is a set of finite rules which can generate infinite number of sentences which are all and only grammatically well-formed and acceptable sentences. It is compared with machine, which produces goods as we need.
- ii) **The fine-tuning argument:** When learners have good grammar knowledge, they can construct their sentences correct, standard, fine and so on. They can also monitor, check and repair the ambiguous and wrong sentences produced by others.
- iii) **The fossilization argument:** If we do not teach grammar in the name of pure communicative activities and due to constant use of incorrect and inappropriate expressions, our learners’ linguistic ability will be fossilized.
- iv) **The advance-organizer argument:** When our learners learn formal system of language from beginning, they see some kind of progress in the use of their language. Moreover, the sound knowledge of grammar can enhance learners to organize their language in such a way that their language can be called as advanced type of language.



- v) **The discrete item argument:** Language can be seen as a gigantic, amorphous and heterogeneous object made up of several discrete items like subject, verb, object, noun, adverb, adjective, articles, and prepositions and so on. These are the discrete items of language as well as the grammatical items of the language. So, teaching grammar means making the learners familiar with these items of language in particular and organizational aspect of language in general.
- vi) **The rule-of-law argument:** Language is rule governed human behavior. In each level of language we can see the rules, structure, system, etc. So, if we do not teach grammar, learners cannot be aware of this fact of language. Grammar teaching can make the learners familiar about language as the systems of system of language is rule governed phenomenon.
- vii) **The learner expectations argument:** Grammar is kept in language classroom simply because of learners' expectations to learn grammar. Learners come to language classes in the expectation that at least some of the time they will be studying the grammar of the language, there are many others who may already have had years of grammar study at school and are urgently in need of a chance to put this knowledge to work.

From the above mentioned points, the importance of teaching grammar is shown as follows:

- a) To develop students' insight into the structures of English language.
- b) To develop a scientific attitude about the language.
- c) To enable the pupils to express their ideas logically and correctly in speech and writing.
- d) To teach grammar as a rule- governed behavior and not as mere rote learning.
- e) To enable the pupils to develop their understanding about the rules of English grammar through use and correct observation.
- f) To develop their mental abilities of reasoning and correct observation.

- g) To enable the students to assimilate the correct patterns of the language without rote memorization.

Similarly, Giri (2007) mentions that teaching grammar facilitates second or foreign language learning; enabling the learners to learn the language within limited period of time. The limited numbers of rules of grammar enables them to generate unlimited number of sentences and monitor and correct their own performance themselves. Grammar provides a structured system for teaching and testing the language. The systematic analysis of the language is only possible if the analyzer possesses thorough knowledge of grammar of the language in question.

### **2.1.3 Methods of Teaching Grammar**

Grammar is a set of rules for choosing words and putting words together to make sense, plays a significant role in language teaching. Without grammar, language does not exist. Mastering grammar is the foundation in the proficiency of a language. Grammar teaching is also an essential part of language teaching.

It is difficult for students to speak English well without learning English grammar. So, in the formal education, it is inevitable for teachers who teach foreign languages to teach grammar. At present, two important methods of teaching grammar have been practiced which are popularly known as an inductive and deductive methods.

- a) **Deductive method:** The deductive method is one of the most useful and mostly used methods in teaching grammar. In this method, the grammatical rules are explained before presenting examples. In other words, rules of grammar are presented and then examples are given or presented to the learners to make them clear. Thornbury (1999, p.64) says, “A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied”. Similarly, Richards and Schmidt (2010, p.158) say, “An approach to language teaching in which learners are taught rules and given specific information about language is a deductive approach”.

From the above mentioned statements, we can simply define the deductive method as a rule driven method. This method starts with presentation of grammatical rules and then is followed by examples and explanation of the rules.

- b) Inductive method:** The inductive method is sometimes called indirect method. It is the specific language teaching method which emphasizes the use of language rather than presentation of information about language. Cowan (2009, p.32) states that inductive instruction involves having students formulate rules from natural language and it is perhaps more useful in teaching intermediate and advanced students. In the same way, Thornbury (1999, p.29) says, “An inductive approach starts with some examples from which rule is inferred”. In inductive approach, students themselves are actively involved in deriving the rule using conscious, cognitive process and learning is long lasting.

Similarly, Harmer (2002, pp.24-27) has given the following techniques for teaching grammar:

- a. Modeling:** Modeling is a device to demonstrate gestures, movement of body and twisting of fingers. The teacher acts as a model for sometimes and student have to follow and repeat after him.
- b. Isolation:** Isolation is the technique of making students understand complex concept. Complicated sentences are divided and isolated. Teacher frequently isolates the parts of the sentence that they are modeling.
- c. Visual demonstration:** Visual demonstration further covers the following activities:
- **Writing:** The teacher writes sentence on the board and underlines the critical points e.g. He watched TV yesterday, did he watch TV yesterday?
  - **Time lines:** This technique is useful to teach tense aspect, e.g. I have been reading the newspaper.  
Past activity started ..... now ..... future?

- **Finger technique:** Finger technique is another useful technique for teaching grammatical rules. We might be focusing on a sentence like ‘She will arrive tomorrow’. After modeling it, the teacher holds up four fingers to pointing to a finger for each word. The act of pointing can also be used to increase the student’s speed, rhythm and stress. Teacher can give different grammatical properties to different ways and make learning more visual.

#### **2.1.4. Games in Language Learning**

Game is an activity or a sport with rules in which people or teams compete against each other. Hadfield (2003, p.4) defines game as “an activity with rules, a goal and element of fun”. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term. This definition highly evaluates the importance of games in teaching. It adds to teachers’ techniques in teaching that games serve not only as an ‘amusing activity’, but as a technique to carry out tasks to learners amusingly as well. Besides, games are, in this case, emphasized to encourage students’ solidarity in teamwork in which they have to try their best to do the tasks or may be to code any requirements given in the games for their team spirit. Larsen- Freeman (2000, p.133) puts forward “Games are used frequently in classroom language teaching. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice”. Considering the above mentioned statement, we can say that games are the means of getting success in teaching and learning.

Games help the teachers to teach the lesson effectively in the class. Learners also become active and motivated towards learning if games are used in language learning. Regarding the justification of the language games in language class, Wright, et al. as cited in Meizaliana (2009) state the reasons for including games in language class are as follows:

- a) Games help and encourage many students or learners to sustain their interest and work on learning a language.
- b) Games can help teachers to create contexts in which language is useful and meaningful. Teaching English involves the teaching of patterns. This pattern can be taught meaningfully through games.
- c) Games provide the repeated use of language form or drill. By making the language convey information and opinion, games provide the key feature of drill with the opportunity to the working of language as living communication.
- d) Games can be found to give practice in all the skills, in all the stages of the teaching learning sequence and for many types of communication.

