

**Effectiveness of Mnemonics in Learning English Grammar of  
Seventh Standard Students**

*Dissertation submitted to Tamil Nadu Teachers Education University in Partial  
fulfilment of the requirements for the award of the degree of*

**Master of Education**

*by*

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**ATTOOR, KANYAKUMARI DISTRICT**

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### **DECLARATION**

I hereby declare that this dissertation “EFFECTIVENESS OF MNEMONICS IN LEARNING GRAMMAR OF SEVENTH STANDARD STUDENTS” has been originally carried out by me under the guidance and supervision of Dr. S. Praveen Kumar, Assistant Professor in Mathematics, N. V. K. S. D. College of Education, Attoor, Kanniyakumari District, and this dissertation has not been submitted to any other University for the award of any Degree or Diploma.

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### **CERTIFICATE**

This is to certify that this dissertation entitled, “EFFECTIVENESS OF MNEMONICS IN LEARNING GRAMMAR OF SEVENTH STANDARD STUDENTS” submitted for the M.Ed. Degree by J. Shirly is a record of research work done by her under my guidance and supervision. It is further certified that the work has been done under my guidance and supervision. It is further certified that the work is an original one and free from all kind of duplication.

Place: Atttoor

Date:

Signature of the Guide

## ACKNOWLEDGEMENTS

First and foremost I thank God for his Grace and blessings in the preparation of my dissertation.

I wish to take this opportunity to record my deepest sense of gratitude to my guide and supervisor, **Dr. S. Praveen Kumar**, Assistant Professor in Mathematics, N.V. K. S. D. College of Education, Attoor for all the guidance and encouragement. I am really thankful to him for his suggestions and discussions which helped me a lot to develop a taste in my attempt.

I wish to place on record my sense of gratitude to **Dr. S. Sreelatha**, Principal, N.V.K.S.D. College of Education, Attoor for providing valuable suggestions to me. She was a source of inspiration for the successful completion of the study. My heart knows no bound to thank **Dr. P.Sheela**, Librarian, N. V. K. S. D. College of Education, Attoor for her sincere support during my dissertation work. I also extend my hearty thanks to **Mr. G. Biju Mohan**, Computer Instructor, N. V. K. S. D. College of Education, Attoor for helping me to do the data analysis using SPSS on time.

I wish to express my deep sense of gratitude to the librarians of N. V. K. S. D. College of Education, University of Kerala and Manomaniam Sundaranar University for helping me to locate the relevant works for my dissertation. I express sincere thanks to Headmaster, teachers and beloved students of L. M. S. Girls Higher Secondary School, Marthandam, for supporting me to conduct an experimental study.

I express affectionate thanks to my mother **G. Daisy Florance** for her prayers and blessings. I owe greatly to my brother **J. Anto Amal John** for his unwavering support and advice which prepared me with strength to see the work to its completion. I also thank my sisters, my brothers and other family members for extending timely help and sustaining me throughout the entire period of study.

I wish extend my deep sense of gratitude to all those who contributed directly during this study.

J. SHIRLY

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## **CHAPTER I**

### **INTRODUCTION**

1.1 Need and Significance of the Study

1.2 Statement of the Problem

1.3 Operational Definition of Key Terms

1.4 Objectives of the Study

1.5 Hypotheses of the Study

1.7 Methodology in Brief

1.8 Delimitations of the Study

1.9 Organization of the Report



## CHAPTER I

### INTRODUCTION

Language is a means of communication that people of a certain nation or region use to talk or write. It is made up of a set of sounds and written symbols. An individual's thoughts, feelings, and ideas can be communicated through language. It is a communication tool used only by human being. One of the special abilities of people is their ability to speak. A civilization without languages is unthinkable to us. Over the past two centuries, the English language has had a significant impact on molding India's political, social, economic, intellectual, and cultural life. It continues to be a potent tool for social change. According to P. Gurrey "All languages are used for Communication".

English is a universal language. Nearly all parts of the world can understand and speak it. Everyone must master this global language; this is especially true in a workplace. The field of education requires the most proficiency in English. English is studied as a second language in a large number of nations. The dominance of English in education and research is a statement that is not in error. English has evolved into a universal language of communication outside of this specific profession. One must understand the fundamentals of grammar in order to master the English language.

The set of rules regulating a given language is known as its Grammar. Each language has a unique grammar. Grammar is the systematic examination of the rules controlling language use the dictionary defines grammar as "the study of words and the guideline for their creation and their links to each other in sentences; the rules themselves; speech or writing rated as excellent or bad according to these rules". According to this theory of language, each language enables people to express their

thoughts, emotions, and ideas. Only men utilize language as a method of communication. Speaking is one of a person's unique abilities. We cannot imagine a society without languages. The English language has significantly influenced India's political, social, economic, intellectual, and cultural life over the last two centuries. It remains a powerful tool for bringing about social change. The nature of the assignment, the learning objectives, the student's abilities, and their entry behavior all influence the choice of grammar-learning methods and strategies. Utilizing new grammar-learning techniques is crucial if one wants to increase student learning capacity. This will allow for easier comprehension of the subject matter thanks to their active engagement.

One such cutting-edge method that can be used to teach English grammar is the mnemonic technique. It is a memory enhancer that facilitates information retention. Grammar lessons are made more effective by using mnemonic devices. Learning is made easier by using mnemonic devices. Utilizing mnemonic techniques makes it simpler to recall knowledge when it is needed. Classification, organization, storage, and retrieval of information into and out of long-term memory are all made possible by mnemonic strategies. The mnemonic strategies assist students who struggle with studying grammar to do it in an easy way by helping them to memorize the rules in particular. It is one of the most effective keyword techniques for improving grammar understanding. To make the information being learnt more meaningful, this strategy combines aural and visual signals.

## 1.1 NEED AND SIGNIFICANCE OF THE STUDY

Grammar lays the groundwork for effective communication. So it is easy to teach English to young learners than adult learners. Related to teaching and learning process, the students being young learners require the different learning situations that are more attractive and interesting. One of the most challenging aspects of the English language is its spelling system, which is quite irregular and unpredictable. One of the biggest reasons that learning and using grammar correctly is so difficult for the students is that there are so many expectations to every rule.

Learning grammar using traditional methods is boring. Learning is supposed to be fun and interesting. Teachers should give the students in their grammar learning, by teaching many strategies to make students interested and not feel bored in the classroom. One of the strategies to gain mastery in English grammar is through Mnemonic technique. Mnemonic techniques refer to learning strategies designed specifically to mastery English. According to Edgar Allan Poe, "In our endeavors to recall to memory something long forgotten, we often find ourselves upon the very verge of remembrance, without being able, in the end, to remember".

Research findings show that learning grammar through mnemonic keyword can mastery English grammar. According to Terence McKenna, "To my mind this is what shamanic training must really be, is mnemonic training. If you want to bring the stuff back you have to train yourself to bring it back". The study conducted by Makul, Muola and Amukowa (2019) about the appropriateness of mnemonic techniques on serial learning outcomes in primary schools showed that mnemonic techniques are useful in serial outcomes in primary schools. Mahmut, Kayaati (2018) in the study found that Mnemonic Technique is highly effective than rote learning for learning

English language. In the educational setting the teaching communities are quite aware of various innovative teaching methods. But teachers are not in a position to implement the innovative methods of teaching successfully in actual classroom situation and to utilize the potential due to various reasons.

The students just memorize the grammar in the classroom, but after that they sometimes forget what they have learned in the classroom. It happens since most of the teachers do not give them an impressive lesson and there will be no exposure to use the English language outside the classroom. So the students forget their grammar easily and it makes teaching and learning grammar needs developing. The significance of this research is that, the researcher will try to develop the grammar in English through mnemonic techniques among the seventh standard students. The knowledge of mnemonic techniques will help the students to work at their individual to create their own personal association to memorize grammar rules.

## **1.2 STATEMENT OF THE PROBLEM**

The problem selected here deals with the learning difficulties of English grammar. As English grammar has so many exceptions to the rules that non-native speakers can struggle to remember them all. Memorization of irregular verbs and irregular spellings are the best solution, which only comes with practice and repeated exposure to the language. Mnemonics are strategies used to improve memory. They are often taught in school to help students learn and recall information. In here, it's to know about to what extent English grammar can be learnt with the help of Mnemonics. A learner should have a thorough knowledge on these two variables, such as Mnemonics and English grammar. To find the answers to these research questions, the study aims to test the effectiveness of Mnemonics in learning English

grammar for the seventh standard students. Hence the present study is entitled as **"Effectiveness of Mnemonics in learning English Grammar of seventh standard students"**.

### **1.3 OPERATIONAL DEFINITION OF KEY TERMS**

#### **a) Effectiveness**

In this study, effectiveness refers to how far the mnemonics is good and what are its impressions on the learners. It means the comparison of mean scores of achievement in English grammar obtained by the students when learning through Mnemonics and Conventional Method.

#### **b) Mnemonics**

Mnemonics are memory devices that help the learners to recall larger pieces of information, such as a pattern of letters, ideas, or associations that aids in remembering something, especially in the form of a list like characteristics, steps, stages, and parts. Mnemonics also include special rhymes and poems, acronyms, images, songs, outlines, and other tools that aid in supporting learners understands a concept.

#### **c) Learning English Grammar**

English grammar is the set of structural rules of the English language. In which, Grammar is like a game. Some people who are fluent in the language pick up grammar naturally, while others have trouble with tenses, clauses, and phrases.

#### **d) Seventh Standard Students**

Seventh standard students refer to the students who are studying during the academic year of 2022-2023.

#### **1.4 OBJECTIVES OF THE STUDY**

1. To prepare instructional design based on Mnemonics for teaching English grammar for Seventh Standard Students.
2. To test the effectiveness of Mnemonics by comparing the pre-test mean scores of achievement in English Grammar of the experimental group and control group.
3. To test the effectiveness of Mnemonics by comparing the post-test mean scores of achievement in English Grammar of the experimental group and control group.
4. To compare the adjusted post-test mean scores of achievement in English Grammar of the experimental group and control group by taking pre-test as a covariate.

#### **1.5 HYPOTHESES OF THE STUDY**

1. There exists no significant difference in the pre-test mean scores of the experimental group and control group.
2. There exists no significant difference in the post-test mean scores of the experimental group and control group.
3. There exists no significant difference in the pre-test and post-test mean scores of the control group.

4. There exists no significant difference in the pre-test and post-test mean scores of the experimental group.
5. There exists no significant difference in the adjusted post-test mean scores of achievement in English Grammar of the experimental group and control group by taking pre-test as a covariate.

## **1.6 METHODOLOGY IN BRIEF**

### **1) Method Used**

Experimental method is adopted for the study. It is a research design in which the researcher explicitly and intentionally induces exogenous variation in the intervention assignment to facilitate causal inference. Experimental methods typically include directly randomized variation of programs or interventions.

### **2) Experimental Design**

Pre-test Post-test Non- equivalent group design is adopted for the study. It is the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement. Generally, the purpose is to establish the effect that a factor or independent variable has on a dependent variable.

### **3) Sample**

The experimental study is conducted on a sample of 60 students studying in seventh standard. Random Sampling technique is adopted for the study. A random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected.

#### 4) Tools Used

1. Lesson transcripts for teaching English Grammar through Mnemonics.
2. Tense Grammar Test prepared by the investigator.

#### 1.7 STATISTICAL TECHNIQUES USED

In the present study the following statistical techniques are used.

a) Independent t test for large sample

An Independent t test also known as an unpaired t test is a statistical procedure that compares the averages/means of two independent or unrelated groups to determine if there is a significant difference between the two. Sharma R. A., (2007) noted the formula for calculating independent t test for large sample as;

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

$t$  = t test for the difference of two means

$M_1$  = Mean of First sample.

$M_2$  = Mean of Second sample.

$\sigma_1$  = Standard Deviation of First sample.

$\sigma_2$  = Standard Deviation of Second sample.

b) Paired t test for small sample

A paired t test is also known as a dependent or correlated t test. It is a statistical test that compares the averages/means and standard deviations of two related groups to determine if there is a significant difference between the



two groups. Sharma R. A., (2007) noted the formula for calculating paired t test for small sample as;

$$t = \frac{M_1 - M_2}{S_{ED}}$$

Where

$$S_{ED} = \sqrt{\frac{\sigma_1^2}{N} + \frac{\sigma_2^2}{N} - 2r \frac{\sigma_1 \sigma_2}{N}}$$

$r$  = Correlation coefficient between paired observation

$\sigma_1$  = Standard Deviation of First observation.

$\sigma_2$  = Standard Deviation of Second observation.

$N$  = Size of the Sample

#### c) ANCOVA

Garret (1981) stated that through analysis of covariance, one is able to effect the adjustment in final of terminal scores which will allow difference in some initial variables. Analysis of covariance represents an extension of the method of analysis of variance to allow a correlation between initial and final scores.

### **1.8 DELIMITATIONS OF THE STUDY**

The following are the delimitations of the study

1. The Experimental study is limited to one school in Kanyakumari District.
2. The sample size is limited to only 60 students.

### **1.9 ORGANIZATION OF THE REPORT**

The present study is reported under five chapters.

### ***Chapter I***

It deals with introduction, need and significant of the study, statement of the problem, operational definitions of the key terms, objectives of the study, hypotheses of the study, methodology in brief and delimitations of the study.

### ***Chapter II***

It deals with review of related literature that contains two sections,

**Section: A** – contains theoretical overview of the study and

**Section: B** – contains review of related literature containing Indian and Foreign studies and a critical review of the study.

### ***Chapter III***

It deals with methodology adopted for the study that contains two sections,

**Section: A** – contains development of Instructional design and Achievement test and

**Section: B** – contains method adopted for the study, the research design, variables of the study, experimental procedure, tools used, administration of the tools, sample selected for the study and

statistical techniques used for the study.

### ***Chapter IV***

It includes with details regarding the analysis of data, results and interpretation of the data.

## *Chapter V*

It deals with study in retrospect, major findings of the study, conclusions, educational implications and suggestions for further research in this area of study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### 2.1 Theoretical Overview

##### 2.1.1 Mnemonics

##### 2.1.2 Grammar

#### 2.2 Review of Related Studies

#### 2.3 Critical Overview

## **CHAPTER - II**

### **REVIEW OF RELATED LITERATURE**

The review of relevant literature is an important component of any research projects. It is a summary of previously released content from professionals and researchers in a specific field of interest. One of the requirements for the investigator to have recognized his research problem, more reliably, purposefully, and move in a methodical fashion is the review of related literature. A literature review's goal is to compile current, pertinent research on a researcher's chosen subject and combine it into a coherent presentation of that information. As a result, the researcher is better equipped to present his/her own viewpoint on the subject or to carry out original research.

Review of related literature is a thorough analysis of the body of work already published on a subject linked to a thesis or dissertation. It discusses information and conclusions from prior study that are pertinent to the researcher's issue. It provides the greatest depth on a subject where the researcher is actively engaged in attempting to address the issue that has been chosen for research. According to Procter (2004), "the literature review should provide the investigator with a base of knowledge that they provide to the interest". A review of related literature facilitates the researcher to have a clear understanding of the research problem.

#### **The Purpose of a Related Literature**

1. The review of the literature helps to provide background information on the subject.
2. It helps to identify areas of prior scholarship to avoid plagiarism and credit other researchers.

3. It enables to identify inconsistencies, such as gaps in the research, conflicts between studies, and unanswered questions.
4. It helps to identify the need for further research (justify the research).
5. It helps to identify the relationship between works in context of their contribution to the topic and to other works.
6. It enables to place the investigators own research within the context of other works.
7. It helps the investigator by avoid using the same information as other authors in their industry and enables the researcher to develop their own, original perspective on the subject.

### **Benefits of Related Literature**

1. Literature reviews allow the researcher to gain familiarity with the current knowledge in their chosen field, as well as the boundaries and limitations of that field.
2. Literature reviews also help the researcher to gain an understanding of the theory (ie) driving the field, allowing them to place their research question into context.
3. Literature reviews provide an opportunity for the researcher to see and even evaluate successful and unsuccessful assessment and research methods in their field.
4. Literature reviews prevent the researcher from duplicating the same information as others writing in their field, allowing them to find their own, unique approach to their topic.

5. Literature reviews give the researcher familiarity with the knowledge in their field, giving them the chance to analyze the significance of their additional research.

### **Functions of Related Literature**

1. It helps the researchers to identify the connections between what they want to explore and what has already been studied;
2. It gives the study a theoretical foundation.
3. It gives researchers the chance to demonstrate how their discoveries have added to the corpus of knowledge in their field.
4. It enables researchers to incorporate their research findings into the field of knowledge already in existence.

In relation to the investigators own study, the related literature can help in four ways.

1. It can bring clarity and focus to their research problem;
2. It can improve their research methodology;
3. It can broaden their knowledge base in their research area; and
4. It can contextualize their findings.

The review of research studies that are deemed to be relevant to the subject that the researcher has chosen is the focus of this chapter. A careful and detailed analysis of books, journals, research papers, educational reviews, and websites has produced the literature related to the subject at hand. The researcher conducted a thorough review of all pertinent studies in the educational literature and chose those that were believed to be significantly related to the subject of the investigation.

## **Review of Related Literature is given in two sections**

**Section A** : Theoretical Overview

**Section B** : Review of Related Studies

### **2.1 THEORETICAL OVERVIEW**

The Conceptual framework of Mnemonic Techniques is presented in this section.

Teaching is both an intellectual and artistic process. It is described as the aid that teachers give pupils so they can participate in learning activities effectively. Learning is the process of developing new understanding, information, actions, skills, values, attitudes, and preferences. The study of mnemonic devices helps people remember knowledge more quickly. A language's mechanics are described by a collection of rules called its grammar. Each language has its own set of rules.

#### **2.1.1 MNEMONIC**

##### **Origin of Mnemonic**

The Greek word "mnemonic," which means "mindful," originates from the word "mnemonikos," which means "pertaining to recollection." Mnemosyne, the mother of the Muses in classical mythology, is the memory goddess. Additionally, mnemonic is also "a mnemonic device" and is used to refer to "a strategy for strengthening memory."

##### **Memory**

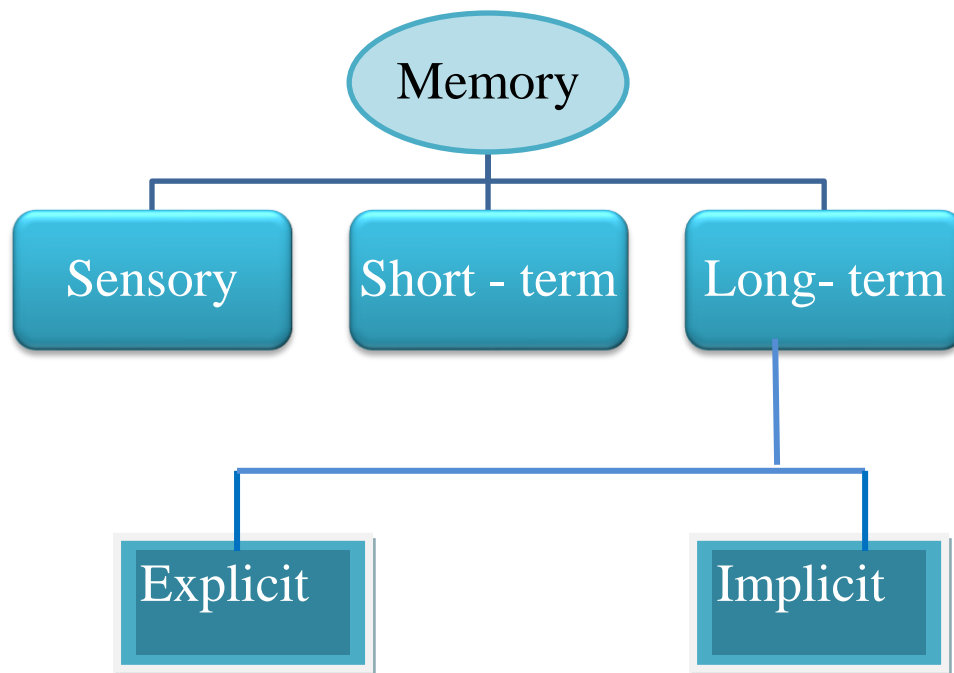
A life filled with unrelated incidents, mistakes that don't teach us anything, and feelings that are forgotten have no life at all. Memory is precisely the ability that



enables us to link events, learn, and make sense of our existence. In other words, it enables us to develop our narrative. People frequently mix up memory and learning since they are so closely related to one another. However, the experts who research them see them as two separate occurrences.

