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**LANGUAGE-BASED GAMES APPLICATION IN ENGLISH GRAMMAR
TEACHING IN UPPER PRIMARY: A CASE OF KILIFI COUNTY, KENYA**

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C50/CE/14024/09



**A THESIS SUBMITTED TO THE SCHOOL OF LAW, ARTS AND SOCIAL
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THE AWARD OF THE DEGREE OF MASTER OF ARTS OF KENYATTA
UNIVERSITY**

NOVEMBER, 2024

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This thesis is my original work and has not been presented for a degree in any other university

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DEDICATION

First and foremost, the work is dedicated to the Almighty God our refuge and redeemer. Secondly, it is dedicated to my dear mum who inculcated in me values and urged me to strive higher all the time especially in academics. Thank you for your immense love.

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ABBREVIATIONS

CLT	Communicative Language Teaching
ESL	English as a Second Language
FGD	Focus Group Discussion
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
MKO	More Knowledgeable Other
NACECE	National Centre for Early Childhood Education
QUASO	Quality Assurance and Standards organization
TSC	Teachers Service Commission
ZPD	Zone of Proximal Development

OPERATIONAL DEFINITION OF TERMS

Language Activity	A thing done by learners for interest or pleasure as the teacher teaches language.
Language Competence	The knowledge and skills that enable one to speak and understand a language.
Language Games	An activity that involves cooperation and competition among pupils carried out while teaching a language to achieve a specific goal
Language Incompetence	Lack of knowledge to speak and understand a language.
Learning	Knowledge that you get from reading and studying.
Teaching	Imparting knowledge in someone.
Scaffolding	Guiding a learner to achieve a language goal.
Pre-test	An exam given before the experiment.
Post-test	An exam given after the experiment.

ABSTRACT

This research aimed at determining the pedagogical value of language games as an activity in teaching English grammar to upper primary pupils in Kilifi County. The research sought to: firstly, establish the activities that teachers use to teach grammar; secondly, determine the effect of language games as an activity in teaching grammar on the learner's performance; thirdly, explore the perceptions of teachers' and learners' towards language games as an activity to enhance the learning of grammar. Simple random method and Purposive were used to select the four schools as well as instructors used in the study. The study adopted an experimental research design. An observation schedule with a checklist for examining English teachers' guides and the language activities therein, focus group discussions with pupils and a questionnaire administered to teachers provided data which was analyzed qualitatively. Data was also obtained through the pre- and post-tests administered to pupils. Tests on the simple past and simple present tense were administered to them. Data from tests was analysed quantitatively through the Python programme. The programme generated a t-value using the t-test formula. The study was informed by the Communicative Approach to Language Teaching and Vygotsky's Socio-Cultural Theory. Both theories advocate interaction in the course of learning. The following were the main findings of the study: Teachers teaching English grammar used several activities. Discussions and question and answer were the most used activities in teaching grammar, role plays, stories and language games were rarely given attention-with language games coming last. This study also found out that teachers and learners regarded games highly. They found them effective in teaching as they increased learner participation in the lesson, facilitated recall, provided immediate feedback to both the teacher and learner, fostered teamwork and collaboration among learners and brought fun in the lesson. From the findings, there was a significant difference between groups that used games and the control group. The experimental group did better than the control group. The study made a few recommendations in regard to the findings and conclusions: teachers need to employ several language activities key among them games in their teaching in order to enhance learners' linguistic and communicative competence in grammar. The study also recommended that the Kenya Institute of Curriculum Development incorporates language games in the language curriculum.