Game provides interesting and challenging opportunities. Games can minimize stress of learning. It helps to create relax atmosphere in language class which ultimately accelerates the quality and quantity of learning.

McCallum (1980, p.9) explains the advantages of language games in language learning are as follows:

- Focus students' attention on specific structures, grammatical patterns, and vocabulary items.
- Can function as reinforcement, review and enrichment.
- Involve equal participation from both slow and fast learners.
- Can be adjusted to suit the individual age and language levels of the students.
- Contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.
- Can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).
- Provide immediate feedback for the teacher.
- Ensure maximum student participation for a minimum of teacher preparation.

### 2.1.5 Language Games and Activities for Teaching Grammar

There are many games and activities that can be used for teaching grammar.

Among them, all games are not appropriate in all contexts that depend upon the nature of grammar and the level of learners. While selecting games and activities, the teacher should also think about the time. Too long games and activities may not be fruitful while teaching in the classroom.

A few examples of games given by Wright, Betteridge and Buckby (2006, pp.50-84) suitable for teaching different aspects of the English language at different levels are as follows:

- a) **Simon says:** In this game, students follow the commands only if they are preceded by ‘Simon says.....’ (Simon says stand up). Those who follow commands without proceeding by Simon says..... are out. The last remaining player wins the game.
- b) **Memory game:** The teacher writes some words (may be 30) which the students are familiar with. The students read the words. Then the words are wiped out and the students recall the words in given time. One who recalls the largest number of words wins the game.
- c) **Tongue twister:** The teacher writes a tongue twister on the board (she sells sea shells on the sea shore) and reads it with the students slowly at first, then faster. Then individual volunteers try to say it quickly for three times.
- d) **Miming:** It begins the miming game by separating the students into two groups. The aim of this game is for the students in the teams to guess the correct activity using the present continuous tense. One student comes up and asks the class, “What am I doing?” The student does the mime on the card. When a member on team thinks they know, they respond, ‘You are v+ ing....’ Example: You are eating a pizza. The first team to get the mime correct wins a point. Then, a student comes up from the other team dose the same thing as earlier. The first team to get ten points wins the game.

e) **Words beginning with.....** : Give a letter and ask the students to write down as many words as they can that begin with it in two minutes. They can do this individually, or in pairs or small groups. Then, they tell you what their words are, and you write them up on the board. Encourage students to ask for explanations of words that any of them did not know. Similarly, Jones (1995, pp.3-17) has presented the following games which are applicable in teaching tense:

- a) **Broken sentence game:** Students are divided into different groups. They are provided word cards. They have to arrange it and make sensible sentence. The group which could make more meaningful sentences within a given time will win the game.
- b) **Board games:** The concept of playing board games is similar with playing the snake and ladder game. The difference is that snake and ladder game involves numbers whereas this board game involves verb tenses. There will be 4-5 players in this game. The first player will throw the dice and make a move according to the number indicated from the dice. Let's say the number is 5, and then the first player will have to move his indicator 5 steps forward. He then has to fulfill the task either by asking questions, giving responses, forming sentences or error correction based on which board game that he plays. If the student gets the correct answer, he will then throw the dice again and keep on playing. If he gives an incorrect answer, then it will be another's players turn to play the game. The winner will be any first player that reaches the "WELL DONE" point.
- c) **Grammar race:** Separate the class into four teams. In each team there is a runner and a writer. Give each team a number and allocate a space on the board for them to write. Have the writers stand next to their space by the board. Give each team a different verb, e.g. write, paint, swim, etc. Team members must then think up sentences using the verb in correct tense. When a team thinks up a sentence, they tell the runner. The runner goes to the board and tells the sentence to the writer who writes on the

board. After a few minutes, stop the round and evaluate the sentences from each team. Award one to three points for each sentence. Give reason for awarded points, e.g. subject verb agreement, spelling, punctuation, etc. If you spot a mistake, ask the teams to identify and correct it. The first student to raise their hand and correct the mistake wins the points for his or her teams. Play a few rounds. The team with highest number of points at the end of the game wins.

- d) **Tennis game:** Students “serve” an “I” Present Continuous phrase or sentence such as “I’m going to market” or “I am taking a photo”, their partner returns with the second person form of the same thing, e.g. “You’re skiing”. This continues through all the subjects that you want to practise. To “return”, the next person must then choose another verb or sentence to continue the game with such as “I’m feeling hungry”. If anyone makes a mistake or pauses for too long, they start again with a serve with a new verb. This continues until someone has reached the number of points that you set them as a goal, or the person with highest number of points when you stop the game wins.

I used the different language games, such as board game, broken sentence game, grammar race game, miming game, simon says game, and tennis game during my experimentation.

### **2.1.6 Importance of Language Games in Teaching Grammar**

Language learning is hard work. Effort is required at every moment and be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work. Using games in language teaching can help students develop their structure and produce the same grammar and structure repeatedly. We can also use game as vehicle of the language teaching learning.

Games provide language teachers with many advantages when they are used in classroom. One of these advantages is that learners are motivated to learn the language when they are in a game. McCallum (1980, p.9) emphasizes this point



by suggesting that “Games automatically stimulate students’ interest, a properly introduced game can be one of the highest motivating techniques”. Games increase learners’ proficiency in practicing grammar communicatively. With the help of grammar games, students can develop their ability in using language as they are given a chance to use language in the situations which have a purpose.

Practicing games in the English classroom can be both enjoyable and educational. They can be useful in grammar teaching, vocabulary, pronunciation, structures and sentence patterns. Games are by nature, fun and provide motivation to the students. Both children and adolescents enjoy games and if the purpose of games is explained to them, they do not feel that it’s a childish activity. They are governed by rules. Most of them also contain an element of competition. But it is sometimes best to avoid having winners and losers when individual students as opposed to teams are playing because the weaker students may tend to become discouraged by never winning.

Sultanova (2011) has presented the advantages of using games in teaching grammar which emphasizes the importance of language games in teaching and learning activity. They are as follows:

- a) Games can lower anxiety, thus making the acquisition of input more likely
- b) Games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings,
- c) They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson,
- d) Games add diversion to the regular classroom activities, break the ice and introduce the new ideas,
- e) The students remember things faster and better in the easy, relaxed atmosphere by using games,
- f) Grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future, and

g) Grammar games encourage, entertain, teach, and promote fluency.

