

Effectiveness of Interactive Electronic Games in Learning Tense in English Grammar among Standard VIII Students

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Abstract

This research intended to investigate the Interactive Electronic Games towards learning tense in English grammar. Objectives of the study: 1.To develop an achievement test to diagnose the achievement of tense in English grammar.2.To find out the impact of interactive electronic game module in enhancing the achievement of tense in English grammar among VIII standard students.3. To find out whether there is any significant difference between pre test and post test scores of the experimental group students. Methodology: One group pre test and post test method was adopted in the study. Fifty students studying in standard VIII from N.K.T. Government aided School was selected as sample of the study. Tool: Researcher's self –made achievement test was used as tool for the study. Findings: Interactive Electronic Games are more effective in learning tense in English grammar for the learners at standard VIII.

KEYWORDS: Interactive Electronic Games, English Grammar, Module, Effects.

INTRODUCTION:

English grammar plays a vital role in learning English language. Doff (1988, 32), stated it students learn the main structure of English, it will help them greatly to speak and to write the language". Accordingly, the main goal of learning grammar is to help the students to speak English with organised and correct structure: Without grammar, students are unable to communicate effectively.

Grammatical knowledge is regarded as a very important element of communicative competence and for language users to communicate effectively. Hence, grammar is an essential tool in building confidence, language and fluency. (Vasilopolous, 2888:3)

Learning in general does not happen instantly, but often requires, practice and simply time. Thus, if something can be learned from games, it might be likely to happen because people easily spend more time playing than doing many other things. Good, well-designed games are engaging and can aid learning because of numerous features they have (Prensky 2001: 106) they have rules and clear goals, they are interactive, adaptive and they give feedback.

NEED AND SIGNIFICANCE OF THE STUDY:

The present study has plenty of information to develop ways of learning that suit all learners' interests and abilities and activates the process of games to acquire an effective Interactive Electronic Games to elevate the student's knowledge. It examines the effect of using games on the student's level of grammatical efficiency and gives a

suggested perspective for developments and changes. The purpose of the study is to monitor the level of the student's achievement of tense in the grammar test and to improve the learning process in general and grammar in particular to VIII standard. It creates a positive class atmosphere and more positive learning experiences overall.

REVIEW OF LITERATURE:

A lot of research has been conducted on the method of learning through interactive electronic games.

Luong (2009) studied the application of games in grammar review lessons for sixth graders. The study consisted of a survey with the involvement of 8 teachers and 225 students from three high schools and experimental project with 82 students within 3 months. The results showed a dramatic improvement of student's ability in using grammatical knowledge in written tests and oral performance as well.

Nguyen (2008) in a Teaching and learning grammar through games in the tenth grade at Hung Vuong high school indicated the necessity of games for easing the difficulties, existing the atmosphere in teaching and learning grammar. The results emphasized that for the teachers who just follow the tasks given in the textbook and do not create any games activities lead a grammar lesson to a boring, hard-digesting experience to their students and surely, do not meet the need for more interesting and effective grammar classes.

OBJECTIVES OF THE STUDY:

1. To develop an achievement test to diagnose the achievement of tense in English grammar.
2. To find out the impact of interactive electronic game module in enhancing the achievement of tense in English grammar among VIII standard students.
3. To find out whether there is any significant difference between the pre test and post test scores of the Tamil medium students.
4. To find out whether there is any significant difference between the pre test and post test scores of the English medium students.

HYPOTHESES OF THE STUDY:

1. There will be significant difference in achievement mean score of the students between the pre test and post test of experimental group students.
2. There is no significant difference between the pre test and post test scores of the Tamil medium students.
3. There is no significant difference between the pre test and post test scores of the English medium students.

VARIABLES

The independent variable-Interactive Electronic Games and the dependent variable namely achievement score was used in the study.

DELIMITATIONS OF THE STUDY:

The study is applied in accordance with these limitations.

1. The study identifies the effect of interactive electronic games on learning tense in English grammar for the VIII standard.
2. The study is applied in N.K.T. Government School, Chennai.
3. The study is confined to 50 students of standard VIII studying in Government aided School.

METHODOLOGY:

One group pre test and post test method was adopted in the study. **Sample:** 50 students of VIII standard studying IN Government aided school, Chennai was selected as sample for the study. 50 students were considered as experimental group. **Tool:** Researcher's self-made achievement test was used as a tool for the study. The achievement test was consisted of 25 questions.

