Grammar Teaching Through Games:
A Case Study of OPF Girls College Islamabad

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ABSTRACT: *The study is based on the premise that boredom associated with grammar teaching results in ineffective language learning. The paper looks into some of the interesting ways and means to reduce boredom in grammar classes. The study is an action research conducted at the primary level of OPF Boys Section, Girls College Islamabad. The data collection is done through teaching of grammar with novel teaching techniques like creating a Grammar Ludo, and instant games which ensured maximum participation of the students, after which they were tested through worksheets to get the feedback so as to determine the effectiveness of the new strategies used in the class. The analysis of the data shows good results, produced even by the weak students who previously failed to do well on grammar tests. This comprehensive study gives an insight to all language teachers in general and the faculty of O.P.F Boys Section in particular to re evaluate their teaching techniques and provide them with a mini-proposal of using their potentials in the right direction within the limited resources. The novel teaching strategies further need to be testified by O.P.F fellow researchers. It opens the doors to those who are interested in the welfare of teaching-learning process.*

Keywords: Grammar, strategies, games, action research, techniques

Introduction

The main premise of the study is based on the observation that most of the grammar lectures at different levels are fraught with a labyrinthine of rules which students cannot retain for a longer period of time and therefore, such teaching of rules becomes less useful for the learners when it comes to the accurate use of language in real life situations. The boredom that is attached with grammar teaching and learning starts as the teachers plan their lessons. It is unfortunate that many a times the mere mention of grammar throws most of the students and many of the teachers into immediate boredom. However, as teachers, it is our duty to find out ways to deliver the same grammatical content in an interesting manner through creative activities (new and innovative grammar exercises).

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Learning of grammar forms part and parcel of language learning, no matter how tedious the job seems to be. Our first encounter with grammar is in the schools during formal language teaching. When grammar is mentioned to even the adults who have already learned the language, they would not recall it very warm heartedly. This is perhaps due to the rules of the language taught to them in grammar classrooms, which they associate with boring activities involving memorization rather than interesting active practice (Jaeger, 2011).

In Pakistan, English is taught as a compulsory subject from class 1 (Hussain, 2016). Hussain explains that even after years of learning and studying English language as a compulsory subject, students are not able to use the language effectively even though many of them might be good at writing rule-governed sentences in English. English Language teaching at the primary level is an area that needs attention in terms of research in teaching methodology and designing of curriculum and syllabus. It is a well-known fact that children of 5-7 years of age do not have a long attention span (Moyer & Gilmer, 1954; Yolageldili & Arikan. 2011) and therefore, need activities that can capture their interest. Their minds are better orientated around here and now and towards directly perceivable and observable surrounding. Grammatical rules and their explanation are lost on them. They learn quickly and pay more attention when provided with diverse examples through various classroom activities. They need more sensory input, and need to have many or all their five senses stimulated at once for better learning.

There is a need to realize that good education is something that pays off years later. If the teachers are successful in giving sound basis of English language right in the primary section, the students will not face problems as they do now in practical use of the language. Abedi (1991) also stated that "our misfortune is that we do not prepare our students for life, we prepare them for examination" (p.54).

The present study basically aims at evaluating four innovative and different methods for teaching grammar that may develop the interest of the students by ensuring maximum participation. Strategies and techniques related to grammar teaching is a broad area. Keeping in view the constraints of time and space, the researchers have used the feasible techniques like grammar games and worksheets developed from the syllabus of Grade 3 students. Further the researchers have conducted the research only in one class of students. Therefore, the study is limited to 30 students of primary section of OPF Boys Section Girls College Islamabad.

Hypothesis

The following hypothesis shall be tested in this research:

Novel-teaching techniques will result in effective teaching and learning of English language.

Literature Review

The importance of teaching and learning of grammar kept on changing at various times in the history of language teaching. Till the second half of the 17th century learning of grammar without rules could not receive much approval (Dons, 2004). In the 1990s however, grammar was considered unmentionable for second language education at various times (Stern, 1992). There was a realization that teaching of grammar through rules did not serve the purpose of language learning. It was for this reason that inductive approach along with other novel techniques and methods of teaching through skills was experimented. Research in the field of second language teaching continued and opinions kept on changing about the ways of teaching grammar. Till 1970s, grammar used to be the central part of language teaching, therefore, it was a matter of common understanding between the teacher and the students that grammar had to be the beginning of English as a second language lessons (Howatt & Smith, 2014). The word grammar was prominently found on textbooks and course books. As a matter of this understanding, students also knew that they were supposed to memorize several aspects of grammar.

Goldsmith (1773) described unpopularity of grammar in the following words.

"Let School masters puzzle their brain
 With grammar and nonsense and learning
Good liquor, I stoutly maintain,
Gives genius a better discerning"
(Cited in Allen and Widdowson ,1975, p.45)

The above lines reflect the popular view that grammar has always been one of the most boring subjects taught at schools. The subject of Grammar has the reputation for dullness and boredom. Allen and Widdowson (1975) have given the reason for the above situation that dullness and boredom in grammar classrooms is not surprising because "very often the way it is taught in the schools seems deliberately designed to kill the interest in the subject" (p.45). It consists of repetitions, mechanical parsing of the sentences, and the rote learning of paradigms, word lists and artificial rules of diction. Students lose interest in the lessons because they fail to find the colloquial, everyday use of the language that they actually need to learn.