Brewster et al. as cited in Meizaliana (2009) propose several advantages of using games in language learning. It also represents the importance of games in teaching. They are as follows:

- a) Games add variety to the range of learning situation.
- b) Games change the pace of a lesson and help to keep students' motivation.
- c) Games lighten more formal teaching and can help to renew students' motivation.
- d) Games provide hidden practice of specific language pattern, vocabulary, and pronunciation.
- e) Games can help to improve attention span, concentration, memory, listening skills, and reading skills.
- f) Students are encouraged to participate; shy learners can be motivated to speak.
- g) Games increase communication among students, which provide fluency practice and reduce the domination the class by the teacher.
- h) Games create fun atmosphere and reduce the distance between teacher and Students.
- i) Games may reveal areas of weaknesses and the need for further language.
- j) Games may help to encourage writing skills by providing a real audience context and purpose.

Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication. Games are highly motivating since they are amusing, interesting and at the same time challenging. The activities in a game get all the students to move around, activate their mental capacities and stimulate neural networks, thus motivating learners in learning and retention. At that time, students who are shy also attend the activities with fun, forgetting their shyness and feeling of fear.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Shy language learners will have more chances to speak and show their feeling and opinions in English as much as they can.

## **2.2 Review of the Related Empirical Literature**

Various research works have already been carried out in the Department of English education on teaching grammar through language games and related to language games. Some of the researches carried out in the department and out of the department are reviewed as below:

Adhikari (2005) has carried out a research for his M.Ed. thesis on “The effectiveness of teaching vocabulary through games”. The major objective of his study was to find out the effectiveness of games for teaching vocabulary. The primary source of data was sixty students of grade nine studying in Jaya Devkota Manakamana Higher Secondary School, Kathmandu. Secondary sources were several thesis, articles and books. He had used purposive non-random sampling procedure. Tools for data collection were the test items consisting of multiple choices, fill in the blanks, matching items, collection, word formation synonyms, and antonyms. He found that the games used for teaching vocabulary is quite effective than usual technique of teaching vocabulary.

Similarly, Meizaliana (2009) has carried out a research entitled “Teaching structure through games”. The researcher’s objectives of the study were to show the effectiveness of games for the teaching of structure in and to show the significant differences in the results of teaching structure using games and without. The sample population of the study was 89 students in ten class of Madrasah Aliyah Negeri 1 Kepahiang, Bengkulu 2008-2009. He had used random sampling procedure for the study. Data collection tools were questionnaire consisting of the multiple choice question and chose the correct

answer of 50 items. He came to the conclusion that teaching Structure through games is better than teaching structure conventionally.

Likewise, Karki (2011) carried out study on “Use of language games in teaching speaking skill.” The main objective of this research was to find out effectiveness of language games in teaching speaking skills. He used both primary and secondary sources of data. The sample population of this study was forty students of grade nine from Shree Saraswati Secondary School of Sunsari district. Test items were used as tool for data collection. He used pre-test, two progressive tests and post- test in order to elicit the required data. He taught through language games. He had used purposive non-random sampling procedure. He found that teaching speaking skill through games is relatively more effective than without games.

In the same way, Parajuli (2012) carried out a research entitled “Effectiveness of games in teaching action verb at grade five”. The objective of this study was to find out the effectiveness of games in teaching action verb at grade five. Primary source data was the forty students of grade five of Amar English Secondary School of Nawalparasi district. Secondary sources of data were different books written by different scholars such as, Lee, Writht, Wallace, Harmer, etc. Purposive non-random sampling procedure was followed. Tools for data collection were questionnaire consisting of multiple choice, sentence making, word arrangement, sentence completion, writing work of people, and matching item. He found that the use of games proved to be much effective than teaching without using games.

Similarly, Regmi (2015) carried out “A study on effectiveness of teaching vocabulary through language games.” The objective of this study was to find out the effectiveness of language games in teaching vocabulary. Forty two students were taken for sample. Quota sampling procedure was applied for this research. The data were collected by using experimental research design. The findings of this study was that using language games techniques in teaching vocabulary is more effective rather than teaching vocabulary with usual classroom technique.

Likewise, Khatri (2016) conducted a research entitled “Effectiveness of using games in teaching verb”. The main objective of his study was to find out the effectiveness of using games in teaching action verb. Primary source of data was the forty students studying in class four in the private school of Samakhushi, Kathmandu. Secondary sources of data were several thesis, articles and books. He had used purposive non-random sampling procedure for the study. Tools for data collection were questionnaire consisting of multiple choice, sentence making, word arrangement, sentence completion, writing work of people, writing past and past participle of verbs. He came to the conclusion that using games for teaching action verb has relatively brought better impact on learning. It has been proved that the use of games proved to be much more effective than teaching them without using games.