According to some experts, learning is the process that alters a behavior in the future. The capacity to recall previous events is known as memory. Although we study a new language to learn it, it is our memory that allows us to speak it once we have learnt the words. Ryburn (1956) describes memory as the power that we have to 'store' our experiences, and to bring them into the field of our consciousness sometime after the experiences have occurred, is termed memory. The memory palace procedure is used when the teacher is satisfied that the students have understood the core analytical meaning of the words and are ready to discuss the translation of this meaning into images. In regard to the form these images should take, Psychologist Ormond (1995) have discovered that images which are concrete, sensory, practical, interactive, and interesting have a much greater rate of recall than those which are not.

All learning relies on memory since it allows you to store and recall the knowledge you acquire. Memory is really nothing more than a record of what has been learned. Thus, learning is a prerequisite for memory. However, memory is also a factor in learning since it offers the framework for associating new information with previously stored knowledge. Additionally, the more comprehensive your framework of prior information is, the easier it will be to connect new knowledge to it.

**Figure 2.1***Types of Memory*

The three major classifications of memory that the scientific community deals with today are as follows:

- 1) Sensory memory,
- 2) Short-term memory, and
- 3) Long-term memory.

**1) Sensory Memory**

Sensory memory starts to store information from the environment around us, allowing for later access to that information. The information from the senses is retained precisely but only for a relatively brief period of time via sensory memory. Sensory memory is frequently seen as a component of perception because it lasts for

only a brief period of time (a few hundred milliseconds to one or two seconds). But it's still a crucial stage in the process of putting information into short-term memory.

## **2) Short-term Memory**

The term "short-term memory" describes how quickly an individual can comprehend information. This processing takes place in working memory. The series of experiences in our life are momentarily stored in short-term memory. If we don't make a conscious effort to remember it, the knowledge will swiftly vanish forever, even though it may register a face we see on the street or a phone number we overhear someone else give out. Approximately seven items can be stored in short-term memory, which has a short lifespan of a few dozen seconds. Short-term memory is an essential step toward the next level of retention, long-term memory, just as sensory memory is a necessary step for short-term memory.

## **3) Long-term Memory**

We can keep information in our long-term memory for a very long time. A conscious (explicit memory) or unconscious retrieval of this knowledge is possible (implicit memory). The ability to keep word meanings and acquired physical skills is made possible by our long-term memory, which also stores all the key experiences that define our life. It can endure for days, months, years, or even a whole lifetime, and its potential appears to be limitless. But it's far from perfect. As we become older, it tends to become less dependable and can occasionally distort the truth. Long-term memory can be further classified as:

i) Explicit Memory

ii) Implicit Memory

## **I) Explicit Memory**

The first type is declarative memory, which is the recollection of all the things we are conscious of remembering and that we are able to explain in words, such as our birthday, the definition of the word "cradle," or what we ate the night before. Given that we can openly name and characterize each of the things we can recall, this type of memory is also known as explicit memory.

## **II) Implicit Memory**

Non-declarative memory is the other type of long-term memory. Because we communicate without using words, it is often referred to as implicit memory. We communicate memories of motor abilities that do not require the use of language, such as when we ride a bike, juggle some balls, or simply tie our shoelaces. Implicit memories of this nature are merely one form.

The learner must retain the data, know-how, and wisdom they have acquired both independently and collectively during the teaching-learning process. All of this is kept in the brain through a specific process called memory, which encrypts, stores, and retrieves information. In order to achieve particular instructional aims, researchers have developed a number of teaching strategies. These instructional techniques demonstrate that there is no one optimal approach to teach anything and that many techniques are needed to achieve various instructional objectives. "Models of teaching" are these prescribed teaching techniques that aid in achieving particular educational objectives.

## **Models of Teaching**

The term "model" refers to a teaching episode carried out by an experienced instructor and exhibiting a highly concentrated teaching behavior. It's a method of discussing and considering education that allows for the organization, classification, and interpretation of specific facts. The word "model" has multiple meanings, including imitation, description, explanation, prediction, and persuasion. Joyce and Weil in their book "Models of Teaching" define that "Teaching models are just instructional designs".

A model of teaching, according to Joyce and Marsha Weil, is a strategy or pattern that can be applied to curriculum development, the creation of educational materials, and the direction of instruction in both formal and informal contexts. Consequently, teaching models are simply instructional designs.

According to Joyce and Weil, Each model results in two types of effects Instructional and Nurturant.

A- Instructional effects are the direct effects of the model which result from the content and skills on which the activities are based

B- Nurturant effects are those which are implicit in the learning environment.

## **Models of Learning**

Models of learning are actually models of teaching. As we help students to how to learn and teach as well as assist them in acquiring knowledge, concepts, abilities, values, thought processes, and ways of expressing oneself.

## **Families of Models of Teaching**

Joyce and Weil's examination of instructional models is the most thorough (1980). Under the heading "Modern teaching models," Bruce R. Joyce split up all the teaching philosophies. They discovered 23 models, which are grouped into four fundamental families based on the nature, unique traits, and outcomes of the models.

### **1) Information Processing Models**

These models focus on the intellectual growth of the individual and aid in the improvement of the approach to processing environmental data. These models emphasize intelligence. They are focused on the learner's capacity for observation, data organization, comprehension, concept development, use of verbal and nonverbal symbols, and problem-solving.

### **2) Personal Models**

Personal development models emphasize an individual's emotional life and help them build their sense of self. These models place a strong emphasis on helping someone become an integrated, competent person. They make an effort to aid students in developing an understanding of who they are, what they want to achieve, and how to go about getting that education. Counselors, therapists, and other individuals interested in encouraging people's creativity and self-expression have established many of the personal models of teaching.

### **3) Social Interaction Models**

The relationships of the individual to society or other people are emphasized by the models in this family. The main goal is to teach students how to cooperate. To recognize and address issues, whether they be social or intellectual in character.

#### **4) Behaviour Modification Models**

This family of models all has the same theoretical underpinnings, or "behavior theory," which is a body of knowledge. These approaches all focus on altering the learner's outward behavior, which is their unifying theme.

##### **Memory Model**

The memory of teaching a learning process has been developed by Harry Lorayne and Jerry Lucas. They wrote one book on this aspect which is "The Memory Book."

##### **Syntax of Memory Model of Teaching:**

The syntax of memory model of teaching has the following phases:

Phase-I : Attending to the Material

Phase-II : Developing Connection

Phase-III : Expanding Sensory Images

Phase-IV : Practicing Recall

##### **Phase-I: Attending to the Material**

At this phase of the memory model of teaching, the teachers and learners use techniques of underlining, listing, and reflecting.

##### **Phase-II: Developing Connections**

At this phase of the memory model of teaching, the teacher and the learners make learning material familiar. The teacher and the learners to develop connections using keen word, substitute word and link system techniques.

**Phase-III: Expanding Sensory Images**

At this phase of the memory model of teaching, both the teacher and the learners must employ strategies of absurd associations and exaggeration. The learners must make the revision of images.

**Phase-IV: Practicing Recall**

At this stage of the memory model of instruction, the teacher encourages the students to practice recalling the information from the numerous lessons of a unit that they have already fully mastered.

**Mnemonic Techniques**

Teaching is a challenging task that requires a variety of approaches, strategies, and tools. The students' memory is enhanced with the use of mnemonics. These methods can assist individuals in memorizing information, remembering the correct spelling of challenging words, and recalling the name of a new coworker. The ideal mnemonics strategy will depend up on the students learning preferences and the variety of teaching material that a teacher uses to make them recall.

Mnemonic techniques are ways to memorize a phrase or idea with patterns. Mnemonic techniques can include songs, poems, rhymes, outlines, images and acronyms. Mnemonics give meaning to something ordinary to make it more memorable when one tries to recall it. This technique is useful for storing information in both ones short-term and long-term memory.



## **Principles of Mnemonic**

### **1) Association**

Associating thoughts is one of the mnemonic concepts. This is done by using different words, exaggerating excessively, or linking actions to words. Simply said, use phrases that have similar sounds as cues or use absurd exaggeration to visually connect words. Imagine the image being distorted.

### **2) Concreteness**

The concreteness of the items being connected is a second guiding criterion. Visualizing tangible objects is much simpler than doing so for intangibles. It's not hard to "see" an apple in ones mind's eye, but it's hard to see "truth." Put it in relation to what a person already knows.

### **3) Automaticity**

The other principles can be automated, which is a third principle. Once the ideas are understood and put into practice, they can be used automatically.

### **4) Forced Awareness**

The forced awareness that results from deliberately observing ones memory practices is the fourth principle. Students are learning to be "mindful," carefully observing their surroundings and the content of their thoughts. Memory difficulties don't only influence one particular skill area; they might affect all skill areas. Due to issues with information storage and retrieval, those with learning disabilities frequently experience difficulties.

## **Types of Mnemonic techniques**

The following eight categories of mnemonic devices are listed below:

- 1) Spelling mnemonics
- 2) Feature mnemonics
- 3) Rhyming mnemonics
- 4) Note Organization mnemonics
- 5) Alliteration mnemonics
- 6) Song mnemonics
- 7) Organization mnemonics
- 8) Visual mnemonics

### **1) Spelling Mnemonics**

Spelling mnemonics, which use patterns, phrases, or rules, assist students in remembering how to spell challenging words. Students can use the expression "there is a rat in separate" as an example to help them to remember how to spell "separate". "Never trust a liar" is another well-known spelling mnemonic to keep in mind that "I" frequently comes before "E."

### **2) Feature Mnemonics**

Visually recognizing a distinguishing characteristic of a person that a student meets for the first time is one method of mnemonic memory training. This method makes it easier for them to connect their name and face. For instance, they might work with someone new named Daniela who has big blue eyes. To quickly remember

her name when they next encounter her, they might associate a physical characteristic with her name by calling her "Blue-Eyed Daniela."

### **3) Rhyming Mnemonics**

Another common mnemonic technique is using rhyme to memorize information. One well-known example of a rhyming mnemonic is the phrase "In fourteen hundred and ninety-two, Columbus sailed the ocean blue." The information that a student wants to memorize is the date Columbus began his travels and knowing it rhymes with "ocean blue" helps them to recall "1492." They can apply this technique to any information that they need to remember in learning.

### **4) Note Organization Mnemonics**

Some people find that taking notes helps them study better. If students need to learn new information for work or are getting ready for a presentation, this is an excellent mnemonic strategy to utilize. For instance, they may express the important concepts as questions on one side of a note card and the answers on the other. When they do this frequently, students educate their brain to recognize questions and retain the responses.

### **5) Alliteration Mnemonics**

Alliteration is a useful technique for remembering someone's name. Students can come up with additional terms that begin with the letter "S" to describe a co-learner whose name is Sabina. Sabina may come out as intelligent, honest, and fashionable. When they need to remember her name, they will be able to do so by using the three terms by associating with her and limiting their search to names that start with the letter "S."

## **6) Song Mnemonics**

Students can incorporate the knowledge they wish to memorize into a song because some people learn better when they can sing. The "A-B-C" song used in school to learn the alphabet is a well-known illustration for song mnemonics. They will start to memorize the alphabet's order once they sing this song numerous times. By turning new information into a song format, they can use the same mnemonic strategy at work.

## **7) Organization Mnemonics**

Information is easier to recall when it is grouped together. Students can split up a long list of words or numbers which they need to learn in order to recall them more quickly. They could break up the number "456159753481" into smaller chunks if they need to remember it. They might recall them better if they organize them into "4561 5975 3481."

## **8) Visual Mnemonics**

Making a visual narrative out of the images, students by linking them can help them to remember the information they need to remember. Every item prompts them to think of the next step. If they have an exam coming up, for instance, they might need to remember to bring their writing pad, reading glasses, pencil, and pen. To ensure that they do not forget any of these things, they can weave a quick story to connect them together.

## **Uses of Mnemonic Techniques**

1. Mnemonics are techniques that may be adjusted to work with a range of learning materials.

2. Using mnemonic devices helps students learn difficult concepts or words more quickly and helps them remember what they have learnt.
3. Students with Learning Disabilities (LD) and other persons who might struggle with information retention will benefit most from the mnemonic strategy, according to this study.

### **Mnemonic Strategies**

Mnemonics may be introduced to students when a set of new information is presented.

#### **a) Keyword**

A keyword is a well-known word that is similar to the word or concept being taught in terms of sound. Using an illustration, the teacher helps the students connect previously learned material with new information. The word "Ranidae" is often used in science to describe common frogs. A teacher could use the keyword "rain" in conjunction with such a picture of frogs hopping in the rain to assist students learn about the ranidae family.

#### **b) Pegword**

Pegwords are a group of rhymed words that are employed to represent numbers. The pegword for "one," for instance, is "bun." These are some examples of pegwords: Pegwords are employed to aid in the retention of knowledge by students. The number is replaced with these words to make it easier to recall and link to the other data. Make a picture of an insect on a stick and an image of a spider on a fence, for instance, to help students to remember that insects have six legs and spiders have eight legs.

### c) Letter

Acronyms and acrostics are letter-strategy tools (or sentence mnemonics). An acronym is a word or name created by combining the first letters of a longer name or phrase. A poetry or other word composition is known as an acrostic, it is one in which the initial letter of each new line spells out a word, message, or the alphabet. To aid pupils in remembering the names of the Great Lakes, use the acronym **HOMES**, for instance.

10) **H**: Huron

11) **O**: Ontario

12) **M**: Michigan

13) **E**: Erie

14) **S**: Superior

Teachers then may wish to use verbal cues such as “A good way to remember this is...” for an introduction to the technique.

### **Role of Teachers in Mnemonic Techniques**

- i. When teaching English grammar, the teacher may incorporate as many mnemonic devices as much as possible.
- ii. By providing attributions.
- iii. By encouraging the implementation of the plans.
- iv. By assisting students with strategy development and brainstorming in class.
- v. By pointing out the crucial details or connections.
- vi. By developing the key phrases or other pertinent verbal elaborations.

- vii. By making a connection between the keyword and the relevant data.
- viii. By carrying out the instructions to get the data.
- ix. By encouraging individual pupils to develop plans.
- x. By tracking and assess individual mnemonic strategy development.

### **Advantages of Using Mnemonics**

1. They give students a memory shortcut to knowledge that might otherwise be hard to recall.
2. They entail rearrangement or reorganization of data, which also enables students to customize the data and take an active role in their learning.
3. They provide us fresh ways to use the material we learn, which makes studying more interesting.
4. When employed correctly, they make it quicker for us to access knowledge from their long-term memory.

### **Disadvantages of Using Mnemonics**

1. In order for them to function properly, they must be precisely recited and practiced.
2. They need time to develop, research, and practice.
3. They can become "crutches" and deceive us into believing we are knowledgeable about the subject.
4. Our actual knowledge of the concepts may not be sufficient because they rely more on rote recall than on elaborate rehearsing.

5. Unnecessary use may cause misunderstanding and need excessive review time.

### **2.1.2 GRAMMAR**

#### **Origin of Grammar**

The first grammar rules were written in Europe by the Greeks. They focused on the literary language because they saw grammar as a tool for studying Greek literature. In order to maintain the integrity of the language, the Alexandrians of the first century BC improved Greek grammar. Later, Dionysus Thrax of Alexandria examined literary works in terms of letters, syllables, and eight parts of speech in his important work "The Art of Grammar."

#### **Grammar**

A language's grammar is a set of rules that control how words, phrases, sounds, and other constituents are combined and understood. The term "grammar" also refers to a book that contains these rules or the study of these abstract aspects. In a narrow sense, the phrase only applies to the study of word and sentence structure (syntax and morphology), leaving out vocabulary and pronunciation.

#### **Grammar Theory**

Linguists developed an interest in a new theory concerning grammar, or the rules of language, in the 1960s. Noam Chomsky, an American linguist, popularized the hypothesis by emphasizing how easily young toddlers pick up new languages. Chomsky didn't think that a young infant could learn to understand and produce a language well by simply being exposed to it. He thought that language acquisition is



something that people do naturally from birth. The fundamental components of language are pre-encoded in the human brain at birth, according to Chomsky's view.

According to this "universal grammar hypothesis," some rules apply to all languages. Every language has a means to make something unpleasant or pose an inquiry. Every language also has a way to indicate gender or whether an event occurred in the past or the present. If the fundamental principles of grammar are the same across all languages, a child just needs to adhere to the norms that his peers do in order to comprehend and speak their native tongue. Or to put it another way, he is born with the ability to learn any language quickly and successfully; but, his environment dictates which language he will use.

Theoretically, the human brain has an inbuilt mental grammar that aids in language acquisition, according to the universal grammar (UG) theory. Chomsky proposed that the language acquisition device (LAD), which is "distinct from other faculties of cognitive activity...Input is needed, but simply to "trigger" the action of the language acquisition device," exists in the brain (Ellis 32). Chomsky claims that without this LAD, children would never be able to learn language through their environment.

## **2.2 REVIEW OF RELATED STUDIES**

The review of related studies can be classified as:

I) Studies related to Mnemonics

II) Studies related to Grammar

## **I) STUDIES RELATED TO MNEMONICS**

**Hadiwijaya (2020)** conducted the study in the effectiveness of mnemonic technique to increase students' vocabulary mastery. The sample is eighth grade students of SMPN1 Siman Ponorogo in academic year of 2020. The purpose of this research was to examine whether there was a significant difference between the students' vocabulary mastery who were taught by mnemonic technique and those who were not taught by mnemonic technique at SMPN1 Siman Ponorogo. This research applied a quantitative approach and used the quasi-experimental design. This research used two classes as an experimental group and a control group. The number of the sample in this research was 28 students of the control group and 24 students of the experimental group. The procedure of data collection was tests and documentation. To analyze it, used t test formula to know whether there was a significant difference in students' vocabulary mastery who taught by mnemonic technique and students who are not taught by the mnemonic technique. The result of the research showed that there was a significant difference score in vocabulary mastery for the students who are taught by a mnemonic technique using acronym media and who are not taught by using acronym media.

**Makul, Muola and Amukowa (2019)** studied the appropriateness of mnemonic techniques on serial learning outcomes in primary schools in Machakos Sub-country, Kenya. The objective of the study was to investigate the appropriateness of mnemonic techniques on serial learning outcomes. The sample consisted of 317 students. Factorial experimental research design was adopted for the study. Two-way ANOVA was used to analyze the data. The result of the study showed that mnemonic techniques are useful in serial outcomes in primary schools.

