
CHAPTER - III

METHODOLOGY

“Playing is a child’s natural way of Learning”

- Genevieve Roth

3.0 Introduction

It is quite natural that teaching becomes a bore and frustrating when one particular grammar task is taught in a monotonous way as it is done in our regular grammar classes today and if the same task is given with fun and play, it would be interesting and motivating. We experience that English when taught as a second language or as a foreign language, grammar is taught to that particular level. On the other hand, when the teacher tries to use language games to make the English grammar learning a positive and exciting experience, that stand as a motivating factor to the students. By doing this, we may expect results to be incredible! Keeping this innovative methodology in mind, it would be the right time to implement them in our English grammar classes. According to Saricoban & Metin (2000), games provide competition to enhance the motivation of the students. Jung (2005) also suggests that games create the competition for students having opportunity to work together and communicate using English with each other. Thus, competition will help students pay attention to learning and engage in the activities in the class much more. And Nguyen & Khuat (2003) also point out that games involve friendly competition and they make students interested. These help in the motivation for students of English to get involved and participate actively in learning.

A creative teacher could find the best games suited to proceed with the English grammar lesson in a class. Self-developed or teacher made games is user friendly and economically feasible for grammar learning in any developing country like India and there is an urgent need for these manual games which are much suitable for the Indian context. Even though,

globalization of technology making India towards a technically stronger nation, these manual games could be economically acceptable to all corners of the Indian society. Our educational system has to be best suited for a village setup. Teachers should be well trained to adopt this method (using manual games for learning and practising English grammar). Thus the researcher decided to utilize these creative and innovative games as a method to handle grammar classes for the pupils in class VIII. By doing this, the researcher wanted to study the difference between the conventional method of teaching English grammar (control group) and the game method of learning and practising grammar (the proposed experimental group). Therefore it is a study to know the effect of the innovative method to learn grammar. The researcher implemented this innovative method for the better understanding of the pupils to learn grammar without any difficulty. In the present chapter the topic under investigation, the design, the tool, the methodology for the implementation of the method, sampling technique and data collection are explained in detail under the following headings:

- 3.1 Design of the Study
- 3.2 Selection of Proper Variables
- 3.3 Selection of the Sample
- 3.4 Selection of Content and Preparation of the Instructional Package
- 3.5 Preparation and Validation of Pre-test and Post-test
- 3.6 Pilot Study
- 3.7 Conduct of the Study and Collection of Data and
- 3.8 Statistical Analysis
- 3.9 Conclusion

3.1 Design of the Study

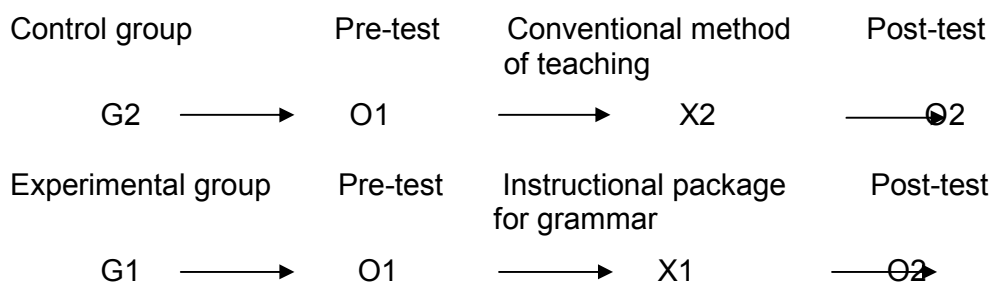
The effectiveness of the instructional package prepared by the investigator to teach English grammar was studied using Experimental design. Wikipedia says, a research design includes the process and methods used to carry out scientific research. The design defines the type of

study (descriptive, correlational, experimental, etc) and sub-type (e.g., descriptive, longitudinal, case study), research question, hypotheses, independent and dependent variables, experimental design, and, if relevant, data collection methods and statistical analysis plans.

According to Kerlinger, “Research in the plan, structure and strategy of study conceived in order to get answers to research questions and also to control variance”.

Research Design is a detailed outline of how an investigation will take place. It will typically include what instruments will be prepared, how data is to be collected, and the intended means for analyzing data collected.

Pre-test and post-test design was used in the present study. According to Best and Khan (1993), the representation of pre and post-test design is that, pretest is administered before the application of the treatments and post tests are carried out at the end of the treatment period. Gain score may be compared and subjected to further analysis to find out the difference between the means.



The above diagram shows the uni/mono experimental design from Best G1 and G2 are the experimental and control group respectively and X1 indicates the experimental treatment. The intervention programme covers the instructional package consisting of about 20 language games for English grammar learning which was applied to the experimental group by the

investigator and X2 indicates the conventional method of teaching that goes on for the control group taught by the regular school teacher.

The control group of the sample is taught by the conventional method of teaching grammar whereas the experimental group of the sample is taught using the instructional package. Pre-test and post-test prepared by the investigator are used to evaluate the ability of the learner in understanding English grammar. The difference in the scores obtained by the sample between the post-test and the pre-test indicates learning using the instructional package over the conventional method. Gain score may be compared and subjected to further analysis to find out the difference between the means. The pretest and post test design was extended to two groups (experimental group and control group) as shown above.

The statistical analysis done on the pre-test and post-test scores and gain scores further indicates the significance (if any), of the experimental method namely the instructional package used in the study.

3.2 Selection of Proper Variables

Selection of variables is of utmost important in a good research. Selection of right variables not only improve the quality of the study, but also the generalization of the results. The variable that are expected to influence the dependent variable. Its value may be changed or altered independent of any other variable. Gender, educational level of the parents and siblings of the sample are the independent variables selected for the present study.

The conditions, that appear, disappear or changes as the experimenter introduce, removes or changes independent variable. The learning of English grammar by the 'experimental method' chosen in the study is the dependent variable. Instead of including more variables for the study a researcher must be able to identify only those variables which are likely to have more impact upon the independent variables of the study (Borg and Gall, 1983).

3.3 Selection of the Sample

Sampling is a process by which a relatively small number of individuals or objects or events are selected and analyzed in order to find out something about the entire population from which it was selected. A good sample must be a representative of the entire population as nearly as possible.

