



'Flower Arrangement'- An Innovative Game to Learn English Grammar, 'Articles' Among The Secondary level

P.SASIKALA

Ph.D Scholar in Education, Avinashilingam University for women, Coimbatore -43.

Dr.N.VASUKI

Associate professor, Department of Education, Avinashilingam University for women.Cimbatore- 43

ABSTRACT

In the present study effectiveness of games in teaching and learning English Grammar Proficiency was investigated. Pre-test post-test equivalent groups design was adopted to a sample of 60 secondary school students. It is found that the experimental group shows significant difference in their English grammar Proficiency while learning through games.

KEYWORDS

INNOVATIVE:Definition;The process of translating an idea or invention into a good or service that creates value or for which customers will pay.Meaning:To be called an innovation, an idea must be replicable at an economical cost and must satisfy a specific need. GAMES: According to Hadfield (1999) "A game is an activity with rules, a goal and an element of fun....Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term" This definition highly evaluates the importance of games in teaching. It adds to teachers' techniques in teaching that games serve not only as an 'amusing activity', but as a technique to carry out tasks to learners amusingly as well.

SECONDARY LEVEL: Students studying from 8th to 10th fall under this category called 'Secondary level'. The investigator has taken the 8th std students as the sample group for the study and they are under the age group 13-14.

1. INTRODUCTION:

Linguists, teachers and students think that language games are a negative activity or a waste of time. Many of them, who have not tried using language games yet, still doubt if these language games would be useful or practically possible with their students. However, there are views which are far different from those above. For them, in teaching and learning, games are one of the most useful strategies to encourage language acquisition. They have been used to promote students' language proficiency in variety of aspects: grammar, vocabulary, writing, speaking etc. "Games should not be regarded as a marginal activity filling in odd moments when teacher and class have nothing better to do" (Lee 1979: 3). In this part, we will explore a clear understanding of game in the classroom

2. OBJECTIVES OF THE STUDY

- To prepare instructional materials which consists of language games such as 'Flower Arrangement' to enhance learning grammar of the secondary level pupils in 'Articles'
- To implement the instructional materials for the experimental group
- To find out the significant difference in the English grammar proficiency of the experimental and control group in the pre stage with respect to Articles
- To find out the significant difference in the English grammar proficiency of the experimental and control group in the post stage with respect to Articles
- To find out the significant difference in the English grammar proficiency of the experimental group in the pre and post stage with respect to Articles
- To find out the significant difference in the English grammar proficiency of the control group in the pre and post stage with respect to Articles.

3. Hypotheses of the Study

- "there is no effectiveness in games for grammar learning

over conventional grammar teaching and learning method"

- "There is no significant difference in English grammar proficiency between the experimental group and control group in the pre- stage with respect to Articles"
- "There is significant difference in English grammar proficiency of the experimental group Versus the control group in the post stage with respect to Articles "
- "There is a significant difference in the English grammar proficiency of the experimental group in pre and post stage with respect to Articles "
- "There is a significant difference in the English Grammar Proficiency of the control group in the pre and post stage with respect to Articles "
- "there is no effectiveness in games for grammar learning over conventional grammar teaching and learning method"
- "There is no significant difference in English grammar proficiency between the experimental group and control group in the pre- stage with respect to Articles "
- "There is significant difference in English grammar proficiency of the experimental group Versus the control group in the post stage with respect to Articles "
- "There is a significant difference in the English grammar proficiency of the experimental group in pre and post stage with respect to Articles "
- "There is a significant difference in the English Grammar Proficiency of the control group in the pre and post stage with respect to 'Articles "
- prepare instructional materials which consists of language games such as 'Flower Arrangement' to enhance learning grammar of the secondary level pupils in Articles
- To implement the instructional materials for the experimental group.