**Fasih, Izadpanah and Shahnavaaz (2018)** examined the effect of mnemonic vocabulary instruction on reading comprehension of students. The main objective of the study was to investigate how key word mnemonic vocabulary teaching can improve reading comprehension of the students. The sample consists of 345 students. There were one control group and two experimental groups. Quasi-experimental design was adopted for the study. The result showed that the use of mnemonic vocabulary instruction improved the reading comprehension of the third grade senior high school students.

**Kayaalti and Mahmut (2018)** had conducted a study on mnemonic techniques - an effective vocabulary teaching method to Plurilingual students. The objective of the study was to investigate the different approaches used by both EFL learners and educators to learn and teach vocabulary respectively. Quasi-experimental design was adopted for the study. The study showed that mnemonic techniques is highly efficacious than rote learning for pre-intermediate level students for Kazakh learners who are studying two languages simultaneously.

**Mockoa, Lesserb, Waglerb and Wendy (2017)** conducted a study on assessing effectiveness of mnemonics for tertiary students in a hybrid introductory statistics course. The objective of the study was the use of mnemonics (memory aids) among students to recall information, reducing stress and freeing up more resources for higher-order thinking. The sample of the study consisted of 1487 students. Chi-squared association tests are reported for detecting statistical significance. The result revealed that mnemonic techniques were helpful to students to recall information and reducing stress.

**Arora, Joshi, Koshy and Tewari (2017)** studied the application of effective techniques in teaching/learning English. The sample consisted of 60 students. The result of the study showed that innovative techniques, vocabulary through mnemonics, root words, describing and narrating visual stimulus improved communication skill, fluency and vocabulary.

**Intan (2017)** examined that enhancing for vocabulary mastery through mnemonic keyword method to the university students. The purpose of the study was to enhance vocabulary mastery to the university students. The sample consisted of 20 students at the first grade. The research instruments of this study consisted of tests, observation, checklist and a questionnaire. The study was conducted based on class action research. The result showed that the vocabulary mastery of the first grade students at STKIP PGRI Blitar was enhancing through mnemonic keyword method.

**Corpas and Arellano (2017)** investigated the memory learning strategies in English as a foreign language in Vocational studies. The sample consisted of 186 students. Strategy Inventory for Language Learning (SILL) was adopted for the study. The study concluded that the memory learning strategies were useful to foster and raise the English language.

**Lestari (2017)** studied that the use of mnemonic techniques to increase students vocabulary mastery. The purpose of the study was to enhance vocabulary mastery to the 8th grade students. The sample consisted of 32 students. The result of the study showed that mnemonic techniques can help the students to learn vocabulary mastery easily.

**Shahnavaz (2017)** conducted a study on the effects of mnemonic vocabulary teaching to improve content vocabulary learning in EFL classrooms. The aim of this

study was to investigate how key word mnemonic vocabulary teaching can improve the comprehension and learning of the content vocabulary for the students. The sample consisted of 256 third year senior high school students from 6 senior high schools in Zanjan (Iran). Quasi-experimental study was adopted for the study. The result of the study proved that the mnemonic vocabulary teaching is useful to enhance content vocabulary learning.

**Zarei and Keysan (2016)** examined the effects of mnemonic and mapping techniques on L2 vocabulary. A sample consisted of 151 Iranian female students from a public pre-university school was selected and they were assigned to six groups. Each group was randomly assigned to one of the above-mentioned treatment conditions. After the experimental period, two post-tests in multiple choice and fill-in-the-blanks formats were administered to assess the participant's vocabulary comprehension and production. The results showed that the differences among the effects of the above-mentioned techniques were statistically significant in both vocabulary comprehension and production.

**Lubin and Polloway (2016)** studied mnemonic instruction in science and social studies for students with learning problems. The purpose of the study was to discuss mnemonic instruction in general, not in various mnemonic strategies that may be used the versatility and effectiveness of mnemonic instruction with students with learning problems. The study concluded with a discussion of how mnemonic strategies can be effectively used with students with learning problems to enhance performance.

**Dhananjay and Namjoshi (2015)** examined a study of the effectiveness of memory techniques and memory model for memorizing spellings. The sample

consisted of 53 students studying in standard VI of Jana Prabodhni English Medium High School, Pune taken for the study. Single group Pretest-Posttest design was adopted for the study. The study revealed that the memory techniques made the children participate actively (both physically and mentally) in the learning process. So, the learning becomes interesting, innovative and permanent.

**Maghy(2015)** studied on the effectiveness of mnemonics on achievement of students in mathematics at high school level. The main objective of the study was to find out the effectiveness of mnemonics in teaching mathematics. Pre-test post-test nonequivalent group experimental design was adopted for the study. The experimental group was taught by mnemonics strategy and control group was taught by lecture method. The result showed that mnemonic strategy was more effective than the lecture method.

**Rashidi and Ahmadnia (2015)** conducted a study on the effectiveness on mnemonic strategies in foreign language learning. The sample consisted of 40 Iranian female EFL learners. They were divided into two classes of experimental group in which mnemonic strategies were strongly used, and control group, in which these strategies were not presented. With regard to the statistical findings of paired sample t test as well as the reported scores of pre-test and post-test exams. The findings showed that mnemonics strategies are helpful to facilitate learning vocabularies compared with non-mnemonic strategies.

**Alizadeh (2016)** investigated the effects of the mnemonic keyword method on 8th grades L2 learning. The aim of this study was to investigate the effect of mnemonic keyword method, which is one of the vocabulary learning strategies, plus the context method on L2 vocabulary learning of 8th graders in comparison with rote

rehearsal plus the context method. The sample consisted of 45 students. The result of the statistical analysis conducted using t test on the SPSS 18 revealed that the difference between the two group's scores was statistically significant in favour of the experimental group, which employed the mnemonic keyword method combined with the context method.

**Nurgazina and Anel (2014)** examined the use of mnemonic techniques in B2 level of second-language vocabulary learning. The aim of the study was to use mnemonic associations on vocabulary learning. The sample consisted of 10 students with intermediate and upper intermediate levels of English proficiency. The experimental group with 5 students was taught by mnemonic-based method and the control group with 5 students was taught by rote method. The findings of the study revealed that the mnemonic-based method seems to be very useful for vocabulary learning.

**Safaand Hamzavi (2013)** conducted a study on the effect of mnemonic keyword method on vocabulary learning and long term retention. The objective of the study was to inquire the effect of using mnemonic keyword method of vocabulary instruction on the learning and retention of vocabulary over long term in a normal EFL.

**Sarcoban and Basibek (2012)** examined a study on the mnemonic techniques versus context method in teaching vocabulary at upper-intermediate level. The aim of the study was to find the effects of mnemonic techniques to teaching vocabulary. The sample consisted of 84 students from Selcuk University. The findings revealed that mnemonic techniques were more effective than the context method in both immediate and delayed recall and recognition tests of the vocabulary.

**Sozler (2012)** conducted a study on the effect of memory strategy training on vocabulary development of Austrian secondary school students. The sample consisted of 26 students from an Austrian public secondary school. Achievement test and a questionnaire were conducted as pre, post and long-term retention tests. The study revealed that memory strategies as a vocabulary learning technique is more effective than using word lists to improve vocabulary level.

**Amiryousefi and Ketabi (2011)** investigated the mnemonic instruction: a way to boost vocabulary learning and recall. The purpose of the study was to improve vocabulary learning, boost memory and enhance creativity by using mnemonic devices. Quasi-experimental study was adopted for the study. The result showed that the mnemonic devices are useful ways of enhancing vocabulary learning and recall.

**Raya and Stain (2011)** conducted a study on effectiveness of using picture chart media on student's English vocabulary. The study belonged to pre-experimental by applying counter balance procedure to collect the data. The study was conducted at class VII and the sample consisted of 40 students. This study was restricted to focus on teaching vocabulary especially in classification of vocabulary. The findings showed that teaching vocabulary by using picture chart media gives effect toward the VII grade students English.

**McCabe (2009)** examined the use of song and rhyme mnemonics in statistics courses. Following an "Ode to Statistics" assignment, students created their own song or rhyme mnemonic for specific topics. They reported that the assignment was fun and creative, helped them to learn more about their topic, and should be assigned in future courses in United States of America.



**Fahrer and Harris (2004)** introduced the acronym, "LAMPPOST" with a picture, as a mnemonic device to aid in the instruction of eight climatic variables. They suggested that this mnemonic device will provide a helpful memory aid for students in American schools and universities by providing insight into complex spatial processes which produce visible spatial patterns in the form of the world's biomes.

**Terrill, Scruggs, and Mastropieri (2004)** undertook a study on the usefulness of mnemonic strategies for high school students with learning disabilities involved teaching vocabulary words using either a traditional instructional approach or pictorial mnemonic key word strategy. At the end of the six week instructional period, the students had learned 92% of the words under mnemonic instruction by only 49% of the words under the more traditional approach which shows the effectiveness of mnemonic strategy in high school students with learning disability.

## **II) STUDIES RELATED TO GRAMMAR**

**Rahmannia and Shalmani (2023)** conducted a study on the Effects of All-In-One Learning Suites on the Learning of L2 Vocabulary and Grammar among Iranian Male and Female Intermediate EFL Learners. This study was carried out to explore the effects of a mobile application on the learning of L2 grammar and vocabulary among Iranian intermediate EFL learners. The target population comprised 30 male and female EFL learners who were identified at the intermediate level of language proficiency based on their performance scores on a sample copy of the Oxford Solutions Placement Test (OSPT). The participants were selected from among 40 learners who were studying EFL at Talk English Institute in Rasht, Iran. Using a digital randomizer called Super Cool Random Number Generator, the final pool of

qualified participants was randomly assigned into two groups of experimental and control, each consisting of 15 learners. Next, the experimental group received treatment on their English vocabulary and grammar during a four-week period where they were assigned to learn 20 grammar and 20 vocabulary items by playing games through a mobile educational game called Elevate. The control group, on the other hand, received treatment on the same L2 grammar and vocabulary items through a conventional method (i.e., teacher-fronted instruction). Analysis of the scores obtained on a post-intervention measure of L2 grammar and vocabulary knowledge revealed that both groups made significant progress over the course of the experiment; however, the experimental group performed significantly better than those who were trained using the conventional method. The results carry the implications that mobile applications provide a more felicitous condition for expanding learners' L2 grammar and vocabulary repertoire.

**Hai (2022)** conducted a study on the effects of games on learning English grammar of tenth graders at DienHai high school, Bac Lieu province, Vietnam. This study attempts to investigate the effect of games on students' learning English grammar and to give suggestions for applying games. An experiment was conducted with the sample of two tenth classes at DienHai High school, Vietnam. In one class, grammar was taught with the grammar games at the practice stage while the other was taught as normal. The study proved that games had positive effects on students' learning English grammar at DienHai High school. Data from the questionnaire revealed that games brought about an amusing atmosphere, games created the learning environment and games provided students with opportunities and challenges to practice English grammar. Besides, by means of tests, the data collections showed that students could get better results when they learnt English grammar with games.

The students in the experiment class achieved better results than those of the control at the end of the experiment. Particularly, the number of good students in the experimental group increased considerably from 4.9% in Test 1 to 17.1% in Test 4. The findings of the study suggested that teachers should choose proper games, manage time and class, give a reward to encourage students to learn better and give proper feedback to make grammar practice with games more effective in class.

**Mountstephens, Wi, and Kler (2020)** conducted a study towards Computer-Generated Cue-Target Mnemonics for E-Learning. In this study a novel method to generate memory aids for general forms of knowledge is presented. Mnemonic phrases are constructed using constraints of phonetic similarity to learning material, grammar, semantics, and factual consistency. The method has been implemented in Python using the CMU Pronouncing Dictionary, the CYCAI knowledge base, and Kneser-Ney5-gramprob abilities built from the large-scale COCA text corpus. Initial tests have produced encouraging output.

**Radović and Manzey (2019)** conducted a study on the Impact of a Mnemonic Acronym on Learning and Performing a Procedural Task and Its Resilience toward Interruptions. The study examined the potential impact of a mnemonic acronym on the learning, the execution, the resilience toward interruptions, and the mental representation of an eight-step procedural task with sequential constraints. 65 participants were required to learn a sequential task, including eight different steps which had to be carried out in a predefined sequence. 33 participants were provided with the acronym “WORTKLAU” as a mnemonic to support the learning and execution of the task and the other 32 participants had to learn and execute the task without such support. The final result showed that the mnemonic acronyms could be

used to improve the resilience toward detrimental effect of interruptions, at least at certain task steps of a procedural task.

**Hagström and Winman (2018)** examined a study of virtually overcoming grammar learning with 3D application of Loci mnemonics. The sample consists of 48 participants without prior knowledge of German, either without or within a provided spatial context consisting of a simulated virtual environment that could be explored freely. The three main findings were: in addition to reduced forgetting rate, memory was significantly enhanced when acquisition had occurred with a spatial context than without, in immediate and delayed cued recall, as well as in delayed free recall. Second, visualization ability predicted spatial context efficiency as a memory aid for cued recall. Lastly, performance of the method of loci-based method correlated with its perceived efficiency. The result of the study is to experimentally demonstrate the potential effectiveness of computer-induced spatial context on grammar learning.

**Diasde and Santos (2014)** conducted a study under the title, Can colors, voices, and images help learners acquire the grammatical gender of German nouns? This study investigates whether memorizing the gender of German nouns concomitantly to their meaning results in a decreased ability by under graduate native speakers of English to remember noun meaning, and whether a mnemonic approach to retaining the grammatical gender of German nouns may prove effective. The effectiveness of several mnemonic devices (colors, voices, images, and a combination of these) is also investigated for the retention of noun gender in German. The sole use of images simultaneously coding for noun meaning and gender led to the best observed results, as indicated by scores on two post-tests. The use of images seems to be a promising mnemonic technique for helping learners remembers the gender of

German nouns, while at the same time not significantly compromising their ability to recall noun meaning. The results of this study have possible implications for German materials development and teaching, and for computer assisted language learning (CALL) in general.

**Susanto** and **Herri (2011)** conducted a study on Procedure of Teaching Grammar Using Memory Enhancement. In which the methods of teaching grammar should be different. The students who learn grammar based on the school syllabus probably needs longer procedure of learning that usually uses contextual teaching through listening, speaking, writing, and reading. Students who learn grammar for test need shorter procedure of learning such as memorizing. By propose giving a workshop of teaching grammar using memory enhancement as another alternative teaching grammar method. This workshop would show the class that grammar can be learnt through memory enhancement process, i.e.; mind map, music, memory technique and drill to boost up students understanding for test preparation.

**Hossain** and **Daryoush (2010)** conducted a study on Mnemonics in Teaching of English Words. In this study they have found that Teaching English in the formal educational system of Iranis started from guidance school and continued until pre-university. Word Learning has an important role in foreign language learning process, because most of differences among languages refer to their word domain and many of them as Persian and English have very similarities in grammar domain. Learners to learn words for a long time may use many strategies that rehearsal (or Rote memorization) seems to be the most prevalent of them. But, research has shown that this strategy is not so effective. Hence, researchers have examined more effective strategies such as Mnemonic Devices, for example Keyword and Mental imagery that effectiveness of them has been proved many times in different countries. The aim of

this research is to examine the effectiveness of these two strategies in learning and Retention of meaning of the English words in comparison to Rote memorization among Guidance school pupils.

**Higbee (2010)** conducted a study on Cross-Cultural Applications of Yodai Mnemonics in Education in which he found that a Japanese educator, Masachika Nakane, developed mnemonics for teaching mathematics, science, spelling, grammar, and English. Whereas most mnemonics help one remember specific facts, Nakane's mnemonics (called Yodai, meaning "the essence of structure") help one remember principles, rules, and procedures. Some Yodai mnemonics have been adapted for teaching mathematical operations with fractions in the United States. The result describes the mnemonics and reviews research on their effectiveness in instruction. Research questions on the nature of Yodai and on adapting Yodai in Western cultures are suggested in this study.

**Eldon (2009)** studied about the Lyrical learning-Promoting literacy through song. The concept of using lyrics and music to teach and learn is as old as education itself. Many people remember the alphabet song, nursery rhymes and tunes heard on the playground or around the campfire for the rest of one's life. Several researchers have found that the use of music, songs, poems, and other musical mnemonics has greatly aided learning in the case of slow learners.

**Saber and Hohnson (2008)** made a survey on the verbal repetition on Mnemonics and active learning. In this study the effectiveness of using verbal repetition and first-letter Acronyms to teach a common marketing frame work was examined. Use of the acronym increased scores for both unaided recalls concept application, and analysis was compared to the active learning method alone.

**Hamilton and Rajaram (2001)** found a better memory in undergraduate students of Stony Brook University, for concrete nouns than abstract ones during free recall in an explicit general knowledge test for this technique.

### **2.3 CRITICAL REVIEW**

The investigator reviewed 37 studies from various sources related to mnemonic techniques for learning English grammar. The related studies also revealed that mnemonic techniques are useful in recalling the information and are effective in making the teaching learning process. The method adopted for the study is experimental method. The review of related literature helped the investigator to have a proper perspective of the problem selected for the present investigation. After a careful review of all studies, it is found that not many research studies have been conducted to examine the effectiveness of mnemonic techniques in learning English grammar. So to fill the research gap, the investigator conducted a study on the Effectiveness of Mnemonic Techniques in Learning English Grammar of Seventh Standard students.

## **CHAPTER III**

### **METHODOLOGY**

3.1 Development of Instructional Design

3.2 Achievement Test

3.3 Method Adopted

3.4 Research Design

3.5 Plan and Procedure

3.6 Tools Used

3.7 Procedure Adopted

3.8 Statistical Techniques Used



## **CHAPTER III**

### **METHODOLOGY**

Research is a vital and effective instrument for advancing a person. Research is a never-ending hunt for information or the truth. It adds fresh knowledge to the body of existing knowledge or accurately corrects prior mistakes and misunderstandings. Research knowledge is scientific and objective and is based on common sense, common sense verification, and experience. Research can be defined as “an activity that involves finding out, in a more or less systematic way, things you did not know” (Walliman and Walliman, 2011, p.7). It is a conscious effort to gather data, analyze it, organize it, and then ideally pursue it to a fruitful conclusion. It is a methodical search for answers to the issues that trouble and perplex mankind.

Methodology is the mapping strategy of research. “Methodology is the philosophical framework within which the research is conducted or the foundation upon which the research is based” (Brown, 2006). Many tasks are involved in research methodology. These are problem identification, literature review, hypothesis formulation, data collection, data analysis, result interpretation, and ultimately conclusion. It is a method for methodically resolving the research issue. Research methodology simply refers to the practical “how” of any given piece of research. More specifically, it’s about how a researcher systematically designs a study to ensure valid and reliable results that address the research aims and objectives. O’Leary (2004, p.85) describes methodology as the framework which is associated with a particular set of paradigmatic assumptions that we will use to conduct our research.

A research methodology is a means to describe how a researcher plans to conduct their investigation. It is a rational, methodical approach to a study issue. A methodology explains how a researcher will conduct the study in order to produce accurate, legitimate data that meet their goals and objectives. Allan and Randy (2005) insist that when conducting a research methodology should meet the following two criteria: Firstly, the methodology should be the most appropriate to achieve objectives of the research. Secondly, it should be made possible to replicate the methodology used in other researches of the same nature. Methodology occupies a very important place in any type of research as the validity and the reliability of the findings. According to...It involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusions.

The methodology of the present investigation has been presented under two sections.

**Section - A** deals with the development and validation of the tool and **Section- B** deals with the details of research design.

This section deals with the development of the following tools.