By the end of the Second World War, explicit teaching of grammar took a back seat for a different reason (Howatt & Smith, 2014). The then popular language theory emphasized the learning of language through the formation of speech habits; it discouraged students to think consciously about the underlying grammar rules that governed their spoken sentences. It advocated audio-lingual method and multi-skill method. The theory assumed that language learning is an inductive rather than a deductive process (Askeland, 2013). Plenty of oral and written practice of the language was thought to be the most effective way of language learning rather than overt grammatical analysis. It shows that the focus of language classrooms moved from learning of grammar rules to learning the use of the language (Walker, 2011). It is now quite accepted and acknowledged after further research in the field of second language learning that language learning is not a mere mechanical process of habit formation, but a process which involves participation of the learner in the classroom as a rational individual. However, the fact remains that the traditional parts of speech approach is still one of the most widely used language-teaching technique in the country. Still grammar books are designed keeping in view the explicit grammar teaching and learning consisting of description of wide areas of surface structures and papers are designed on the same pattern.

Brown (1972) stated that to find new, innovative and motivating techniques for teaching grammar has taxed teachers in ESL classroom, this becomes the reason that such classes often degenerate into teacher's monologue, linguistic debates and rote learning exercises, which leads to boredom. One of the reasons Brown gives for this situation is that grammar itself is an ill-conceived notion in many textbook and curricula. A redefinition of grammar as something bearing psychological reality may lead us back to a more meaningful conception of grammar.

Krashen's (1992) theory of Second Language deteriorated the importance of explicit grammar teaching as according to his notion of comprehensible input, the learner can only learn what is given to him in the comprehensible form. The evidence of such learning comes from the people who learn language without formal instructions. This does not mean that grammar was stopped to be taught in the language classroom "but its effect was peripheral and fragile" (p.409). Thus, new ways of teaching and learning of grammar came in to practice.

Schultz (1996) suggested for grammar instruction that each day two sentences should be written on the board to demonstrate the correct and incorrect application of a particular grammatical concept of concern. A routine should be established in which students rewrite the sentences in their notebooks with the necessary grammatical correction as needed. Azar (2007)

told about to do both techniques. By *do both,* she meant to focus on both fluency and accuracy. She advocated teaching grammar both inductively and deductively. Students need both the authentic and the adapted language. Explicit instructions and communicative exposure both should be given to the students. Azar declared grammar as the meaning that creates the fabric and further stated that teaching of grammar is not necessarily teaching of rules.

Saricoban and Metin (2000) recommend the use of songs, verse and games for teaching of grammar. According to them, songs are an enchanting and motivating means of grammar teaching. They are a source of authentic text. Prosodic features such as rhyme, stress, and intonation of a language are presented through songs. Through the use of traditional folksongs, learner's knowledge of the target culture can be broadened. There are several ways of using songs in grammar classrooms according to the level, age and interest of the students. It also depends on the creativity of the teacher. For primary students, familiar songs are the best. At all levels, the prosodic features in the songs are emphasized. At higher level where the grammar points are to be emphasized several other techniques are used. Like gap filling, cloze texts, true false statements, adding a final word, circling the antonym or synonym of the given words. Since the realization of communicative competence, the concern of most of the language teachers is to enable the students to use the language communicatively.

Language games are enjoyable task-oriented classroom activities, which can lead students to use the language creatively. Games and problem solving activities are some of the latest techniques in grammar classrooms (Sultanova, 2011). These are the preferable communication activities that look beyond the production of correct speech. Games are becoming an indispensable part of grammar lessons. Well-planned games help learners to internalize vocabulary, grammar and structures (Sacricoben & Melin, 2000). As games are closely associated with competition, they tend to increase the motivational level of the students. The games are also stress-reducing elements in classrooms. During grammar games, the whole attention of the learner is on the message and not on the language itself, so in a way they acquire the language unconsciously as they are fully engaged in the activity. This sometimes gives them a chance to simulate real life situation. Grammar games are the most successful language teaching technique if designed according to the proficiency, age and experience of the learner. Clear direction related to the class activity is also vital. Games provide favorable usages for the extended communicative practice of grammar. They give a chance to learners to interact and communicate and lead to successful, joyful and enthusiastic learning (Sultanava, 2011).

Vernon (2007) gave a few reasons for the effectiveness of games in teaching and learning of grammar. She believed that games allow the students to practice and internalize vocabulary items and grammatical structures extensively. Through the games, the students learn the required material sub consciously. The focus of the study remains on the activity, therefore, students do not have problem in concentrating on the lesson. The learners are easily motivated to play games rather than listen to the boredom creating theoretical lectures on grammar. Vernon advised the teachers to choose those games that can involve maximum number of students simultaneously, because if the game is such that only minority of children are engaged and majority of them are just passive listeners, this can make the class boring. The games according to Saricoban and Metin (2000) increase cooperation as well as competition in the classroom. These add excitement through competition and bonding among students and teachers through cooperation. If these games are good and well planned then there will be learning while they are playing.

Darn (2007) has written about decreasing teacher's time in the language classrooms for effective learning, which is also emphasized by Communicative Language Teaching, a popular learning methodology. Darn (2007) mentions a number of reasons for the need to reduce teacher's time. Teacher's talking time (TTT) limits students' talking time. More teacher talking time would result in under-involvement of students which may lead to loss of concentration, boredom and reduction in learning. TTT much of the time means that the teacher probably is giving some information that the students can find out for themselves such as grammar rules, the meaning of vocabulary item and correction. Increased TTT would also not let the teacher know if the students have understood anything, further TTT also limits the speaking skills and students' autonomy. Darn (2007) advised pair or group work to reduce Teacher's talking time. Darn believes that active participation of the students is very important for effective learning, and therefore recommends the use of jokes and anecdotes stimulates interests during a lesson.