3. HYPOTHESES:

- "There is no effectiveness in games for grammar learning

- over conventional grammar teaching and learning method”
- “There is no significant difference in English grammar proficiency between the experimental group and control group in the pre- stage with respect to ‘Articles’.
 - “There is significant difference in English grammar proficiency of the experimental group versus the control group in the post stage with respect to ‘Articles.’”
 - “There is a significant difference in the English grammar proficiency of the experimental group in pre and post stage with respect to ‘Articles.’”
 - “There is a significant difference in the English Grammar Proficiency of the control group in the pre and post stage with respect to ‘Articles

METHODOLOGY:

➤ SAMPLE

The 8th standard pupils in a Government Higher Secondary School, Mettupalayam, Coimbatore district of Tamil Nadu was selected based on the ‘Convenience Sampling Technique’. This is due to the invigilator’s convenience to go to this school in order to make a frequent visit to handle and to give remedial change for the selected experimental group. The total strength belongs to sections A, B, C & D (n=120) and were divided as A & B (n=60) sections for experimental group, and C & D (n=60) sections for control group. The samples were divided randomly as control and experimental group by numbering 1 and 2.

But the sample taken for the Pilot study was 60, the experimental group consists 30 (both male and female) and the control group comprised of 30(both male and female)

The composition of the sample selected for the study is given below:

Experimental Group	Control Group
n=30	n=30
(Section A, B,)	(Section C & D)

➤ TOOL

The main objective of the investigation is to enhance English grammar learning through games and for which the following tools were employed.

- Pre and post-test questionnaire (self-developed)
- Specially designed Grammar games were prepared by the investigator as an interventional strategy. Low cost materials were used for the interventional programme to promote learning grammar. Initially, Pre-test was administered to the total sample (Control and Experimental group)by using a self-developed achievement test as a tool for assessment. A general orientation was given about English and the importance of English grammar to the total group (both control and experimental group).

ADMINISTRATIVEPROCEDURE:

- General and Specific orientation was given A session for discussion was arranged and the students of VIII standard were mentally free to talk on the importance of English grammar and its role. The researcher collected data about the teaching of English grammar and students’ understanding. The students were given full freedom to speak about the usual, conventional method of teaching grammar and their area of difficulty was discussed. Following, the general session, aspecific orientation to the Experimental group was given about the innovative grammar learning games (teaching and learning grammar through games) which may be enjoyable and entertaining and at the same time grammar could be learnt unconsciously in a play way method. The students were advised not to disclose the grammar learning games to other students till the end of the study.

CONTROL GROUP

Table-1

(Total Periods: 10periods (4 weeks) in the forenoon sessions)

WEEKS	Pre- planned Schedule for FOUR full weeks	
First	Participant recruitment, orientation and consent from parents were carried out. Tools given for jury opinion	
Second	Preparation of material and planning for the INTERVENTION	
Third& fourth	Grammar units	CONVENTIONAL METHOD OF TEACHING
	ARTICLES	A , An and The were taught through chalk and talk method (conventional method) for solid 10 days
	POST - TEST	Fifth day of the last week

4 weeks in the Aftnoon sessions

Weeks	Intervention Programme	
1 st and 2 nd weeks	Grammar Aspect	Language games for
	ARTICLES	For the first one period – knowledge was brushed up in order to recapitulate what was already learnt about ‘Articles’ (‘a’, ‘an’ and ‘the’)before introducing the games to the experimental group
		Related language game , ‘Flower arrangement’ was executed in the class (10 days)
	Post –test	Last one period of the 10 th day.

Intervention programme

Periods for Intervention: 10 periods in the Afternoon sessions

Time hours: 360 hours (6 hours for a week)

Practicing grammar (‘Articles’) through games
GAME; LOWERARRANGEMENT’

Introduction Given:

The game for the Articles starts in order to practice or recapitulate the previous knowledge. For this the game named as “Flower Arrangement” was conducted. The sample for the study was 30 who were divided as 15 for each team.The investigator used a big Flower Vase (empty chocolate tin) was kept in front on the teacher’s table. A number of flowers with long stem (broom stick and variety of colour papers were used to prepare flower faces with words written on them. These flower stems were kept assorted in a tray. While the game is played, the players are expected to pick flowers as much as they could and are supposed to arrange them in their respective jars a, an and the team points depends on the number correct flowers being arranged. The winning team was appreciated with a big hand of applause.