1. Development of Instructional Design
2. Development of Tense Grammar Test in English

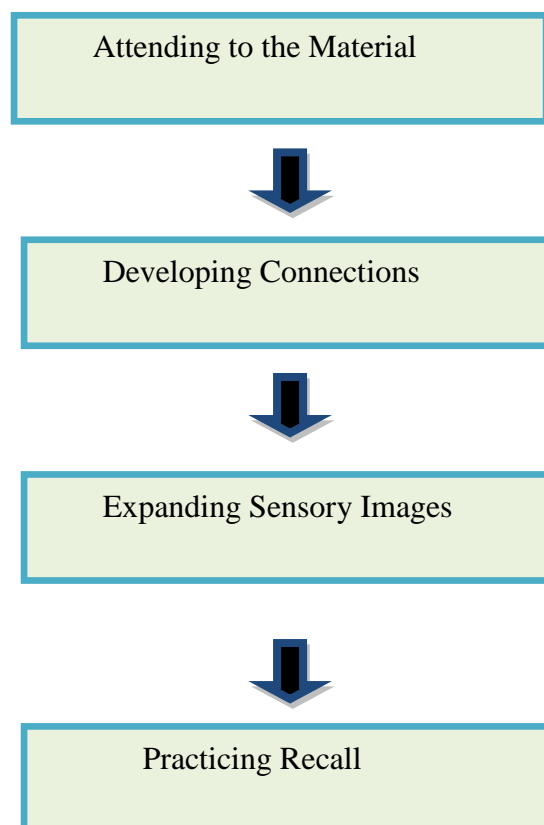
### **3.1 DEVELOPMENT OF INSTRUCTIONAL DESIGN**

The educational system also tries their level best to teach English language to the students. But the students face some difficulties to memorize the new English grammar. The mnemonics is the appropriate tool to memorize and develops the English grammar.

The development of Instructional design involves the structure of the package. The content for the development of English grammar were identified. The new English grammar was selected from the class VII English textbook. All the English grammar was selected after having through discussion with the English language teachers of L.M. S. Girls Higher Secondary school and with the guidance supervisor. Mnemonics teaching were prepared for each selected grammar. This was the crucial stage of the package design. After selecting the grammar, the teacher prepared the mnemonics for each grammar.

**Figure 3.1**

*Development of Instructional Design includes the following steps*



The above steps selected for the preparation of Instructional design by the investigator are based on the rules and principles of memory model, suggested by Harry Lorayne and Jerry Lucas in their book '*The Memory Book*' (1974).

The details of the steps for preparing instructional design are given below.

**STEP: 1*****Attending to the Material***

In this step, the investigator selected the grammar from class VII English textbook and used the techniques of underlining, listening and reflecting.

**STEP: 2*****Developing Connections***

The investigator analyzed the material familiar to the students by making connections using keywords, link word system, or other mnemonics. The connections related to the relevant images, codes, symbols and already knowing things to the students.

**STEP: 3*****Expanding Sensory Images***

Techniques of exaggeration and ridiculous association are used by the investigator.

**STEP: 4*****Practicing Recall***

This step is meant for practice recalling the material until it is completely learner by the students.

The instructional sequence for learning English grammar using mnemonics was adopted based on the above steps. Hence the experimental teaching/learning using mnemonics were started with phase – I

**PHASE - I**

***Situation: 1***

***Introducing New Grammar***

In the first step, the investigator checks the previous knowledge of the students by asking questions. After that the teacher introduces the new English grammar to the students. The teacher explains about the new grammar to the students.

***Situation: 2***

***Note the New Grammar***

The teacher asks the students to note the new grammar from the blackboard, or from flash card, or from the chart, or from the textbook. With the help of it, the teacher makes the students to read the new grammar silently. (Students can use either skimming or scanning).

***Situation: 3***

***Using Mnemonics***

The teacher starts to teach the new grammar with the help of some mnemonics. The teacher uses the mnemonics like image, rhyme, connection, note organization, and storytelling. These mnemonics help the teacher to handle the class effectively.

***Situation: 4***

***Developing Connections***

The teacher teaches new English grammar by making connections with mnemonics and previous memory of the students. (Something already known). This connection creates the long term memory of the students.

***Situation: 5***

***Expanding Sensory Images***

Techniques of exaggeration and ridiculous association are used by the teachers. The teacher explains the meaning, rules, and uses of the new grammar. Then the images are revised by the teacher. The students can remember the new grammar with the help of the mnemonics.

***Situation: 6***

***Practicing Recall***

After teaching, the teacher gives the review questions to the students. The teacher recalls the material until it is completely learned by the students.

### **3.2 DEVELOPMENT OF TENSE GRAMMAR TEST IN ENGLISH**

Tense Grammar Test in English (draft) was prepared by the investigator with the help of the guide. It was based on the works selected for the preparation of mnemonics for learning English grammar from class VII English textbook. The questions were objective type and each question carries one mark. The test consisted of 4 sections.

**Section - A** consists of choose the correct answers and the questions and choose is about present tense. **Section - B** consists of choose the correct answers and the questions and choose is about past tense. **Section - C** consists of choose the correct answers and the questions and choose is about future tense and **Section - D** consists of match the following words with sentences using correct tenses, in here all the three tenses like past, present, and future takes place. The time allotted for the test was sixty

minutes. The marks allotted for the test was sixty in total. The Tense Grammar test in English (draft) was prepared by the investigator is given in **Appendix - B**

Tense Grammar Test was constructed and validated by using systematic procedure.

The major steps followed in the construction of the tool are as follows

- 1) Planning of the test
- 2) Item writing
- 3) Item editing
- 4) Arrangement of items
- 5) Preliminary tryout
- 6) Draft scale
- 7) Final tryout
- 8) Scoring
- 9) Item analysis
- 10) Item selection
- 11) Final format of the test
- 12) Establishing reliability and validity

### **1. Planning of the Test**

Tense Grammar test in English was prepared by the investigator, aimed at measuring the grammar level of the students of class VII. The grammar test was planned to prepare with the help of VII standard state board English syllabus. It is ultimately

planned to construct the tool based on the level of the students who were selected as sample for the study.

## **2. Item Writing**

Item writing is one of the most important steps in the construction of any research tool. After a thorough study of related literature available on various grammar tests in English, the investigator collected materials and constructed a large number of questions in different forms for preparing tense grammar test in English. It is mainly framed in the pattern of state board syllabus. The questions were framed as choose the correct answers and match the following words with correct sentence. Each item was given equal priority. The respondent must answer the question according to the instructions given. The prepared items are given for item editing.

## **3. Item Editing**

Item editing is one of the processes of checking items. It needs care and thorough knowledge about the subject. The items were referred to three subject experts of English who were in the fields of education. Based on their suggestions, the ambiguous items were rewritten in simple and meaningful language.

## **4. Arrangement of Items**

All the items were arranged in a coherent order to increase the interest of the respondents and maintain the attention for responding.

## **5. Preliminary Tryout**

The test was tried out on the VII school students in order to find out the accuracy and relevance of each statement. Difficulties in responding the items and a rough estimate



of the time limit for responding were noted. This step helps the investigator to modify certain items which were vague and questionable. After that minor changes were made out in the language and sentence construction in some of the items.

## **6. Draft Scale**

The draft scale was prepared by printing the items with the provisions of marks. It consisted of 60 questions. The questions were printed in English. Necessary instructions for the respondent were also printed in the draft scale. A separate response sheet have also been constructed and printed along with it.

## **7. Final Tryout**

The tool was administered to the sample of 100 students of class VII in different schools of Kanyakumari District. They were selected randomly from the population.

## **8. Scoring**

The collected response sheet was scored with the help of a key prepared by the investigator. The grammar test in English was an objective type questions and the score was one mark for correct answers and zero marks for wrong answer. After completion of scoring, the data are organized and tabulated for analysis and interpretation.

## **9. Item Analysis**

The investigator used the method of Anastasi for item analysis. “The validity and reliability of any test depend upon the characteristics of its items. Item analysis makes it possible to increase the validity and reliability of a test” (Anastasi, 2003). Item analysis helps to improve tests through the selection, substitution or revision of items.

For validation of the attitude scale, the investigator used Likert Item Analysis method.

The procedure is listed below:

- a. The total scores for each subject for all the items was found at first.
- b. The subject was divided into two arbitrary defined groups. The response sheets were arranged in the ascending order on the basis of the total score of the component variable. The top 20 response sheets were taken to form the Upper Group (U). The 20 lowest scores formed the Lower Group (L). Those who got scores between formed the Middle Group (M).

The number of respondents who marked the desired response for each item was counted for Upper Group, Middle Group and Lower Group separately and recorded under U, M and L category respectively. Then,  $U + M + L$  were calculated for each item;  $U - L$  was also calculated.

### **10. Item Selection**

Item with average difficulty index ( $U+M+L$ ) and high discriminative Power ( $U-L$ ) were selected for the Final Scale. The final scale this consisted of 34 items and is given in **Appendix A 2**.

## DETAILS OF ITEMS SELECTED IN THE TENSE GRAMMAR TEST IN ENGLISH

### *Item selection*

Items having difficulty level between 0.25 and 0.75 and discrimination Power above 0.32 were selected for the final test. The details of the item selection were given in the following Table.

**Table 3.1**

*Details of items selected in the Tense Grammar Test in English*

<b>Item. No</b>	<b>Upper (U)</b>	<b>Middle (M)</b>	<b>Lower (L)</b>	<b>Difficulty Index (U+M+L)</b>	<b>Discrimination Power (U-L)</b>
	<b>20</b>	<b>20</b>	<b>20</b>		
1*	18	12	9	39	9
2	16	11	9	36	7
3*	15	12	6	33	9
4*	17	14	7	38	10
5	11	20	16	57	5
6*	20	15	7	42	13
7*	18	14	9	41	9
8*	16	12	6	34	10

9	13	12	10	35	3
10*	20	14	8	42	12
11	15	12	7	34	8
12*	19	13	8	40	11
13	17	11	9	37	8
14	12	10	5	27	7
15*	20	14	9	43	11
16*	20	15	10	45	10
17*	19	13	10	42	9
18*	17	12	8	37	9
19	16	11	8	35	8
20	16	10	8	34	8
21*	18	13	9	40	9
22	14	12	3	29	11
23	16	11	9	36	7
24*	17	12	8	37	9
25	20	14	12	46	8
26*	18	12	8	38	10

27*	20	15	9	44	11
28*	20	14	8	42	12
29	11	6	5	22	6
30*	19	13	8	40	11
31	13	12	7	32	6
32	20	15	13	48	7
33*	16	12	7	35	9
34*	14	11	6	31	8
35	12	11	10	35	3
36*	18	9	9	36	9
37	11	10	9	30	2
38	19	12	11	42	8
39*	17	11	6	34	11
40*	20	14	11	45	9
41*	20	13	10	43	10
42*	15	10	6	31	9
43*	18	12	7	37	11
44	16	11	8	35	8

45*	16	10	5	31	11
46*	18	13	9	40	9
47	14	13	5	27	7
48	20	14	12	46	8
49*	20	13	10	43	10
50*	18	14	9	41	9
51	12	8	4	24	8
52	12	8	5	25	7
53*	20	14	9	43	11
54*	20	13	8	41	12
55	11	10	4	25	7
56	20	18	17	55	3
57*	20	14	11	45	9
58*	20	15	10	45	10
59	17	15	12	44	5
60	17	15	14	46	3

Note. \* indicates selected items

## **11. Final Format of the Test**

Out of 60 items in the final tryout, 34 items were selected for the draft test. The final format of the test includes all the selected items arranged in order with necessary instructions. The response sheet for the tool has also presented separately.

## **12. Establishing Reliability and Validity**

Reliability and validity are essential to the effectiveness of any data gathering procedure. Reliability signified the issues of consistency of measures, that is, the ability of a measurement instrument to measure the same thing for each item it is used. The reliability of the test was found by using split - half technique. The value of the reliability coefficient, stepped up by the Spearman-Brown formula (Anastasi, 2003) was 0.88. The calculated value showed that the tool was reasonably a reliable one. Hence the tool was reliable, the Tense Grammar Test in English (final) prepared by the investigator is given in **Appendix – A 2**.

Validity refers to the success of the tool in measuring what is meant to be measured. In the opinion of the experts, the Tense Grammar Test in English possessed adequate content validity. To ensure validity, face validity method was adopted. The final form of the scale of was sought. All of them were satisfied with the format and language of the test. So, the test can be considered as a valid one.

Thus the Tense Grammar test was constructed by the investigator and it's reliability and validity had been established in a satisfactory way. The tool was then administered to the large sample selected for the study.

## **THE RESEARCH DESIGN: PLAN AND PROCEDURE**

This section deals with the development of the following research designs.

The various aspects of the method followed in the present investigation are discussed under the following heads. Method adopted, research design, variables of the study, experimental procedure, tool used, administration of tools and statistical techniques used.

### **3.3 METHOD ADOPTED**

The present study is an attempt to determine the effectiveness of mnemonics for learning English grammar of class VII students. Experimental method of research was used for the study.

### **3.4 EXPERIMENTAL DESIGN SELECTED**

In order to conduct an experimental study, an appropriate experimental design has to be selected. An experimental design is a plan or strategy of an investigation conceived in order to solve the research problem. An experiment is a data collection procedure that occurs in controlled conditions to identify and understand causal relationships between variables. It is defined as the research method used to investigate the interaction between independent and dependent variables, which can be used to determine a cause-and-effect relationship. According to G. Hanraha (2005), Experimental design methods allow the experimenter to understand better and evaluate the factors that influence a particular system by means of statistical approaches. Bell, S (2009) has defined experimental design as the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement.

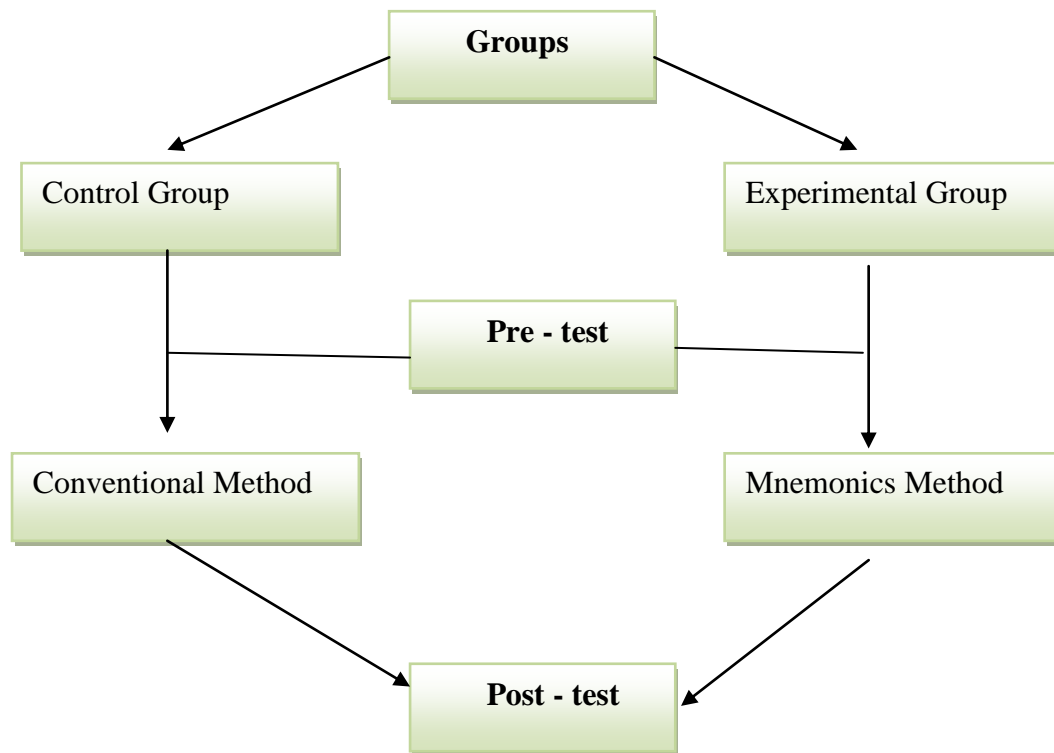


An experimental design can be selected based on the factors like the nature and purpose of the experiment, the type of the variables to be manipulated, nature of the data, the facilities or conditions available for conducting the experiment and the competence of the experiment. Convenience sample method was used for the present study. Pre-test, post-test, non-equivalent parallel group design was used for the study. It is administratively difficult for the investigator to arrange equivalent groups by matching students as it may disturb the daily routine class work. These difficulties can be overcome by conducting the experiment in normal classroom group which are normally non-equivalent groups with the help of some statistical technique. It was thus decided by the investigator to conduct the experiment in non-equivalent classroom groups. The design that was adopted for the present study was the pre-test, post-test, non-equivalent parallel group design.

### **The Characteristics of Experimental Design**

The effects of the treatment are judged by studying the difference between the pre-test and post-test scores.

As there is no controlled group in this design, all the work concerns the experimental group only.

**Figure 3.1*****Pre-test, Post-test, Non-equivalent parallel group Design*****3.5 VARIABLES OF THE STUDY**

Variables can be referred to the conditions or characteristics manipulated, controlled or observed by an experimenter (Best 2010). If the hypothesis and its deduced consequences are well conceived, two factors can be precisely identified. They are,

I) Independent Variable

II) Dependent Variable

### I) Independent Variable

The manipulated variable in the process of experimentation is known as the independent variable. It is subjected to the direct control of the experimenter who can cause it to vary in any desired direction.

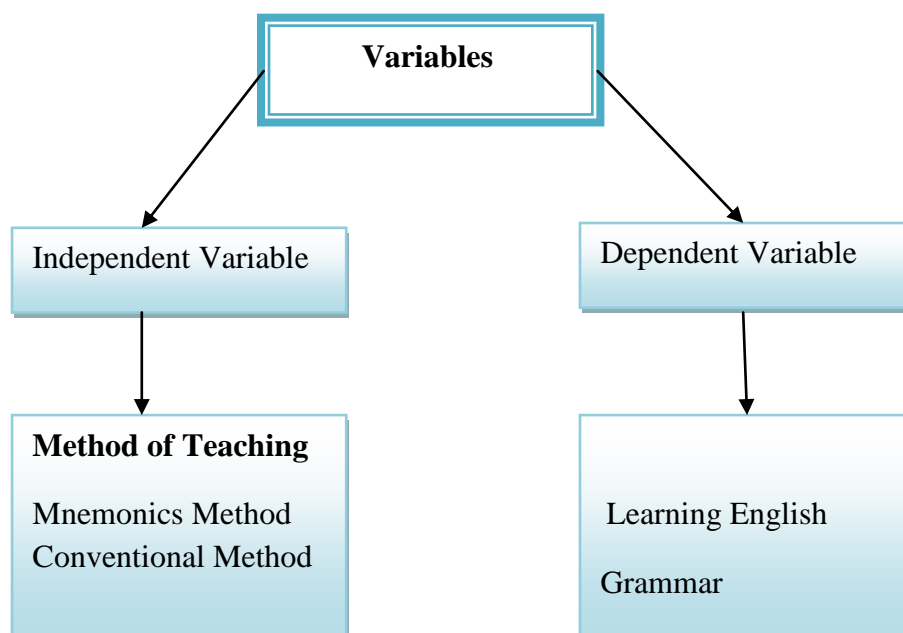
In this study, the method of teaching is the independent variable. The experimental group was treated with mnemonics for learning English grammar. Control group was not administered with any intervention programme. The control group was treated by conventional method of teaching. These were the two strategies adopted by the investigator for the independent variable.

### II) Dependent Variable

The basis on which the effectiveness of the experimental or independent variable is studied is known as the dependent variable.

**Figure 3.2**

*Variables – Independent and Dependent*



### **3.6 EXPERIMENTAL PROCEDURE**

The steps in the experimental procedure are detailed below.

