

Project 3

Can gameplay aid structural understanding of language?

Facilitating English language learning

Salik Ansari -156250001

MDes, Final Year Project
Communication Design

Guide

Prof. Alka Hingorani

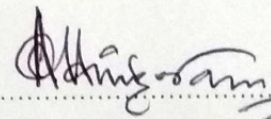
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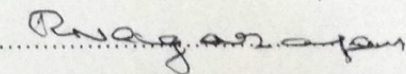
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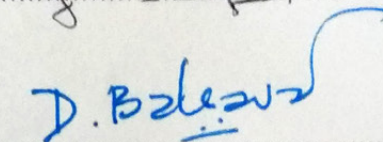
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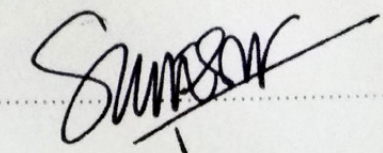
Titled: "Can gameplay aid structural understanding of language?

Facilitating English language learning" by Salik Ansari, roll no 156250001 is approved, in partial fulfillment of the requirements for the degree of Master of design in Visual Communication.

Guide.....

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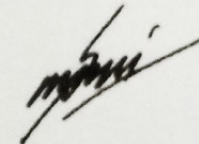
Declaration

I declare that this submission represents my ideas in my own words and where other's ideas or words have been included, I have adequately cited and referenced the original sources.

I also declare that I have adhered to all the principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/ fact/ source in my submission.

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Signature



Salik Ansari 156250001

Date:

17/4/2017

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Project:

This project ‘can gameplay aid structural understanding of language?’ has enriched ‘English’ area of my being :)

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Technology and Design, IITB

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1. Abstract

A traditional classroom environment doesn't provide much scope for teachers to try different ways of teaching. Population of students and lack of availability of designed materials which would work for both teachers and students are one of the major constraint. When it comes to learning a Second Language (SL) the situation is even worse. The project 'can game-play aid structural understanding of language' aims at facilitating ways of learning and teaching structural English (grammar) in a traditional classroom environment, where English is a second language.

The topic chosen in the grammar teaching is tenses, and the idea is to design a pedagogy that works for both teachers and students. The developed method (pedagogy) begins with a card game that facilitates pattern learning within tenses.

This is followed by a classroom activity designed to reinforce the acquired pattern. The third, and final, part of the design is a planned lesson (Instructional design) to communicate the meaning of the overall concept.

A series of experiments were conducted with a group of 18 students of standards 6th and 7th, and the designed materials were tested, improved, then evaluated on the basis of qualitative results of those experiments.

The report further contains a detail view of the testing with materials and their iterations. The results show an increase in the level of engagement of the students with the topic. It also indicates a jump in the quality of their ability to look for and find patterns in the materials given to them.

This project expands the boundaries of the ongoing LETS (Learn English Through Stories) project under the Tata Centre for Technology and Design, using game and planned lesson to teach structural English, thereby making grammar learning intuitive and fun.

2. Need

The need for work in the area of facilitating the teaching and learning of English as a second language (ESL) in a rural Indian classroom environment was first articulated by Shri Shyam Lal, a teacher in a school in the Kullu district in a meeting with Professor Alka (project guide) a couple of years ago.

While learning a second language mind needs to understand the relation between sound, word, syntax and meaning (context) all at once. The understanding of syntax plays a vital role in establishing the correct semantics of language.

The primary focus area of the ongoing Tata project LETS (Learn English Through Stories) is developing materials to facilitate comprehension through culturally specific stories, also making rural student its content generator and creators. The illustrations made by students are being used in the storybooks to maintain their sense of ownership which leads to more engagement with the content.

LETS is focusing on comprehension through listening, reading and reciting (reading out loud). There are various parts of ESL learning but the project 'can game-play aid structural understanding of language?' focuses on ways of learning grammar through game and instructional design.

3. Motivation

The motivation for this project comes from an understanding of the gap between teachers and students with regards to learning grammar. There is a constant burden on both sides while teaching and learning syntax, its rules and meanings, and students often feel alienated in the strict classroom environment. That leads to a loss of engagement with the topic.

There is a strong need for new materials, new ways, and new content that would fit in the classroom environment and could possibly become accepted by all stakeholders.

4. Problem

1. Problems in the curriculum: The curriculum taught via NCERT books or state board books is not contextualised to the socio-economical and historical culture of the place and is not mindful of its geography. When context and language are both alien the gap between student and language increases. English curriculum has Shakespeare and Wordsworth. Writings by native authors or authors that write about the region. (Lack of relatability with the subject matter) is absent. The content does not address the struggles and concerns of its audience, thus lacking empathy. (Intervention being carried by LETS in this area).

2. Teachers themselves have low confidence and facility with language. They often use the native language to teach English, using a 'translative approach'. While it helps students to use the structure of the familiar language to peg the new one, it is fraught with several problems. Furthermore Indian languages such as Hindi and English are different in several ways. English is phonemic, meaning that the pronunciation of a word isn't always the same as the spelling.

In spite of the drawbacks of this method it exhibits the "power of the familiar", allowing students a framework on which they can peg and find similarities as well as dissimilarities.

3. Students aren't part of the process of education, when students are more involved in the act of learning, ownership and acceptance, desire to learn increases.

5. Secondary Data.

1a. Classroom anxiety

When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions¹. Researchers have identified several specific anxieties associated with school tasks such as test-taking and with academic subjects such as mathematics or science.²

Second language researchers and theorists have long been aware that anxiety is often associated with language learning. Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language.

1b. Effects of Anxiety on language learning

Guiora argues that language learning itself is “a profoundly unsettling psychological proposition” because it directly threatens an individual’s self-concept and worldview.³

Steinberg and Horwitz found that students experiencing an anxiety-producing condition attempted less interpretive (more concrete) messages than those experiencing a relaxed condition.⁴

Students with higher levels of writing anxiety writes shorter compositions and qualify their writing less than their calmer counterparts do.

In a traditional classroom teaching a teacher is the only source from where the information flows it acts as a burden to deliver quality results

¹Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations.

2) Importance of game in classroom

a) Students learn through the process of playing the game.

By playing they are able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables.

b) Games provide a context for engaging practice.

By playing students can internalize important vocabulary and structures.

c) Students develop a variety of connections with the content and can form positive memories of learning.

A positive emotional connection can facilitate learning. Furthermore, many games feature a variety of different stimuli; some students might remember the vocabulary words from acting them out, others remember reading the clues, and other students remember hearing classmates call out answers. Games can provide a variety of sensory experiences.

d) Students can learn a variety of important skills.