Results and Discussion

TABLE -1ENGLISH GRAMMAR PROFICIENCY OF THE EXPERIMENTAL GROUP AND CONTROL GROUP PUPILS IN THE PRE-ASSESSMENT STAGE

Grammar Units	Experimental group		Control group		t value
	Mean	SD	Mean	SD	
Articles	3.70	0.95	3.83	1.08	0.51 (NS)

NS: Not significant

Table value 0.05 level=2.66

From the table 1, it was inferred that the obtained't' values 0.51of articles respectively are found to be not significant. It means that there was no significant difference between both groups at the pre stage. Thus the hypothesis stated, "there is no significant difference in English grammar proficiency between the experimental group and control group in the pre-stage with respect to 'Articles' respectively" is accepted. The result shows that there is no significant difference between both the groups at the pre stage level.

FIGURE-1
BAR DIAGRAM SHOWING THE MEAN VALUE OF DIFFERENT GROUPS IN THE PRE-ASSESSMENT STAGE

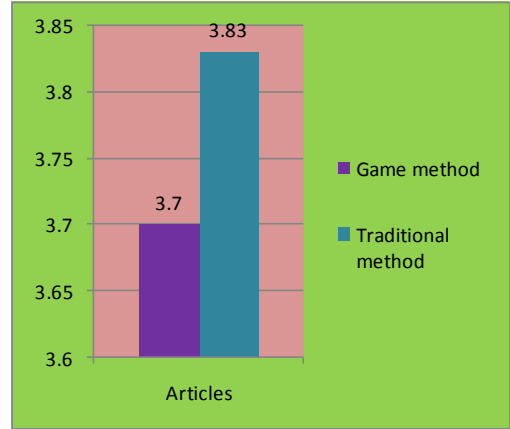


TABLE- 2
MEAN, SD AND't' VALUE OF DIFFERENT GROUPS IN THE POST- ASSESSMENT STAGE

Grammar Units	Experimental method group		Traditional method group		t value
	Mean	STD	Mean	STD	
Articles	6.63	1.32	4.03	1.09	8.27**

****Significant a 0.01 level**
Table value 0.05 level=2.66

From the table 2, it was inferred that the obtained't' value 8.27 ** of 'Articles' respectively are found to be significant at 0.01 level. It means that there was significant difference between the mean scores of the two groups at the post- stage level. Thus the hypothesis stated, "there is significant difference in English grammar proficiency of the experimental group Vs the control group in the post stage with respect to articles respectively" is accepted. Resulting that there was a vast significant difference between both the groups at the post stage level and it can be concluded that the Experimental method of learning and practicing the grammar units is more effective. It was statistically proved to be the best method to learn grammar than the traditional way of teaching and learning.

FIGURE-2
BAR DIAGRAM SHOWING THE MEAN VALUE OF ENGLISH GRAMMAR PROFICIENCY OF DIFFERENT GROUPS IN THE POST-ESSMENT STAGE

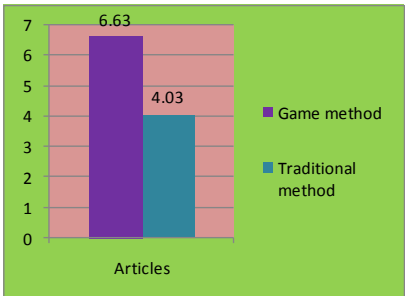


TABLE -3
DIFFERENCES BETWEEN THE PRE AND POST TEST SCORES OF THE EXPERIMENTAL GROUP FOR 'ARTICLES'

Grammar Units	Pre Test		Post Test		t value
	Mean	SD	Mean	SD	
Articles	3.70	0.95	6.63	1.32	10.50**

**** significant at 0.01 level**
Table value 0.05 level=2.76

From the table 3, It was learnt that the obtained 't' values 10.50** of 'Articles' respectively are found to be significant at 0.01 level. It means that there was significant difference between the pre-test and the post test scores of the experimental group. Thus the stated hypothesis, "there is a significant difference in the English grammar proficiency of the experimental group in pre and post stage with respect to 'Articles' " is accepted. As a result, it was statistically concluded that the post test scores of the experimental group have risen very high when compared with the pre-test scores. This proves that learning and practicing English grammar through game method is effective statistically.