#### *i. Administration of pre-test*

Tense Grammar Test in English.

#### *ii. Experimentation*

a) Treatment with Mnemonics (experimental group)

b) Conventional Method (control group)

#### *iii. Administration of post-test*

Tense Grammar Test in English.

#### **Administration of Pre-test**

Prior to the experiment the investigator conducted a pre-test to identify the prior knowledge of both the experimental and control group students. The scores obtained for the pre-test from the students are subjected to statistical analysis.

#### **Experimentation**

After the pre-test was conducted on the experimental and control group, the experimental group was treated by using the instructional design of mnemonics and the control group was treated by using conventional method.

***a) Experimental group - Administration of mnemonics***

The investigator selected L. M. S. Girls Higher Secondary School, Marthandam for conducting the study. The experimental group consisted of 30 students.

The experimental treatment was conducted for 20 days after getting prior consent of the school authority. Experimental group was taught through mnemonics. For this, the investigator prepared instructional design of mnemonics for the selected grammar.

The investigator prepared the instructional design based on mnemonics for learning English grammar for the students of class VII is given in **Appendix B**.

The investigator prepared the Grammar Package based on mnemonics for learning English grammar for the students of class VII is given in **Appendix C**.

***b) Control group - Conventional method***

The control group was taught with the conventional method which was followed in the school. The experimental group consisted of 30 students.

**Administration of Post-test**

After completing 20 days schedule for the experiment, the post-test was administered to both the students of experimental and control groups. It was aimed to assess the effect of treatment was better in post-test compared to the pre-test. The same test which was used for the pre-test was administered for the post-test.

**3.7 THE SAMPLE SELECTED FOR THE STUDY**

A sample is a small proportion of a population selected for observation and analysis. The careful observation of the sample enables the observer to draw inferences about the population from which it was selected the following manner.

***a) Selection of the Class***

The investigator selected class VII of State board syllabus stream for conducting the experimental study.

***b) Selection of Group***

The study was conducted on 60 students of class VII from L. M. S. Girls Higher Secondary School, Marthandam. Two divisions from the class VII were selected, one as experimental group and the other as control group. The experimental group was taught through mnemonics method and control group was taught through conversational method followed in the school.

### **3.8 STATISTICAL TECHNIQUES USED**

The following statistical techniques were used for analyzing the data.

**Independent t test for large sample**

An Independent t test also known as an unpaired t test is a statistical procedure that compares the averages/means of two independent or unrelated groups to determine if there is a significant difference between the two. Sharma R. A., (2007) noted the formula for calculating independent t test for large sample as;

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

$t$  = t test for the difference of two means

$M_1$  = Mean of First sample.

$M_2$  = Mean of Second sample.

$\sigma_1$  = Standard Deviation of First sample.

$\sigma_2$  = Standard Deviation of Second sample.

Paired t test for small sample

A paired t test is also known as a dependent or correlated t test. It is a statistical test that compares the averages/means and standard deviations of two related groups to determine if there is a significant difference between the two groups. Sharma R. A., (2007) noted the formula for calculating paired t test for small sample as;

$$t = \frac{M_1 - M_2}{S_{ED}}$$

Where

$$S_{ED} = \sqrt{\frac{\sigma_1^2}{N} + \frac{\sigma_2^2}{N} - 2r \frac{\sigma_1 \sigma_2}{N}}$$

$r$  = Correlation coefficient between paired observation

$\sigma_1$  = Standard Deviation of First observation.

$\sigma_2$  = Standard Deviation of Second observation.

$N$  = Size of the Sample

ANCOVA

Garret (1981) stated that through analysis of covariance, one is able to effect the adjustment in final of terminal scores which will allow difference in some initial variables. Analysis of covariance represents an extension of the method of analysis of variance to allow a correlation between initial and final scores.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION**

4.1 Test of Significance of Difference between means

4.2 Analysis of Covariance



## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the collected data. Analysis of data means studying the tabulated material to determine inherent facts or meanings. It involves the breaking down of existing complex factors into simpler parts and putting the parts together in new arrangement for purposes of interpretation.

Data interpretation is the process of reviewing data and arriving at relevant conclusions using various analytical methods. Data analysis assists researchers in categorizing, manipulating, and summarizing data to answer critical questions. Rummuel (2008) described analysis and interpretation of data as, "Analysis and interpretation of data involves the objective material in the possession of the researcher and his subjective reactions and desires to drive from the data the inherent meaning in their relation to the problem".

Interpretation of the analyzed data, calls for the critical examination of one's analysis in the light of all limitations that existed at the time of data gathering. After the collection of data has been completed, it has to be processed, analyzed and interpreted in accordance with the outline that was predetermined at the time the research was planned.

The major objective of this investigation was to test the effectiveness of mnemonics in learning English grammar of class VII students. This makes it clear that the experimental method was adopted for the present study by the investigator.

Two parallel non-equivalent groups, one group (experimental group) consisting of 30 students and another group (control group) consisting of 30 students, were selected

for the experiment. A pre-test was conducted prior to the experimental study and then the group was subjected to mnemonics for teaching English grammar. Instructional designs helped the students to learn English grammar while no intervention programme was given to the control group. After the experiment a post-test was administered to both the groups. The scores that were obtained by the students in the pre-test and post-test were recorded and analyzed using relevant statistical techniques.

In this study the analysis was done using the statistical techniques t-test and ANCOVA. The analysis of data was computed and the result done through the SPSS software. The interpretation of the result is carefully done on the basis of the predetermined hypothesis. The analysis of the data and the interpretation of the results are presented as follows.

The data pertaining to the experimental and control group were subjected to the following statics.

1. **Test of Significance** for difference between the means was used to study whether there was any significant difference between the means achievement scores of the samples of experimental group and control group.

2. **Analysis of co-variance** was applied for analyzing the data in order to effect the adjustment and to find out the terminal scores to determine the relative superiority of the methods adopted.

**Details regarding analysis are stated below**

1. Performance of students in experimental and control groups before experiment
2. Performance of students in experimental and control groups after experiment

3. Adjusted post-test analysis

4. Effectiveness of mnemonics in learning English grammar in the experimental group

## **PART – I**

### **1. PERFORMANCE OF STUDENTS IN EXPERIMENTAL AND CONTROL GROUPS BEFORE EXPERIMENT**

#### ***a) Before the Experiment***

The pre-test was conducted to both the experimental and control groups. The pre-test scores obtained by the students of both the groups were tabulated.

For the obtained pre-test scores of the experimental and control groups, mean, standard deviation and t-test were calculated. The values of various statistical calculations are given as follows.

**Comparison of mean scores in Tense Grammar Test of class seventh students of experimental and control groups at pre-test level.**

*Ho1 Null Hypothesis*

There exists no significant difference in the pre-test mean scores of the experimental group and control group.

**Table 4.1**

*Difference in the pre-test scores of experimental group and control group*

Group	Mean	SD	N	Mean Difference	t	p	Level of Significance
Experimental	19.33	6.61	30	2.30	1.443	0.154	NS
Control	17.03	5.70	30				

NS-Not Significant

From Table 4.1 it is evident that the t value is 0.154,  $p > 0.01$ , therefore it is not significant at any level. Hence, the null hypothesis “there exist no significant difference between the experimental and control groups with regard to pre-test mean scores in Tense Grammar Test”. Therefore the null hypothesis is accepted. It means that both experimental and control groups do not differ significantly in their mean scores in Tense Grammar Test of class seventh students at pre-test level. So, it is inferred that before experiment, students of two groups have more or less same level in the achievement of English grammar learning.

## 2. PERFORMANCE OF STUDENTS IN EXPERIMENTAL AND CONTROL GROUPS AFTER EXPERIMENT

### *b) After the Experiment*

Post-test was administered to the experimental group and control group using the Tense Grammar Test and score obtained by each student was estimated. The post-test scores obtained by the students in the two groups were subjected to statistical analysis of mean, standard deviation and t test.

**Comparison of mean scores in Tense Grammar Test of class seventh students of experimental group and control group at post-test level.**

### *Ho2 Null Hypothesis*

There exists no significant difference in the post-test mean scores of the experimental group and control group.

**Table 4.2**

*Difference in the post-test scores of experimental group and control group*

Group	Mean	SD	N	Mean Difference	t	p	Level of Significance
Experimental	25.27	4.76	30				
Control	17.97	5.56	30	7.30	5.468	0.000	0.01

From Table 4.2 it is evident that the t-value is 5.468,  $p < 0.01$ , therefore it is significant at 0.01 level. Hence, the null hypothesis “there exist significant difference between the experimental and control groups with regard to post-test mean scores in Tense Grammar Test”. Therefore the null hypothesis is rejected. It means that both experimental group and control group do differ significantly in their mean scores in Tense Grammar Test of class seventh students at post-test level. So, it is inferred that after experiment, students of two groups have different level in the achievement of English grammar learning. Therefore it is concluded that Mnemonics method is more effective than conventional method for learning English grammar.

### Comparison of pre and post-test in Tense Grammar Test of experimental group

#### *Ho3 Null Hypothesis*

There exists no significant difference in the pre-test and post-test mean scores of the experimental group and control group.

**Table 4.3**

*Difference in the pre-test and post-test mean scores of the experimental group and control group*

	Mean	SD	N	Mean Difference	Paired t	p	Level of Significance
<b>Pre-test</b>	19.33	6.61	30				
				5.94	10.24	0.000	0.01
<b>Posttest</b>	25.27	4.76	30				

From Table 4.3 it is evident that the t-value is 10.24,  $p < 0.01$ , therefore it is significant at 0.01 level. Hence the null hypothesis, "there exist significant difference between pre-test and post-test mean scores in Tense Grammar Test of the experimental group". Therefore the null hypothesis is rejected. Hence it is concluded that mnemonics is more effective method for learning English grammar of class seventh students.

## 4.2 ANCOVA ANALYSIS

**Comparison of Tense Grammar Test scores of mnemonics and conventional teaching method in class seventh students for the total sample.**

### *Ho4 Null hypothesis*

There exists no significant difference in the mean adjusted post-test scores of the experimental group and control group.

**Table 4.4**

*Difference in the pre-test, post-test and adjusted post Test scores of experimental group and control group*

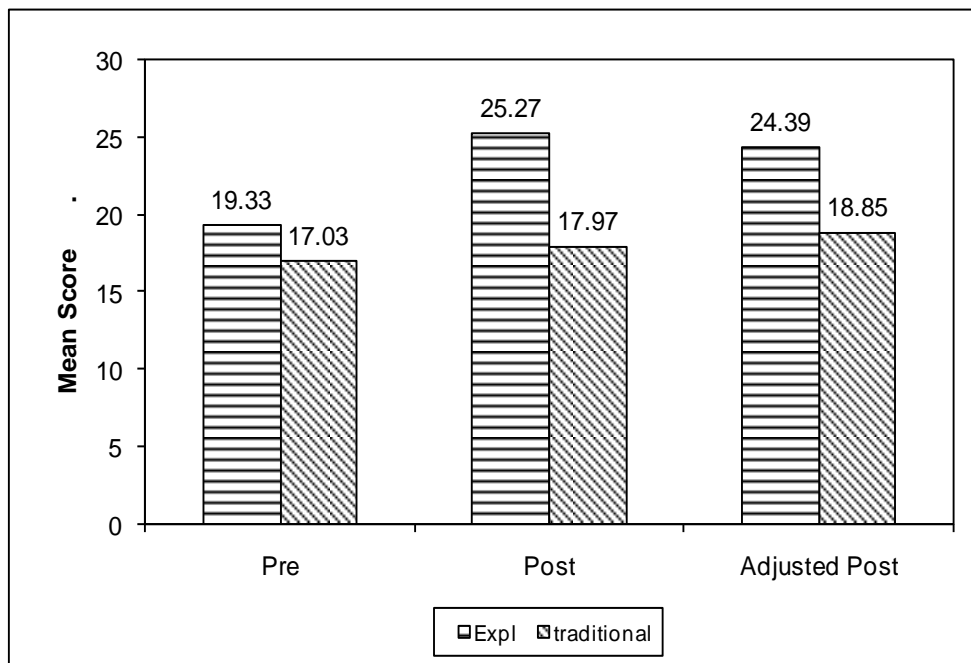
	Mean		Source	Sum of Squares	df	Mean Square	F	p	Remark at 1% Level of Significance
	Expel	Control							
<b>Pre-test (X)</b>	19.33	17.03	Between Groups	79.35	1	79.35	2.083	0.154	NS
			Within Groups	2209.63	58	38.10			
			Total	2288.98	59				
<b>Post-test (Y)</b>	25.27	17.97	Between Groups	799.35	1	799.35	29.895	0.000	Sig. at 0.01 level
			Within Groups	1550.83	58	26.74			
			Total	2350.18	59				
<b>Adjusted Post-test (Y.X)</b>	24.39	18.85	Between Groups	444.50	1	444.50	98.315	0.000	Sig. at 0.01 level
			Within Groups	257.71	57	4.52			
			Total	702.20	58				



From Table 4.4 it is clear that  $F_{y,x}$  value is 98.315,  $p < 0.01$ , therefore it is significant at 0.01 level. It indicates that adjusted post mean Tense Grammar Test scores of class seven students in the experimental group and control group differs significantly after using Mnemonics method. Hence the null hypothesis is rejected. So it can be concluded that Mnemonics method is significantly effective in learning English Grammar of class seven students.

**Figure 4.1**

*Difference in the Unadjusted and adjusted mean scores of pre and post Test scores of experimental group and control group*



In order to know the exact group which differs significantly in the adjusted post mean Tense Grammar Test scores, the data was further analyzed with the help of test and the result is given in the Table 4.5

***Ho5 Null hypothesis***

There exists no significant difference in the adjusted post-test mean scores of Tense Grammar Test of the experimental group and control group by taking pre-test as a covariate.

**Table 4.5**

*Difference in the Adjusted means Tense Grammar Test scores of experimental group and control group*

	Adjusted mean	SD <sub>(yx)</sub>	SE <sub>D(yx)</sub>	t	p	Level of Significance
<b>Experimental</b>	24.39					
		2.13	0.55	10.09	0.000	0.01
<b>Control</b>	18.85					

A test was applied for pair wise comparison of the adjusted means of English grammar of experimental and control groups. Since t-value is 10.09,  $p < 0.01$ , and it is significant at 0.01 level. So it can be concluded that the Mnemonics method is significantly more effective than conventional method in learning English grammar of class seventh students.

## **TENABILITY OF HYPOTHESES**

1. The null hypothesis, “There exists no significant difference in the pre-test scores of the experimental group and control group” is accepted.
2. The null hypothesis, “There exists no significant difference in the post-test mean scores of the experimental group and control group” is rejected.
3. The null hypothesis, “There exists no significant difference in the pre-test and post-test mean scores of the control group” is rejected.
4. The null hypothesis, “There exists no significant difference in the pre-test and post-test mean scores of the experimental group” is rejected.
5. The null hypothesis, “There exists no significant difference between the adjusted post-test mean scores in Tense grammar test of the experimental group and control group” is rejected.

## **CHAPTER V**

### **FINDINGS, CONCLUSION AND SUGGESTIONS**

5.1 Study in Retrospect

5.2 Statement of the Problem

5.3 Objectives of the Study

5.4 Hypotheses of the Study

5.5 Methodology in Brief

5.6 Data Collection Procedure

5.7 Scoring

5.8 Statistical Techniques Used

5.9 Major Findings

5.10 Educational Implications of the  
Study

5.11 Conclusion

5.12 Recommendations

5.13 Suggestion for Further Research

## CHAPTER V

### FINDINGS, CONCLUSION AND SUGGESTIONS

#### 5.1 THE STUDY IN RETROSPECT

In this chapter, an attempt is made by the investigator to summaries all the findings based on the analysis and conclusions drawn from the investigation. The summary of the procedure adopted for the study is followed by a short description of the findings of the study. This chapter concludes with educational implications, recommendations based on the findings and suggestions for further research that have been derived from the present study in the field of education.

#### 5.2 STATEMENT OF THE PROBLEM

The problem selected here deals with the learning difficulties of English grammar. As English grammar has so many exceptions to the rules that non-native speakers can struggle to remember them all. Memorization of irregular verbs and irregular spellings are the best solution, which only comes with practice and repeated exposure to the language. Mnemonics are strategies used to improve memory. They are often taught in school to help students learn and recall information. In here, it's to know about to what extend English grammar can be learnt with the help of Mnemonics. A learner should have a thorough knowledge on these two variables, such as Mnemonics and English grammar. To find the answers to these research questions, the study aims to test the effectiveness of Mnemonics in learning English grammar for the seventh standard students. Hence the present study is entitled as **"Effectiveness of Mnemonics in learning English Grammar of seventh standard students"**.

#### 5.3 OBJECTIVES OF THE STUDY

To prepare instructional design based on Mnemonics for teaching English grammar for Seventh Standard Students.

To test the effectiveness of Mnemonics by comparing the pre-test mean scores of achievement in English Grammar of the experimental group and control group.

To test the effectiveness of Mnemonics by comparing the post-test mean scores of achievement in English Grammar of the experimental group and control group.

To compare the adjusted post-test mean scores of achievement in English Grammar of the experimental group and control group by taking pre-test as a covariate.

#### **5.4 HYPOTHESES OF THE STUDY**

The hypothesis formulated for the present study as follows

There exists no significant difference in the pre-test mean scores of the experimental group and control group.

There exists no significant difference in the post-test mean scores of the experimental group and control group.

There exists no significant difference in the pre-test and post-test mean scores of the control group.

There exists no significant difference in the pre-test and post-test mean scores of the experimental group.

There exists no significant difference in the adjusted post-test mean scores of achievement in English Grammar of the experimental group and control group by taking pre-test as a covariate.

## **5.5 METHODOLOGY IN BRIEF**

### **1) Method Used**

Experimental method is adopted for the study. It is a research design in which the researcher explicitly and intentionally induces exogenous variation in the intervention assignment to facilitate causal inference. Experimental methods typically include directly randomized variation of programs or interventions.

### **2) Experimental Design**

Pre-test Post-test Non-equivalent group design is adopted for the study. It is the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement. Generally, the purpose is to establish the effect that a factor or independent variable has on a dependent variable.

### **3) Sample**

The experimental study is conducted on a sample of 60 students studying seventh standard. Random Sampling technique will be adopted for the study. A random sample is a randomly selected subset of a population. In this sampling method, each member of the population has an exactly equal chance of being selected.

### **4) Tools Used**

1. Lesson transcripts for teaching English Grammar through Mnemonics.
2. Tense Grammar Test prepared by the investigator.

## **5.6 DATA COLLECTION PROCEDURE**

At the end of treatment period, the post-test was administered to both the experimental and control groups. The same achievement test used for the pre-test was administered for the post-test in both the treatment groups.

### 5.7 SCORING

The investigator prepared a scoring key for correcting the response sheet. Each correct answer was given one mark and wrong answer zero mark was given. The score of achievement test is the total of the scores obtained for all the items.

### 5.8 STATISTICAL TECHNIQUES USED

In the present study the following statistical techniques are used.

#### Independent t test for large sample

An Independent t test also known as an unpaired t test is a statistical procedure that compares the averages/means of two independent or unrelated groups to determine if there is a significant difference between the two. Sharma R. A., (2007) noted the formula for calculating independent t test for large sample as;

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

$t$  = t test for the difference of two means

$M_1$  = Mean of First sample.

$M_2$  = Mean of Second sample.

$\sigma_1$  = Standard Deviation of First sample.

$\sigma_2$  = Standard Deviation of Second sample.