Students can develop countless skills through game playing such as critical thinking skills, creativity, teamwork, and good sportsmanship.

e) Learning through games reduces anxiety among students and keeps them engaged at a greater rate than the normal teaching.

Through games, information can be materialized and possibly can stay in long term memory of the learner's mind, it can also act as a window opener to the stored knowledge of students' mind when exposed to games again and again. By making information available in different materials it could possibly increase the efficiency of the teachers to teach and learners to learn.

Merits and Demerits of two ways of teaching

Teaching through only games and all teaching done by a teacher has its pros and cons. There is a strong chance that games doesn't and possibly cannot teach students everything but it can go really well in the starting of the subject (introduction of the basics) that keeps their engagement and can develop positive view towards the subject. On the other hand every rules and concepts can be taught by the teacher but the problem is that it gets banal or boring and is highly dependent upon the potential of an individual teacher.

There is also the problem of handling 40-50 students in a classroom and giving them long information at the same time. Handling such number of students is a tiring job specially when the students are disinterested in the subject.

A hybrid way of learning and teaching can make a lot of difference in the quality of engagement and learning output. In other ways the use of Constructivism and Instructional design together in a teaching pedagogy can improve the quality of learning.

3. On teaching grammar to second language learners

"Grammar is nothing but a set of rules of syntax, on the other hand, are descriptions of the structure of the language. Syntactic constructions, moreover, are fairly limited in number. Subject/verb/complement patterns; modifiers (adjectives and adverbs); prepositional phrases; main and subordinate clauses; verbals (gerunds, gerundives, and infinitives); appositives and noun absolutes -these constructions account for 99% of the connections with which the human mind must contend in deciphering the language."

One cannot say "John ate the whale" and be interpreted as meaning that John ended up in the whale's belly Similarly, a misplaced modifier can result in unintended ambiguity or misinterpretation.

Violating the rules of syntax can result in the writer's attaching knee bones to shoulder bones, hip bones to heel bones.⁵

It is very important to consider these possibilities, at the same time over emphasis on grammar could make the students loose interest. While developing content for grammar it is very important to account of what, how and how much.

“Most second language teachers gradually develop a personal set of eclectic beliefs about the teaching and learning of grammar based on a variety of sources: their language learning and teaching experiences, teacher education courses, participation in conferences and workshops, and discussions with other second language teachers. Although many teaching practices are taught explicitly and learned consciously in teacher education programs, others are simply “picked up” or constructed in the process of becoming a teacher. In this respect, teachers of foreign languages are no different than teachers of other subjects or disciplines who also tend to develop their eclectic beliefs and practices over time” (Clark, 1988; Cohen & Ball, 1990) ⁶

Many foreign language teachers hold traditional beliefs about explicit grammar instruction that are no longer supported by current research in linguistics and second language acquisition. (Lee & VanPatten, 1995; Van Patten 1996)

Current traditional classroom grammar teachings are characterized by a strict sequence of drills as formulated by Paulston (1972). First learners practice grammatical structures via mechanical drills, then meaningful drills, and last, communicative drills.⁷

The problem with this method is the lack of strategically designed materials that connects all the drills together, most of the curriculum is designed by the curriculum designers. The information available in the textbooks are not prioritized enough according to the contexts and contents. Textbooks are the only thing that contains all the information and it sounds boring for the learners to keep coming back to it.

6. Details of complete process.

In order to come up with strategize materials for learning and teaching, 'Tenses' as a topic was chosen. Tenses have 3 levels of classifications i.e Past, Present and Future which signifies time and event of occurrence. Expecting students to identify and talk about time and event (tenses) as a second language learner is fairly a complex task, there are sub classifications too with different attributes to remember and at times teaching all the classification by traditional methods becomes too much for the learner. Prioritizing and chunking of the information is important for early learners who have no idea about 'tenses' in the English language.

Considering all the elements and the level of complexity as a concept, the subject of 'Tenses' was appropriate for the intervention. The overall process focuses to decipher appropriate ways of learning and teaching grammar in classroom scenario.

The process developed for teaching tenses incorporates 3 step from which the students go through. The aim of 3 step process is to make sure that the mental model of classification with its use and meaning is clear and understood by the students. From the developed pedagogy (process) it is expected from the students to be able to follow the given instructional cards, improved ability to find and identify different tenses from the given set of sentences and the ability to talk about it even in their own mother tongue.

Things considered while developing the process.

Studies showed that in many respects the development of comprehension of syntax and of morphological features follows the order in the mother tongue. Children of older ages learned much faster than younger children in the age 4 to 9.

When it comes to learning syntax and meaning together a clash that happens between mother language and the new language.

The construction of 'meaning' of a new language happens faster because the mind pegs on the prior existing information (of mother tongue), but for syntax learning of second language it translates them into mother tongue.

This inbuilt translative tendency of the mind possibly slows down the process of learning new syntax and thus affecting the overall comprehension.

It is important that the starting of teaching process should focus on learning of pattern (syntax) and thereby forming the mental model. Once the mental model is ready, association to establish between new syntax and the meaning gets accelerated.

The following 3 step of the process includes

Step 1 (Card game)

Step 2 (Classroom Activity 2)

Step 3 (Classroom Teaching)

Step 3.1 (Test)