Nunan (2003) stated that teaching is all about interaction as taking place in the real world that requires the use of multiple skills. Content-based instructions and integration of skills can go hand in hand. Text of students' interest molded with the creativity of the teachers into activities provides an opportunity to the learners to become active participants of the teaching and learning process through practicing the language skills.

Research Methodology

The study is an action research and conducted in a quantitative paradigm. Action research is also called as teachers' research where teacher is

the researcher. It aims at improving teaching and learning. The essence of action research is solving problems to improve both students' learning and teachers' effectiveness (Burns, 2015). The study is based on Krashen's Affective Filter Hypothesis which also forms its theoretical framework. The Affective Filter Hypothesis mentions boredom as one of the many affective variables that can prevent second language learning. Lessons that keep the affective filter low result in better language leaning (Krashen, 1982). The present study has made use of grammar games for the purpose. These games act as a part of task based language teaching, a kind of Communicative language approach (López Rama & Luque Agulló, 2012)

The researchers have conducted the present study in their own classrooms. The research site was OPF Boys' section Girls College Islamabad. The population of the study consisted of all 80 students of grade 3. The conclusions, suggestions and recommendations at the end of this research are applicable on this population of students. The sample for this research consisted of 30 students of a single class who were taught English grammar with the innovative technique of language games and worksheets by the researchers. Cluster sampling was done for this research, as the researchers selected an intact group of research subjects rather than individuals. It was the most feasible sampling for the researchers in their study because it needed less time and was more convenient. Moreover, this type of sampling is advantageous in educational research. The tool of recording observation was used to observe the participation and interest of the students in the lessons being taught. Classroom recordings are presented and analyzed in the next section of the paper on data analysis. The other tool of colorful pictorial worksheets was also used not just as a part of innovative method of teaching but also to evaluate the effectiveness of language games for teaching of grammar.

The researchers taught the students with some language games, ensuring maximum participation. These included Ludo that the researchers created and it proved to be a good learning experience, which was enjoyed by the students and they learnt the material taught to them quickly. The researchers also brought pictures in the classroom for the teaching of nouns and verbs.

Instead of teaching students the rules of grammar or the quickly forgettable definitions of the parts of speech, the researchers gave them ample examples to clarify their concepts. For this, they had to create activities, took realia or pictures and sometimes rhymes for the students to the classrooms. After teaching the research participants for almost two months, the researchers prepared worksheets to measure the effectiveness of their innovative teaching. These worksheets were then marked and analyzed.
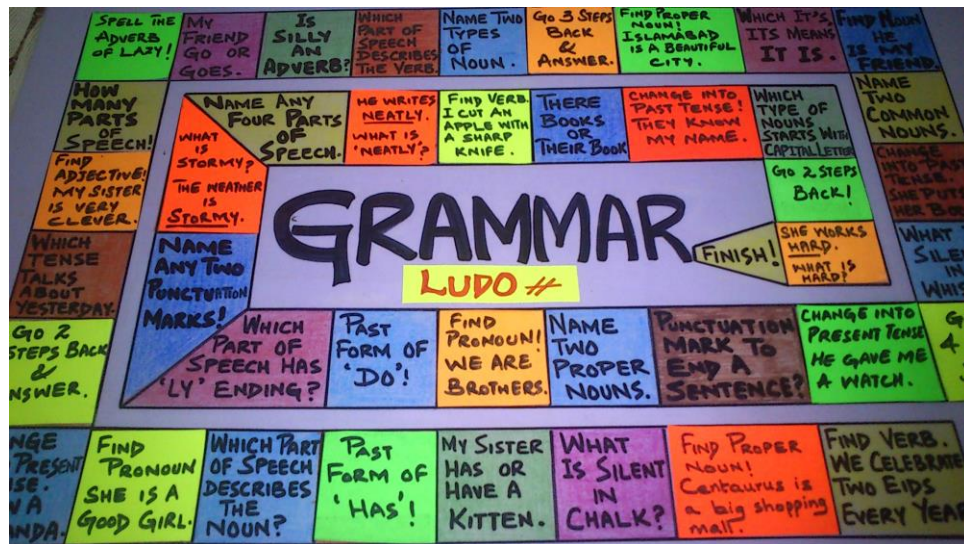
Figure 1. Grammar Ludo

Grammar Ludo was designed for giving a familiar touch of local games to the pupils inside a second language class. According to their seating arrangement of three rows in the class, the participants were divided into three teams red, blue and yellow, for playing Grammar Ludo. The tokens of three different colors were given to them. Each member of the team had to throw the dice and answer accordingly.

