VIDEO GAME BASED LEARNING IN ENGLISH GRAMMAR

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ABSTRACT

The study enlightens the effectiveness of Video Game Based Learning in English Grammar at standard VI. A Video Game package was prepared and it consisted of self- learning activities in play way manner which attracted the minds of the young learners. Chief objective: Find out the effectiveness of Video-Game based learning in English grammar. Methodology: Parallel group experimental method was adopted in the study. A sample of Sixty students studying in standard VI were selected on the basis of score of a test for the study. Sampling method: Purposive sampling method was adopted in the study. Selection of sample:30 students were involved for traditional learning of English Grammar and another 30 were considered for Video Game Based Learning in English Grammar. Tool: An achievement test was used after establishing validity and reliability. Pre-test-Treatment and Post-test-trearment was used for the study. Finding: Video Game Based Learning is more effective than conventional methods of learning English grammar. Educational implications; Video Game Based Learning may be extended to other subjects and other levels of classes.

Keywords: Video- Game-based learning (GBL) , Game-based learning, Video games. Standard VI (upper primary school).

INTRODUCTION

The implementation of English as an international language, enhances the international understanding and cultural development of the world. So it is to be revamped among the younger generation to stand on the dais of globalization. To enrich the fluency of English language transactions, it can be ameliorated from the upper primary level. Learners endeavour to learn their mother-tongue up to primary level. After acquiring communicative skill in the mother-tongue of the learners, they try to learn the English as a second language, as seen in most of the developing and developed countries. Sentence structure of English language does not resemble the mother-tongue of the learners, which raises hurdles in learning Grammar. Learning grammar is essential to acquire the skill of correct usage in writing and speaking of any language, which can be ensured by learner's interest in the play-way Video game based learning. Games are not only used for entertainment and pastime, but for training and practice of skills and abilities. Their challenging factors motivate to deal intensively with a subject. Tactic and cleverness are substantial for many games. The new technologies have changed the world of

games and opened undreamed-of possibilities for customized actions, effects and integration of other media.

Significance of the study

Most of the young learners are unable to step on to Higher Education due to aversion and fear on English Language and its grammar. Most of the young learners belong to rural area, which becomes a barrier to enrich the communicative skill of English Language. Negative attitude of the learners on English can be eliminated and positive attitude on learning English created by finding an innovative electronic based teaching and learning material for grammar. Researcher is specialized in Upper-primary Education and found out a new technique of preparing the grammar exercises by using Video-game at standard VI. Video-Game-based learning (GBL) refers to different kinds of software applications that use games for learning or educational purposes

Review related studies

The increasing importance of Game Based Learning (GBL) has been highlighted recently by Lord Sainsbury 2007, when he acknowledged the importance of 'serious games' to the productivity and advancement of policy in

the UK (Department of Trade and Industry, 2006). While the demand for GBL is often provided by learner expectation based upon home use of games (de Freitas, 2006), the challenges of implementing GBL are significant. Learners are clearly expecting more engaging learning content as they are used to this at home. Franklin S. Hoyt(1906) found out in his "The Place of Grammar in the Elementary Curriculum" that there was no relationship between grammar instruction and the ability to think logically, which led Hoyt to conclude there is no relationship "between a knowledge of technical grammar and the ability to use English and to interpret language". John J. DeBoer(1959) noted the consistency of findings of studies of grammar and writing throughout the early half of the century: "The impressive fact is . . . that in all these studies, carried out in places and at times far removed from each other, often by highly experienced and disinterested investigators, the results have been consistently negative so far as the value of grammar in the improvement of language expression is concerned" (417).Singaravelu.G,(2007)discussed in his article that Educational technology may be utilized by using innovative technique such as video games. Strom Ingrid after reviewing more than 50 experimental studies, Strom came to the conclusion that "direct methods of instruction, focusing on writing activities and the structuring of ideas, are more efficient in teaching sentence structure, usage, punctuation, and other related factors than are such methods as nomenclature drill, diagramming, and rote memorization of grammatical rules".

The above studies failed to ponder on Video-Game Based Learning Grammar in English. Hence the study on Video Game Based Learning in English Grammar was selected for the study.

Objectives

The researcher has framed the following objectives for the study:

? To assess the problems of the young learners using the present methods of Learning Grammar in English at standard VI in Panchayat Union Middle School, Vattar

? To find out the significant difference between the post test of control group and post-test of Experimental group in achievement mean scores of the pupils in English Grammar.

? To find out the significant difference between the Pre-test of Experimental group and Post-test of Experimental group in achievement mean scores of the pupils in English Grammar.

? To assess the impact of Video Game Based Learning in learning English Grammar.

Hypotheses

The researcher has framed the following hypotheses.

? Students of standard VI in Panchayat Union Middle school, Vattar have problems in learning English Grammar.

? There is no significant difference between the post-test of control group and post test experimental group in achievement mean scores of the pupil of standard VI in Panchayat union primary school, Vattar.

? There is no significant difference between the pre- test of Experimental group and post-test of Experimental group in achievement mean scores of the pupils in English Grammar.

? Learning English Grammar by using Video Game Based Learning is more effective than existing approaches.