Paired t test for small sample



A paired t test is also known as a dependent or correlated t test. It is a statistical test that compares the averages/means and standard deviations of two related groups to determine if there is a significant difference between the two groups. Sharma R. A., (2007) noted the formula for calculating paired t test for small sample as;

$$t = \frac{M_1 - M_2}{S_{ED}}$$

Where

$$S_{ED} = \sqrt{\frac{\sigma_1^2}{N} + \frac{\sigma_2^2}{N} - 2r \frac{\sigma_1 \sigma_2}{N}}$$

$r$  = Correlation coefficient between paired observation

$\sigma_1$  = Standard Deviation of First observation.

$\sigma_2$  = Standard Deviation of Second observation.

$N$  = Size of the Sample

## ANCOVA

Garret (1981) stated that through analysis of covariance, one is able to effect the adjustment in final of terminal scores which will allow difference in some initial variables. Analysis of covariance represents an extension of the method of analysis of variance to allow a correlation between initial and final scores.

## 5.9 FINDINGS OF THE STUDY

Findings of the study emerged from the analysis of data collected are summarized below as follows

The findings of the study revealed that there was no significant difference found in the pre-test mean scores of Tense Grammar test in the experimental group and control group. The finding is supported by the obtained results ( $t=0.154$ ,  $p>0.01$ ).

Significant difference was found in the post-test mean scores of Tense Grammar test in the experimental group and control group. The finding is supported by the obtained results ( $t=5.468$ ,  $p<0.01$ ).

Significant difference was found in the pre-test and post-test mean scores in Tense Grammar test of the experimental and control groups. The finding is supported by the obtained results ( $t=5.468$ ,  $p<0.0$ ).

Significant difference was found in the adjusted post-test mean scores of achievement in English Grammar of the experimental group and control group by taking pre-test as a covariate. The finding is supported by the obtained results ( $t=98.315$ ,  $p<0.01$ ).

## **5.10 EDUCATIONAL IMPLICATIONS OF THE STUDY**

The educational implications derived from the study based on the findings are as follows.

The premier implication of the study is that the instructional design prepared by the investigator for learning English grammar can be a great help for the students to learn English grammar and it can also help the teachers to teach English grammar more effectively.

Mnemonics for instruction are to be implemented in the school curriculum by that the students will get enough opportunities to use their imaginative, creative and intellectual potentialities.

The teachers shall use his/her imaginative and creative skills to prepare innovative strategies of teaching for memorizing new grammar rules in English language.

Teachers shall prompt student's enthusiasm and motivation for various grammar learning strategies, with the understanding that there is a need to improve self-taught in the educational system.

Mnemonics could be beneficial for the teachers and students to apply different grammar training techniques to provide logical understanding of specific contexts, different materials and sophisticated issues.

6. Preparation of software packages on different grammar terms in English language through mnemonics for learning English grammar can help the students by providing them with individualized learning environment.

7. Mnemonics can be utilized in enhancing the efficiency of the teaching-learning process, making students more independent and providing them with an individualized learning environment.

8. Mnemonics may be beneficial for the teachers and students to apply visual grammar training techniques to provide logical understanding of specific contexts, different materials and sophisticated issues.

9. Preparation of software packages on different grammar terms in English language through mnemonics for learning English grammar can make the students to be more independent in learning English language.

10. Mnemonics can help the students to learn difficult concepts into a easy and simple one. With the help of its types, such as spelling, feature, rhyming, note organization,

alliteration, song, organization and visual mnemonics and more importantly the learning will be stored in the student's long-term memory.

### **5.11 CONCLUSION**

English is often referred to as a world language of the modern era and grammar is considered as the inevitable part of language learning. Today, most of the students struggles to learn a large amount of grammar rules in order to get pass their examination and to have a good communication skill. In this study, the students who treated with mnemonics achieved higher mean scores than those students who taught through the conventional method. The results showed that the mnemonics helped the seventh standard students to improve their learning in English grammar. The students have showed greater gains on assessments during the mnemonics for learning. Moreover, mnemonics increased the student's engagement in learning English grammar and has increased motivation towards learning new grammar by that, the learning becomes interesting, innovative and permanent. The use of mnemonics increased the student's achievement in learning English especially in grammar mastery. By applying mnemonics, the students practice their brain to memorize words based on their imagination. During the teaching-learning process based on mnemonics, the students were more active, enthusiastic and interested to take part in the classroom learning. As a result, they could remember the grammar rules easily and retain for a long time. This research will be helpful to recommend for future English teachers to adopt and practice mnemonics in learning English grammar. Proper guidance and thoughts should be taken into consideration while teaching and learning English grammar to the students at any level of education.

## 5.12 RECOMMENDATIONS

The study revealed that mnemonics was highly effective in learning English grammar. Hence the mnemonics can be used for learning difficult subjects at different levels of education such as Primary, Secondary and Higher Secondary.

Curriculum planning Committee and policy makers can suggest the use of mnemonics to make English grammar learning more meaningful and comprehensive.

Faculty improvement programmes like in-service programme, refresher programme could be arranged for the teachers of English related to mnemonics for teaching difficult content areas in English grammar.

More research may be conducted to explore the effectiveness of different aspects of mnemonics for teaching-learning process for students in various disciplines.

Awareness programmes on mnemonics could be organized for the teachers to develop the knowledge and awareness regarding mnemonics and its techniques which should be practiced among the students.

Seminars and workshops on various aspects of mnemonics could be organized for the teachers to improve their knowledge about mnemonics.

Practical skill about mnemonics can be organized by conducting it as an awareness programme that could be easily adaptable in the classroom setting. Both teaching-learning processes will be more effective.

Schools can use essential teaching aids for teaching and learning English language to capture the attention of the learners and acquiring the skills in the language.

English teachers could be given in-service training programme related to mnemonics for teaching-learning and to get oriented on the aspects of mnemonics.

Proper facilities should be provided by the school to the teachers to teach mnemonics for their students in their classroom setting.

### **5.13 SUGGESTIONS FOR FURTHER RESEARCH**

The effect of mnemonics on the learning outcomes with regards to all disciplines may be conducted.

The effect of mnemonics to develop creativity and imagination power on the primary school students should be planned.

A comparative study for the effect of mnemonics on both English and vernacular medium students can be undertaken.

The impact of mnemonics teaching for the development of cognitive, affective and psycho-motor domains can be studied extensively.

A study regarding the effectiveness of mnemonics and memory model for various school subjects may be planned.

More number of studies should be considered to take place by giving awareness regarding the effectiveness of using mnemonics in the teaching.

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**APPENDICES**

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## **APPENDICES**

Appendix - A : Tense Grammar Test - General Data sheet

Appendix - A 1 :Tense Grammar Test- Preliminary Draft

Appendix - A 2 :Tense Grammar Test- Final Form

Appendix - B : Instructional Design (Lesson Plan)

Appendix - C : Grammar Package

Appendix - D : Article published by the Investigator

**APPENDIX - A****N. V. K. S. D. COLLEGE OF EDUCATION, (AUTONOMOUS)****ATTOOR.****2021-2023****General Data Sheet**

Dear students

Your participation is indispensable for my dissertation entitled 'Effectiveness of Mnemonics in Learning English Grammar of Seventh Standard students'. Some of your personal details are needed for my research. Your details will be kept confidential and used for research purpose only.

Thank you.

Yours faithfully,

**SHIRLY.J,**

M.Ed Student.

**PERSONAL INFORMATION**

Name of the student :  
Age :  
Sex : Male/Female  
Locale : Rural/Urban  
Type of School : Coeducation/Boys/Girls

## Appendix – A 1

N. V. K. S. D. COLLEGE OF EDUCATION, (AUTONOMOUS)

ATTOOR.

ACHIEVEMENT TEST (DRAFT FORM)

TENSE GRAMMAR TEST

Time: 60 minutes

Total:60Marks

Choose the correct answers:

## SECTION - A

(16 ×1= 16)

- 1) \_\_\_\_ tense is used to express general truths and facts.
  - a) Present continuous
  - b) Present perfect
  - c) Past perfect
  - d) Simple Present
- 2) He \_\_\_\_ not want to go to the movies.
  - a) do
  - b) does
  - c) is
  - d) are
- 3) It \_\_\_\_ a beautiful day today.
  - a) is
  - b) are
  - c) am
  - d) were
- 4) Sorry, Lisa \_\_\_\_ not here at the moment.
  - a) a
  - b) is
  - c) be
  - d) are
- 5) \_\_\_\_ they coming over for dinner?
  - a) Is
  - b) Are
  - c) Am
  - d) Was
- 6) Maxwell \_\_\_\_ not sleeping on our sofa.
  - a) is
  - b) are
  - c) am
  - d) were
- 7) \_\_\_\_ tense is used to express an action that is taking place at the time of speaking.
  - a) Past perfect
  - b) Simple Present
  - c) Present continuous
  - d) Present perfect
- 8) My sister \_\_\_\_ Spanish.
  - a) learn
  - b) is learning
  - c) learning
  - d) learned

- 9) Lindsay \_\_\_\_\_ not been to France.  
 a) has            b) is                    c) have            d) had
- 10) \_\_\_\_\_ you finished your homework?  
 a) Have            b) Has                    c) Is                    d) Are
- 11) \_\_\_\_\_ you been to Japan?  
 a) Is                b) Have                    c) Has                    d) Were
- 12) \_\_\_\_\_ tense is used to express a past event that has present consequences.  
 a) Present perfect                    b) Past perfect  
 c) Past continuous                    d) Present perfect continuous
- 13) It has \_\_\_\_\_ snowing a lot this week.  
 a) be                b) been                    c) being                    d) have been
- 14) Julie \_\_\_\_\_ living in Italy since May.  
 a) has being            b) is been                    c) has been                    d) had been
- 15) \_\_\_\_\_ tense is used to express that an action started in the past and is continuing till now.  
 a) Present perfect            b) Past perfect  
 c) Past continuous            d) Present perfect continuous
- 16) We have been watching TV \_\_\_\_\_ we had dinner.  
 a) for                b) since                    c) by                    d) from
- SECTION- B** **(16 ×1= 16)**
- 17) I \_\_\_\_\_ to the mall after school.  
 a) go                b) gone                    c) went                    d) going
- 18) \_\_\_\_\_ tense used to express an action completed in the past or a past habit.  
 a) Simple Past                    b) Past perfect continuous  
 c) Past continuous                    d) Past perfect continuous
- 19) Alex did not \_\_\_\_\_ last weekend.  
 a) working            b) worked                    c) work                    d) is working

- 20) \_\_\_\_\_ Judy and Liz at last month's meeting?  
a) Was            b) Is            c) Are            d) Were
- 21) \_\_\_\_\_ tense is used to express an action going at some point in the past.  
a) Simple Past            b) Past perfect continuous  
c) Past continuous            d) Past perfect continuous
- 22) \_\_\_\_\_ you still working at 7pm last night?  
a) Have            b) Are            c) Was            d) Were
- 23) At 8.30am today I \_\_\_\_\_ driving to work.  
a) was            b) am            c) were            d) are
- 24) We \_\_\_\_\_ sleeping when the police came.  
a) was            b) weren't            c) won't            d) were
- 25) We \_\_\_\_\_ finished eating dinner.  
a) had not            b) not had            c) were had not            d) was not
- 26) You \_\_\_\_\_ not left yet.  
a) would            b) have            c) would had            d) had
- 27) I had never \_\_\_\_\_ her before.  
a) see            b) saw            c) seen            d) seeing
- 28) \_\_\_\_\_ tense is used to express an action completed in the immediate past.  
a) Simple Past            b) Simple Present  
c) Present perfect            d) Past perfect
- 29) My dad \_\_\_\_\_ smoking in the garage.  
a) has            b) had            c) had been            d) have
- 30) Had the players \_\_\_\_\_ playing by the rules?  
a) been            b) have            c) be            d) had
- 31) She \_\_\_\_\_ expecting the worst.  
a) had            b) had been            c) had being            d) has being





42) Will you \_\_\_\_\_ by 8am?

- a) have arrived      b) be arrive      c) have arriving      d) had arrived

43) He will have \_\_\_\_\_ all about it by Monday.

- a) forgetting      b) forgotten      c) be forgetting      d) been forgotten

44) \_\_\_\_\_ tense is used to express an action that will have been completed in the future by a certain time.

- a) Future perfect                      b) Simple Present  
c) Future perfect continuous      d) Present continuous

45) \_\_\_\_\_ tense is used to show the completion of an action by a certain time in the future.

- a) Future perfect                      b) Simple Present  
c) Future perfect continuous      d) Both (A) and (C)

46) It's a 24-hour relay. They'll only have been \_\_\_\_\_ for half the time by 6pm.

- a) ran              b) run              c) running              d) being running

47) We \_\_\_\_\_ been waiting long.

- a) will not have              b) have not will  
c) will have not              d) would be

48) Won't they \_\_\_\_\_ travelling for two weeks by then?

- a) have been              b) had been  
c) has been              d) were been

### SECTION - D

(12 × 1 = 12)

**Match the following words with sentences using correct tenses:**

- |                                       |                            |
|---------------------------------------|----------------------------|
| 49) Walk (simple present)             | - I walked                 |
| 50) Walk (present continuous)         | - I walk                   |
| 51) Walk (present perfect)            | - I will be walking        |
| 52) Walk (present perfect continuous) | - I have walked            |
| 53) Walk (simple past)                | - I will walk              |
| 54) Walk (past continuous)            | - I will have been walking |

55) Walk (past perfect)	- I have been walking
56) Walk (past perfect continuous)	- I was walking
57) Walk (simple future)	- I am walking
58) Walk (future continuous)	- I will have walked
59) Walk (future perfect)	- I had walked
60) Walk (future perfect continuous)	- I had been walking

**N. V. K. S. D. COLLEGES OF EDUCATION, (AUTONOMOUS)**

**ATTOOR.**

**SCORING KEYS FOR ACHIEVEMENT TEST (DRAFT FORM)**

**TENSE GRAMMAR TEST**

**Time: 60 minutes**

**Total: 60 Marks**

**SECTION – A**

**(16x1=16)**

**Choose the correct answers:**

1. d) Simple Present

2. b) does

3. a) is

4.b) is

5.b) Are

6.a) is

7.c) Present continuous

8.b) is learning

9.a) has

10.a) Have

11.b) Have

12.a)Present perfect

13.b) been

14.c) has been

15.d) Present perfect continuous

16.b) since

**SECTION - B**

**(16 ×1= 16)**

17.c) went

18.a) Simple Past

19.c) work

- 20. d) Were
- 21. c) Past continuous
- 22. d) Were
- 23. a) was
- 24. b) Are
- 25. a) had not
- 26. d) had
- 27. c) seen
- 28. d) Past perfect
- 29. c) had been
- 30. a) been
- 31. b) had been
- 32. c) Past perfect continuous

**SECTION - C****(16 × 1 = 16)**

- 33. a) will
- 34. b) leave
- 35. a) see
- 36. c) Simple Future
- 37. a) will be driving
- 38. c) taking
- 39. d) Future continuous
- 40. b) watching
- 41. b) will have left
- 42. a) have arrived
- 43. b) forgotten
- 44. a) Future perfect
- 45. c) Future perfect continuous

46. c) running  
47. a) will not have  
48. a) have been

**SECTION - D****(12 × 1 = 12)****Match the following words with sentences using correct tenses:**

- |                                       |                            |
|---------------------------------------|----------------------------|
| 49) Walk (simple present)             | - I walk                   |
| 50) Walk (present continuous)         | - I am walking             |
| 51) Walk (present perfect)            | - I have walked            |
| 52) Walk (present perfect continuous) | - I have been walking      |
| 53) Walk (simple past)                | - I walked                 |
| 54) Walk (past continuous)            | - I was walking            |
| 55) Walk (past perfect)               | - I had walked             |
| 56) Walk (past perfect continuous)    | - I had been walking       |
| 57) Walk (simple future)              | - I will walk              |
| 58) Walk (future continuous)          | - I will be walking        |
| 59) Walk (future perfect)             | - I will have walked       |
| 60) Walk (future perfect continuous)  | - I will have been walking |

## APPENDIX – A 2

## N. V. K. S. D. COLLEGE OF EDUCATION, (AUTONOMOUS)

## ATTOOR

## ACHIEVEMENT TEST (FINAL FORM)

## ENGLISH TENSES TEST

Choose the correct answers:

## SECTION - A

- 1) \_\_\_\_ tense is used to express general truths and facts.  
a) Present continuous      b) Present perfect  
c) Past perfect              d) Simple Present
- 2) It \_\_\_\_ a beautiful day today.  
a) is      b) are      c) am      d) were
- 3) Sorry, Lisa \_\_\_\_ not here at the moment.  
a) a      b) is      c) be      d) are
- 4) Maxwell \_\_\_\_ not sleeping on our sofa.  
a) is      b) are      c) am      d) were
- 5) \_\_\_\_ tense is used to express an action that is taking place at the time of speaking.  
a) Past perfect              b) Simple Present  
c) Present continuous      d) Present perfect
- 6) My sister \_\_\_\_ Spanish.  
a) learn      b) is learning      c) learning      d) learned
- 7) \_\_\_\_ you finished your homework?  
a) Have      b) Has      c) Is      d) Are
- 8) \_\_\_\_ tense is used to express a past event that has present consequences.  
a) Present perfect              b) Past perfect  
c) Past continuous              d) Present perfect continuous

9) \_\_\_\_\_ tense is used to express that an action started in the past and is continuing till now.

- a) Present perfect      b) Past perfect  
c) Past continuous      d) Present perfect continuous

10) We have been watching TV \_\_\_\_\_ we had dinner.

- a) for      b) since      c) by      d) from

### SECTION - B

11) I \_\_\_\_\_ to the mall after school.

- a) go      b) gone      c) went      d) going

12) \_\_\_\_\_ tense used to express an action completed in the past or a past habit.

- a) Simple Past      b) Past perfect continuous  
c) Past continuous      d) Past perfect continuous

13) \_\_\_\_\_ tense is used to express an action going at some point in the past.

- a) Simple Past      b) Past perfect continuous  
c) Past continuous      d) Past perfect continuous

14) We \_\_\_\_\_ sleeping when the police came.

- a) was      b) weren't      c) won't      d) were

15) You \_\_\_\_\_ not left yet.

- a) would      b) have      c) would had      d) had

16) I had never \_\_\_\_\_ her before.

- a) see      b) saw      c) seen      d) seeing

17) \_\_\_\_\_ tense is used to express an action completed in the immediate past.

- a) Simple Past      b) Simple Present  
c) Present perfect      d) Past perfect

18) Had the players \_\_\_\_\_ playing by the rules?