The Grammar Ludo was made on a rectangular board. Forty square boxes were drawn on it in a spiral round of two (figure 1) with a start and finish line. These forty squares comprised of forty different core grammar related questions. The Grammar Ludo contained a variety of questions, which eliminated the monotony of the lessons and alleviated boredom in the classroom. Questions related to a single area were differently put for instance finding out nouns, pronouns, verbs, and adjectives in small sentences such as "we celebrate two Eids every year", "Centaurus is a big shopping mall", "She is a good girl", "my sister is very clever, he is my friend." The parts of speech were also presented as questions like which part of speech describes the noun? How many parts of speech are there? "Spell the adverb of lazy, is silly an adverb?", "What part of speech describes a verb?", "Name two types of nouns; name two common nouns", "Which type of noun start with a capital letter". Then there are few blocks that are related to the tenses as asking the past form of *has*, "my sister has or have a kitten", "which tense talks about yesterday", past form of *do*, changing to present tense "he gave me a watch", "my friend goes or go", changing to past tense as of they know my name.

The Grammar Ludo also contains some pronunciation blocks such as 'what is silent in chalk and whistle?

Grammar Ludo was played with the whole class. The participation of the weak students was not at all ignored in this game because questions were repeated when their token went to the same box that might have been answered earlier. They were considered successful even if they repeated the same answer given by a good student so this game did not decentralize them. Therefore, the weak students became more involved. The students were sitting close to one another, which increased their interaction. The students were encouraged by the words of appreciation in their first language such as '*shabash*' (well done). The students were given chances to improve their wrong answers by asking them to say the full sentence. The students could clearly differentiate between Grammar Ludo and ordinary Ludo. The language games that had some affiliation with the students' social life got popularity among them. It did not take very long on the part of the teacher to explain the rules of playing those games. The students themselves understood a few things.

Instant Grammar Games

An affective way of teaching is to make the pupils notice their surroundings. This is how they get connected to the environment they are actually living in. Their inquisitive questioning is a sign of learning for the teachers. Teaching becomes authentic when teachers teach through authentic material. In this research, one of such materials is instant games of 5-10 minutes that were used for teaching grammar in a second language class.

Class décor may help in teaching of the nouns, through the names of different things within the classroom. This is how the pupils are taught not only about the objects that are physically present in the classroom but also the ones that are seen outside its premises like star or car etc. The next step in this regard was to let the pupils describe the people who they are acquainted with such as their teachers. It became easier for them to write a few words for the person they really knew. In the second game, the pupils were given a sentence such as "my teacher is very _____", where they had to substitute different adjectives. The last step was to talk about their actions in order to make them learn verbs. In the third game, different verbs had to be written with the same word 'I'.
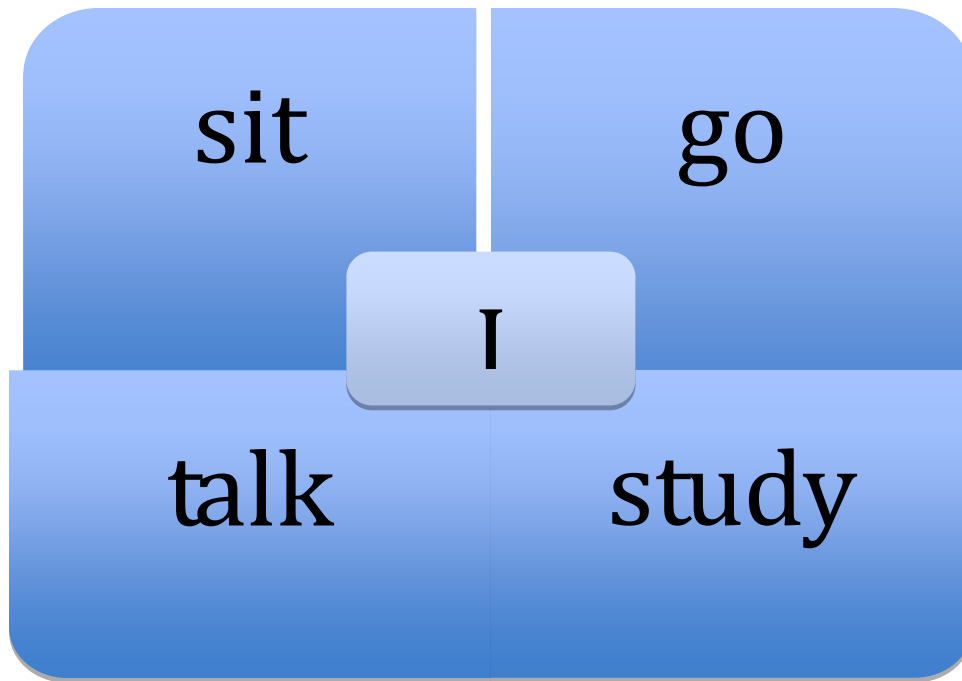
Figure 2.

Grammar Worksheets

The worksheets were versatile and had multi-functions such as looking for a comparison between the given story and the one they had read before, coloring the picture and identifying the grammatical item in the story.

Local version of any fairy-tale

Grammar can be taught through another easier way by giving them a story written similar to what they must have heard or read in their childhood especially as a fairy tale. Therefore, the researcher transformed a fairy tale i.e. "Jack and the beanstalk" into its local version as "Jamal and the beanstalk" and was given to the participants who in turn not only guessed the story's original version but underlined nouns too.

Use of familiar photos

Some of the photographs are so expressive that they can be used for free writing, highlighting a specific grammatical entity. The researchers used some family photos displaying a fact for the readers that homemade material can easily be made by English language teachers, which is suitable for their pupils according to their age and interest. For instance, a picture of a child with his goat on EidUlAzha (a religious celebration) certainly triggered their imagination.