Step 1 (Card game): **Who has it?**



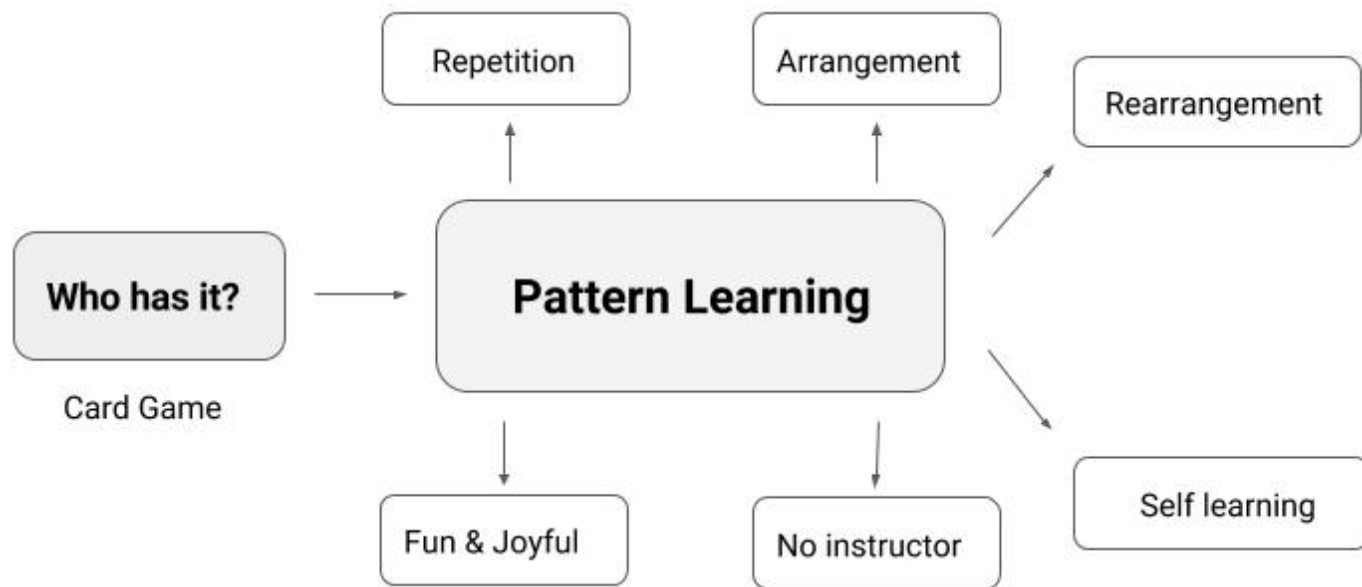
The card game is specifically designed for learning pattern. The primary aim is to engage students with the topic (Tenses) and forming their mental model of patterns like there are 3 divisions (past, present, future) and 3 subdivisions each with different attributes. This knowing is what is expected from the game to be acquired.

The name of the game is **'Who has it?'**

It contains 27 pattern cards and 3 master cards and 1 power card. The game is played only in a group of 3 players and in order to win the game the player has to win minimum 2 times.

The game doesn't include exceptional rules, as in the first stage it would disrupts the formation of the mental model of the learner. The game is the first step of teaching and it can be played anywhere, it is not limited to the classroom environment.

The way students learn is by analyzing, arranging and rearranging the patterns again and again. The game ease the role of teacher in the classroom environment and facilitates engagement among students by this the learning part becomes more experiential.



Importance of pattern learning as first step in the process

While learning a second language the mind pegs on the knowledge of first language. It borrows information from the previous first language which helps in accelerated learning of concepts and meaning. The learning of second language is similar to that of first language.

This borrowing inturn act as a barrier in slowing down the process of acquiring patterns and attributes of a second language, as the mind tries to translate everything in the first language directly, it was necessary to define a temporary gap between meaning and pattern.

The first step, game 'Who has it?' focuses only on developing mental model of patterns and attributes.

How to play

The game is for 3 players only

Total cards = 31

28 pattern cards (including 1 power card)

3 master cards (Past, Present, Future)

Step A, B, C

A) Distribution

1. Distribute the pattern cards among each player 1 by 1.
2. Distribute master cards separately without letting anyone know who has what.
3. Each Player need to refer their own master card and search the respective pattern cards in their hands (do not let other player know what pattern you are forming).

B) Way to play

4. Each player will be having some pattern cards that will not match their master card; the player has to play the game with those extra cards.
5. To win the game arrange 3 cards each of the titles for example. Past Simple (3 cards), Past Continuous (3 cards), Past Perfect (3 cards).
6. All 3 players should keep their 1 extra card simultaneously on the table, putting face of the card upside down (not letting others know which card you have kept).

7. Once all the 3 cards have been kept on the table, now each player will pick card of the other player and will check the card if it is matching with their master cards.

8. The step no. 5 and 6 will keep on repeating till anyone player gets all the 9 cards together and wins the game.

9. Announce 'I have it' on arranging the 9 cards and win the game.

10. If forgets to announces 'I have it' the game starts again for everyone.

11. A player has to win the game minimum 2 times in order to become the winner.

C) Use of power card and the game after that

12. The player having the power card “दुनिया उलटी पलटी” can use at any moment in the game, on placing the power card on the table face up, the player will collect all the pattern cards (not the master card) of the other 2 players, reshuffle and re-distribute them.

13. Those 2 players have to re-arrange their cards.

14. Repeat step no. 5 and 6 till anyone is able to arrange all their cards and win the game.

15. Power card can be used only once in a game

Step 2: Classroom activity 2

Past tense Sentence formulae	Present tense Sentence formulae	Future tense Sentence formulae
1) Past + simple (PS) ♦ Subject + (verb+ ed) Examples Pinky + (walk+ed) In Past simple verb comes just after the subject, there is no other word in between them.	1) Present + simple (PrS) ♦ Subject + (verb+ s) Example Pinky + (walk+s) In Present simple verb comes just after the subject, there is no other word in between them.	1) Future + simple (FS) ♦ Subject + will + (verb) Example Pinky + will + (walk)
2) Past + continuous (PC) ♦ Subject + was + (verb+ing) ♦ Subject + were + (verb+ing) Examples Pinky + was + (walk+ing) People + were + (walk+ing)	2) Present + continuous (PrC) ♦ Subject + is + (verb+ing) ♦ Subject + are + (verb+ing) ♦ Subject + am + (verb+ing) Examples Pinky + is + (walk+ing) People + are + (walk+ing) I + am + (walk+ing)	2) Future + continuous (FC) ♦ Subject + will be + (verb+ing) Example Pinky + will be + (walk+ing)
3) Past + perfect (PP) ♦ Subject + had + (verb+ed/en) Example Pinky + had + (walk+ed) Raaju + had + (beat+en)	3) Present + perfect (PrP) ♦ Subject + has + (verb+ed/en) ♦ Subject + have + (verb+ed/en) Examples Pinky + has + (walk+ed) People + have + (walk+ed)	3) Future + perfect (FP) ♦ Subject + will have + (verb + ed/en) Example Pinky + will have (walk+ed)

