

ABSTRACT

This study explores the effectiveness of language games and pictures in enhancing the active participation of teacher trainees in learning English tenses, addressing the need for English proficiency in multilingual society of Sri Lanka. The sample consisted of teacher trainees who learned English as a second language at Hapittigam National College of Education, selected through random sampling method. The main objectives of the study were to assess the prevailing tense proficiency level, recognize the challenges in using English tense concepts, foster the learners' understanding, applying the tenses in authentic situations. and to find out the impact of these interactive games on enhancing the teacher trainee's engagement; and enjoyment. The hypothesis proposed that integrating pictures and interactive games in learning English tenses would increase active participation, motivation, and engagement more efficiently than using the conventional methods of teaching tenses. Data collection was done through testing, classroom observation, and student questionnaires. The test results highlighted the success of the interactive games and pictures in teaching tenses. Through the classroom observation, the trainees' higher participation and their motivation during the learning were displayed. These findings reveal that picture-based activities and interactive language games foster active participation and engagement more enthusiastically; while providing opportunities for practical application of the tense rules with deep understanding and retention. Incorporating pictures and language games enhances engagement and supports diverse learners. Game-based speaking activities develop communicative competence while professional development should emphasize gamification. Continuous evaluation, assessment, and feedback are vital for maintaining effective teaching methodologies.

.

Key Words: -

Active participation, Interactive Methods, Language Games, Learner-Centered approaches, Second Language