### **2.3 Implications of Review for the Study**

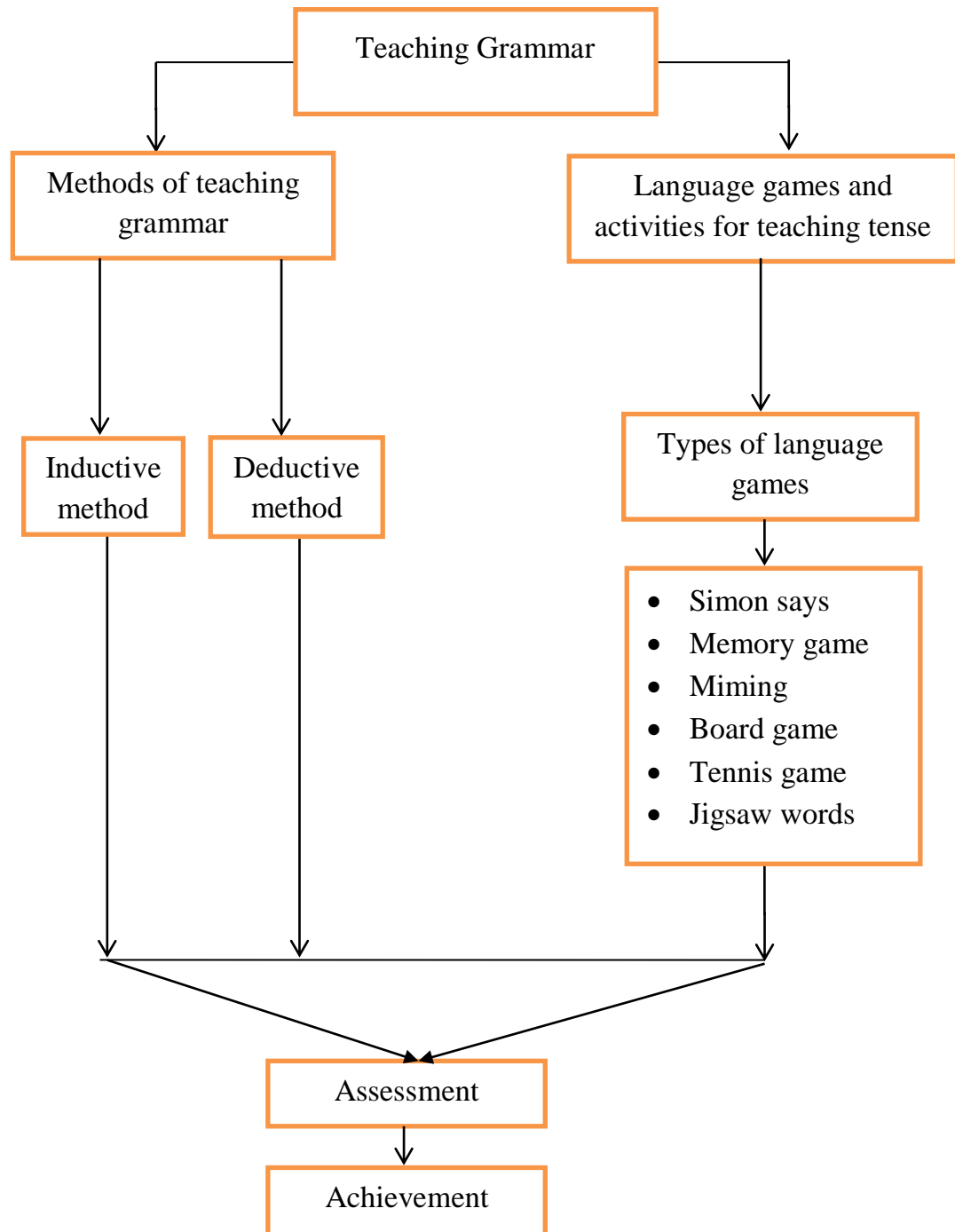
I have got lots of ideas of objectives, research questions, methodological procedures and other things too in order to complete my research in this form. I have consulted the books of Delahunty and Garvey (2010), Harmer (2007), Thornbury (1999), Wright, Betteridge and Buckby (2006) and other books too in order to develop my theoretical insight of my study. I have understood that language games are very important for developing students’ grammar and vocabulary. There are different kinds of games that can be used for teaching grammar such as grammar race, tennis game, board games, spider and fly, jigsaw word game, and so on.

I have reviewed Khatiwada (2013) “Effectiveness of teaching vocabulary through games” and got the good idea of setting objectives in experimental research. Similarly, Khatri (2015) “Effectiveness of using games in teaching action verbs” and Karki (2011) “Use of games in teaching speaking skill” have given me the ideas of research questions and methodology. Meizaliana (2009) “Teaching structure through games” has provided me the knowledge of different games that can be used for teaching grammar. Similarly, Adhikari (2005) “The effectiveness of teaching vocabulary through games” also

supported me in using games in classroom. These five different studies reviewed were conducted regarding the effectiveness of using games in teaching grammar, vocabulary and speaking skills. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the use of language games in teaching different aspect of language. In order to conduct those researches, they had used experimental research design and I also have followed the same experimental research design. These all studies have provided me insights and information about the use of language games for teaching grammar which helped me to explore the practical concepts on my study. From these reviews, I have cited some content related to general background and statement of scholars in this study.

## 2.4. Conceptual Framework

On the basis of the ideas gathered from review of theoretical and empirical literature, I developed the following conceptual framework in order to carry out this research:



## **CHAPTER – THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

I have adopted the following methodology to carry out the research:

#### **3.1 Design of the Study**

I adopted experimental research design in order to complete the study. Experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables and controls and measures any changes in other variables. It is research design that uses manipulations and controlled testing for understanding causal process. Generally, one or more variables are manipulated to determine their effect on dependent variable.

According to Ary, Jacobs, Sorensen, and Razavieh (2010, p. 265), “An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). An experimenter or researcher deliberately and systematically introduces new treatment and then observes the consequences of that treatment”.

The researcher has to prepare an artificial situation because an experimental research is not conducted in natural or regular setting. Regular events or activities are intervened by creating artificial situation or environment. Natural setting does not mean to consider with nature. Classroom setting is an example of natural situation. In fact, artificial situation is created by intervening the regular activity using a new technique to develop speaking skill instead of the regular technique used can be taken as an example of creating artificial situation.

There are number of designs within experimental research design. Campbell and Stanley (1996) the major designs of experimental research are,

Design 1:- The post-test only equivalent group design



Design 2:- The post-test only equivalent research design

Design 3:- The pre-test, post-test equivalent group design

Design 4:- The Solomon four group design

I had used pre-test, post-test equivalent group design for my study. This design has pre-test as well as post-test. I randomly assigned the subjects into two groups. The pre-test was taken and adjustment was made to both the groups equal. The pre-test was taken to find-out the initial differences. Adjustment was made in two groups based on the results of pre-test so that both the groups have same level of proficiency. One group was taken as experimental and the next was taken as control group. New treatment was introduced in the experimental group but regular activities went in control group. Post-tests were administered after four weeks to the both groups. The post-test mean scores of both groups were compared with pre-test mean scores of respective groups. Interpretation was made after comparison of the data. This can be shown diagrammatically as below,

R     :-     O<sub>1</sub> X O<sub>2</sub>  
R     :-     O<sub>3</sub> C O<sub>4</sub>

Here,

R = Random assignment of the subjects

O<sub>1</sub> and O<sub>3</sub> = Pre-tests

O<sub>2</sub> and O<sub>4</sub> = Post-tests

X = Experimental group

C = Control group

The finding/ Conclusion :- (O<sub>2</sub> – O<sub>1</sub>)-(O<sub>4</sub>-O<sub>3</sub>)

I used lecture, chalk and talk technique to the control group and language games to the experimental group. Students were involved in various games, tasks and activities related to their real life experience for experimental group.

But regular activity went for control group. Post-test mean scores of both groups were compared with pre-test mean score of respective groups.

### **3.2 Population, Sample and Sampling Strategy**

Students of class nine of Bhojpur district were the population of this study and sample of the study was 20 students of a government aided school of Shree Arunodaya Higher Secondary School, Charambi, Bhojpur.