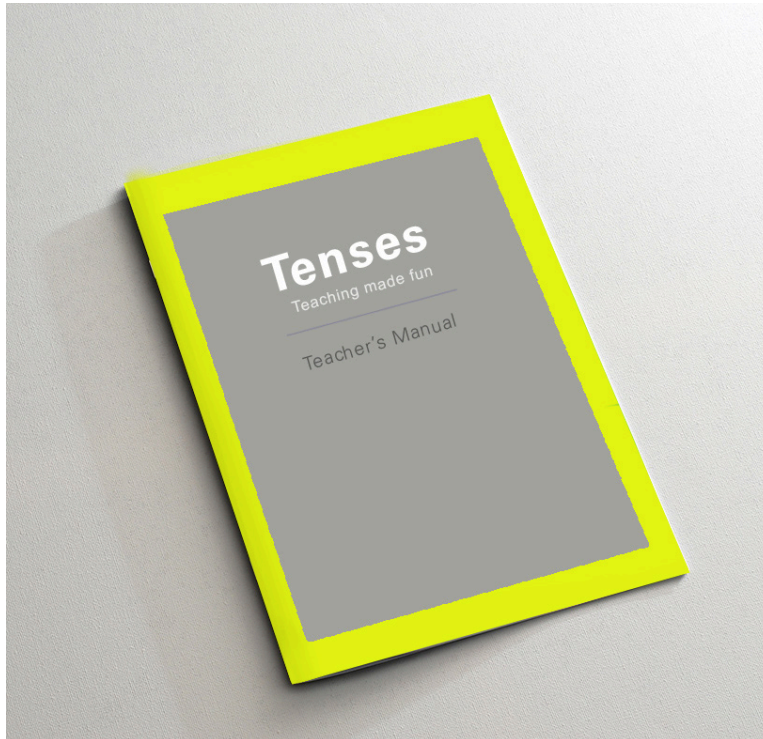
Tense formula card

The classroom activity 2 consist of a tense formulae card and a question sheet (fill in the blanks), the students have to find the correct type of tenses and mark their patterns.

Mark the patterns	
Name:- Std:- Roll no:-	Sagar <u>is singing</u> a song. PrC Munni screamed at Rahul. ____ Children were eating chocolates. ____ Sanjay had rented a car. ____ Bhavna will have rested by then. ____ They have released the film. ____ Kapil will have eaten by then. ____ Radhika had applied for further studies. ____ Aniket has returned from China. ____ Vaasu had beaten Manoj with a wooden stick. ____ Kartik will be sketching on paper. ____ I am cooking italian food today. ____ Pappu plays dholak during Ganpati celebrations. ____ Siddhant will drop us at the station. ____ Mohit has climbed the mountain. ____ Madhu had awaken the beast. ____ Himesh was singing the song. ____ Prashant will go for the movie. ____ Alia was playing in the park. ____ Sheela will drive the car. ____ People have fooled Rohan before . ____ Monkey lived on a tree in the Jungle. ____ Namita will be studying afterwards. ____ Sheela loves sun bathe. ____ Sagar is playing football. ____ We are enjoying this trip. ____ Amir Khan will be choosing the actors. ____ People will have broken the rules. ____ You will have shouted at Rahul. ____
Note:- Find and underline the pattern of all tenses in the given sentences. Refer formulae card.	
Example: Sagar <u>is singing</u> song. PrC (Present continuous)	
Write the short form Past Simple = PS Past Continuous = PC Past Perfect = PP Present Simple = PrS Present Continuous = PrC Present Perfect = PrP Future Simple = FS Future Continuous = FC Future Perfect = FP	
Total sentences = 28 Past = 8 Present = 9 Future = 10	

Question sheet

Step 3: Classroom teaching (Instructional Design)

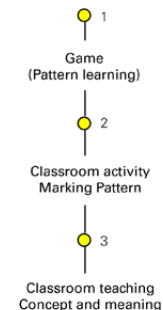


Teaching manual contains the entire lesson plan of Tenses, its order of teaching and way. It is designed specifically to ease the role of a teacher while teaching.

Tenses | Teaching & Learning made easy & fun.

Introduction to teachers to the process of teaching tenses

3 Step teaching process



Activity 1 (2 day session)

Give students the game 'who has it?'

Day 1

Divide the class into groups of 3 students each. Show students the video how to play the game. Demonstrate it by yourself (if necessary) Give them to play the card once in the class.

Day 2

Play the video again, and give them the cards to play, observe if they are playing right. Give the cards to students to take home and ask them to play with anyone. Ask them to bring the cards along with them in the next class.

Activity 2 (2 day session)

'Marking the pattern'

Day 1

Give the tenses formulae card and sentence paper to students, then ask them to follow the tenses formulae. Thereby finding and marking the pattern from the given sentences.

Day 2

Repeat the same thing as day 1

Activity 3 (3 day session)

Teaching the concept and meaning of tenses. Follow the teacher guide manual.

Day 1 and 2

Teaching for 2 days in reference with the teaching manual and other material.

Day 3

Fill in the blanks activity.

Teaching manual (content)

Intro text

The order of teaching manual is designed for teachers to ease the teaching part through the game and classroom activity 2 (marking patterns) students get the familiarity of patterns and attributes (has, had, have been etc) of tenses (with no meaning).

It is the rough mental model which they acquire from the first two activities that needs to be concretized with classroom teaching (meaning + attributes).

The texts in [blue colour] are for reference purpose and not to be taught word by word. Following the order of the document is the most crucial part. For example, first start with explaining the meaning then the pattern. The suggested duration to teach the complete course in this manual is for 3 days (3 classes, where each class time is considered to be of 1 hour)

Manual starts from here.

Start with explaining the meanings of

- Simple, continuous, perfect and perfect continuous.

[Make the session interactive by first asking students what they understand about the 'meaning', let them speak collectively or pick few students to answer]

Introduce perfect continuous last in the order.

Suggested material for class 1

Includes step 1, 2 & 3 (for only meaning)

1) Explain meaning of

Simple

Simple is simple, it means it is the way it is (in tenses it is just the indication of things).

Example (in mother tongue): Ki aisa hota hai, Aisa hua tha, ya aisa hoga means simple.

Continuous

Continuous means something which is in the process of moving, in motion, something which is going on, not stationary.

Example in mother tongue: Ki aisa ho raha hai, Aisa ho raha tha, Aisa ho raha hoga.

Perfect

After 'continuous'- comes 'perfect' which means stopped or was moving and then stopped, stationed. When something is moving we say it is in continuous' state but when the same thing gets stopped we say it is in 'perfect state'. In easy words when continuous stops it becomes perfect.

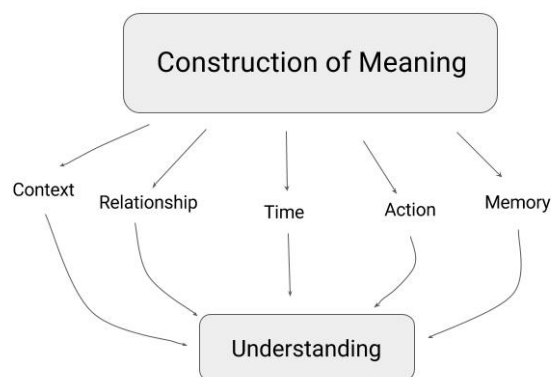
Example (in mother tongue): Ki aisa ho ke ruka hai, Aisa ho ke ruka tha, Aisa ho ke ruka hoga.