CONSTRUCTION OF TOOLS:

The investigator's self - made Achievement test was used for the pre test and post test of experimental group. The same question paper was used for pre and post tests to evaluate the student's knowledge in grammar in English subject through grammar questions which carried one mark for each question and contained 25 marks.

PILOT STUDY:

Achievement test in tense was prepared by the investigator. To find out the difficulty index and discriminating power of the items, the developed preliminary draft of 30 items were administered to 20 students of class VIII of N.K.T. Government aided school, Chennai. Answers were scored with the help of scoring key developed by the investigator. After getting the results of all the students, the obtained scores were arranged in descending order. From this order upper 27% and lower 27% Students were identified. The scores of these two groups were used to compute difficulty index and discriminating power. It was calculated by using biserial correlation coefficient by using Flangan's table (1955). The items in the distribution curve between 25 % and below 75% were taken into consideration. The items, where the cutting points for difficulty indices and validity indices were satisfied were accepted on the other hand, if an item is not satisfied the validity index criterion, it was rejected. In this way, overall 25 items were accepted for the final draft.

PROCEDURE OF THE STUDY:

The following activities were designed

One group pre test and post test of experiment group was prepared.

1. Designing the Interactive electronic games module to teach tense in English grammar.
2. Preparation of Lesson Plan and Blue Print.
3. 10 games were downloaded from the web site.
4. Concept of the tense with examples and exercises were explained.
5. Discussions and feedback were done.

DATA COLLECTION:

The researcher administered pre test to the students with the help of the teachers. The question paper and response sheets were given to the individual learner. It was collected and evaluated. The investigator identified the problems of the learners. The causes of low achievement by unsuitable methods were found out. Interactive learning method was used in the classroom for learning for 10 days. The post- test was administered and the effectiveness of Interactive Electronic Games was found.

HYPOTHESIS TESTING:

Hypothesis-1

Table-1 showing the significant difference in achievement mean score of the students between pre test and post test of experimental group students.

Variables	Mean	SD	Standard Error Mean	t Value	Level of Significance
Pre-Test Score	13.88	2.623	0.371	74.389	0.01
Post-Test Score	18.86	2.571	0.363		

From the above mentioned table 1 the calculated 't' value 74.389 , mean differences 13.88, 18.86 and the level of significance 0.01 shows that there is a significant difference in achievement mean score of the student between the pre-test and the post test of experimental students.

Hypothesis-2

Table-2 showing significant difference between pre test and post test scores of the Tamil medium students.

Variables	N	Mean	SD	Standard Error Mean	t Value	Level Significance
Pre-Test Score	24	13.6250	2.94607	.60136	52.31	0.01
Post-Test Score	24	18.5833	2.73332	.55794		

From the above mentioned table 2 the calculated 't' Value 52.31, mean differences 2.94607, 2.73332 and the level of the significance 0.01 shows that there is a significant mean difference between pre test and post test of Tamil Medium students.

Hypothesis-3

Table-3 showing the significant difference between pre test and post test scores of the English medium students.

Variables	N	Mean	SD	Standard Error Mean	t Value	Level Significance
Pre-Test Score	26	14.1154	2.32081	.45515	52.04	0.01
Post-Test Score	26	19.1154	2.43847	.47822		

From the above mentioned table 3 the calculated 't' Value 52.04, mean differences 14.1154, 19.1154, and the level of the significance 0.01 shows that there is a significant mean difference between pre test and post test of English Medium students.

FINDINGS:

1. There is significant difference in achievement mean score of the students between the pre-test and post test of experimental group students.

2. There is significant difference between pre test and post test scores of the Tamil medium students.
3. There is significant difference between pre test and post test scores of the English medium students.

It shows that learning tense in English grammar by using Interactive Electronic Games modules is more effective.

EDUCATIONAL IMPLICATION:

1. Games should be perceived as elements of the process of learning, students should gain benefits from games connected with English learning in the process of learning at the right time and place.
2. Researches should be done to evaluate the other websites on the Internet that gives English grammar with criterions.
3. This kind of research can be done to colleges to examine the students' knowledge on the advanced grammar.

CONCLUSION:

The study reveals that the students of standard VIII N.K.T Government aided School had problems in learning tense in English grammar. Learning tense in English grammar through Interactive Electronic Games is more effective. Hence, it will be more supportive to enrich English grammar at standard VIII.

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