The pupils of VIII Std were selected for the study due to their experience having learnt English for 3 years at the secondary school level. Further they can benefit better out the programme planned. They are also psychologically more receptive with better vocabulary.

Based on the convenient sampling technique the investigator selected 120 pupils of standard VIII (60 boys and 60 girls) from a Government higher Secondary School (Co-education) which is situated in the outskirts of Mettupalayam Panchayat union of Coimbatore District.

The investigator has chosen this particular school for her convenience to go to this school as well as the need for making the learners to understand English grammar better. The total sample selected was grouped into 30 boys and 30 girls of Control group and 30 boys and 30 girls of Experimental group. The formations of these two groups were done by asking the boys and girls to number 1 and 2 in order. Then all 1s and 2s are grouped as Control and Experimental groups respectively and this was done for boys and girls separately. Table-I shows the details of the sample selected for the study:

Table 3.1: Sample Selected at the Secondary Level

Name of the School	Type of school	Class	Control		Experimental	
			Boys	Girls	Boys	Girls
Government Higher Secondary School, Mettupalayam. Panchayat Union, Coimbatore District	Government	VIII	30	30	30	30
			60		60	
Total			120			

3.4 Selection of Content and Preparation of the Instructional Package

The first step involved was selecting the 'aspects' of the teaching of English grammar to VIII std pupils. Consulting the Text books, Reference Books, Teachers' Hand Book and getting the jury opinion from experts namely - Teacher Educators of DIET (District Institute of Educational Training), experienced English Teacher Educators in Colleges of Education, Heads of Schools and experienced English Teachers of VIII std classes, the aspects of English grammar for VIII Std level were decided to be "Articles", 'Sentence Patterns', 'Question Tags', 'Concord' and 'Reported Speech'.

3.4.1 Aspect 1 - Articles

'A', 'an' and 'the' are called articles. 'A' and 'an' are called indefinite articles. They do not refer to any particular person or a thing. And 'the' is called the definite article. 'The' denotes to a particular person or a thing.

Grammar rules:

Usage of the indefinite article, 'a'

1. The indefinite article 'a' precedes a word beginning with a consonant sound

Ex. I bought a bag

2. The definite article 'a' is used before 'u' sounded words

Ex. Cow is a useful animal.

3. The indefinite article, 'a' is used before the word 'one'.

Ex. A one rupee note.

Usage of the indefinite article 'an'

1. The definite article, 'an' is used before a word that begins with a vowel sound

Ex. Sheetal ate an apple.

2. The definite article, 'an' is used before a word that begins before a silent 'h'

Ex. It is an historical place.

Usage of the definite article 'the'.

1. The definite article, 'the' is used before a particular object or objects already referred to.

Ex. I gave the book he wanted.

2. The definite article, 'the' is used before the names of rivers, seas, ranges, oceans and names of natural phenomena, seasons and directions.

Ex. The Nile, the Arabian sea, the Himalayas, the Alps, the Pacific ocean, the sun, the winter, the east, etc.

3. The definite article, 'the' is used before certain well-known books.

Ex. The Bible, The Indian express, etc.

4. The definite article, 'the' is used before names of ships, trains, well known buildings descriptive names of countries and province.

Ex. The Taj Mahal, The United Provinces, the Kovai express, the British Isles, etc.

5. The definite article, 'the' is used with superlatives

Ex. The most beautiful flower.

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6. The definite article, 'the' is used with the names of things used as types of their class.

Ex The pen is mightier than the sword.

7. The definite article, 'the' is used with an adjective used as a noun

Ex. The rich must help the poor.

8. The definite article, 'the' is used before the names of the people of a nation.

Ex. The Indians, the Japanese, etc.

9. The definite article, 'the' is used before the ordinals.

Ex. The first prize.

3.4.2 Aspect 2 - Sentence Patterns

A sentence is a group of properly arranged words which makes complete sentence contains a subject and a predicate. There are a number of sentence patterns. A few important patterns of simple sentence.

Clause are made up of such elements as

Subject	:	(S)
Verb	:	(V)
Object	:	(O)
Indirect object	:	(IO)
Complement	:	(C)
Adjunct	:	(A)

Explanations of the patterns

Subject (S)

The doer of the action or about what / whom is talked about in a sentence is called the subject in a sentence.

Example:

The cat killed the rat.

('The cat' is the Subject of the sentence)

Verb (V)

Main verbs/Auxiliary verbs follow the subject in a sentence .If the sentence possesses a main verb, then the word following the verb is the direct object of the sentence. If the sentences possesses auxiliary verb, then the word following the verb is the complement of the sentence. The complement of a sentence is very important, for without a complement the sentence becomes absurd.

Example:

- (i) Sheela gave a present to Ravi
(‘gave’ is the main verb of the sentence)
- (ii) Rohith is a smart boy in class)
(‘is’ an auxiliary verb of the sentence)

Object (O)

By asking the question ‘what?’after the verb (main verb) the direct object (DO) is found and by asking the question whom /who? after the verb (auxiliary verb), the indirect object is found (IO)

Example:

- (i) Ramu ate ice -cream today.
(‘ice-cream’ is the object of the sentence)
- (ii)Rajini gave me a pen.
(‘me’ is the Indirect object of the sentence)

Adjunct(A)

Adjunct (A) is a word which answers the questions when?, where?, why? and how? an action is done.

Example:

- (i) Sheetal is happy today
(‘happy’(how?) and ‘today’(when?) are adjuncts of the sentence.

- (ii) She ran home because it was raining heavily.

(‘home’(where?) and ‘raining heavily’ (why?))

3.4.3 Aspect 3 - Question Tags

It is a common practice in conversation to make a statement and ask for confirmation; as, ‘It’s very hot, isn’t it?’. The later part (isn’t it?) is called a question tag. The pattern is (i) auxiliary+n’t+subject, if the statement is positive, (ii) auxiliary+subject, if the statement is negative

Example:

- (i) It’s raining, isn’t it?
 (ii) You aren’t busy, are you?