Perfect Continuous

Perfect continuous means 'any event or activity which moves then stops and after a time moves and stops again is called as Perfect continuous.

E.g. Like night and day

Example (in mother tongue): Ki aisa hote rehta hai, Aisa hote rehta tha, Aisa hote rehta rahega.



2) Explain meaning of

Past Present Future

[Let students try to answer the question and correct them if they are not right.]

3) Explain meaning of (step 1 + 2 combine)

Always close each part with one example and use some funny name in the examples.

Past + simple

It means something happened in the past.

No extra information and no specific mention of time, just the indication.

For e.g Salik walked on the grass.

Past + Continuous

Past continuous means: some activity was happening or going on in the past (in past the activity is happening).

Tell them to focus on what is mean by past and what is meant by continuous and tell them it's easy, just add them.

For e.g Salik was walking on the grass

Past + perfect

Past perfect means some activity was happening and stopped, so the moment it stopped in the past is called Past perfect.

For e.g Salik had walked on the grass.

Past + perfect continuous

Past perfect continuous means some activity was happening and stopped in the past and again started happening and again stopped, the repeated occurrence of such activity is called as past perfect continuous.

For e.g Salik had been walking on the grass.

*If you pick students one by one and ask them explain any of the tenses you will see that the students find difficulty in expressing even in their mother tongue. In order to overcome this barrier given below is the set of pattern how to explain individual tenses. Recite this pattern one by one and let all the students speak with you.

Pattern of past in mother tongue

Past me kuch cheez agar hui toh, it means past simple.

Past me kuch cheez agar ho rahi thi, it means past continuous.

Past me kuch cheez agar ho ke ruki, it means past perfect.

Past me kuch cheez ho rahi thi fir ruki, fir hui fir ruki, it means past perfect continuous.

Present + simple

Present simple means mentioning of something happens in the present time. There is no extra information and no specific mentioning of time, just the indication of activity in present (remember we talked about simple).

For e.g Salik walks on the grass.

Present + Continuous

Present continuous means some activity is happening in the present time (in present the activity is happening or it is currently going on).

Tell them to focus on what is meant by present and what is meant by continuous and tell them it's easy, just add them.

For e.g Salik is walking on the grass.

Present + perfect

Present perfect means : It means some activity which is happening is stopped in this present moment, so the moment it stopped in present is called present perfect.

For e.g Salik has walked on the grass.

Present + perfect continuous

Present perfect continuous means some activity which is happening and stops in the present time and again starts happening and again stops, this repeated occurrence of activity is called as Past perfect continuous.

For e.g Salik has been walking on the grass

Pattern of present in mother tongue

Present me kuch cheez agar hoti hai, it means present simple.

Present me kuch cheez agar ho rahi hai, it means present continuous.

Present me kuch cheez agar hoke abhi ruki, it means present perfect.

Present me kuch cheez agar hoke ruki, fir hoke ruki, it means present perfect continuous.

.....

Future + simple

Future simple means mentioning of something which will happen in future.

No extra information and no specific mention of time, just the indication.

For e.g Salik will walk on the grass.

Future + Continuous

Future continuous means: some activity which will be happening in the Future.

Tell them to focus on what is mean by Future and what is meant by continuous and tell them it's easy, just add them.

For e.g Salik will be walking on the grass

Future + perfect

Future perfect means means some activity will be happening and will get top, so the moment it will stop in the Future is called Future Perfect.

For e.g Salik will have walked on the grass.

Future + perfect continuous

Future perfect continuous means : It means some activity will be happening and will stop in the Future and again will start happening and again will stop, this repeated occurrence of such activity is called as Future perfect continuous.

For e.g Salik will have been walking on the grass

Pattern of future in mother tongue

Future me kuch cheez agar hone waali hai, it means future simple.

Future me kuch cheez agar hote rahegi, it means future continuous.

Future me kuch cheez agar hoke rukegi, it means future perfect.

Future me kuch cheez agar hoke rukegi, fir hoke rukegi, it means future perfect continuous.

Suggested material for class 2

includes step 4 (teaching the patterns)

4) Pattern learning

Now we will observe the similarities in patterns and how to identify them.

[Before starting with explaining them patterns give them the printed material containing tables of tenses. Where ever specified in the document ask students to observe those tables]

Past	
Simple	verb+ed/en
Continuous	was or were (verb+ing)
Perfect	had (verb+ed/en)
Perfect continuous	had been (verb+ing)

Table no 2.1

Present	
Simple	verb+s
Continuous	is or are or am (verb+ing)
Perfect	has or have (verb+ed/en)
Perfect continuous	has been or have been (verb+ing)

Table no 2.2

Future	
Simple	will + verb
Continuous	will be (verb+ing)
Perfect	will have (verb+ed/en)
Perfect continuous	will have been (verb+ing)

Table no 2.3

Notice the patterns in table no 2.1, 2.2, 2.3

(Right now do not consider about simple, continuous, perfect and perfect continuous, just focus on Past)

Table no. 3	Table no. 4	Table no. 5	Table no. 6
Past Simple verb+ed/en	Past Continuous verb+ed/en	Past Perfect had (verb+ed/en)	Past Perfect continuous had been (verb+ing)
Present Simple verb+s	Present Continuous verb+ing	Present Perfect has or have (verb+ing)	Present Perfect continuous has been or have been (verb+ing)
Future Simple will + verb	Future Continuous will + verb	Future Perfect will have (verb+ed/en)	Future Perfect continuous will have been (verb+ing)

Past tense

In Past simple the verb in the sentence will be in past form always.

(see table no 3)

In Past continuous, 'was' or 'were' comes before the verb in a sentence. Verb will always be in 'ing' form. (In continuous of all tenses, the verb is always in 'ing' form) (see table no. 4)

In Past perfect, 'had' comes before the verb in the sentence. Verb in Past perfect will always be in the past form (past participle). (In perfect of all tenses, the verb is always in past form). (see table no. 5)

In Past perfect continuous, 'had been' comes before the verb in the sentence. Verb in perfect continuous is always in 'ing' form. (In perfect continuous of all tenses, the verb is always in 'been' with 'ing' form). (see table no. 6)

Present tense

In Present simple, the verb contain 's' in the sentence. (see table no 3)

In Present continuous, 'is', 'are', or 'am' comes before the verb in the sentence.

Verb in Present continuous will always be in 'ing' form. (see table no. 4)

In Present perfect, 'has' or 'have' comes before the verb in the sentence.