I selected the school and the class through purposive non-random sampling procedure. The students were divided into two groups i) control, and ii) experimental group through the simple random sampling procedure in which everybody gets equal opportunity to be selected in the sample. I divided the students into two groups by selecting the students whose roll no is odd in control group and those students whose roll no is even were kept in experimental group.

### **3.3 Research Tools**

Pre-test and post-test items were the research tools for data collection for this study.

### **3.4 Sources of Data**

I used both primary and secondary sources of data. The primary sources were used for collecting data and the secondary sources were used to facilitate the study. The primary data was taken from the students of class 9 of Shree Arunodaya Higher Secondary School, Charambi, Bhojpur by administering pre-test and post-test. I consulted books, thesis, journals, articles, websites, magazines and materials available in the internet related to the present research. I basically consulted Thornbury (1999), Wright, Betteridge and Buckby (2006), Harmer (2007), Dehalunty and Garvey (2010), and others as well.

### **3.5 Data Collection Procedures**

For the collection of the data, at first, I visited the school and asked permission to carry out the study and then explained the process and purpose of the study. I divided the whole class into two groups i) control group and ii) experimental group. I used simple random procedure. I divided the students into two groups by selecting the students having odd roll no in control group and having even roll no were kept in experimental group. I administered pre-test to found out initial knowledge or competence of using tense of grade nine students. I marked the answer sheet after. I listed the marks of students without going to any kind of statistical process. The average score of both groups was calculated to find out the differences. The sum of both groups was compared. I made the adjustment of groups after seeing score in order to make the equal proficiency of the both group's students. I started treating the experimental group with new treatment. I treated the experimental group with language games in which students were taught about sentence construction using tense including tag-question, wh-question, yes/no question, negative and positive sentence through language games. No any treatment was used to the control group. They were taught using chalk and talk method. The experiment completed after four weeks. I administered post-test after the completion of the experiment. The answer sheets were marked after the test administered to get the score. The marks obtained by the students were listed by doing statistical processes like addition, subtraction, division. The average score of the groups was calculated to find out the better group as in the pre-test. I compared mean score of both groups control and experimental group.

### **3.6 Data Analysis Procedures**

The systematically collected data was analyzed, interpreted and presented quantitatively with the help of simple statistical tools and tables.

### **3.7 Ethical Considerations**

Research involves human beings as participants. Ethical consideration is one of the main aspects of the research. During my study I took the informed consent from respondent, maintained confidentiality regarding the information of respondents. I did not use the data for the sake of other purposes without permission of the respondents except for my research. I did not make any manipulation in collected data. I did not do any harm to informants while collecting data and did not analyze data subjectively rather I paid attention on accuracy, honesty, truthfulness of data in my study.

## CHAPTER – FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the analysis and interpretation of the data. The data was collected from the experimentation. The collected data was analyzed and interpreted descriptively as well as analytically using appropriate tools and tables.

The data is presented comparatively in holistic, group wise and item wise forms.

#### 4.1 Analysis and Interpretation of the Results

After the experiment, data were interpreted on the basis of result in different categories. The obtained data were analyzed by using quantitative approach in experimental research. All items are interpreted in the following sub-heading:

##### 4.1.1 Holistic Comparison

For the holistic comparison, the result of pre-test and post-test of experimental and controlled group have been compared. Twenty students of grade nine were divided into two groups. Each group consisted of 10 students. The comparison is shown as follows:

**Table 1**

**Performance of Experimental and Control group in Pre-test and Post-test**

| Group        | Num. of Ss | F.M. | Total marks | Marks obtained | Average in pre-test | Total marks | Marks obtained | Average in Post-test | Differences |
|--------------|------------|------|-------------|----------------|---------------------|-------------|----------------|----------------------|-------------|
| Experimental |            | 50   | 500         | 168            | 16.8                | 500         | 302            | 30.2                 | 13.4        |
| Control      |            | 50   | 500         | 160            | 16                  | 500         | 234            | 23.4                 | 7.4         |

(Ss= Students, F.M.= Full marks)

The above table shows that the experiment group has the average score 16.8 in pre-test and 30.2 in post-test. Experimental group has increased its average marks by 13.4. On the other hand, control group has the average score 16 in pre-test and 23.4 in post-test. Here, control group has increased its average marks by 7.4 in post-test.

It shows that the students of experimental group have progressed by 13.4. It is the effect of language games. Control group has not progressed in this way. This means use of language games in teaching tense is effective.

#### 4.1.2 Items Wise Comparison

In this section, five types of different test items are compared.

##### 4.1.2.1 Result of Fill in the Blanks

This was one of the test items which the researcher had included in pre-test and post-test items. It further included 10 sub-items. They totally carried out ten marks. Each item contained one mark.

**Table 2**  
**Score obtained in Fill in the Blanks**

| Group | T. Sc. in pre-test | Ave. Sc. In pre-test | Ave. P. in pre-test | T. Sc. in post-test | Ave. Sc. in post-test | Ave. P. in post-test | Difference in Ave. Score | Difference in Ave. P. |
|-------|--------------------|----------------------|---------------------|---------------------|-----------------------|----------------------|--------------------------|-----------------------|
| A     | 47                 | 4.7                  | 47                  | 67                  | 6.7                   | 67                   | 2                        | 20                    |
| B     | 48                 | 4.8                  | 48                  | 58                  | 5.8                   | 58                   | 1                        | 10                    |

(T. Sc. = Total Score, Ave. Sc. = Average score, Ave. P = Average percentage)

The above table shows the achievement of the students of group 'A' and 'B' in pre-test and post-test. It shows that group 'A' has scored 4.7 average score out of total ten full marks in pre-test and 6.7 in post-test with the increment of 20

average percentage. On the other hand, group 'B' has obtained 4.8 average score in pre-test and 5.8 in post-test with the increment of 10 average percentage. It means language games are effective in teaching fill in the blanks.

#### **4.1.2.2 Result of Sentence Change/Transformation**

This was one of the test items which the researcher had included in pre-test and post-test items. They totally carried out ten marks. Each item contained one mark.

**Table 3**  
**Scores obtained in Sentence Change/Transformation**

| <b>Group</b> | <b>T. Sc. in pre-test</b> | <b>Ave. Sc. In pre-test</b> | <b>Ave. P. in pre-test</b> | <b>T. Sc. in post-test</b> | <b>Ave. Sc. in post-test</b> | <b>Ave. P. in post-test</b> | <b>Difference in Ave. Sc.</b> | <b>Difference in Ave. P.</b> |
|--------------|---------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|-----------------------------|-------------------------------|------------------------------|
| A            | 26                        | 2.6                         | 26                         | 46                         | 4.6                          | 46                          | 2                             | 20                           |
| B            | 34                        | 3.4                         | 34                         | 34                         | 3.4                          | 34                          | 0                             | 0                            |

The above table shows the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 2.6 average score in pre-test and 4.6 in post-test with the increment of 20 average percentage. On the contrary, group 'B' has obtained 3.4 average score in pre-test and 3.4 in post-test with the increase of zero average percentage. It means language games are effective in teaching sentence change/transformation.