3.4.4 Aspect 4 - Concord

A verb must agree with its Subject in Number and Person. Often, by what is called the “Error of Proximity “, the verb is made to agree in number with a noun near it instead of with its proper subject. If the subject is singular, the verb is singular; if the subject is plural, the verb is plural.

Example:

- (i) I meditate.
 He meditates.
 They meditate.
 (ii) I am reading.
 He is reading.
 They are reading

3.4.5 Aspect 5 - Reported speech

Direct Speech To Indirect Speech

We may report the words of a speaker in two ways :

- (i) We may quote his actual words. This is called Direct Speech.
 (ii) We may report what he said without quoting his exact words.

This is called Indirect (or Reported) speech.

Direct: Rama said, "I am very busy now".

Indirect: Rama said that he was very busy then.

It will be noticed that in Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not.

It will be further noticed that in changing the above Direct Speech in to Indirect certain changes have been made. Thus:

- (i) We have used the conjunction that before the Indirect statement
- (ii) The pronoun I is changed to he (The Pronoun is changed in Person).
- (iii) The verb am is changed to was (Present Tense is changed to Past).
- (iv) The adverb now is changed to then.

Effective language games for the learning of English grammar for VIII Std pupils were listed by the investigator, from studies conducted earlier and also by consulting the experienced English teachers and experts in the field. The matching of the language games for the teaching of various aspects of English grammar was done using jury opinion namely teacher educators of DIET, English Teacher Educators from Colleges of Education, Heads of schools and experience. English Teachers of VIII Std class. The details of the instructional package including the naming to games prepared and validated is given in Appendix 1 and the steps in brief in Fig 1.



Figure 3.1: Flow Chart showing the language games in Instructional Package

3.5 Preparation and Validation of the Pre and Post-Tests

Pre-test and the post-test were prepared to evaluate the effectiveness of learning of English Grammar using language games, by the sample. The types of question and marks for each aspect of grammar and the number of questions to be included in the pre-test and post-test were decided consulting the experts in the field. The questions included were also decided based on the aspects of English Grammar included in the syllabus and instructional package of the control and experimental treatment used in the study. The types of questions namely fill in the blanks of various types, identification of the patterns for various structures and transformation of sentences included in the pre and post- tests called for various language skills of the learners based on the knowledge gained in English grammar selected in the study. The pre-test and post-test prepared initially as mentioned above were given for jury opinion to check for the clarity, level of the learners and suitability of the language skill to be tested (Appendix -2).

Based on their opinion, the question items were either modified, or deleted and the final pre and the post-test question papers including the 5 aspects are given in the Appendix-3 and the format detail below in Table II.

Table 3.2: Format of the pre-test and post-test Question Paper

S. No	Aspect in English Grammar Tested	Type of Questions	S.No of the Question	Marks Alloted
1.	Article	Fill in the Blanks	1-10	10
2.	Sentence patterns	Identify the patterns	1-5	05
		Frame sentences for the given patterns	1-5	05
3.	Question tags	Fill in the blanks	1-10	10
4.	Concord	Choose the best option	1-10	10
5.	Reported speech	Transformation of sentences	1-10	10
Total				50

3.6 Pilot Study

Pilot study was done for the instructional package prepared for the study. This was done in the Government Higher Secondary School at Karamadai to see to the feasibility of the study on a sample of VIII Std pupils 32 in number (16 boys and 16 girls). First of all the pre-test was given to the sample, followed by the Experimental and Control treatments with equal number of boys and girls in each group. Then post-test was applied and data obtained were subjected to analysis. The so conducted Pilot study helped the investigator to suitably change the procedure to be followed in the real study.

3.7 Conduct of the Study and Collection of the Data

The investigator got permission from the Headmaster of the Government Higher Secondary School at Mettupalayam and the details of the plan were explained to the English teacher of the school handling VIII Std pupils. The conventional method of teaching English Grammar to the control group was handled by the regular English teacher whereas the experimental treatment was given by the investigator herself, using language games. The pre-test was conducted to the Control group pupils by the regular teacher and necessary instructions were given to the pupils as to how to answer the test and it was done for 1 hour. Care was taken to supervise to avoid copying. The same pre-test was used for the experimental group pupils, by the investigator herself, after creating rapport and explaining about the way of answering. The time given was 1 hour and care was taken to supervise to avoid copying. Instructional package was used by the investigator to teach the selected aspects of English grammar using the selected and planned 4 language games for each of the 5 aspects as given in Appendix 1 for the Experimental group. The treatment varied from 45 minutes to 90 minutes to teach each of the 20 language games. The detailed plan of teaching using language games in the experimental group of the sample is detailed in Fig. 2.