(see table no. 5)

In Present perfect continuous, 'had been' comes before the verb in the sentence. (see table no. 6)

Future tense

In Future simple, 'will' comes before verb. (see table no 3)

In Future continuous, 'will be' comes before verb in the sentence. Verb is always in 'ing' form. (see table no. 4)

In Future perfect, 'will have' comes before verb. Verb in Future perfect is always in past form (past participle). (In perfect of all tenses, the verb is always in past form). (see table no. 5)

In Future perfect continuous, 'had been' comes before verb in the sentence.

Verb in Future perfect continuous is always in 'ing' form. (In perfect continuous of all tenses, the verb is always in 'been' with 'ing' form). (See table no. 6)

7. Testing / Analysis of materials

Testing of the project was conducted with total 18 students of standard 6th and 7th from K.M.E.S school. English teacher Aous Ansari and Tamanna Momin helped in conducting the whole testing period.

Week 1 (2 sessions)

Step 1

Introducing learning through games to kids in the classroom environment and observing their response towards it.

Session 1 (Introduction to game)

9th February, Thursday 2017

Time : 40 mins

Total 18 kids in the session

Introduced the game.

Verbal instruction of 'How to play'

Kids played the game for the first time.

Session 2 (Revision of game)

10th February, Friday 2017

40 mins

Total 18 kids in the session

Revision of game, asked kids to explain the game to each other (speaking out loud) to see how much they have remember.

They were not given cards to take home during the first session because to make sure that they have understood 'how to play' the game completely.

Giving them game in the 2nd session was essential with the closing note: 'You can take this game and play with anyone, example take your parents or friends and play'. Total 18 card game was distributed among 18 kids.

In order to see if students are playing the game they were asked to bring along their card game in every sessions.

Following image shows the quality degradation of cards, as a gesture of being played (used).



Week 2 (3 sessions in this week)

Step 2

Giving students the formula card and a set of questions to mark the correct tenses.

The exercise is about reinforcing the patterns and aiming to make more concrete mental model of the students understanding the ability of students in finding the correct answers and also improvising the designed materials further.

1. Session 3 (Activity 2)

15th February, Wednesday 2017

35 mins

Total 15 kids showed up

Introduction to activity 2

Divided into 3 groups of past, present and future.

But individual assignment was given to the students.

"Students were segregated into groups of 3 with 6 students each.

The groups were given respective tenses to mark.

The total number of sentences where 134

combination of

past = 44 sentences, present = 48 and future = 42

2. Session 4 (Activity 2 revision)

16th February, Thursday 2017

35 mins

Total 12 kids showed up

Switched their tense, and a new set of sheets was given to every student. The sheets were collected from them after the session.

Analyzing the answer sheets after the session following things emerged.

What to search? the connection of formula with sentences was not clear for students, there should be clear text in similar fashion among formulae and sentences.

Subject+is+(verb+ing)

Meenu+is+(walk+ing) for instruction it works.

Complete focus then goes on the 'pattern'

- 1.** In any 'continuous tense' kids were searching 'ing' form of verb and not focusing on the tense part of it.
- 2.** As the kids were able to see all the tenses at the same time, their eyes were slipping from one tense section to another without knowing. (if card is folded or given separate it can help them in focusing on one thing at a time).
- 3.** Difficulty in finding 'past form of verb' also because in instruction card it was written , subject + verb (in past form).
- 4.** More mistakes found in the column of 'present simple' formula, Subject + verb+'s' . Kids were processing this information by searching only 's'.
- 5.** Problem in 'Future' tense instruction, 'Will' was noticeable but given instruction 'will +be' in Future continuous was not. If "will be" is together it works well otherwise

Observation during testing 2 with tuition kids.

Mohammed ali 6th std, Reeba 6th std and Aarifa 7th std. Problems with the current design which was not there are highlighted (card), see next page.

Adding 'or' in between clears small difference.

There should be 2 or 3 complete written examples in order to communicate well.

Subject + is + (verb+ing)

Subject + are + (verb+ing)

Subject + am + (verb+ing)

Writing sentences in sample forms could work, e.g

Munni + heard + loud scream.

Ankit + has + learned to speak chinese.

People + will have + broken the rules.

Present Tense

Sentence formulae

1) Present simple

Subject + (verb + s)

Example:

Pinky + (walk+s) on the grass.

2) Present + continuous

Subject + $\begin{matrix} \text{is} \\ \text{are} \\ \text{am} \end{matrix}$ + (verb +ing)

Pinky + is + (walk+ing) on the grass.
People +are + (walk+ing) on the grass.
I + am + (walk+ing) on the grass.

3) Present + perfect

Subject + $\begin{matrix} \text{has} \\ \text{have} \end{matrix}$ + (verb +ed/en)

Pinky + have + (walk+ed) on the grass.

Image 1

Transformation of formula cards

Present Tense

Sentence formulae

1) Present simple

Subject + (verb + s)

Example:

Pinky + (walk+s) on the grass.

verb comes after subject there is no word in between.

2) Present + continuous

Subject + $\begin{matrix} \text{is} \\ \text{or} \\ \text{are} \\ \text{or} \\ \text{am} \end{matrix}$ + (verb +ing)

