

THE IMPACT OF USING BOARD GAMES IN TEACHING PAST TENSE FOR INTERMEDIATE ESL LEARNERS

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One of the most prominent and controversial topics in the field of language teaching has been the role of grammar. Students are demotivated to learn English due to the complexity of grammatical aspects in English. Hence, teachers should incorporate innovative approaches to teach grammar while motivating and encouraging students to learn. Sri Lanka is also attempting to modify the paper-based learning education system and become familiar with innovative and interesting teaching approaches than paper-based teaching. Thus, the purpose of this study was to investigate the impact of using board games in teaching past tense for intermediate ESL learners. A purposive sample of 80 grade 10 ESL students at Royal College, Wayamba participated in the study and the respondents were randomly assigned into two groups namely the control group and the experimental group, using a random cluster sampling technique. The students of the control group were taught using paper-based method and the students of the experimental group were taught using game-based learning. A quantitative approach research design was used to answer the research question as the data were collected utilizing a pre-test and a post-test. The findings of the study indicated that there were statistically significant differences between scores of the experimental and control groups in favor of the experimental group exposed to board games-based learning. When examining the statistical results obtained from the pre-test and post-test, it can be understood that the board games-based learning can enhance students' knowledge on past tense and had a huge potential to improve students' knowledge on past tense. These positive results of the study offer a noteworthy incentive to ESL practitioners to incorporate language games such as board games when teaching grammatical features.

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