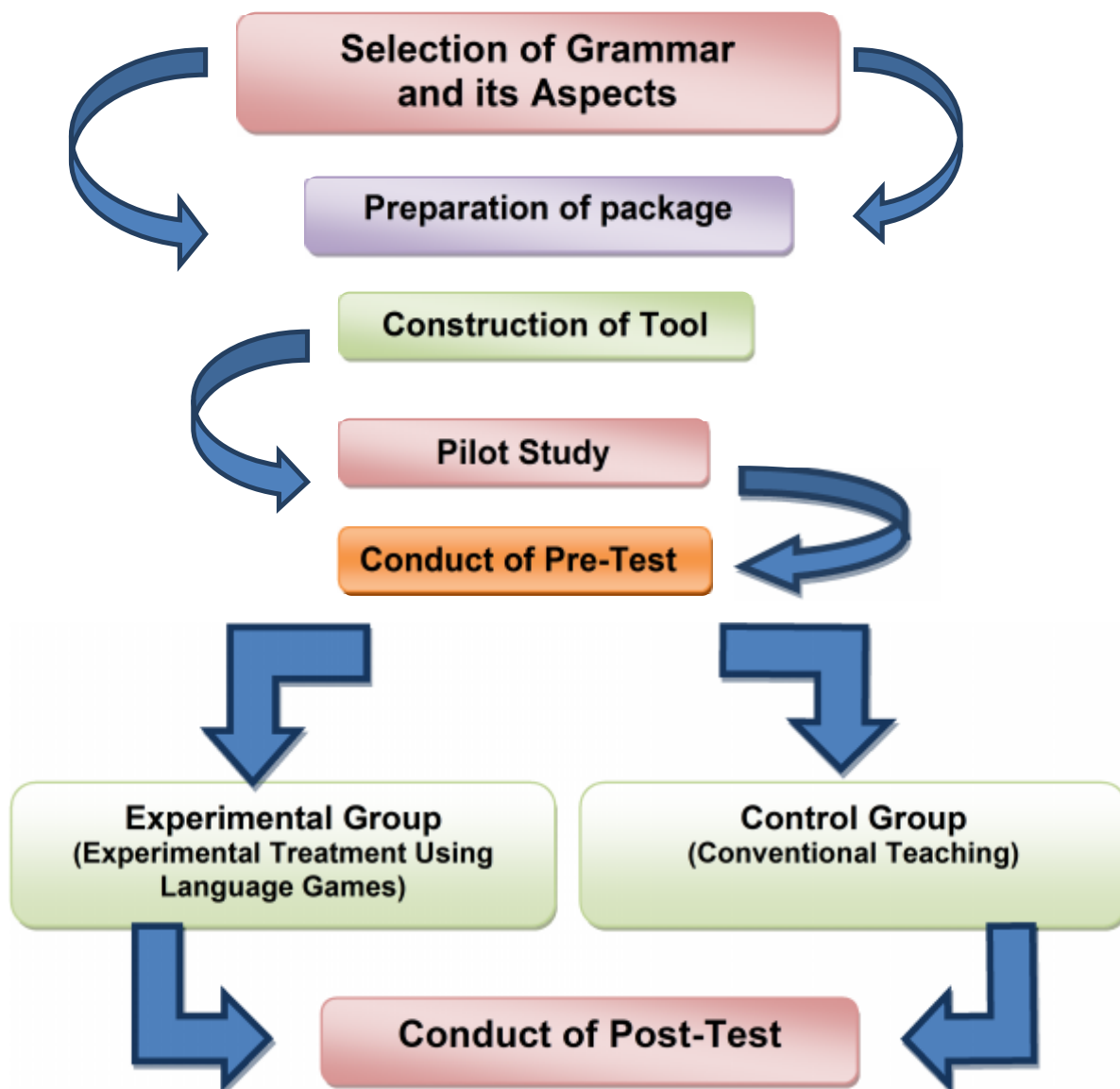


Figure 3.2: Stages of the Study for the Selected Sample

3.8 Experimental Programme

3.8.1 Phase I

First 15 minutes was utilized to brush up the pupils' previous knowledge on the aspect taken for the study and the grammar rules were discussed. Doubts if any raised by the pupils were also made clear by the investigator. The investigator gave an orientation on how the game is to be played with its rules.

3.8.2 Phase II

The games developed for all the 5 aspects were executed for experimental group for as shown in a Table III.

Table 3.3: Procedural Plan of Teaching through Language Games

S. No.	Grammar aspect	Phase - I (Orientation given)	Phase - II Execution of Games	Time
1.	Articles - 'A', 'An' and 'The'	Introduction of the aspect, 'Articles' is given by the investigator to avoid confusion and hints are given about the rules of grammar in article and the procedure to play the game is given in this phase followed by actual play of games	G1: Filling the Pouches	45 min.
			G2: Flower Arrangement	45 min.
			G3: Lucky Corner	45 min.
			G4: Passing the Parcel	45 min.
2.	Sentence Patterns : SV, SVO, SVIDO, SVOA and SVC	Introduction of the aspect, 'Sentence Patterns' is given by the investigator to avoid confusion and hints are given about the rules of grammar in sentence patterns and the procedure to play the game is given in this phase followed by actual play of games	G1: SP Express	45 min.
			G2: SP Cricket Match	90 min.
			G3: Hide and Seek	45 min.
			G4 : Carrom Board	45 min.

S. No.	Grammar aspect	Phase - I (Orientation given)	Phase - II Execution of Games	Time
3.	Question Tags	Introduction of the aspect, 'Question Tags' is given by the investigator to avoid confusion and hints are given about the rules of grammar in 'Question tags' and the procedure to play the game is given in this phase followed by actual play of games	G1 : Hen and its Eggs	45 min.
			G2 : "Munch the Chocolate"	45 min.
			G3 : Hidden Treasure	45 min.
			G4 : Fix the Fox' Tail	45 min.
4.	Concord	Review on the aspect, 'Concord' is given by the investigator to avoid confusion and hints are given about the rules of grammar in 'Concord' and the procedure to play the game is given in this phase followed by actual play	G1 : Burger to Taste	45 min.
			G2 : Your Lucky Lot	45 min.
			G3 : Rapid Fire	45 min.
			G4 : Made for Each	45 min.
5.	Reported Speech	Review on the aspect, 'Reported Speech' is given by the investigator to avoid confusion and hints are given about the rules of grammar in 'Reported Speech' and the procedure to play the game is given in this phase followed by actual play	G1 : Custodian	45 min.
			G2 : Sword and the Sheath	45 min.
			G3 : Clean the Bin	45 min.
			G4 : Lolly Pop	45 min.

3.8.2.1 Aspect 1 - Articles

Game 1: 'Filling the right Pouch'

Procedure

The investigator divided the pupils into two groups namely, 'Wren' and 'Martin'. Three paper pouches in white color were kept on the table. The pouches are named as 'pouch -A'. 'Pouch -An' and 'pouch-The'.

Each player has to come to the front of the class from both the teams simultaneously to fill the pouches within the stipulated time ie.30 sec. two colors of paper strips can be used by the players of the two teams and the colors should be informed to the team players. The players will pick strips of the same color and must start filling those pouches after reading the words without articles into their respective pouches ('a', 'an' and 'the') to which they belong to. A stop watch is used by the investigator to caution the player to stop playing if he exceeded the time allotted. At the end of the game, the investigator counts the number of correct strips of words being filled into the pouches by the players. The strips are identified by their colour given to the teams.

The team points depend on the number of correct words (strips) being put into those pouches. Hundreds of words are kept assorted in the tray.