Data Analysis

Analysis of Grammar Ludo

While playing Grammar Ludo, 53 questions were asked in total. A few questions were repetitions too. Out of 53 questions, 13 were incorrectly answered and the participants answered 40 correctly. The recording time was from 30:25 (30 min & 25 sec) to- 33:13 (33min & 13sec), which is a fine example of finding no boredom in a language class while practicing English grammar. There were voices like "Do something" "when we need, the dice fell down" which is an example of the students' serious involvement in the class while learning English grammar.

During this time a continuous activity was seen in the classroom where students were busy playing and learning. All sessions were recorded. Students looked happy because they felt themselves successful in learning while playing. The weaker students actively participated and answered correctly because many a times they were just required to repeat the correct answers that they had heard from their class fellows. Students were not seen anxious or worried during the Ludo activity because they took this learning as a game. The game was fast and they were getting immediate feedback from the teacher. They were being corrected there and then and also given a chance to correct themselves in the next turn.

The extracts from the classroom recordings show complete alertness and involvement of the students. Each one of them knew their turn, the last question, the answers by the players and the scores of each team. They were seen completely engrossed in the on going activity for example they told the teacher about the last question

T. What was the last question?

Ss. Ma'am panda

T. Ok Panda

Panda referred to a sentence "I see a Panda" that was required to be changed into past tense and all the students knew because all were so alert. Another extract of the recording shows that students fully enjoyed the game and expressed their joy at the end. When the teacher asked 'enjoyed?' there came a loud roar from the students "yes ma'am". They also knew that Grammar Ludo was the improvised form of the board game that they play at home, and therefore took learning as a play. Another extract showed that students were quick at finding the nouns from within their classroom with continuous encouragement by the teacher. They showed a complete sense of the grammatical items such as the common nouns. The recording also shows the much-involved students shouting answers to gain teacher's appreciation.

When the answer was incorrect, the teacher asked again and invited one of the students to write down the answer on the white board. The game did not move forward till a right answer was received and explained by the teacher, which did not leave unclear concepts in the minds of the students. Thus when a teacher wants to hammer any rules in her students, Grammar Ludo can be an appropriate means of teaching. However some rules of grammar stay to be memorized such as using 's' with the singular subject in the present tense. Two of the participants did not use 's' with the verbs for a singular subject in the present tense, the next participant got even more alert and answered correctly.

The recordings well portray the happy friendly and a cheerful environment of the class. There was a fine display of fun and enjoyment during learning while playing and there was laughter in the class.

Analysis of Instant Grammar Games

While analyzing the results gained from instant grammar games of 5 minutes duration for nouns, adjective and verb, the conclusion was drawn that majority of the pupils knew more than 5-10 required words. It was our analysis that only five minutes were needed to activate a child's memory if he could only see the relevant object. His visual imagination starts finding the suitable names for those objects.

Writing nouns in 5 min, only 7 out of 30 participants wrote less than 10 words while the rest 23 participants penned down more than 10 words in just 5 minutes.

Table 1

| No. of participants with less than 10 nouns	No. of participants with more than 10 nouns
7	23

Graph 1
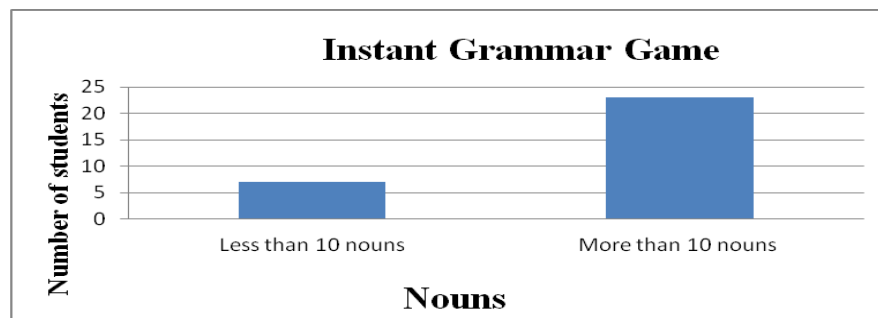
It shows that they were quick enough to think of more than 10 words. One cannot think actively in a boring environment. Authentic teaching material was used for this game as the pupils penned down what they actually were observing in their classroom. This was how they could practice English language in their surroundings and classified many things that a classroom has, like a table or desk, chair, teacher, children, board, books, bags, pencil, copy or register etc.

Second game played was for adjectives, 12 participants wrote less than 5 words while 18 participants could think of more than 5 words for completing a sentence.

Table 2

| No. of participants with less than 5 adjectives	No. of participants with more than 5 adjectives
12	18