- a) been      b) have      c) be      d) had

**SECTION - C**

- 19) He \_\_\_\_ arrive on time.  
a) will            b) is            c) not            d) was
- 20) Will your folks \_\_\_\_ before Tuesday?  
a) leaving        b) leave        c) leaves        d) left
- 21) \_\_\_\_ tense is used to express an action taking place in the future.  
a) Future perfect    b) Future perfect continuous  
c) Simple Future    d) Future continuous
- 22) \_\_\_\_ tense is used with a point of time that expresses an action that will be going on at the time of speaking.  
a) Future perfect        b) Future perfect continuous  
c) Simple Future        d) Future continuous
- 23) We'll be \_\_\_\_ the news at 10pm.  
a) watch            b) watching        c) to watch        d) watched
- 24) I \_\_\_\_ by then.  
a) will be leave        b) will have left    c) will leaving        d) will be leaving
- 25) Will you \_\_\_\_ by 8am?  
a) have arrived        b) be arrive        c) have arriving        d) had arrived
- 26) He will have \_\_\_\_ all about it by Monday.  
a) forgetting            b) forgotten        c) be forgetting        d) been forgotten
- 27) \_\_\_\_ tense is used to show the completion of an action by a certain time in the future.  
a) Future perfect            b) Simple Present  
c) Future perfect continuous    d) Both (A) and (C)
- 28) It's a 24-hour relay. They'll only have been \_\_\_\_ for half the time by 6pm.  
a) ran            b) run            c) running        d) being running



**SECTION - D**

**Match the following words with sentences using correct tenses:**

- |                               |   |                   |
|-------------------------------|---|-------------------|
| 29) Walk (simple present)     | - | I walked          |
| 30) Walk (present continuous) | - | I will walk       |
| 31) Walk (simple past)        | - | I walk            |
| 32) Walk (past continuous)    | - | I will be walking |
| 33) Walk (simple future)      | - | I am walking      |
| 34) Walk (future continuous)  | - | I was walking     |

**N. V. K. S. D. COLLEGE OF EDUCATION, (AUTONOMOUS)**

**ATTOOR.**

**SCORING KEYS FOR ACHIEVEMENT TEST (FINAL FORM)**

**TENSE GRAMMAR TEST**

**Time: 35 minutes**

**Total: 34 Marks**

**SECTION-A**

**(28x1=28)**

**Choose the correct answers:**

1 d) Simple Present

2 a) is

3 b) is

4 a) is

5 c) Present continuous

6 b) is learning

7 a) Have

8 a) Present perfect

9 d) Present perfect continuous

10 b) since

11 c) went

12 a) Simple Past

13 c) Past continuous

14 b) Are

15 d) had

16 c) seen

17 d) Past perfect

18 a) been

19 a) will

20 b) leave

- 21 c) Simple Future
- 22 d) Future continuous
- 23 b) watching
- 24 b) will have left
- 25 a) have arrived
- 26 b) forgotten
- 27 c) Future perfect continuous
- 28 c) running

**SECTION- B****(6 ×1= 6)****Match the following words with sentences using correct tenses:**

- 29 Walk (simple present) - I walk
- 30 Walk (present continuous) - I am walking
- 31 Walk (simple past) - I walked
- 32 Walk (past continuous) - I was walking
- 33 Walk (simple future) - I will walk
- 34 Walk (future continuous) - I will be walking

**APPENDIX - B****LESSON PLAN**

**Instructional Design for learning English Grammar is illustrated below**

**Instructional Design - 1**

Name of the teacher : Shirly J

Name of the School : L. M. S. Girls. Hr. Sec. School, Marthandam.

Subject : English

Class : VII

Topic : Verb

Book Reference : VII class English Textbook

Duration : 45 minutes

Date :

Number of students : 30

**Learning Outcomes**

The pupil,

- a) learns new English grammar.
- b) develops interest in learning English Grammar.
- c) recalls English Grammar Verb.
- e) enjoys the English Grammar class.

**Content Analysis**

The teacher selected the topic, analyzed the content and identified the following grammar verb.

**Mnemonic Techniques**

- a) Image Mnemonics
- b) Connections
- c) Story telling
- d) Poem Mnemonics

**Procedure****Step 1: Introducing New Grammar**

First the teacher checks the learning readiness and previous knowledge of the students by asking some questions.

- 1) What is a verb?
- 2) Which words are called as verbs?
- 3) What are action words?

The teacher gives clear explanation about verb. Then the gives a poem regarding the topic "Verb".

"A VERBs is a word  
That indicates an action;  
Like Run and Dance,  
Stand and Jump".

Then the teacher introduces the following new sentences to the students as an example for verb.

- a) Boy speaks.
- b) Girl listens.
- c) Baby smiles.
- d) People work.

e) They are walking.

The teacher reads the sentence loudly with correct pronunciation.

### **Step 2: Note the New Grammar**

The teacher asks the students to note the new grammar from the chart. With the help of the chart the teacher makes the students to read the new grammar silently (the students can use either skimming or scanning).

### **Step 3: Using Mnemonic Techniques**

The teacher uses the Mnemonic Techniques like image mnemonics, rhyming mnemonics, connections and storytelling mnemonics to teach grammar.

### **Step 4: Developing Connections**

The teacher teaches new grammar with the help of the sentences like Boy speaks, Girl listens, Baby smiles, People work and They are walking by using image mnemonics, connections, storytelling and rhyme mnemonics.

a) **Boy speaks** - The teacher teaches the new sentence boy speaks by making sensory image of a boy. Then the teacher connects it with the speaking image to make the new sentence boy speaks. The students will remember the new grammar with the help of connection mnemonic technique. Then the teacher provides the situation to learn the verbs and action words in the sentence of boy speaks by using suitable learning situation through discussion.



Sentence - Boy speaks.

Verb - Speaks.

b) **Girl listens** - The teacher explains the sentence Girl listens with the help of telling a story. Then the teacher says about the story of how girl likes to listen in the classroom. By showing the girls in the classroom. After finishing the story the teacher explains the meaning to the students.



Sentence - Girl listens.

Verb - Listens.

c) **Baby smiles** - The teacher teaches the new sentence baby smiles by making sensory image of a baby Then the teacher connects it with the smiling image to make the new sentence baby smiles. The students will remember the new grammar with the help of connection mnemonic technique. Then the teacher provides the situation to

learn the verbs and action words in the sentence of baby smiles by using suitable learning situation through discussion.



Sentence - Baby smiles.

Verb - Smiles.

d) **People work** - The teacher explains the sentence People work with the help of telling a story. Then the teacher says about the story of what is working and what are the works done by the people while working. After finishing the story the teacher explains the meaning and action words to the students.



Sentence - People work.

Verb - Work.



e) **They are walking** - The teacher teaches the new sentence "They are walking" by making sensory image of people walking. Then the teacher connects the image to the new sentence They are walking. The students will remember the new sentence with the help of image mnemonic technique. Then the teacher provides the situation to learn the meaning, action words in the sentence, by using suitable learning situation through discussion.



Sentence - They are walking.

Verb - Walking.

### Step 5: Expanding Sensory Images

The teacher expands the sensory images of the students and explains the new grammar, its meaning and action words used in the sentence. Then the images are revised by the teacher. The students can remember the grammar with the help of mnemonic technique.

a) Boy speaks - Connection

b) Girl listens - Storytelling

- c) Baby smiles - Connection
- d) People work - Storytelling
- e) They are walking - Image mnemonic

### **Step 6: Practicing Recall**

After teaching, the teacher gives the relevant questions to the students. The teacher will recall the materials until it is completely learned by the students.

### **Assignment**

1) Find the action words.

- a) Girl runs.
- b) Couple dances.
- c) Baby cries.
- d) Boy jumps.

2) Frame five sentences using action words.

**Instructional Design for learning English Grammar is illustrated below**

**Instructional Design - 2**

Name of the teacher : Shirly J

Name of the School : L. M. S. Girls. Hr. Sec. School, Marthandam.

Subject : English

Class : VII

Topic : Verb (Is, Am and Are)

Book Reference : VII class English Textbook

Duration : 45 minutes

Date :

Number of students : 30

**Learning Outcomes**

The pupil,

- a) learns new English grammar.
- b) develops interest in learning English Grammar.
- c) recalls English Grammar Verb.
- e) enjoys the English Grammar class.

**Content Analysis**

The teacher selected the topic, analyzed the content and identified the following grammar verb (is, am, are).

**Mnemonic Techniques**

- a) Image Mnemonics
- b) Connections
- c) Poem Mnemonics

**Procedure****Step 1: Introducing New Grammar**

First the teacher checks the learning readiness and previous knowledge of the students by asking some questions.

- 1) What is a verb?
- 2) Which words are called as verbs?
- 3) What are action words?

The teacher gives clear explanation about Is, Am and Are verb. Then the gives a poem regarding the topic "Verb (is, am, are)".

"All sentences have verbs;

Is, Am and Are are also verbs.

Is is used in others single; Like she is a doctor.

Am is used in I; Like I am a doctor.

Are is used in both You and others multiple;

Like you are a doctor and Tony and Monu are doctors".

Then the teacher introduces the following new sentences to the students as an example for Is, Am, Are verbs.

- a) I am a teacher.
- b) He is a teacher.
- c) Yash is a teacher.
- d) They are teachers.
- e) Krish and Yash are teachers.

The teacher reads the sentence loudly with correct pronunciation.

### **Step 2: Note the New Grammar**

The teacher asks the students to note the new grammar from the chart. With the help of the chart the teacher makes the students to read the new grammar silently (the students can use either skimming or scanning).

### **Step 3: Using Mnemonic Techniques**

The teacher uses the Mnemonic Techniques like image mnemonics, rhyming mnemonics, connections and storytelling mnemonics to teach grammar.

### **Step 4: Developing Connections**

The teacher teaches new grammar with the help of the sentences like I am a teacher, He is a teacher, Yash is a teacher, They are teachers and Krish and Yash are teachers by using image mnemonics, connections, storytelling and rhyme mnemonics.

a) I am a teacher - The teacher teaches the new sentence "I am a teacher" by making sensory image. The students will remember the new grammar with the help of

connection mnemonic technique. Then the teacher provides the situation to learn the verbs and action words in the sentence of boy speaks by using suitable learning situation through discussion.

Sentence - I am a teacher.

Verb - Am.

b) He is a teacher - The teacher explains the sentence "He is a teacher" with the help of sensory image and then the teacher explains the meaning to the students.

Sentence - He is a teacher.

Verb - Is.

c) Yash is a teacher - The teacher teaches the new sentence "Yash is a teacher" by making sensory image. Then the teacher provides the situation to learn about verbs and action words in the sentence by using suitable learning situation through discussion.

Sentence - Yash is a teacher.

Verb - Is.

d) They are teachers - The teacher explains the sentence "They are teachers" with the help of sensory images. Then the teacher says about other verbs in are, later the teacher explains the meaning and action words to the students.

Sentence - They are teachers.

Verb - Are.

e) Krish and Yash are teachers - The teacher teaches the new sentence "Krish and Yash are teachers" by making sensory image. Then the teacher connects the image to the new sentence. The students will remember the new sentence with the help of image mnemonic technique. Then the teacher provides the situation to learn the meaning, action words in the sentence, by using suitable learning situation through discussion.

Sentence - Krish and Yash are teachers.

Verb - Are.

### **Step 5: Expanding Sensory Images**

The teacher expands the sensory images of the students and explains the new grammar, its meaning and action words used in the sentence. Then the images are revised by the teacher. The students can remember the grammar with the help of mnemonic technique.

a) Boy speaks. - Connection

b) Girl listens. - Image mnemonic

c) Baby smiles. - Connection

d) People work. - Image mnemonic.

e) They are walking. - Image mnemonic

### **Step 6: Practicing Recall**

After teaching, the teacher gives the relevant questions to the students. The teacher will recall the materials until it is completely learned by the students.

**Assignment**

1) Fill in the blanks with Is, Am and Are.

a) I \_\_ single.

b) She \_\_ married.

c) We \_\_ friends.

2) Frame five sentences using is, am, are verbs.



**Instructional Design for learning English Grammar is illustrated below****Instructional Design - 3**

Name of the teacher : Shirly J

Name of the School : L. M. S. Girls. Hr. Sec. School, Marthandam.

Subject : English

Class : VII

Topic : Tenses

Book Reference : VII class English Textbook

Duration : 45 minutes

Date :

Number of students : 30

**Learning Outcomes**

The pupil,

- a) learns new English grammar.
- b) develops interest in learning English Grammar.
- c) recalls English Grammar Tenses.
- e) enjoys the English Grammar class.

**Content Analysis**

The teacher selected the topic, analyzed the content and identified the following grammar tenses.

## **Mnemonic Techniques**

- a) Image Mnemonics
- b) Connections
- c) Poem Mnemonics

## **Procedure**

### **Step 1: Introducing New Grammar**

First the teacher checks the learning readiness and previous knowledge of the students by asking some questions.

- 1) What are tenses?
- 2) How many types are there in tenses?
- 3) Name those types?

The teacher gives clear explanation about tenses. Then the gives a poem regarding the topic "Tenses".

"Tenses help in telling timing of Verb.

And it is of three types.

Like past, present and future.

Past is about already happened things,

Present is about currently happening things,

Future is about things which will happen later in future.

Each tense is divided into four;

As simple, continuous, perfect and perfect continuous".

Then the teacher introduces the following new sentences to the students as an example for tenses.

- a) I live in America.

b) I lived in America.

c) I will live in America.

The teacher reads the sentence loudly with correct pronunciation.

### **Step 2: Note the New Grammar**

The teacher asks the students to note the new grammar from the chart. With the help of the chart the teacher makes the students to read the new grammar silently (the students can use either skimming or scanning).

### **Step 3: Using Mnemonic Techniques**

The teacher uses the Mnemonic Techniques like image mnemonics to teach grammar.

### **Step 4: Developing Connections**

The teacher teaches new grammar with the help of the sentences like I live in America, I lived in America and I will live in America by using image mnemonics, connections, storytelling and rhyme mnemonics.

a) I live in America - The teacher teaches the new sentence "I live in America" by making sensory image. The students will remember the new grammar with the help of connection mnemonic technique. Then the teacher provides the situation to learn the tenses in the sentence by using suitable learning situation through discussion.

Sentence - I live in America.

Tense - Live (Present).

b) I lived in America - The teacher explains the sentence "I lived in America" with the help of sensory image and then the teacher explains the meaning to the students.

Sentence - I lived in America.

Tense - Lived (Past).

c) I will live in America - The teacher teaches the new sentence "I will live in America" by making sensory image. Then the teacher provides the situation to learn about tenses in the sentence by using suitable learning situation through discussion.

Sentence - I will live in America.

Verb - Will live (Future).

### **Step 5: Expanding Sensory Images**

The teacher expands the sensory images of the students and explains the new grammar, its meaning and words used in the sentence. Then the images are revised by the teacher. The students can remember the grammar with the help of mnemonic technique.

a) I live in America - Image mnemonic

b) I lived in America - Image mnemonic

c) I will live in America - Image mnemonics

### **Step 6: Practicing Recall**

After teaching, the teacher gives the relevant questions to the students. The teacher will recall the materials until it is completely learned by the students.

### **Assignment**

1) Find the correct tenses.

a) I play basketball.

b) I will play basketball.

c) I played basketball.

2) Frame five sentences using each tense.

**Instructional Design for learning English Grammar is illustrated below****Instructional Design - 4**

Name of the teacher : Shirly J

Name of the School : L. M. S. Girls. Hr. Sec. School, Marthandam.

Subject : English

Class : VII

Topic : Simple Present Tense

Book Reference : VII class English Textbook

Duration : 45 minutes

Date :

Number of students : 30

**Learning Outcomes**

The pupil,

- a) learns new English grammar.
- b) develops interest in learning English Grammar.
- c) recalls English Grammar simple present tense.
- e) enjoys the English Grammar class.

**Content Analysis**

The teacher selected the topic, analyzed the content and identified the following grammar simple present tenses.

## **Mnemonic Techniques**

- a) Image Mnemonics
- b) Connections
- c) Poem Mnemonics

## **Procedure**

### **Step 1: Introducing New Grammar**

First the teacher checks the learning readiness and previous knowledge of the students by asking some questions.

- 1) What are tenses?
- 2) How many types are there in simple present tense?
- 3) Name those types?

The teacher gives clear explanation about tenses. Then the gives a poem regarding the topic "Simple Present Tenses".

"Simple present is about current things.

Like I speak English, She dances well.

But, sometimes s is used and sometimes won't.

When it is singular 's' is used and

When it is plural 's' is not used".

Then the teacher introduces the following new sentences to the students as an example for simple present tense.

- a) I am a lawyer.

b) They are lawyers.

c) I speak English.

d) She dances well.

The teacher reads the sentence loudly with correct pronunciation.

### **Step 2: Note the New Grammar**

The teacher asks the students to note the new grammar from the chart. With the help of the chart the teacher makes the students to read the new grammar silently (the students can use either skimming or scanning).

### **Step 3: Using Mnemonic Techniques**

The teacher uses the Mnemonic Techniques like image mnemonics to teach grammar.

### **Step 4: Developing Connections**

The teacher teaches new grammar with the help of the sentences like I am a lawyer, They are lawyers, I speak English and She dances well by using image mnemonics, connections, storytelling and rhyme mnemonics.

a) I am a lawyer - The teacher teaches the new sentence "I am a lawyer" by making sensory image. The students will remember the new grammar with the help of connection mnemonic technique. Then the teacher provides the situation to learn the simple present tenses by using suitable learning situation through discussion.

Sentence - I am a lawyer.

Tense - am.



b) They are lawyers - The teacher explains the sentence "They are lawyers" with the help of sensory image and then the teacher explains the meaning to the students.

Sentence - They are lawyers.

Tense - are.

c) I speak English - The teacher teaches the new sentence "I speak English" by making sensory image. Then the teacher provides the situation to learn about simple present tense in the sentence by using suitable learning situation through discussion.

Sentence - I speak English.

Tense - speak.

d) She dances well - The teacher teaches the new sentence "she dances well" by making sensory image. Then the teacher provides the situation to learn about tenses in the sentence by using suitable learning situation through discussion.

Sentence - She dances well.

Tense - dances.

### **Step 5: Expanding Sensory Images**

The teacher expands the sensory images of the students and explains the new grammar, its meaning and words used in the sentence. Then the images are revised by the teacher. The students can remember the grammar with the help of mnemonic technique.

a) I am a lawyer - Image mnemonic

b) They are lawyers - Image mnemonic

c) I speak English - Image mnemonic

d) She dances well - Image mnemonic

### **Step 6: Practicing Recall**

After teaching, the teacher gives the relevant questions to the students. The teacher will recall the materials until it is completely learned by the students.

### **Assignment**

1) Fill in the blanks with correct tenses (teach).

a) I \_\_ English.

b) He \_\_ English.

c) They \_\_ English.

2) Frame five sentences using simple present tenses.

**Instructional Design for learning English Grammar is illustrated below****Instructional Design - 5**

Name of the teacher : Shirly J

Name of the School : L. M. S. Girls. Hr. Sec. School, Marthandam.

Subject : English

Class : VII

Topic : Simple Past Tense

Book Reference : VII class English Textbook

Duration : 45 minutes

Date :

Number of students : 30

**Learning Outcomes**

The pupil,

- a) learns new English grammar.
- b) develops interest in learning English Grammar.
- c) recalls English Grammar simple past tense.
- e) enjoys the English Grammar class.

**Content Analysis**

The teacher selected the topic, analyzed the content and identified the following grammar simple past tense.

## **Mnemonic Techniques**

- a) Image Mnemonics
- b) Connections
- c) Poem Mnemonics

## **Procedure**

### Step 1: Introducing New Grammar

First the teacher checks the learning readiness and previous knowledge of the students by asking some questions.

- 1) What are tenses?
- 2) What is a simple past tense?
- 3) What are its types?

The teacher gives clear explanation about simple past tenses. Then the gives a poem regarding the topic "Simple Past Tense".

"Simple past is about things which have already happened.

Like I was a student, They were friends.

Was and were are used in this tense.

Like was is used in third person singular and

Were is used in second person and plural".

Then the teacher introduces the following new sentences to the students as an example for simple past tense.

- a) I was a student.

b) I loved my job.

c) She lived in Canada.

d) They were friends.

The teacher reads the sentence loudly with correct pronunciation.

### **Step 2: Note the New Grammar**

The teacher asks the students to note the new grammar from the chart. With the help of the chart the teacher makes the students to read the new grammar silently (the students can use either skimming or scanning).