Operational definitions

Video Game Based Learning refers to use of Video Games for learning.

English Grammar is a subject prescribed for the children to learn English.

Method of study

Parallel group Experimental method (control group and experimental method) was adopted for the study.

Sample design

Sixty pupils(30 control group and 30 Experimental group) of standard VI from Panchayat union middle school at Vattar in Thiruvarur district were selected as sample for the study.

Construction of tools

The investigator's self made Achievement test was used for the pre-tests and post-tests of both control groups and experimental groups. The same question paper was used for both pre-and post-tests to evaluate the pupils' skills in English Grammar through objective types of question which carried one mark for each question and contained 25 marks. Pupils could answer appropriately by using the Video Game Based Learning in English Grammar.

Procedure of the study

Phase 1: Identification of the problems of the learners of standard VI in learning English Grammar in existing methods by administering pre-test.

Phase 2: The problem of the learners in learning English Grammar was discussed with the class teachers.

Phase3: Discussion about available Educational Technology in the school.

Phase 4: Preparation of the tool with the help of the class teacher.

Phase 5: Administrating pre-tests to both groups of children in learning English Grammar and tabulating the score for evaluation.

Phase 6: Preparation of Video games for English Grammar with experts.

Phase 7: Validating the package of video game and modifying the package.

Phase 8: Practicing the video game based learning English grammar in the classroom.

Phase9: Executing the new method video game based learning in English grammar.

Phase10: Administering the post-test towards the learners of Experimental group.

Phase11: Finding the effectiveness of the package.

Data collection

The researcher administered pre-test to the pupils with the help of the teachers. The question paper and response sheets were given to the individual learners and collected, evaluated and learning obstacles of the learners were identified by the pre-test. The causes of low achievement by unsuitable methods were found out. The Video Game Based Learning was practiced in the classroom based on the subject matter of English grammar. The post-test was administered and the effectiveness of the Video Game Based Learning was found.

Data analysis

Statistical technique 't' was applied for the study.

Hypothesis testing

Hypothesis 1:

Students of standard VI in Panchayat Union Middle school, Vattar have problems in learning English Grammar.

In the pre-test, students score 31% marks in learning English grammar through conventional method and the Experimental group students score 74% marks in post-test It shows that Students of standard VI in Panchayat Union Middle school, Vattar had problems in learning English Grammar through conventional method.

Hypothesis 2:

There is no significant difference between the post-test of control group and post-test of experimental group in achievement mean scores of the pupil of standard VI in learning English Grammar through Video Game Based Learning in Panchayat Union Middle School, Vattar.

Table 1 shows the achievement mean scores between post-test of control group and post-test of Experimental group.

The calculated 't' value is (8.65) greater than table value (2.00). Hence null hypothesis is rejected at 0.05 level. Hence there is significant difference between the post test of control group and post test of experimental group in achievement mean scores of the learners of English Grammar.

Stages	N	Mean	S.D.	df	t-value	Result
Post-test Control Group	30	10.64	3.23			
				58	8.65	significant
Post-test Experimental Group	30	17.65	3.21			

Table 1. Achievement mean scores between post test of control group and post-test of Experimental group

Hypothesis 3.

There is no significant difference between the pre-test of Experimental group and post-test of Experimental group in achievement mean scores of the pupils in English Grammar.

Table 2 shows the achievement means scores between pre-test of experimental post-test of experimental group.

The calculated 't' value is (8.67) greater than table value (2.00). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the pre-test of Experimental group and post-test of experimental group in achievement mean scores of the learners in English Grammar.

Hypothesis 4.

Learning English Grammar by using Video Game Based Learning is more effective than existing approaches.

Table 1 and 2 prove and confirm that Video Game Based Learning is more effective than traditional approaches in learning English Grammar at standard VI. Mean scores in pre-test of Experimental group by conventional method is 13.70 which is less than post test of Experimental group by using Video Game Based Learning where the Mean score is 19.65.

Findings

1. Students of standard VI in Panchayat Union Middle school, Vattar have problems in learning English Grammar.

2 There is significance difference between the post-test of control group and post-test of experimental group in achievement mean scores of the pupil of standard VI in learning English Grammar through Video Game Based Learning in panchayat union primary school, Vattar.

Stages	N	Mean	S.D.	df	t- value	Level of significance
Pre-test Experimental group	30	13.70	3.24			
				58	8.67	P>0.05
Post-test Experimental Group	30	19.65	3.21			

Table 2. Achievement mean scores between pre-test of Experimental group and post-test of Experimental group.

3. There is significant difference between the pre-test of Experimental group and post-test of Experimental group in achievement mean scores of the pupils in English Grammar.

4. Learning English Grammar by using Video Game Based Learning gives significant improvement.

Educational Implications

1. Video Game Based Learning can be extended to primary level, secondary level and higher secondary level.

2. It can be implemented to use in adult education.

3. It may be implemented in Teachers Education and alternative schools.

4. Slow learners can improve by using it.

Conclusion

The study reveals that the learners of standard VI at panchayat union Middle school of Vattar had problems in learning English Grammar by using traditional approaches. Video Game Based Learning is more effective in learning English Grammar. Hence, it will be more supportive to promote upper primary education.

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