Game 2: 'Flower Arrangement'

Procedure

The investigator divided the students into two groups namely, 'Wren' and 'Martin'. Three big Flower Vases were put on the table by naming them as 'vase a', 'vase an' and 'vase the'. 60 to 70 flowers with words on their faces and with long stems were put on the table. 30 seconds is given for each player to arrange the flowers into their respective flower vases. The player is expected to identify the words on the flower faces which he/she must identify and should arrange into its suitable preceding article vases ('a', 'an' and 'the'). The scoring depends on the words (flowers) into the correct vase. The incorrect flowers chosen were not taken for the scoring (Plate 1 and 2).



Plate 1. Flowers Arranged by Pupils



Plate 2. Flowers with articles 'a' 'an' and 'the'

Game 3: 'Lucky Corner'

Procedure

The investigator divided the pupils into three groups namely, Lifco, Oxford and Deluxe. A number of assorted flash cards fetching words were kept in a box on the teacher's table. A big triangle is drawn with the help of a chalk piece on the floor in front of the class, inside the class room or on the mud ground outside the class room. The pupil is expected to pick those flash cards from the box and he/she should place those words on the exact corners i.e. 'a', 'an' and 'the' on the respective angles of the triangle. Each player is given thirty seconds to fill the corners Music is played with the help of the cell phone of the teacher for thirty seconds. The music stops for 30 seconds by the investigator by using a stop watch. The player / pupil is declared the winner or the loser depending on the number of the correct cards in their right article - corners.

Game 4: 'Passing the Parcel'

Procedure

The investigator, divided the pupils into two groups at random namely, 'Wren' and 'Martin'. Thirty pupils were called from both the teams (15 from each team) and they were instructed to form a circle on the circle drawn in front of the class. The music is played and the players (pupils) start

passing the cookie tin from one person to another till the music stops. Once the music is off, the person holding the tin is expected to open the lid of the tin to take out a strip which would have an article ('a' or 'an' or 'the') written on it. The pupil should say the article what was written on the strip inside the tin and later he/she is expected to give the correct word that will follow the article. If he gives the correct answer, the team he belongs would get a point and if in case he gives the wrong answer the team will lose a point and should get out of the game immediately. And this goes on for one full period (45 minutes). The next set of pupils (30) will play the following day to decide the winning team at the end of the period on the second day.

3.8.2.2 Aspect II (Sentence Patterns)

Game 1: 'SP Express'

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin' by numbering them as 1 and 2.

The investigator would throw the questions/patterns such as SV, SVO, SVIODO, and SVC & SVOA to the player who represents the team. Hearing those questions/patterns, the player is expected to pick each card which would fetch words that stand for Subject, Verbs, Object (direct and indirect), Complement and Adjunct from the tray by the side of the train. The teams are informed about their strip-colours which they must pick from the basket. The two different colours can be of any two colours and for this game it was blue and pink. Picking the card he is expected to fill the corresponding compartment according to the question asked.

For example, if the question is SVC, the player would pick a word that stands for a subject another word for verb and followed by a complement in those corresponding compartments. As an arbitrator, the investigator checks the compartments filled by the player. Each pupil is asked three questions and the compartment should be filled with the correct words according to the question (patterns) within 30seconds. If in case the answers (cards) are

wrongly filled by the player, the 'SP Express' does not move from the platform. And the train which fails to move from the station is treated as 'Cancelled for the day' with no points. So the players would try hard to fill the passengers into their correct compartments by seeing the coach names such as: 'S - coach', 'V - Coach', 'IO - coach', 'DO - coach', 'C - coach and 'A - coach' (Plates 3,4 and 5).



Plate 3. Coaches of 'S', 'V' 'IO' and 'DO'



Plate 4. Pupils filling the coach 'V'



Plate 5. Coaches in 'Sentence Pattern'

Game 2: 'SP Cricket Match'

Team leaders were called in front of the class to decide the first batting team and the bowling team. The toss winner, the batsman was instructed to listen carefully to the bowler's shout so that he will know what ball (sentence) is thrown to him and on the other hand, the bat's man must pick the correct 'Pattern Bat' to score a run. The Bowler shouts the sentence at least two times before reaching the batting person and he also gives few seconds to read the ball (round chart paper ball) the tag. In case the boy/girl bats with the wrong bat, then they are out. This is how the game goes on.

The bowling team are made to stand red alert for fielding and they can also help the batsman to pick the right bat if he faces difficulty. The whole class, which is otherwise the Arena, is found to be in a roaring applaud, motivating and encouraging their team members to win the match. The investigator is the deciding umpire to maintain the score board (Plate 6, 7 and 8).



Plate 6. Pupils Ready to Bat in 'Cricket Match'



Plate 7 & 8. Pupils Batting in Cricket Match with Matching SP

Game 3: 'Hide and Seek'

The total (60) is divided into two equal teams by making them call out 1 and 2. The players within the team itself will not know what pattern/ word card they have in their hands. The patterns and the related words in the in their hands of the teams are: SV, SVO, SVIODO, SVC and SVOA. Therefore there would be 5 Subject words (5 'S' words), 5 Verbs (5 'v' words), 4 object words (both direct and indirect objects), 1 complement word (1 'C') and 1 'A' word (1 A). The players who have the subject word or the 'S' pattern will run out first and suitably the remaining words/patterns will run out

to frame meaningful sentences. The players of both the teams, running out of their places, will shout out those words and patterns in their hands. The team who finishes the game first with correct answers (5 different pattern/sentences) within the stipulated period of time, is decided the winner for that particular round. The team that follows secondly is appreciated for a better luck next time and they walk out of the game with no points. The teams who run out first but if their answer is wrong, they are declared out with no points instead the team who comes secondly with correct answer is taken into account. If suppose both the teams are out with wrong answers, then both the team players are out with no points for that particular round. New cards are distributed for the consecutive rounds.