Graph 2
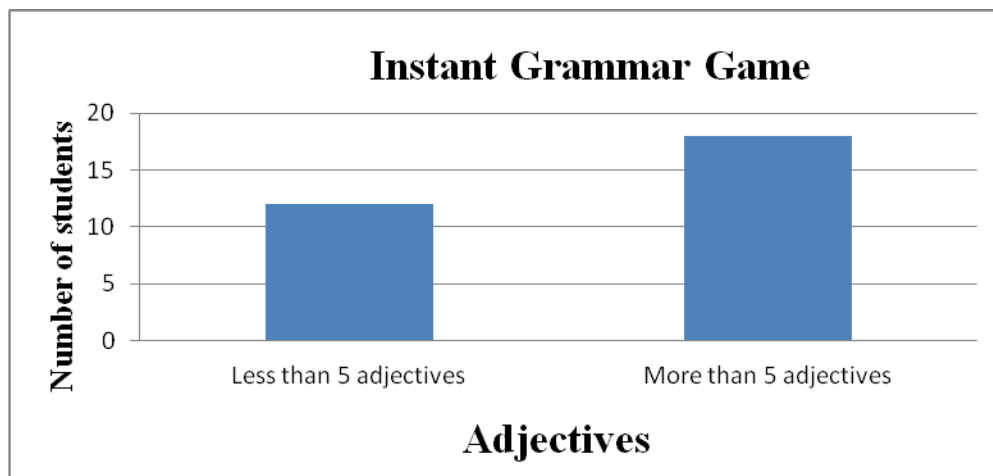
They very successfully used the color adjectives as *white, black*, they used opposites as adjectives as *good-bad, fast-slow, happy-sad, tall-short, fresh-sleepy, angry-pleased, strict-soft, big-small,* they used synonyms as *beautiful-lovely, pretty-smart, large-great-long, cute-nice, neat-clean, best-excellent, sensitive-shy* and they used quality adjectives as *kind, early, brave, busy, new, helpful, brilliant*.

In the third instant game played for teaching verbs, 12 participants wrote less than 10 words while 18 participants could think of more than 10 words with the word 'I'. There was not a single student who had less than 5 verbs. With I they used words like *sit, stand, go, come, think, arrive, walk, talk, stand, teach, and learn*.

Table 3

No. of participants with less than 10 verbs	No. of participants with 10 or more than 10 verbs
12	18

Graph 3
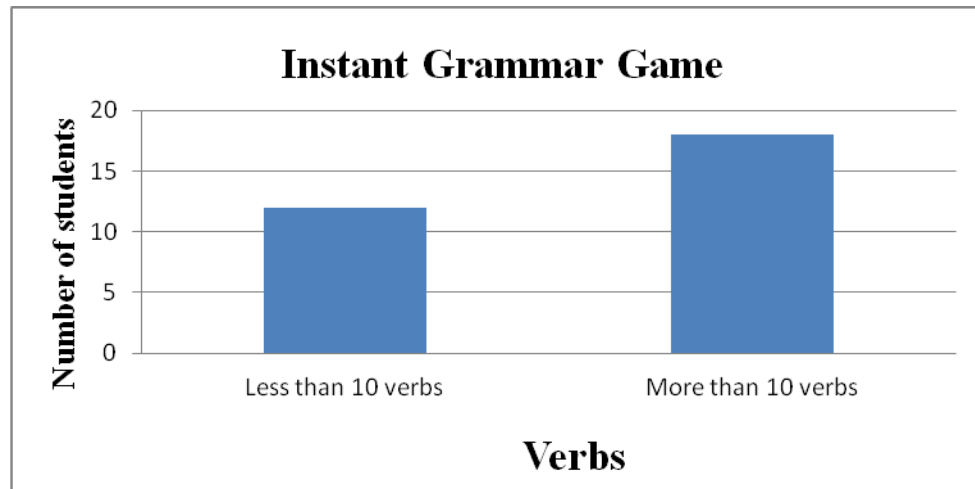
Analysis of Grammar Worksheets

In worksheet one, 10 embedded nouns were asked to be underlined. 29 out of 30 participants found either 5 or more than 5 nouns. This is how the grammar was taught in the form of a story of a local version successfully.

Table 4

No. of students with less than 5 nouns	No. of students with more than 5 nouns
1	29

Graph 4
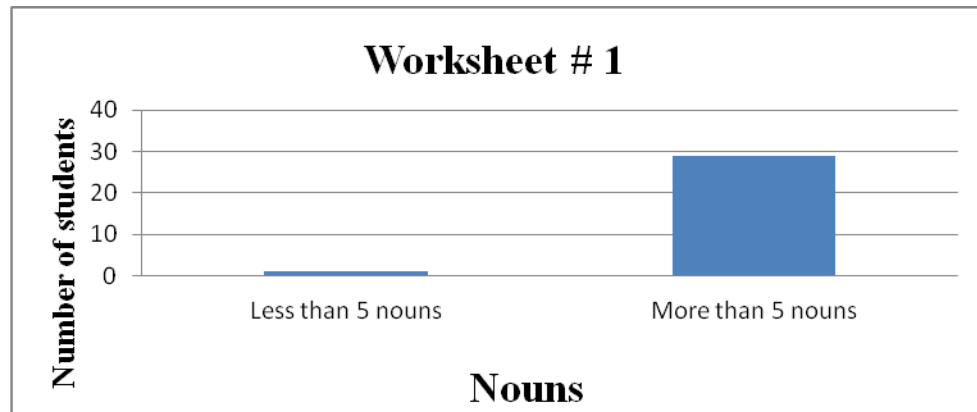
In worksheet two, 21 participants used either 5 or more than 5 adjectives in a free writing paragraph or a story.