#### **4.1.2.3 Result of Sentence Construction**

This was one of the test items which the researcher had included in pre-test and post-test items. They totally carried out ten marks. Each item contained one mark.

**Table 4**  
**Score Obtained in Sentence Construction**

| <b>Group</b> | <b>T. Sc. in pre-test</b> | <b>Ave. Sc. In pre-test</b> | <b>Ave. P. in pre-test</b> | <b>T. Sc. in post-test</b> | <b>Ave. Sc. in post-test</b> | <b>Ave. P. in post-test</b> | <b>Difference in Ave. Sc.</b> | <b>Difference in Ave. P.</b> |
|--------------|---------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|-----------------------------|-------------------------------|------------------------------|
| A            | 14                        | 1.4                         | 14                         | 41                         | 4.1                          | 41                          | 2.7                           | 27                           |
| B            | 11                        | 1.1                         | 11                         | 21                         | 2.1                          | 21                          | 1                             | 10                           |

The above table shows the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 1.4 average score out of total ten full marks in pre-test and 4.1 in post-test with the increment of 27 average percentage. On the other hand group 'B' has obtained 1.1 average score in pre-test and 2.1 in post-test with the increment of 10 average percentage. It means language games are effective in teaching sentence construction.

#### **4.1.2.4 Result of Rearranging the Words**

This was another type of test item. In this item, ten items were included. Each item carried one mark. They totally carried ten marks.

**Table 5**  
**Scores obtained in Rearranging the Words**

| <b>Group</b> | <b>T. Sc. in pre-test</b> | <b>Ave. Sc. In pre-test</b> | <b>Ave. P. in pre-test</b> | <b>T. Sc. in post-test</b> | <b>Ave. Sc. in post-test</b> | <b>Ave. P. in post-test</b> | <b>Difference in Ave. Sc.</b> | <b>Difference in Ave. P.</b> |
|--------------|---------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|-----------------------------|-------------------------------|------------------------------|
| A            | 44                        | 4.4                         | 44                         | 80                         | 8                            | 80                          | 3.6                           | 36                           |
| B            | 42                        | 4.2                         | 42                         | 65                         | 6.5                          | 65                          | 2.3                           | 23                           |

The above table shows the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 4.4 average



score in pre-test and 8 in post-test with the increment of 36 average percentage. On the other hand group 'B' has obtained 4.2 average score in pre-test and 6.5 in post-test with the increment of 23 average percentage. It means language games are effective in teaching rearranging the words.

#### 4.1.2.5 Result of Correcting Verbs

This was one of the test items which the researcher had included in pre-test and post-test items. They totally carried out ten marks. Each item contained one mark.

**Table 6**  
**Scores obtained in Correcting Verbs**

| <b>Group</b> | <b>T. Sc. in pre-test</b> | <b>Ave. Sc. In pre-test</b> | <b>Ave. P. in pre-test</b> | <b>T. Sc. in post-test</b> | <b>Ave. Sc. in post-test</b> | <b>Ave. P. in post-test</b> | <b>Difference in Ave. Sc.</b> | <b>Difference in Ave. P.</b> |
|--------------|---------------------------|-----------------------------|----------------------------|----------------------------|------------------------------|-----------------------------|-------------------------------|------------------------------|
| A            | 37                        | 3.7                         | 37                         | 68                         | 6.8                          | 68                          | 3.1                           | 31                           |
| B            | 25                        | 2.5                         | 25                         | 56                         | 5.6                          | 56                          | 3.1                           | 31                           |

The above table shows the achievement of the students of group 'A' and group 'B' in pre-test and post-test. It shows that group 'A' has scored 3.7 average score out of total ten full marks in pre-test and 6.8 in post-test with the increment of 31 average percentage. On the contrary, group 'B' has obtained 2.5 average score in pre-test and 5.6 in post-test with the increment of 31 average percentage. In this test item, both the groups have progressed with the equal average percentage, i.e. 31. It means language games are not effective in teaching correcting verbs.

## **CHAPTER – FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

It consists of the findings, conclusions and recommendations of the study on the basis of presentation, analysis and interpretation of collected data in this chapter.

#### **5.1 Findings**

This research had made an effort to find out the effectiveness of language games for teaching tense in grade nine. The research was conducted in Shree Arunodaya Higher Secondary School, Charambi, Bhojpur district involving 20 students in grade nine. The selected students were divided into two groups; experimental and control group. By analyzing and interpreting the collected data during 28 days teaching, I have come to some findings which are as follows:

- The experimental group scored 20% difference in average in fill in the blanks in pre-test and post-test while control group scored 10% difference. It means the students were able to score high marks in teaching tense with language games in fill in the blanks than lecture or chalks and talk technique.
- Similarly, the experimental group scored 20% more than the control group in average in sentence change/transformation in pre-test and post-test. It also shows that the students of the experimental group were able to score high marks in teaching sentence change/transformation than the control group.
- In the category sentence construction, the difference between experimental and control group is 17% in average in pre-test and post-test. It shows that the students of control group were not able to score as equal to experimental group in teaching sentence construction.

- In the same way, the students of control group scored less marks than the students of experimental group in teaching rearranging the words in the sense that the experimental group scored 13% more than the control group in average.
- Language game based activities like simon says, tennis, jigsaw words, board game, etc. activities made the students of experimental group score high marks than the control group in learning tense.

## **5.2 Conclusions**

Teaching and learning of language consists of its skills and aspects. Mastery of grammar is inevitable for successful learning of language. There are several ways of teaching grammar. To make teaching and learning grammar meaningful and successful, application of games is also considered to be one of the best activities. In 28 days of teaching tense using language games; students were divided in two groups which are control group and experimental group. Experimental group was taught through language games whereas control group was taught through lecture method. While comparing score of pre-test and post-test, it was found that experimental group obtained higher score than control group in post-test. So, the students of experimental group who were taught with the use of language games were able to score high marks than the control group in teaching tense.

## **5.3 Recommendations**

Being based upon the major findings of the study, the following recommendations can be made.