Game 4: 'Carrom Board

The total (60) is divided into two equal teams by numbering 1 and 2. At least 4 players from both the teams sit to play at a time. The patterns alone will be written on the coins using an A4 sheet, finely cut to size of the coin and the player is expected to strike the patterns (coins). Any one pattern can be the aim of the pupil to pocket ('SV' or 'SVO', or 'SVIODO' or 'SVC' or "SVOA'). After pocketing the pattern, the player is expected to give the correct answer orally for everyone to hear. The 4 four players will finish the game one by one and they are rewarded accordingly. The investigator is the arbitrator to stand near the score board. If the player is unable to pocket the coins within the stipulated time, then the player representing the team is out with no points and also, if the player pockets the coins wrongly, the player gets no points. The time given to finish the game is 30 sec. The investigator will use a stop watch to watch the time strictly. The players of both the teams must strike the carom coins framing at least one pattern/structure. The player strikes the patterns one after the other in a sequential order to gain a point. And each player is given a single chance only.

3.8.2.3 Aspect III (Question Tags)

Game 1: 'Hen and its eggs'

Procedure

The investigator, at random with equal number of boys and girls divided the pupils into two groups namely, 'Wren' and 'Martin' by numbering them as 1 and 2. The investigator gave instructions about how the game has to be played. The investigator would take the strip to insert it in between two slits on the hen's side portion. Statements were written on the strips in a different colour on the dorso ventral side of the hen and a number of oval shaped finely cut chart paper eggs of different colours are kept on the back side of the hen. The player is to read the statement written on the strip that is badged on the hen and he/she must write the answers (Tag) on the Chart paper egg. If the player writes the correct answer on the egg, the team gets a point or otherwise the team gets no points (Plates 9 to 12).



Plate 9-12. Steps in the game Hen with Eggs (Question Tags)

Game 2: 'Munch the chocolate'

Procedure:

In order to draw the attention of the pupils, empty Chocolate wrappers (packets) were kept on the table arranged one top of another. Statements (Questions) were written on a strip of white paper and stuck on the packets. The player has to pick the chocolate wrapper, read the question on the white paper and he is to write the related Tag (answer) on the finely cut chart paper which is kept inside the wrapper. If the player writes the correct answer, it means that the player has tasted or enjoyed the chocolate. If the player fails to write correctly it means that he gets no chocolate to enjoy and no points for the team. Both the question and the answer are read out to the class by the player himself. If the player writes the correct answer, the team gets a point or otherwise the team gets no points (Plates 13 - 15).



Plates 13-15. Matching Question Tags for the Game Munch the C

Game 3: 'Treasure Hunt'

Procedure:

The class is divided into three teams by numbering the pupils as 1, 2 and 3 namely, Lifco, Oxford and Deluxe each group encompasses of 20 each. The investigator starts the game by making the three group leaders to

pick their lot to know who is going to hunt their treasure first, second and third. The team that should play first get clues given to hunt their treasure in order to complete the sentences given to them. 20 players are divided into two each for a single round to hunt their treasure to finish their round. Oxford team is sub divided as Oxford 1, Oxford 2, Oxford 3, and Oxford 10. Lifco is divided as Lifco 1, Lifco 2, and Lifco10 and Deluxe as Deluxe 1, Deluxe 2, and Deluxe10.

Steps:

If Oxford team has to play the game, each sub team should get their sentences for example:

- (a) She danced beautifully, -----?
- (b) The Lion roars angrily, -----

Clues are:

- a. They use me to keep things and books. (Book shelf)
- b. I am very cool and tasty (ice cream cup with the cap)

If the sub team Oxford 1 is got the above clues the team is expected to go to the shelf and search for the ice cream cup and opening the lid they could find two strips of chart papers on which it would be written as: 'danced' (did) and 'roars' (does). Taking these hunts from the paper strips they can easily frame the suitable Question tags for the given sentences in 10 minutes.

- (a) She danced beautifully, didn't she?
- (b) The Lion roars angrily, doesn't it?

The above sentences are given to the team by the investigator to write them on a piece of paper given to them. If the team gives the correct answer like the above example then the team would get points. Likewise each sub team points are added to the Head teams namely Oxford, Lifco and Deluxe.

Game 4: 'Fixing the Fox' Tail'

Procedure

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game "Fixing the Fox' Tail" has to be played. Each team encompasses about 30 players. A big picture of a fox without a tail is drawn on a chart paper (pink colour) and fixed on a flannel board. The tail-less fox was labelled with the statement on its torso-ventral side. The pupil who represents the team comes forward, reads the labelled statement and searches for the suitable correct tag (tail) from the tag- basket in which tags with different colours were finely cut into the shape of a fox' tail. Thus, the student scores a point if he fix' the right tail (tag) for 'the tail-less fox' within the time allotted (30 seconds) failing, the player was out of game with a zero scoring (Plates 16-18).



Plate 16-18. Fixing the Fox' Tail for Question Tags

3.8.2.4 Aspect IV (Concord)

Game 1: 'Burger to Taste'

Procedure

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game, 'Burger to Taste' should be played. Burger is made of tasty and colourful layers. The three layered Burger is; 'the subject' and the bottom layer, 'the object'. The middle layer is unfilled and the player has to pick the appropriate 'verb' and fit it in the middle in place of the 'verb' to enhance the taste i.e. If the top layer is a singular subject word then the verb in the middle should also be in its singular form only and if the subject is plural, then the verb on the burger should also be plural. This is otherwise grammatically called 'subject - verb agreement'. The verbs were of both singular and plural - and assortment of both singular and plural (Plates 19-22).



Plate 19-22. Burger to Taste for Concord

Game 2: 'Your lucky lot'**Procedure**

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game, "Your lucky lot" should be played. Each player comes to pick his lucky lot in different colours (flash card) from a box kept on the table. After picking the lucky lot, the player should read what is written on the flash card if the word was a subject word, for example 1: 'Ravindhar...' (immediately the player has to frame a correct sentence by using a suitable singular verb 'is') for instance a sentence like: Ravindhar is a good dancer. (Singular subject, 'Ravindhar' should preceded by a singular verb 'is' only).

