

THE EFFECTIVENESS OF USING BOARD GAMES IN TEACHING MODALS AT GRADE 12 SHS HUMSS STUDENTS OF BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This quantitative research investigates the effectiveness of using board games as a teaching strategy to enhance the understanding and usage of modal verbs among Grade 12 Humanities and Social Sciences (HUMSS) students. The study aims to assess how the use of board games influences students' academic performance, engagement, and retention of grammatical concepts, particularly modals. By incorporating play-based learning into grammar instruction, the research highlights an alternative method to support language acquisition in a more interactive and engaging manner. The study employed a quantitative experimental design. A sample group of Grade 12 HUMSS students participated in the intervention. Pre-tests and post-tests were administered to evaluate students' knowledge of modals before and after the use of board games as instructional tools. In addition, engagement surveys were used to measure students' involvement and interest during the learning process. Data collected were analyzed using descriptive statistics and inferential analysis to determine the effectiveness of the teaching method. Findings showed a strong positive response from students regarding the use of board games in grammar instruction. In terms of academic performance, board games received the highest composite weighted mean of 3.46, suggesting that they enhanced critical thinking by encouraging strategic planning and decision-making. Social skills also received a mean of 3.46, indicating that the games fostered peer interaction and relationship-building. Lastly, a weighted mean of 3.40 reflected strong agreement on the overall effectiveness of board games in improving students' understanding and application of modal verbs. The study concludes that board games are effective instructional tools for teaching modals, as they promote both language development and social interaction. Their use led to improved academic performance and student engagement, making them a valuable addition to grammar instruction in senior high school classrooms. The results support integrating interactive learning strategies into English language teaching to enhance student comprehension and participation.

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