Table 5

No. of students with less than 5 adjectives	No. of students with more than 5 adjectives
9	21

Graph 5
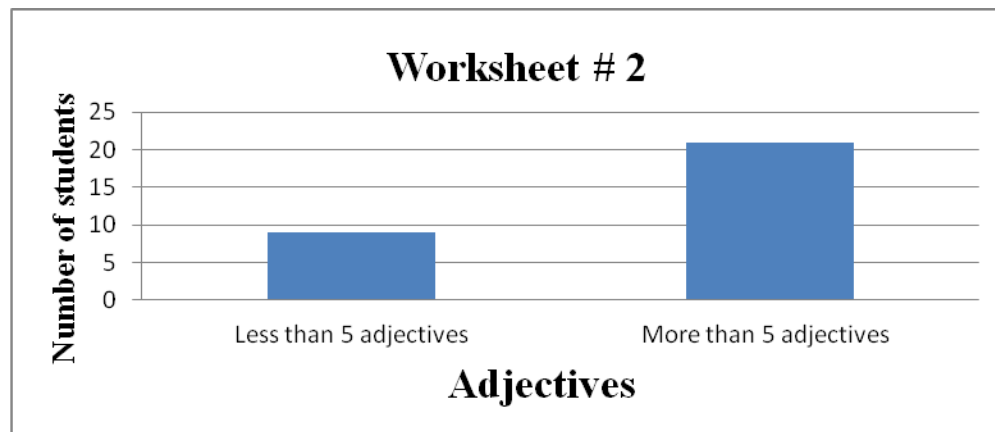
Resultantly, some of the participants didn't only write an impressive story but used the required grammatical bits in their narration. There was an element of personalization observed when the participants used the name Taha, Haris or Abdullah for the man in the picture, the use of a local school as Educators and an Islamic event as Eid-ul-Azha in their writing. In one of the writings, the use of punctuation mark was observed like the use of

commas for the list of things. A good use of vocabulary was seen in their writings. For instance, *thorns, transparent, hide and seek and scientist*. Words that show narration were also used like *once upon a time, one day and sometime later*. There was a use of dialogues in some of their writing. The students had used several opposites as adjectives such as good-bad, happy-sad, tall-short, fast-slow. There was also a display of a combination of adjective with the single noun such as some green leaves.

Findings

The comprehensive analysis of data strongly favours the acceptance of research hypotheses formulated for the study that Novel-teaching techniques result in effective teaching and learning of English language. Mere memorizing of the grammar rules can serve no practical purpose. As analysis of the data reveals that in instant grammar games, boredom was lessened when familiar objects and personalities were included in classroom activities. For the pupils of grade 3, the stories of a local version made an easy access to second language grammar. Something that they had read earlier in the form of fairy tales had a stronger impact on them than something which they read for the first time in a second language class especially while learning grammar. A familiar photograph in free writing actually showed their potential in second language writing skill. An element of personalization in the form of a familiar name was observed in their writing. The mature writing style by using punctuation, dialogues or story connectors was also observed. The board games like grammar ludo brought the pupils closer to their language teachers. They experienced the feeling of victory and defeat in a grammar class and learnt the rules of grammar while just playing and having fun. Students were seen excited and wanted their teams to win and helped each other in answering grammar based questions which made the weaker students learn quicker from their peers where they might be shy to ask the teacher.

The Grammatical practice given on colorful and meaningful worksheet attracted the attention of the students. Colorful pictures, relevant to grammar items on the worksheets fascinated children and evoked their interest in learning which according to the score sheets of data showed positive learning outcomes. It was observed that the students who were considered weak and were seen to be disinterested in grammar lessons not only actively participated in the classroom but also showed much improvement on the tests.

Conclusion

Grammar teaching needs effort and creativity on the part of the teachers. It might entail a lot of hard work but the results are worth all the

labour. The effective teaching of grammar and therefore of language enables the students to confidently use language in real situations. Such inductive and interesting teaching makes them communicatively expressive, which is actually the purpose of language teaching. When the grammar is taught as a fun activity in the form of language games, the students can learn better. Fear of learning rules goes away. It can thus be concluded from this action research that Novel-teaching techniques can reduce boredom in grammar classrooms, which results in effective teaching and learning of English language. With this conclusion the researchers have a few recommendations to make such as curriculum should not be text-based. Teachers should be given a free hand to add different exercises or worksheets on the language items included in their syllabus because grammar books make the teaching-learning process boring. Finding different worksheets for the students will make the teacher actively involved and well prepared for their classes. Teachers should be given liberty to teach through research. They should be allowed to test new techniques in the classrooms.

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Appendix

Name: _____   **Class: III**   **Date:** _____

Jamal and the Beanstalk

Exercise: Underline the different nouns /10

Jamal lived with his mother. There was nothing to eat in their house so he was sent to sell his old cow. It was no more useful to them. Nobody was ready to buy it. He saw a man who offered him some beans. He was so poor that he sold his cow for beans. When he came back home, he asked his mother to cook some but she got angry and threw them all into their garden because she was expecting some money for her cow. The beans turned into a beanstalk and the beans were so tasty that the people came to buy them at any price. This is how they could repair their house and start a business of selling beans. His mother believed that they were helped by Allah who sent them an angel with those magic beans.

Name: _____ **Class: III** **Date:** _____

Write a paragraph using 10 different adjectives on this

man and his goat!