Game 3: 'Made for Each'**Procedure**

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game, "Made for each" should be played. Each player from the two teams is called to play the game. Two photo stands like models were kept on the table in front of the class. A collection of cards, in the size of a post card is given to both the players. The player who won the toss should start the game by inserting the card (question) into the photo frame and the card would incorporate the subject - word. The opponent should pick the correct verb - card (answer) to insert it into the photo frame stand which would be kept adjacent to it and this should be done within 30 seconds only. Soon after the insertion is completed, the investigator has to check if the answer given is right and both cards inside the photo stands do give the appearance like the made for each card. If it is done, the team which gave the answer would get a point or otherwise they lose a point.

Game 4: 'Rapid Fire'

Procedure

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game "Rapid Fire" should be played. Each team encompasses about 30 players. When an individual from a team goes in front of the class to play, he is quizzed very fast one after the other without any break or giving a sec. To think of the answer and in case he did not know the answer he must use the word 'pass' to get the next question. So the game goes on like this for a minute till the entire 10 questions are finished. Questions may be a single word like: 'The monkey' and the expected answer for this is: 'is' only. If the subject is: 'Monkeys' the expected answer is : 'are'

For ex: 'Kumar' ...? ...

Answer is: 'is'

Sometimes the question may be a verb word like : 'are', 'is' ... and so on the expected answer is, the player has to frame the suitable subject words only. Like this the subject has to agree with the verb and the verb has to agree with the subject. Thus subject and verb and verb agreement is easily identified by the player

3.8.2.5 Aspect V (Reported Speech)

Game 1: 'Sword and the Sheath'

Procedure

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game, 'Sword and the Sheath' should to be played.

The model of the sword and its sheaths of 2 different colours were kept assorted in a big wide tray. The player has to pick the related sword and insert it into its sheath to finish the game. The player is given 1 minute

and the points depend on the number of swords and sheath kept as a set. For this, he / she has to read the direct speech on the sheath and search for its related sword (indirect speech) of insertion. The player has to be very fast and quick in picking the correct swords to get it inserted into the respective sheaths (Plates 23-25).

For ex: Sheath: Rahul said, "I like dancing" (Direct speech)

Sword: Rahul said that he likes dancing (Indirect speech)



Plate 23-25. Sword and its Sheath for Reported Speech

Game 2: 'Custodian'

Procedure

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. The investigator gave instructions about how the game 'Custodian' should to be played. The toss winning team has to throw the questions by lifting a placard which would have words with its

related punctuation marks and the opponent team must be ready to frame a sentence after reading the question word on the placard. Suppose the Martin team wins the toss, the player from this team must bring a placard to the front of the class to shoot out the questions to be opposite team.

Words on the placards are :

“Hurrah!” ...	}
“Alas!” ...	
“Ouch!” ...	
“Oh!” ...	
“Please!” ...	

The above words on the placards are few sample questions thrown to the opponent team for which the opposite team has to answer by writing on another fresh bare placard using a marker pen. The investigator had to read the answer to check if the custodian / placard answer was correct to get a point for his / her team.

The answers for the above questions should be like:

Answer 1: The girls

Answer 5: The pupil requested exclaimed in joy that they have won the game.

Answer 2: The woman exclaimed in sorrow that she has lost her child.

Answer 3: The girl exclaimed in pain that the conductor stamped her toe.

Answer 4: The buy exclaimed in surprise that the colour of the car was good.

The teacher to excuse him for not bringing the book.

If the answering team gives correct answers like the above, then the team scores points and if the player fails to give right answers then the team scores no points.

Game 3: 'Clean my Bin'

Procedure

The investigator divided the pupils into 5 groups i.e. 60 into 5 teams (5x12=60), namely team-A, team-B, team-C, team-D and team-E. The investigator gave instructions about how the game '**Clean my Bin**' should to be played. The investigator kept strips comprised of words such as subject words, verbs and the remaining part of the sentences, all in an assorted form in a basket. A leader is nominated for each group who is to submit the answers after each round. The jumbled words for the indirect speech should be picked from the basket and must arrange those related words in its reported form (5 direct speech sentences given to them as questions) on a small flat calendar board for the final submission to the investigator after each round.

For example:

1. Rajesh said to his friend. "Please lend me your book".
2. Nikesh said, "Oh! How beautiful is the portrait".
3. Lalitha said to her mother, I must buy a new dress".

Broken strips after arrangement:

1. Answer: Rajesh requested his friend to lend him his book.
2. Answer: Nikesh exclaimed in surprise that the portrait is beautiful.
3. Answer: Lalitha told her mother that she must buy a new dress.

Game 4: 'Lolly pop'1

Procedure

The investigator, at random divided the pupils into two groups namely, 'Wren' and 'Martin'. Each and every pupil was given 2 lolly pops, finely cut in oval shape using the pink coloured chart paper and white colour chart paper. The question may be a sentence (Direct speech) comprising of statements or requests or exclamations written on the pink colour lolly pop.

After reading those questions on the pink colour lolly pop given to them, each pupil is expected to write the answer on a white colour lolly pop which is again given to them. The correct sentences should be written on the white colour lolly pop given to them after reading aloud the questions on their lolly pops. If the pupil wrote the correct answer, the team to which he belonged was given a point on the score board and in case, he / she gave a wrong answer then the team lost points. Likewise, they enjoyed their lolly pops (Plates 26 - 28).



Plates 26 to 28. Lolly Pops for Reported Speech

3.8.3 Phase III - Review

Review was done in order to check mistakes and discuss the right answers.

3.9 Scoring

To assess the effectiveness of grammar through learning games, a set of test with 50 items each, covering the 5 grammar areas were framed

with similar question paper and were tested during pre and post stages. The correct response was awarded 1 mark with the maximum mark of 50. The detailed version of pre-test and post-test was presented in appendix 1.

3.10 Conventional Method for the Control Group

Details of Teaching of English Grammar for the Control group using conventional method is detailed in Table 3.4.

Table 3.4: Procedural Plan of Teaching through Conventional Teaching

S. No.	Aspect of English Grammar	Conventional Method of Teaching Particulars
1.	Articles	'a', 'an' and 'the'
2.	Sentence Patterns	SV, SVO, SVIDO, SVC and SVOA * Subject and verb (SV) * Subject, Verb and Object (SVO) * Subject, Verb Indirect Object and Direct Object (SVIDO) * Subject, Verb and Complement (SVC) * Subject, Verb, Object and Adjunct (SVOA)
3.	Question Tags	* Positive Statements - Negative Tags * Negative Statements - Positive Tags * Hidden Verbs
4.	Concord	* Singular Subject - Singular verb * Plural Subject - Plural verb
5.	Reported Speech	* Statements, Request and Exclamation

What is Conventional Teaching?