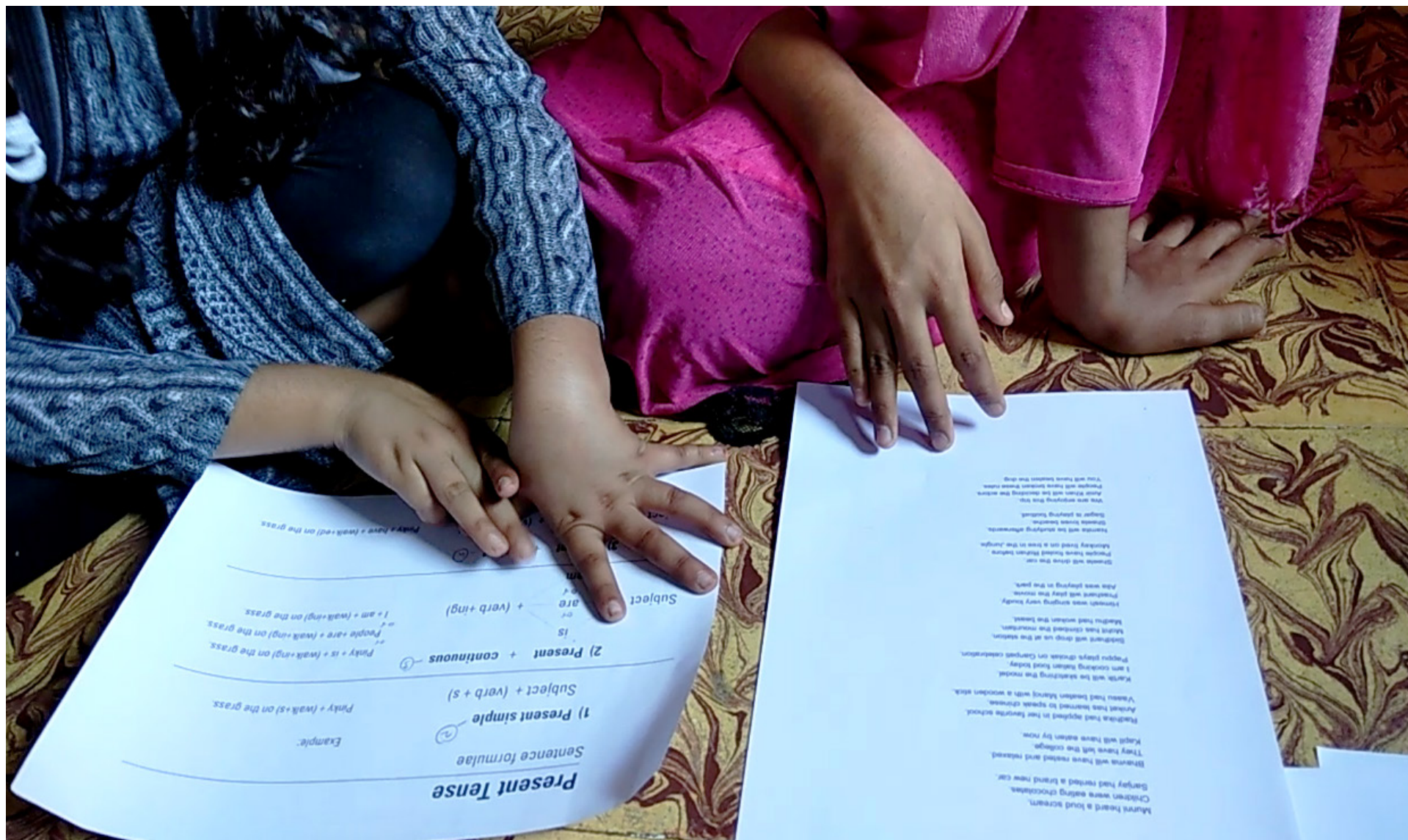
Pinky + is + (walk+ing) on the grass.
or
People +are + (walk+ing) on the grass.
or
I + am + (walk+ing) on the grass.

3) Present + perfect

Subject + $\begin{matrix} \text{has} \\ \text{or} \\ \text{have} \end{matrix}$ + (verb +ed/en)

Pinky + have + (walk+ed) on the grass.

Image 2



Students trying to find the patterns among sentences using formula card

Present Tense

Example:

Sentence formulae

1) Present + simple

Subject + (verb + s)

verb comes after subject there is no word in between.

Pinky + (walk+s) on the grass.

2) Present + continuous

Subject + is + (verb+ing)

or

Subject + are + (verb+ing)

or

Subject + am + (verb+ing)

Pinky + is + (walk+ing) on the grass.

People + are + (walk+ing) on the grass.

I + am + (walk+ing) on the grass.

3) Present + perfect

Subject + has + (verb+ed/en)

or

Subject + have + (verb+ed/en)

Pinky + has + (walk+ed) on the grass.

People + have + (walk+ed) on the grass.

Past tense

Sentence formulae

1) Past + simple (PS)

- ❖ Subject + (verb+ **ed**)

Examples

Pinky + (walk+**ed**)

In Past simple verb comes just after the subject, there is no other word in between them.

2) Past + continuous (PC)

- ❖ Subject + **was** + (verb+**ing**)
- ❖ Subject + **were** + (verb+**ing**)

Examples

Pinky + was + (walk+**ing**)

People + were + (walk+**ing**)

3) Past + perfect (PP)

- ❖ Subject + **had** + (verb+**ed/en**)

Example

Pinky + had + (walk+**ed**)

Raaju + had + (beat+**en**)

Present tense

Sentence formulae

1) Present + simple (PrS)

- ❖ Subject + (verb+ **s**)

Example

Pinky + (walk+**s**)

In Present simple verb comes just after the subject, there is no other word in between them.

2) Present + continuous (PrC)

- ❖ Subject + **is** + (verb+**ing**)
- ❖ Subject + **are** + (verb+**ing**)
- ❖ Subject + **am** + (verb+**ing**)

Examples

Pinky + is + (walk+**ing**)

People + are + (walk+**ing**)

I + am + (walk+**ing**)

3) Present + perfect (PrP)

- ❖ Subject + **has** + (verb+**ed/en**)
- ❖ Subject + **have** + (verb+**ed/en**)

Examples

Pinky + has + (walk+**ed**)

People + have + (walk+**ed**)

Future tense

Sentence formulae

1) Future + simple (FS)

- ❖ Subject + **will** + (verb)

Example

Pinky + **will** + (walk)

2) Future + continuous (FC)

- ❖ Subject + **will be** + (verb+**ing**)

Example

Pinky + **will be** + (walk+**ing**)

3) Future + perfect (FP)

- ❖ Subject + **will have** + (verb + **ed/en**)

Example

Pinky + **will have** (walk+**ed**)

3. Session 5 (Activity 2)

17th February, Friday 2017

1 hour

Total 9 kids showed up

Few kids went for competition.

Additionally I introduced another gameplay with the same card, that include 4 kids to play and one among them will be the boss. Instead of playing the game with three players, the boss of the game controls distribution of cards. The boss also holds a power to take the title cards after the 3rd turn in the game and then the players have to remember details of the title cards. This also act as the part of learning, it puts pressure on the mind of the player to remember. If any player forgets the title then he/she has to convince the boss to show details one time (1 time only). Who ever wins the game becomes the boss.

Session 6 (Instruction Design, 23 feb) 1 hour

Instruction design, Classroom teaching

15 kids showed up.

Step by step, (Instruction)

Revise (asking) what things we have learnt,

Instructions in the order

1. What comes in Tenses? (past/ present/ future)

2. Announcing that today we are going to learn meaning of what we have did.

Game and marking sentences.

3. Starting with what does 'simple' means and getting out of kids.

4. Same repeating with other tenses.

5. Explaining , simple, continuous, perfect and introduction of perfect continuous.

With action examples (salik walks).

6. hen slide show with, step how to identify pattern

7. Showing commonality of pattern for .i.e in any 'continuous tense' verb is always in 'ing' (verb + ing) comes. Asking them to remember.