### **5.3.1 Policy Related**

Policy is an action of government to systematize the activities of the people belonging to the particular area. It is the long term vision of the nation. Policy helps to achieve the objectives. The study conducted on the effectiveness of

language games for teaching tense formulates policies related to ELT. The major implications of the study in policy level are given below:

- This research shows that experimental group performed relatively better than control group in learning tense. Thus, in the policy of teaching grammar, the use of language games should be emphasized.
- The textbook writer should include many language games in their textbooks so that the teachers can use and teach grammar making the students involved in different language games.

### **5.3.2 Practice Related**

The finding of the study can provide important guidelines to those who are directly involved in teaching and learning activities. From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. The following recommendations are made to the ELT teachers, administrators and students.

- Teachers are suggested to teach grammar with the help of language games.
- Language games should be used in teaching every aspect of grammar.

### **5.2.3 Further Research Related**

This study is experimental study in nature. It was only limited to the 20 students of grade nine of Shree Arunodaya Higher Secondary School, Charambi, Bhojpur. Therefore, I don't claim that it is complete in itself. As it is an experimental study it could not cover in the greater number of population. So, further research can be carried out in this area. I have tried to mention some suggestion and related area for the research.

- Similar study can be conducted in other grades except grade nine.

- A study can be teaching grammar focusing on voice, speech, etc. through the use of language games.

This research is limited to one month period. For the more exploration regarding this area, language teacher can conduct action research.

**APPENDIX - I**

**Participant Consent Form**

**Faculty of Education**

**The Department of English Education**

**T.U., Kirtipur, Kathmandu, Nepal**

**Thesis supervisor: Khem Raj Joshi**

**Effectiveness of Language Games for Teaching Tense at Secondary Level**

I ..... [Name] agree to take part in this research study.

In giving my consent, I state that:

I understand the purpose of the study, what I will be asked to do and any risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that, I had about the study and I am happy with the answers.
3. I understand that, being in this study is completely voluntary and I do not have to take part.
4. I understand that, I can withdraw from the study at any time before I submit my responses.
5. I understand that, personal information about me that is collected over the course of this study will be stored securely and will only be used for purposes that, I have agreed to. I understand that, information about me will only be told to others with my permission.
6. I understand that, the results of this study may be published and that publications will not contain my name or any identifiable information about me.

I consent to:

• Fill the questionnaire:                      Yes [ ]                      No [ ]

Signature \_\_\_\_\_

Name \_\_\_\_\_

**APPENDIX - II**  
**A SAMPLE OF TEST ITEMS**

These test items have been prepared and given to the students to take data for the research work entitled "Effectiveness of Language Games for Teaching Tense at Secondary Level". The researcher hopes that, you all cooperate by participating in these test items.

Thank you.

Researcher  
Surendra Tamang  
M.Ed. Fourth Semester  
Kirtipur, Kathmandu, Nepal

**APPENDIX - III**

**Test item**

**Shree Arunodaya Higher Secondary School,  
Charambi, Bhojpur**

Full marks: 50

Pass marks: 20

**Subject:** English

Date: .....

Name: .....

Class: .....

Roll no.: .....

---

**1. Fill in the blanks with appropriate form of verb as given in bracket. 1×10= 10**

- a) She is..... a letter. (write)  
She is writing a letter.
- b) He had..... meal. (cook)
- c) They will ..... Kathmandu next month. (visit)
- d) Look! the car is ..... near. (come)
- e) They were .....volleyball yesterday. (play)
- f) He has been ..... since ten years. (teach)
- g) She will be ..... at the bus station. (wait)
- h) Rita will have been .....the map of Nepal. (draw)
- i) Children .....to school. (go)
- j) She .....yesterday. (die)
- k) Head teacher had been .....administrative work. (do)

**2. Change the following sentences as directed in the bracket. 1×10= 10**

- a) They are riding horse. (simple present tense)

**Answer:** They ride horse.

- b) Ram goes to school. (simple past tense)

.....



- c) He writes a letter. (past perfect tense)  
.....
- d) We read newspaper. (simple future tense)  
.....
- e) She draws the map of Nepal. (past continuous tense)  
.....
- f) They sing a song. (future continuous tense)  
.....
- g) Manisha was carrying doko. (present continuous tense)  
.....
- h) I cut grass. (present perfect tense)  
.....
- i) She drank water. (simple present tense)  
.....
- j) We eat rice. (future perfect continuous tense)  
.....
- k) Sushila and Sima dance in the stage. (past perfect continuous tense)  
.....

**3. Make ten different sentences of simple present, present continuous, present perfect, simple past, past continuous, past perfect, simple future, future continuous, future perfect and future perfect continuous tense using different subjects and the following verbs. 1×10= 10**

Cut, buy, swim, wash, sweep, jump, scold, beat, bite, watch

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....
- g. ....
- h. ....

- i. ....
- j. ....

**4. Rearrange the following words and make meaningful sentence. 1×10= 10**

a) are / Birds / their babies / feeding.

**Answer:** Birds are feeding their babies.

b) in the line / standing / Students / were.

.....

c) teaching / This school's teachers /for long time / have been

.....

d) had / I / done / my homework.

.....

e) will be / Sita / Bhojpur / travelling.

.....

f) Cooks / My mother / food in the kitchen.

.....

g) has / finished / Sita / her homework.

.....

h) His sister / doing / her homework / was.

.....

i) will have / Hari and Sita / reached / Kathmandu on Monday.

.....

j) My mother / will have / in the land. / been digging

.....

**5. Correct the following underlined verbs sentence. 1×10= 10**

a) She was play game.

.....

b) Ram and Shyam dances.

.....

- c) Children has done their homework.  
.....
- d) My father am cutting grass.  
.....
- e) I have been study in this school since nine years.  
.....
- f) Teachers will have give us homework.  
.....
- g) They had been do their own works.  
.....
- h) Garden is call his mother.  
.....
- i) She has sing a beautiful song.  
.....
- j) Students will decorating their classroom.  
.....

**The End**

## APPENDIX - IV

### Lesson plan – 1

Subject – English

Date: 2073-5-21

Teaching topic – Simple present tense

No. of students: 10

Group: Control

Time – 40 minutes

---

#### **Objective:**

At the end of the lesson, the students will be able to:

- i. Formulate three sentences of simple present tense

**Teaching materials:** Daily used materials,

**Warm up:** Teacher asks some questions for getting their attention e.g., what does your father do? What time do you sleep at night? What do you do at free time?