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Sr.	Names of Students	Noun Game	Adj Game	Verb Game	Noun Worksheet	Adj Worksheet
1.	Ammar Adnan	10	**4**	**5**	5	7
2.	Arsalan Najam	**8**	7	**8**	8	**3**
3.	Mohammad Ahmed	11	6	**9**	5	**2**
4.	Muhammad Burhan	10	8	**8**	7	8
5.	Muhammad Huzaifa	29	5	18	9	9
6	M. Noor Waseem	22	5	11	6	6
7	M. Wasif Baig	19	5	**8**	5	10
8	Shabi-ul- Abbas	21	6	10	8	6
9	Suleman Haider	24	5	12	12	10
10	Abdul Rehman	13	5	11	7	8
11	Aryan Khalid	13	**3**	12	5	7
12	Ashar Jabbar	17	5	17	10	10
13	M. Aryan	15	6	16	6	7
14	M. Hamza	12	**2**	13	9	8
15	M. Sannan Malik	14	5	10	7	6
16	M. Taha Touseef	**3**	**4**	15	7	**2**
17	Mahad Ali Khan	**7**	**4**	**6**	**2**	6
18	Mavia Shakeel	12	**2**	**8**	9	**4**
19	Obaid Waheed	11	**2**	**9**	8	6
20	Syed Uneeb Ali	19	8	14	6	5
21	Abdullah Imran	15	5	**5**	8	10

22	Ahmed Owais	19	**4**	**8**	10	5
23	Ayyan Ahmed Khattana	13	5	**6**	9	**4**
24	Haris Majeed	10	**2**	12	8	**4**
25	M. Irtaza Waseem	**9**	**1**	11	5	**4**
26	M. Rohan	20	5	12	8	8
27	M. Usman	**6**	5	10	6	8
28	S.M Azhan Ali	13	5	12	5	**1**
29	Salman Masood Abbasi	**4**	**4**	**7**	9	6
30	Sohaib Khattak	**9**	**2**	13	8	**4**
	More words	23	18	18	29	21

Recorded observation of Grammar Ludo

Extract 1

1. T: You are yellow team?

2. S1: Ma'am red team

3. T: You are red team?

4. S2: Yes ma'am.

5. T: Who was right now? which team was that?

6. S3: Ma'am yellow.

7. T: What was the last question at you? What was the last question?

8. Ss: Ma'am panda.

9. T: OK panda

Extract 2

1. T: Did you enjoy the game?

2. Ss: Yes ma'am.

3. T: How much?

4. Ss: Very much

5. T: What was good in the game? Any answer.

6. S1: Questions.

7. T: Questions, what else?

8. S2: Ma'am that one that we were stuck.

9. T: You were stuck there. OK, how is this ludo different from your ludo, normal ludo which you usually play? What is the difference?

10. S3: We give wrong answer, we come back.

11. T: No in this ludo and the other ludo you play at home? What is the difference?

12. S2: We don't answer.

13. T: You never answer in that ludo. You never have question in that ludo and what else, any other point? For this ludo.

14. S4: They have four tokens.

15. T: They have four tokens. Right now we had three tokens. But if had four lines in the classroom there, we can have four tokens too. Doesn't matter. Any other thing, any other question?

16. S3: There was.

17. T: Yes shabash (well done), hurry up. There was what? He forgot the point.

18. S4: We can also go home.

19. T: Yes we can go back to your home as well in that ludo. We can go back to the home. yes if we are beaten by somebody.

20. S2: We don't have home in this.

21. T: We do not have homes here.

22. T: very nice, very good. Enjoyed?

23. Ss: Yes ma'am

Extract 3

1. T: Name two common nouns. Tell me two common nouns.

2. S1: Chair, table

3. T: Name two common nouns, example of common noun.

4. S2: table

5. T: Who said it? Don't say it now again. Yes, Any other, it was done.

6. S2: Chair

7. T: Any other, it was done. The other boy he said the same thing. Any other. again, hurry up. You are right. Tell me two more. Different. Hurry up.

8. S2: Ma'am bottle.

9. T: Shabash (well done) one bottle. Then.

10. S2: Mobile

11. T: Loud

12. S2: Mobile

13. T: Mobile shabash (well done), go. You can do it.

Extract 4

1. T: Change into present tense, you have to change this tense into present tense. He gave me a watch.

2. S1: He give me a watch.

3. T: He?

4. S1: give me a watch

5. T: you are right but what I see in present tense? Change to present tense. He gave me a watch. Again, again.

6. S1: He give me a watch.

7. T: He

8. S1: Give me a watch

9. T: OK spell it. Write it, write the sentence. Change into present tense, OK, you know what I am looking for. (writing on board)

10. T: He give me a watch, go back, there is a mistake. Go back, go back, go back. yes please.

11. T: Change into present tense, he give me a watch, he gave me a watch. What is the answer?

12. S2: he gave me a watch, he gave me a watch (loud)

13. T: I'm saying he gave me a watch, past tense, change into present tense, you are telling me the same thing.

14. S2: He give me a watch

15. T: Is it right what he has written on the board. Is it right, are you saying the same thing? Or any mistake there? (Silence)

16. T: Go back, if he was right I should have given him one mark. It means it was wrong. Yes please green team, try to be sensible and find out what is going on! Yes please, I'll tell you later what was the mistake. Two. Which team is this?

17. S3: Ma'am I know.

18. T: You know what is the mistake.

19. S3: Yes

20. T: OK good.

21. T: Change into present tense. He gave me a watch.

22. S4: he gives me a watch.

23. T: Correct it (on board), listen boys. Shabash he corrected, he gives me a watch. Present tense takes 's' with the verb if the subject is singular. OK he gives me a watch. Clear now!

24. T: Yellow Change into present tense, he gave me a watch.

25. S3: he give me a watch.

26. T: He?

27. S3: He gives me a watch.

28. T: He gives me a watch, very good, go.

Extract 5

T: First red, yellow then green. Green you can catch them. Now OK big numbers I want. One, one is the big number.

(The Ss all laughed)