8. Same with 'Perfect' and 'perfect continuous', leaving 'present' part and asking them to 'just' remember.

9. Then explaining the meaning of Past, present and Future (meaning explanation was carried in mother tongue , (hindi and urdu).

10. Examples salik will walk, Salik will be walking, Salik will have walked, Salik will have been walking.

11. Explaining in combination of pattern teaching (simple, continuous, perfect and perfect continuous).

12. Picking and asking one student at a time about specific tenses (their meaning)

13. Closing by saying next session will contain a small test, come prepared with the paper sheets provided (containing charts and meanings).

Session 7 (test)

40 min

Each students were given a question paper (image 9) to students and asked to fill in the blanks, they can use card game and formulae card for searching the answers. Combining questions of all the students there were 324 sentences out of which 33 was wrong, 6 was left. The total correct answer was 285, it showed a good development in searching and identifying the patterns.

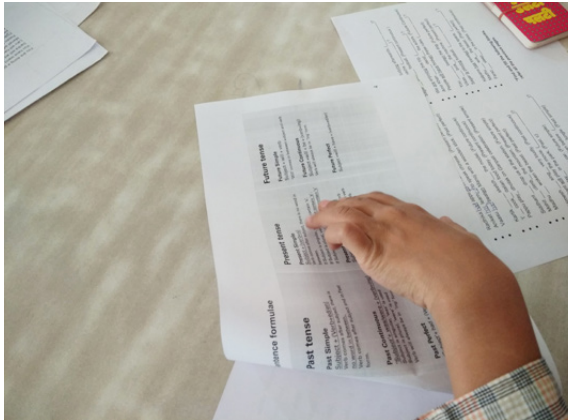


Fill in the blanks

- Radhika ___ appli___ in her favorite school. (Past perfect)
- Aniket ___ learn___ to speak chinese. (Present perfect)
- Vaasu ___ beaten___ Manoj with a wooden stick. (Past perfect)
- Kartik ___ ___ sketch___ the model. (Future continuous)
- 'I' ___ cook___ italian food today. (Present continuous)
- Pappu play_ dholak on Ganpati celebration. (Present simple)
- Siddhant ___ drop us at the station. (Future simple)
- Mohit ___ climb___ the mountain. (Present perfect)
- Madhu ___ woken the beast. (Past perfect)
- Himesh ___ sing___ very loudly. (Past continuous)
- Prashant will play the movie. (_____)?
- Alia ___ play___ in the park. (Past. c)
- Sheela ___ drive the car. (Future simple)
- People have fooled Rohan before . (_____)?
- Monkey liv___ on a tree in the Jungle. (Past simple)
- Namita will be studying afterwards. (_____)?
- Sheela loves beache. (_____) ?
- Sagar ___ play___ football. (Present continuous)
- We are enjoying this trip. (_____) ?
- Amir Khan ___ ___ decid___ the actors. (Future Continuous)
- People will have broken these rules. (_____) ?
- You ___ ___ beaten___ the dog. (Future perfect)
- Vikas ___ brok___ the machine. (Present perfect)
- Sagar is playing football. (_____) ?
- Kalpana has traveled to the space. (_____) ?
- Madhu ___ wok___ the beast. (Past perfect)
- Faraz ___ sleep___ in the class. (Past continuous).

***Find and fill the following blanks,
refer all the previous pages.**

Image no 3.1



Images from the testing

Name - Khan Md Umar Md Zubair Sld/Div:- V/II/E ✓

Fill in the blanks

- Radhika had applied in her favorite school. (Past perfect) ✓
- Aniket has learned to speak chinese. (Present perfect) ✓
- Vaasu had beaten Manoj with a wooden stick. (Past perfect) ✓
- Kartik will be sketching the model. (Future continuous) ✓
- 'I will cooking italian food today. (Present continuous) ✓
- Pappu plays dholak on Ganpati celebration. (Present simple) ✓
- Siddhant will drop us at the station. (Future simple) ✓
- Mohit has climbed the mountain. (Present perfect) ✓
- Madhu had woken the beast. (Past perfect) ✓
- Himesh was singing very loudly. (Past continuous) ✓
- Prashant will play the movie. (Future Simple) ✓
- Alia was playing in the park. (Past. c) ✓
- Sheela will drive the car. (Future simple) ✓
- People have fooled Rohan before. (Present Perfect) ✓
- Monkey lives on a tree in the Jungle. (Past simple) ✓
- Namita will be studying afterwards. (Future continuous) ✓
- Sheela loves beache. (Present simple) ✓
- Sagar is playing football. (Present continuous) ✓
- We are enjoying this trip. (Present continuous) ✓
- Amir Khan will be deciding the actors. (Future Continuous) ✓
- People will have broken these rules. (Future Perfect) ✓
- You will have beaten the dog. (Future perfect) ✓
- Vikas has broken the machine. (Present perfect) ✓
- Sagar is playing football. (Present continuous) ✓
- Kalpana has traveled to the space. (Present Perfect) ✓
- Madhu had woken the beast. (Past perfect) ✓
- Faraz was sleeping in the class. (Past continuous). ✓

*Find and fill the following blanks, refer all the previous pages.

All ✓

5

Sample answer sheet

8. Conclusion

Each part of grammar has its characteristics and functions, if the designed game is built upon those characteristics it can bring a whole new value to a traditional classroom environment. Not every detail can be taught by game but a pedagogy designed considering learning and teaching both, partially through games and instructional design can act as a powerful tool for the teachers.

When the teaching starts with a game it helps in building a positive view of students towards teacher and the topic. It then opens up space for the teacher to supplement instructions and other classroom activities. If all the designed lesson plan fit together, they could replace or add to the current textbook way of teaching.

The direction of the project needs more intervention in terms of developing (designed content) and testing more materials for other lessons of grammar such as verbs, prepositions and conjunctions (etc).

Through the testing it emerged that students accept game more easily in a classroom environment than outside, this motivational tendency act as a great opportunity for designing well informed materials, which can direct their energy into objective learning.

The project has gone through explorations and trials, allowing for several visual design explorations. The game makes the pattern learning and identification fun and a choice of student which further aid teachers while teaching. Through my whole journey in the project I have experienced that there are numbers of areas in the domain of English grammar that needs pattern learning and recognition which through games can be tested.

Initially, I was overwhelmed by the vastness of the project, the idea that there are several dimensions on which work has already been done and I didn't knew structural grammar myself, learning of which helped me in overcoming several problems. The explorations, trials and errors, and constant engaging with children have taught me a lot and helped me in refining the whole project which led multiple trials and iterations with visual design as well as making things efficient.

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