### **Step 3: Using Mnemonic Techniques**

The teacher uses the Mnemonic Techniques like image mnemonics to teach grammar.

### **Step 4: Developing Connections**

The teacher teaches new grammar with the help of the sentences like I was a student, I loved my job, She lived in Canada and They were friends by using image mnemonics, connections, storytelling and rhyme mnemonics.

a) I was a student - The teacher teaches the new sentence "I was a student" by making sensory image. The students will remember the new grammar with the help of connection mnemonic technique. Then the teacher provides the situation to learn the simple past tense in the sentence by using suitable learning situation through discussion.

Sentence - I was a student.

Tense - was (Past).

b) I loved my job - The teacher explains the sentence "I loved my job" with the help of sensory image and then the teacher explains the meaning to the students.

Sentence - I loved my job.

Tense - Loved (Past).

c) She lived in Canada - The teacher teaches the new sentence "She lived in Canada" by making sensory image. Then the teacher provides the situation to learn about simple past tense in the sentence by using suitable learning situation through discussion.

Sentence - She lived in Canada.

Tense - Lived (Past).

d) They were friends - The teacher teaches the new sentence "They were friends" by making sensory image. Then the teacher provides the situation to learn about simple past tense in the sentence by using suitable learning situation through discussion.

Sentence - They were friends.

Tense - were (Past).

### **Step 5: Expanding Sensory Images**

The teacher expands the sensory images of the students and explains the new grammar, its meaning and words used in the sentence. Then the images are revised by the teacher. The students can remember the grammar with the help of mnemonic technique.

- a) I was a student - Image mnemonic
- b) I loved my job - Image mnemonic
- c) She lived in Canada - Image mnemonic
- d) They were friends - Image mnemonic

### **Step 6: Practicing Recall**

After teaching, the teacher gives the relevant questions to the students. The teacher will recall the materials until it is completely learned by the students.

### **Assignment**

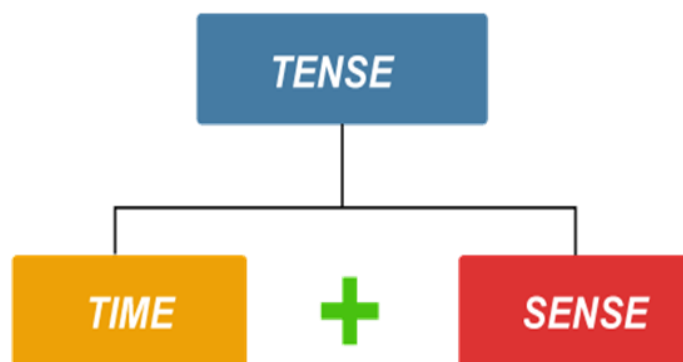
1) Convert the following into simple past tense.

- a) I am a teacher.
- b) He is a teacher.
- c) They are teachers.

2) Frame five sentences using simple past tense.

## GRAMMAR PACKAGE

Verb tenses identify the time period when an action occurs. The verb walks communicates not only how many people completed the action (it's singular), but also when it occurred. In this case, the tense is present. The person walks right now. All sentences have verbs, am, is and are, are also verbs.



In English, the ending on a verb communicates what tense it's in. (Walk becomes walks and walked). In some cases, an auxiliary verb (also known as a helping verb, like will or need) is required as well. In Chinese languages, for example, a verb doesn't change its spelling depending on the tense. A separate word (or particle) is combined with the verb to explain when it occurred.

Tense is a verb-based means of indicating the timing, and occasionally the continuance or completion, of an action or condition in connection to the period of speaking. Tenses are verb types that convey the timing, continuation, or accomplishment of an action or condition in relation to the time at which comment about it is made. There are three major tenses: **present**, **past**, and **future**.

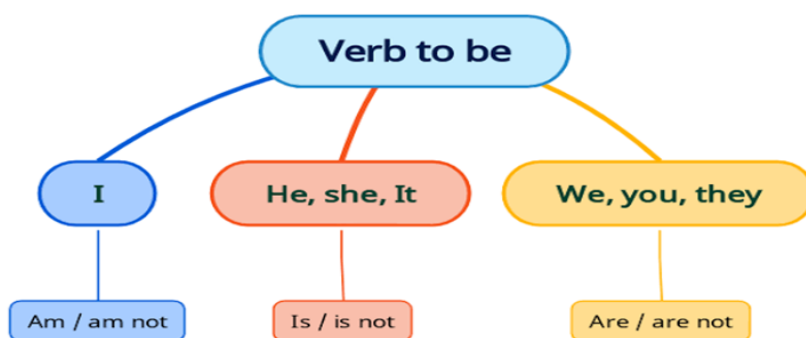


The **present tense** refers to something which is happening or occurring right now. The present tense is sometimes known as the simple present or the present simple.

The **past tense** refers to that which occurred or existed in the past. The past tense is also known as the simple past or past simple.

The **future tense** relates to anything that has not yet happened already. The terms will and shall be used in the future tense.

In English, the idea of tense refers to how we refer to time - past, present, and future. Several languages employ tense to express time. Many languages have no idea of tense at all, yet they can nevertheless communicate about time, although in various ways.



Tense is a grammatical term in English. It depicts the verb's form in comprehending the circumstance alluded to in time. In the phrase, Yash walked for 2 hours and then went to sleep, the past tense verb type, walk (+ed), indicates the duration of the walk in the past. Tense is used to provide a temporal element to a statement. Tenses, like time, are broken down into three parts:

I swam in the past tense.

I swim in the present tense.

I will swim in the future tense.

There are three points to remember: Just indicative verb types are tensed. Every sentence has progressive and non-progressive versions; for example, I study here/I am studying here are both Present tense. Whenever a verb form is complicated and incorporates more than one auxiliary, the first auxiliary, not the primary verb, is indicated for tense.

We can't talk about tenses without mentioning two important aspects of many English tenses: time and aspect.

**Time demonstrates:**

before now - in the past

present - right now, or any period that encompasses right now future - after right now

Aspect can indeed be

progressive - unfinished action

perfective - a finished activity or state.

Several people claim that simple tenses have "simple aspect," but in reality, simple tenses are merely unlabelled for aspect.)

The progressive aspect gives rise to progressive or "continuous" tenses such as past continuous, present continuous, and future continuous.

Perfective tenses are produced by the perfective aspect: past perfect, present perfect, and future perfect.

Furthermore, the two features can be merged to form perfect continuous tenses: past perfect continuous, present perfect continuous, and future perfect continuous.

The preceding is a synopsis of the English notion of tense. Other characteristics, such as voice and emotion, enable us to construct more than the 12 tenses.

For the most important aspects there are four elements to each tense:

simple,

continuous or progressive,

perfect and

perfect continuous or perfect progressive.

The current aspect informs us that the activity occurs in the present and conveys broad facts and habits.

The continuous aspect denotes an uncompleted activity or state of being at the time of reference. It is constructed by combining the main verb's present participle with the auxiliary verb's applicable tense to be.

A finished activity in the present, past, or future is referred to as the perfect aspect. It is constructed by combining the applicable tense of the auxiliary verb have and the primary verb's past participle.

The perfect continuous component includes the continuous and perfect characteristics. It refers to an activity that has lasted up to the present, a point in the past, or a point in the future.

The twelve tense and aspect combinations are made feasible by the three verb tenses and four verb aspects.

### **Rules of Tenses**

English phrases or sentences are formed using tenses rules. There are three forms of tenses: present tense, past tense, and future tense. The past relates to what happened much before, the present tense relates to what is occurring now, and the future tense relates to what will happen after now. They essentially depict temporal elements based on the actual timing.

Rules of Tenses assist in understanding how to appropriately employ the various tenses in a phrase without creating a grammar mistake and readily indicate when a particular event has happened. A tense is a word form used to denote the onset of an event in relation to the time of the speech, and it denotes the end or continuation of an action.

	PRESENT	PAST	FUTURE
Simple form	Sub+V1+Obj	Sub+V2+Obj	Sub+wil + V1+ Obj
	he plays cricket	he he played cricket	he will play cricket
Progressive form	Sub+am/is/are+ V1+ing+Obj	Sub+was/were+ V1+ing+Obj	Sub+will be + V1+ ing + Obj
	he is playing cricket	he was playing cricket	he will be playing cricket
Perfect form	Sub+have/has+ V3+Obj	Sub+had+ V3+Obj	Sub+will have + V3+Obj
	he has played cricket	he had played cricket	he will have played cricket
Perfect progressive	Sub+have/has+ been+V+ing+Obj	Sub+had+ been+V+ing+Obj	Sub+will+have+ been+V+ing+Obj
	he has been playing cricket	he had been playing cricket	he will have been playing cricket

## Verb Tenses

There are basically three sorts of tenses: Past Tense; Present Tense; Future tense. These three tenses are further categorized depending on action continuation and completion of the activity.

## Verb Aspects

Simple or Indefinite Tense; continuous tense; the perfect tense and the perfect continuous tense.

<b>Tense</b>	<b>Present</b>	<b>Past</b>	<b>Future</b>
<b>Simple</b>	<b>He drives a car</b>	<b>He drove a car</b>	<b>He will drive a car</b>
<b>Continuous</b>	<b>He is driving a car</b>	<b>He was driving a car</b>	<b>He will be driving a car</b>
<b>Perfect</b>	<b>He has driven a car</b>	<b>He had driven a car</b>	<b>He will have driven a car</b>
<b>Perfect continuous</b>	<b>He has been driving a car since morning</b>	<b>He had been driving a car since a 6 am.</b>	<b>He will have driving a car at 6 am tomorrow</b>

### **Simple Tense:**

It is used for continuing or routine activities in the Present Tense, actions that have already occurred in the Past Tense, and activities that will happen in the Future Tense. The action is fragmented, steady, or ongoing in the continual tense.

### **Perfect Tense:**

The action is completed, accomplished, or outstanding in relation to a specified time period.

### **Perfect Continuous Tense:**

The action has been ongoing for an extended period of time and is continuously happening. These are mandatory to comprehend the rules of tenses. As the norms and the rules are built around these only.

## **Past Tense Rules**

An event or occurrence that happened in the past, as implied or referred by the past tense. For instance, he participated in football the other week, and the event has already occurred in this phrase.

Some of the examples:

Reema participated in the wedding festivities.

Priyanka wrote a letter to her camping pals.

All these have already occurred or happened in the past.

## **Simple Past Tense Rules**

### **Subject + V2 + Object**

So the rule for the simple past tense would be like this.

Some of the examples:

Ashok went to the camp

Priya ate all the cookies

## **Past Continuous Tense Rules**

### **Subject + was + V1 + ing + Object (Singular)**

### **Subject + were + V1 + ing + Object (Plural)**

The past continuous tense is highly essential, and we utilize it to explain what we were doing at a given point in time in the past.

Some of the examples:

Rima was smelling the pudding.

Rita was writing a note to the professor.

### **Past Perfect Tense Rules**

#### **Subject + had + V3 + Object**

The past perfect tense is simple to grasp and apply in a phrase. This tense refers to a task that happened in the past. If two activities occurred in the past, the past perfect tense is employed to show the older activity.

Some of the examples:

Rima had taken the letter.

She had wiped the floor.

### **Past Perfect Continuous Tense Rules**

#### **Subject + had been + V1 + ing + Object**

It is used to describe a situation that began before a specific point in the past (time) and proceeded till a given point of time in the past.

Some of the examples:

Riya was excited. She had been jumping and dancing.

Feroz had been munching cookies and wafers for the whole day.



## **Present Tense Rules**

The present tense is a term denoting an activity that is now in progress, or that is routinely conducted. It refers to a situation that occurs in common or is actively in progress. The present tense refers to the moment when the occurrences are taking place right now. It may be defined as an articulation for an activity that is now taking place in real life, or that is habitually performed. It is utilized for a typically existing or at present happening expression. It is a type of verb that states the occurrences/incidents that are currently going on.

Some of the examples:

I am walking to school.

The movie is spectacular.

## **Simple Present Tense Rules**

**Subject + V1 + s/es + Object (Singular)**

**Subject + V1 + Object (Plural)**

It is used to depict recurrent acts, universal truths, daily occurrences, and more.

Some of the examples:

The Sun rises in the East.

Seema goes to university.

### **Present Continuous Tense Rules**

**Subject + is/am/are + V1 + ing + object**

This type of present tense is used to explain, narrate the events or actions happening in the present.

Some of the examples:

I am eating the pudding

We are going to the part today

### **Present Perfect Tense Rules**

**Subject + has + V3 + Object (Singular)**

**Subject + have + V3 + Object (Plural)**

This is a type of tense that is used to convey the event or the task, which is just/recently accomplished/completed.

Some of the examples:

She has just eaten the ice cream.

We have just watched the movie.

### **Present Perfect Continuous Tense Rules**

**Subject + has been + V1 + ing + Object (Singular)**

**Subject + have been + V1 + ing + Object (Plural)**

This tense is used to indicate an act that began in the past and continues in the present.

Some of the examples:

I have been mopping the floor regularly since Sunday.

He has been using the skin ointment for numerous days.

### **Future Tense Rules**

The future tense is mainly used to narrate and explain the future events that have not occurred but possibly will happen in the near future. It is a form or a type of verb that will happen in the future & doesn't exist currently or at present.

Some of the examples:

Aamna will be dancing to western music.

The bus will leave in 5 minutes.

### **Simple Future Tense Rules**

**Subject + will/shall + V1 + Object**

The time that passes after saying a statement is referred to as the future tense.

This tense expresses future occurrences and occurring.

Some of the examples:

I shall go to college tomorrow.

My father will take care of me.

### **Future Continuous Tense Rules**

**Subject + will be/shall be + ing + V1 + Object**

It is used to represent an event that will happen or continue in the future. e.g.,  
He will hand out transfer letters at the workplace tomorrow at 12 p.m. In the example, the activity will begin in the future (tomorrow) and will be continued until some point in the future.

Some of the examples:

He shall be writing his exam.

We all will be going shopping this weekend.

### **Future Perfect Tense Rules**

**Subject + will have/shall have + V3 + Object**

It is used to represent an activity that will occur in the near future and will be accomplished by a specific period in the future. We can use future perfect to indicate that something will be completed by a specific date in the future.

Some of the examples:

I shall have initiated singing by that time.

We will have landed at Mumbai by then.

## Future Perfect Continuous Tense Rules

**Subject + will have been + V1 + ing + Object**

It is utilized to describe the events that will begin at a certain moment in the future and continue for an indefinite period of time. The future ideal maintains constant attention on the length of an action that will be in existence prior to another time or occurrence in the future.

Some of the examples:

By next month they will be passing the college.

They shall be helping the children in the slum area day after tomorrow.

Tenses have become an important feature of the English language. It denotes the time activity occurs, whether it occurred previously, is currently occurring, or will occur sooner or later. By modifying the spelling of an action term, tense can be introduced. The rules specified above can be really helpful in having a stronghold and better understanding of the concept of Tenses.

12 Tenses Formulas			
	Present	Past	Future
<b>Simple Tense</b>	S + V1 + O	S + V2 + O	S + will, shall + V1+O
<b>Continuous Tense</b>	S + is, am, are + V1 + ing + O	S + was, were + V1 + ing + O	S + will, shall + be + V1 + ing + O
<b>Perfect Tense</b>	S + have, has + V3 + O	S + had + V3 + O	S + shall, will + have, has + V3 + O
<b>Perfect Continuous Tense</b>	S + have, has + been + V1 + ing + O	S + had + been + V1 + ing + O	S + will, shall + have, has+ been + V1 + ing + O

## **Experimental Programme**

### **Phase I**

First 15 minutes was utilized to brush up the pupils' previous knowledge on the aspect taken for the study and the grammar rules were discussed. Doubts if any raised by the pupils were also made clear by the investigator. The investigator gave an orientation on how the new grammar with "poem mnemonics" is to be learned with its rules. **Phase II** The poems developed from all the 3 tenses and 4 aspects were executed for experimental group.

**Aspect 1) Verb Procedure** The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. At last the investigator makes the pupils to frame five examples by their own.

"A VERBs is a word,

That indicates an action;

Like Run and Dance,

Stand and Jump".

## **Aspect 2) Verb - Is, Am, Are**

### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"All sentences have verbs;

Is, Am and Are are also verbs.

Is is used in others single; Like she is a doctor.

Am is used in I; Like I am a doctor.

Are is used in both You and others multiple;

Like you are a doctor and Tony and Monu are doctors".

## **Aspect 3) Tenses**

### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Tenses help in telling timing of Verb.

And it is of three types.

Like past, present and future.

Past is about already happened things,

Present is about currently happening things,

Future is about things which will happen later in future.

Each tense is divided into four;

As simple, continuous, perfect and perfect continuous".

#### **Aspect 4) Simple Present Tense**

##### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. At last the investigator makes the pupils to frame five examples by their own.

"Simple present is about current things.

Like I speak English, She dances well.

But, sometimes s is used and sometimes won't.

When it is singular 's' is used and

When it is plural 's' is not used".



### **Aspect 5) Simple Past Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Simple past is about things which have already happened.

Like I was a student, They were friends.

Was and were are used in this tense.

Like was is used in third person singular and

Were is used in second person and plural".

### **Aspect 6) Simple Future Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Simple future is about things which will happen in future.

Like I will be a teacher, I will teach English.

Will be and will and first form is used in this tense.

Like I will be a teacher and I will teach English".

### **Aspect 7) Present Continuous Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Present Continuous is about things which are currently happening.

Like I am singing song and we are singing song.

When first person comes am and ing is used,

When second person comes are and ing is used,

When third person comes both is and are + ing is used".

### **Aspect 8) Past Continuous Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Past continuous is about describing things,

Which happened in past.

Like I was sleeping, They were fighting.

Was /were and ing is used in this tense.

Where, was is used for singular and

Were is used for plural".

### **Aspect 9) Future Continuous Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Future continuous is about describing things which will happen in future.

Like I will be playing football and they will be playing football.

Both singular and plural, will be and ing is used.

Like I will be playing football and they will be playing football".

### **Aspect 10) Present Perfect Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Present perfect is about things which have happened recently,

Like I have played cricket and he has driven a car.

Both has and have and third form of verb is used.

When first person takes place, have and third form is used;

When singular takes place, has and third form is used;

When plural takes place, have and third form is used".

### **Aspect 11) Past Perfect Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Past perfect describes about things which had completed in past,

Like I had finished my breakfast and we had played chess.

Had and third form is always used,

For both singular and plural".

### **Aspect 12) Future Perfect Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Future perfect describes about things,

Which would have happened in future.

Like I will have played football and they will have left France.

Will have and third form is used in both singular and plural".

### **Aspect 13) Present Perfect Continuous Tense**

#### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Present perfect continuous describes about things,

Which continue to happen over a long period of time.

For first person and plural, have been + ing is used;

And for singular, has been and ing is used".

#### **Aspect 14) Past Perfect Continuous Tense**

##### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Past perfect continuous describes about things,

Which contie to happen over a long period of time in history.

Like I had been playing cricket and they had been fighting a lot.

For both singular and plural, had been and third form is used".

#### **Aspect 15) Future Perfect Continuous Tense**

##### **Procedure**

The investigator reads the poem written in the chart and asks the pupils to read it silently and then loudly. The investigator explains the rules and regulations for the grammar by giving enough examples. Later, the investigator makes the pupils to learn the poem as song. Atlast the investigator makes the pupils to frame five examples by their own.

"Future perfect continuous describes about things,

Which continue to happen over a period of time in future.

Like I would have been playing cricket.

For both singular and plural,

Would have been and third form is used".

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