FIGURE-III
BAR DIAGRAM SHOWING THE MEAN DIFFERENCES BETWEEN THE PRE AND POST TEST SCORES OF THE EXPERIMENTAL GROUP FOR 'ARTICLES'

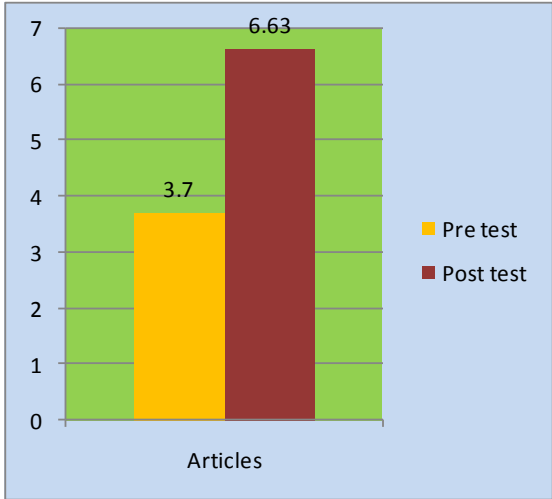


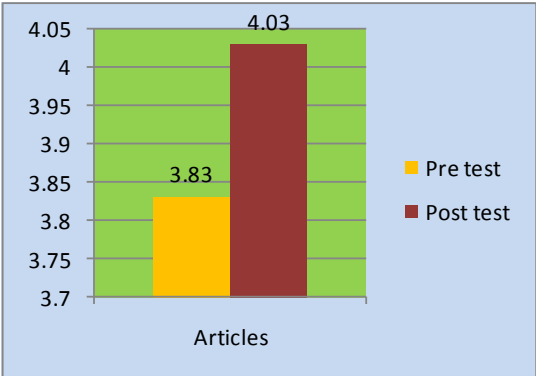
TABLE 4
THE PRE AND POST TEST SCORES OF THE CONTROL GROUP FOR THE GRAMMAR UNIT, 'ARTICLES'

Grammar Units	Pre test		Post test		t value
	Mean	SD	Mean	SD	
Articles	3.83	1.08	4.03	1.09	1.23 (NS)

Table value-0.05 level=2.76
NS: not significant

Table 4 shows the obtained't' value is 1.23 of Articles is found to be not significant. It means that there was no significant difference between the pre-test and the post- test scores of the control group. Thus the stated hypothesis," there is a significant difference in the English Grammar Proficiency of the control group in the pre and post stage with respect to 'Articles' " is rejected. It can be concluded that even though there was a meagre raise in the mean scores of the control group, it was not statistically significant. Thus the traditional method of teaching and learning are statistically insignificant.

FIGURE- IV
BAR DIAGRAM SHOWING THE MEAN DIFFERENCES BE-
TWEEN THE PRE AND POST TEST SCORES OF CONTROL
GROUP FOR 'Articles'



Findings of the study

- Grammar learning games proved to be more effective over conventional grammar learning method in learning the English grammar units taken for the study
- There was no significant difference between the experimental group and the control group in the pre stage and it was proved statistically that both the groups are equivalent in the English grammar proficiency before treatment. Thus, this shows that the Experimental group of learning and practicing the grammar unit, 'Articles' was statistically significant and much effective
- No significant difference in English grammar proficiency was found between the experimental group and control group in the pre- stage with respect to the grammar unit, 'Articles'.
- There was a vast significant difference between both the groups at the post stage level and it can be concluded that the grammar learning games for learning and practicing the grammar units such as 'Articles' was more effective. It was statistically proved to be the best method to learn grammar than the traditional way of teaching and learning
- The post test scores of the Experimental group have risen very high when compared with the pre-test scores. This proves that learning and practicing English grammar through grammar learning games was effective statistically.
- There was a meagre raise in the mean scores of the Control group, it was not statistically significant. Thus the traditional method of teaching and learning are statistically insignificant.

REFERENCES

Riedle,C., (2008). Web 2.0: helping reinvent education. Available at <http://www.thejournal.com/articles/21907>