Conventional/Traditional teaching is concerned with the teacher who is the class room manager to control the total learning environment. The teacher is the person with power and responsibility as an instructor (teaching using chalk and board) and is the decision maker for the curriculum content

and its output. The aim of the teacher is to stuff in maximum information as possible. It is monotonous sort of teaching.

Pedagogy and Activities for the Conventional Method of Teaching

The total sample selected was grouped into 30 boys and 30 girls of the Control group. Aspects such as Articles, Sentence Patterns, Question Tags, Concord and Reported speech (five) were the chosen for the control group like that of the experimental group. The control group were controlled, untouched to go on with the routine teaching and learning.

Aspect I - 'Articles'

The teacher greets children and first of all she recapitulates the children in order brush up their previous knowledge and motivates them for their learning grammar. She introduces the three articles 'a' and 'an' called the indefinite articles and 'the', the definite article She would give the rules for articles. A number of words of objects seen in the class, the surrounding, and outside the class. Writing them on the black board, she would herself write the suitable articles that has to stand before those words and later, the teacher would frame sentence for the words written on the board. The teacher may or may not use few teaching aids like flash cards, pictures stuck on the chart paper. And Children are made to repeat those examples after the teacher's reading to make sure of the rules that should be followed. She creates class room situations using pupils' names and she then writes a list of words on the board and she should give examples using the names of the boys and girls of the class.

Eg: 'bag'

Sentence can be - Shanthi has a bag on her desk,

- Sachin presented me a bag , etc.,

Finishing, her teaching, the teacher would drill few book back questions and the remaining tasks to be completed at home in the name of homework

Aspect II - Sentence Patterns

At the beginning of the class, the teacher recapitulates the children in order to brush up their previous knowledge and motivates them for their learning. She introduces the basic five patterns namely, SV (subject, Verb), SVO (Subject, Verb), SVC (Subject, Verb, Complement), SVIODO (Subject, Verb, Indirect object, Direct object) and SVOA (Subject, Verb, object, Direct object, Adjunct). She would give the rules for Sentence patterns. Later she would give examples for each and starts to explain the rules and then she starts to quote few examples using class room situations. The teacher would use black board to write those examples. The teacher may or may not use few teaching aids like pictures stuck on the chart paper or any handy objects to show pupils. Pupils are made to repeat those examples after the teacher's reading to make sure of the rules that should be followed. She would give the rules for the articles she then writes a list of words on the board and she would give examples using the names of the boys and girls in the class.

Eg SVO - Sheela ate an orange,

SV - Lalith smiles

Finishing, her teaching, the teacher as usual would drill few book back questions and the remaining tasks to be completed at home in the name of homework.

Aspect III - Question tags

Firstly, the teacher recapitulates the children in order to brush up their previous knowledge and motivates them for their learning. She introduces Question tags and their rules under them. She would talk about the positive statements which would fetch negative tags and negative statement which

would fetch positive tags by writing few examples on the board. She would give examples using class room situations. The teacher would use black board to write those examples. The teacher may or may not use few teaching aids like pictures stuck on the chart paper or any handy objects to show children. Children are made to repeat those examples after the teacher's reading those examples from the board to make sure of the rules that should be followed. She then writes a list of statements (positive and negative) on the board to frame examples using the names of the boys and girls in the class.

Eg: Ashwin speaks English well, doesn't he?

Sharma is not the president of the village, is he?

Finishing, his/her teaching, the teacher would drill few book back questions and the remaining tasks to be completed at home in the name of homework.

Aspect IV - Concord

Firstly, the teacher recapitulates the children in order to brush up their previous knowledge and motivates them for their learning. She introduces the concept, 'Concord' and the rules under them. She would explain about the singular subject which should be followed by a singular verb and a plural subject which should be followed by a plural verb (the rule) so it is otherwise called the subject verb agreement in sentences. The teacher as usual, writes few examples on the board. She would give examples using class room situations. The teacher would use black board to write those examples. The teacher may or may not use few teaching aids like pictures stuck on the chart paper or any handy objects to show children. Children are made to repeat those examples after the teacher's reading those examples from the board to make sure of the rules that should be followed. She then writes a list subject words on the board and the corresponding verb words to be followed. She gives examples using the names of the boys and girls in the class.

Eg: 'The Chief Minister' (singular subject word) for which the following verb should be 'is' (singular verb) inaugurating

- 'The people' (plural subject) 'are' (plural verb) afraid of floods

Finishing her teaching, the teacher would drill few book back questions and would give the remaining tasks to be completed at home in the name of homework.

Aspect V - Reported Speech

Firstly, the teacher recapitulates the children in order to brush up their previous knowledge and motivates them for their learning. She introduces Reported Speech sentences and how it has to be reported in the indirect form. Later she would report the direct speech in the indirect form give few questions and the rules followed for the transformation of sentences. She would throw questions in the direct form and the answers in the indirect form are expected from the pupils in the class. The rules are made thorough by writing few examples using the black board. The teacher may or may not use few teaching aids like pictures stuck on the chart paper. Children are made to repeat those examples after the teacher's reading from the black board to make sure of the rules that should be followed. She then writes a list of Direct speech sentences and expects the children to transform those sentences into their indirect form.

Eg Question: The vegetable vendor said to boy, "what do you want"?

(Direct Speech)

Answer: The vegetable vendor asked the boy what he wants.

(Indirect speech)

PI Note: Finishing her teaching, the teacher would drill few book back questions and the remaining tasks to be completed at home in the name of homework

3.11 Conclusion

Having described the detailed methodology of the study in this chapter, the data thus collected was then analyzed statistically. Using relevant statistical test, the effect of the treatment was assessed by measuring the dependent variable before and after the treatment and the interpretation of scores is presented in Chapter IV.