**Teaching activities:** The teacher writes some sentences of simple present tense such as, Ram goes to school, Sita is a nurse, Bibek and Hari play chess, we worship our gods, they swim in the river, etc. Then, he makes them read these sentences. He asks them if they formulate the similar sentences. After formulating the sentences, he asks them to read their sentences individually in loud voice. If the students have made errors, he again asks them whether the sentences are correct or incorrect. If the students cannot do, the teacher corrects the errors. He again asks them to make similar other sentences as much as they can. Then, the teacher asks them to draw or make the structure of simple present tense based on their own and written on the board sentences. If the students cannot make the structure, he assists them in formulating the structure of simple present tense. At last, the teacher tells the use of simple present tense.

**Evaluation:** Write three different sentences of simple present tense.

**Homework:** Write a paragraph describing your daily activities.



## Lesson plan – 1

Subject – English

Date: 2073-5-21

Teaching topic – Simple present tense

No. of students: 10

Group: Experimental

Time – 40 minutes

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### **Objective:**

At the end of the lesson, the students will be able to:

- i. Formulate three sentences of simple present tense

**Teaching materials:** Daily used materials,

**Warm up:** The teacher asks them if they have ever played games in classroom. If not then, he informs them that they are going to play a language game today.

**Teaching activities:** The teacher introduces the topic that they are going to discuss about along with the language game. He asks whether they know the structure of simple present tense. If they do not know, he writes some of the sentence of simple present tense and asks them to make the structure of simple present tense based on these sentences. Similarly, he asks them to make similar sentences. After that, he introduces the game and also tells the rules of the game in details. In this game, students follow the commands only if they are preceded by ‘Simon says.....’ (Simon says stand up). Those who follow commands without proceeding by Simon says..... are out. The last remaining player wins the game. After the completion of the game he gives prize i.e. a pen to the winner of the game.

**Evaluation:** Make three sentences of simple present tense.

## Lesson plan – 2

Subject – English

Date: 2073-5-22

Teaching topic – Present continuous tense

No. of students: 10

Group: Control

Time – 40 minutes

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### **Objective:**

At the end of the lesson, the students will be able to:

- i. Formulate three sentences of present continuous tense

**Teaching materials:** Daily used materials,

**Warm up:** Teacher asks some questions for getting their attention such as, what are you doing? How are you feeling? How am I looking?

**Teaching activities:** He informs them that they are going to discuss about present continuous tense. He tells them about the use of present continuous tense. He writes some sentences of present continuous tense like she is reading newspaper, they are going to school, I am drawing a map of Nepal, etc. on the board. Then he asks the students try to make similar sentences as much as possible. If the students cannot make, he gives some help for them like providing different verbs like wash, drink, cook, cut, etc. to create or formulate sentences. Students are asked to form or find out the structure through those sentences. After that he tells the students about how to make the sentences of present continuous tense. In the same way, he asks them to form similar sentences.

**Evaluation:** Write three sentences of present continuous tense describing the present activities.

**Homework:** Write ten sentences of present continuous tense using different subjects and verbs.

## Lesson plan – 2

Subject – English

Date: 2073-5-22

Teaching topic – Present continuous tense

No. of students: 10

Group: Experimental

Time – 40 minutes

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### **Objective:**

At the end of the lesson, the students will be able to:

- i. Formulate three sentences of present continuous tense

**Teaching materials:** Daily used materials, language game materials

**Warm up:** Teacher asks the students if they have ever played game in the classroom. He informs them that they are going to play language game for learning tense.

**Teaching activities:** At first, teacher informs them that they are going to discuss or learn about present continuous tense. He tells them about the use and structure of present continuous tense. He also says that they are going to learn through language game. He tells the name of the language game i.e. grammar race game and also tells the rules of the game. Then, the teacher divides the class into two teams. In each team, he makes them chose one runner and one writer. He gives each team a number or names to the group and allocates a space on the board for them to write. He makes the students play game. After a few minutes, he stops the round and makes the team evaluate the sentences from each team. He awards one to three points for each sentence. He gives reason for awarded points, e.g. subject verb agreement, spelling, punctuation, etc. If the teacher spots a mistake, asks the teams to identify and correct it. The first student to raise their hand and correct the mistake wins the points for his or her teams. He makes them play a few rounds. The team with highest number of points at the end of the game wins. The teacher awards the team with some chocolates.

**Evaluation:** Make three sentences of present continuous tense.



## APPENDIX – V

### Performance of experimental group

| S.N. | Name of Students  | Pre-test | Post-test | Gap  |
|------|-------------------|----------|-----------|------|
| 1    | Bandana Rai       | 18       | 36        | 18   |
| 2    | Ranjan Ghimire    | 13       | 35        | 22   |
| 3    | Bhupal Parajuli   | 22       | 27        | 5    |
| 4    | Babindra Shrestha | 28       | 35        | 7    |
| 5    | Alina Baraili     | 13       | 36        | 23   |
| 6    | Diwash Chapagain  | 23       | 36        | 13   |
| 7    | Sundar Giri       | 11       | 25        | 14   |
| 8    | Rabi Rai          | 12       | 20        | 8    |
| 9    | Hemraj Shasankhar | 12       | 19        | 7    |
| 10   | Bishwomitra Majhi | 16       | 33        | 17   |
|      | Average score     | 16.8     | 30.2      | 13.4 |

## APPENDIX – VI

### Performance of Control Group

| S.N. | Name of Students    | Pre-test | Post-test | Difference |
|------|---------------------|----------|-----------|------------|
| 1    | Mahesh Adhikari     | 27       | 34        | 7          |
| 2    | Chandra Bdr. Bhujel | 16       | 26        | 10         |
| 3    | Arjun Rai           | 23       | 24        | 1          |
| 4    | Debi dhakal         | 17       | 22        | 5          |
| 5    | Gita Rai            | 12       | 18        | 6          |
| 6    | Jhanak Sanjel       | 21       | 24        | 3          |
| 7    | Asang Rai           | 12       | 15        | 3          |
| 8    | Mankumar Tamang     | 6        | 14        | 8          |
| 9    | Sabina Tamang       | 11       | 33        | 22         |
| 10   | Karishma Tamang     | 15       | 24        | 9          |
|      | Average score       | 16       | 23.4      | 7.4        |

**APPENDIX - VII**

**Holistic Comparison**

| Group        | F.M. | Average in Pre-test | Average in Post-test | Differences |
|--------------|------|---------------------|----------------------|-------------|
| Experimental | 50   | 16.8                | 30.2                 | 13.4        |
| Control      | 50   | 16                  | 23.4                 | 7.4         |

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