



EFFECTIVENESS OF INTERACTIVE ELECTRONIC GAMES IN MOTIVATING VIII STANDARD STUDENTS TO LEARN ENGLISH GRAMMAR

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ABSTRACT :

The present study intended to investigate the interactive electronic games towards motivating the students to learn English grammar. The objectives of the study were: 1) to find out the impact of interactive electronic game module in enhancing motivation to learn English grammar among VIII standard students, 2) to find out the significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar and 3) to find out the significant difference between the pre-test and post-test scores of the control and experimental group students. Experimental method was conducted on a sample of 153 students studying in VIII standard. The researcher identified the students with low motivation of English Grammar learning. They were divided into two groups. One of the groups represented the control group of 30 students and the other represented the experimental group of 30 students. Motivation to Learn English Grammar is a Standardized Scale which was modified by the researcher. It consists of 25 items. The study concluded that interactive electronic games in motivating the students to learn English grammar were more effective than the traditional methods.

KEYWORDS : Interactive Electronic Game Module, Motivation, Problem Solving, Creative Thinking, Collaborative Work.

INTRODUCTION

Teaching English to the school students is not an easy job; it requires a lot of work and preparation. Language learning is hard work. Effort is required at every moment and maintained over a long period of time (Wright, Betteridge & Buckby, 2005). English Teachers' work is presently more challenging than previous days. In the present scenario, teachers have incredible tools to make their teaching more motivational and effective. When compared with more traditional modules, Interactive Electronic Games promises a higher motivation and Academic Achievement of learners by presenting content in an interactive and competitive way. Interactive Electronic Games could be an effective means of teaching tool.

According to Hanusand Chytilova, motivating learners in education is considered to be one of the most important fields. Pupil's success in the educational process is not determined only by his innate abilities but also by other stimuli. The task of the teacher is to support and develop these impulses.

Motivation is one of these stimuli. Motivation helps to develop pupils positively. Suitable motivational activities of teachers can raise and maintain pupil's interest in learning, particular subject or other learning activities. (Hanus, R., Chytilova, L., 2009)



NEED AND SIGNIFICANCE OF THE STUDY

The present study has lots of information to improve the ways of learning that creates all the students' interests, abilities and stimulate the process of learning English grammar. 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 motivation to improve the learning process in general and grammar in particular to VIII standard. It creates involvement, collaborative work in the classroom and more positive learning experiences overall. Hence, the researcher selected the study entitle Effectiveness of Interactive Electronic Games in motivating the students to Learn English Grammar at Standard VIII.

REVIEW OF LITERATURE

A lot of research has been conducted on the method of teaching using games and the researchers were able to come up with the related studies which support their investigation. Interactive electronic games help the students have involvement, creative thinking and problem solving in their learning process. The learners make collaborative work while they learn in the class room.

Krashen (1985) says that second language acquisition is a highly collaborative and interactive process. Liang (2002) conducted a research study to examine the effects of co-operative learning on teaching English as a second language to senior high school students. She found that the students in the experimental group outperformed the students in the control group in their language skill.

Namerow (1996) points out the role of motivation by saying that lack of motivation is probably the greatest obstacle to learning (p.3). Gardner's (1985) says that language acquisition focuses on language learning taking place in the class room and stresses that motivation is one of the important variables in second language learning. On the whole, motivation is defined as stimuli for the students to achieve their goals in their language skill.

OBJECTIVES OF THE STUDY

- To find out the impact of interactive electronic game module in enhancing motivation to learn English grammar among VIII standard students.
- To find out the significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar.
- To find out the significant difference between the pre-test and post-test scores of the control and experimental group students.

HYPOTHESES

1. There is no significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar.
2. There is no significant difference between the pre-test and post-test scores of the experimental group students.

METHODOLOGY

The researcher adopted the experimental approach. The sample of the study consisted of 153 students. The researcher identified the students with low motivation of English Grammar learning. They were divided into two groups. One of the groups represented the control groups of 30 students and the other represented the experimental group of 30 students.

DESCRIPTION OF THE TOOL

Motivation to learn English Grammar (Yu, Shu-Yun, 2005) is a Standardized Scale modified by the researcher. It consists of 25 items. The items are representative of the various study technique and adequate discriminating power. It is a 4-point scale having four categories of responses such as 'Disagree', 'Agree',

'Strongly disagree' and 'Strongly agree'. If the individual obtained the score of 24 in lie scale, it is considered as invalid for analysis whose responses are omitted. The minimum possible score is 25.

INTERACTIVE ELECTRONIC GAME MODULE

While developing the interactive electronic game module, the following aspects were taken into considerations.

1. The aim and the method of the games.
2. The time and the number of students to carry out the game in each group.
3. The work sheets were used to teach the new structure and the answers given to the students at the end of each activity.
4. The rules of each game.
5. 10 games were downloaded from the web site.
6. Various techniques and methods were trained through interactive electronic games to motivate the students to learn English grammar.

Table 1: Dimensions of Motivation to Learn English Grammar

S.No.	Dimensions	Items	No. of Items
1.	Involvement	1, 2, 3, 4, 5, 6, 7, 8, 9	9
2.	Problem Solving and Creative Thinking	11, 12, 13, 14, 15, 16, 17, 18, 19	10
3.	Collaborative work in the classroom	20, 21, 22, 23, 24, 25	6

DATA COLLECTION

The researcher administered Pre-test & Post-test to the students with the help of the teachers. The standardised scale on motivation to learn English grammar was given to the individual learner and evaluated. Learning problems of the learners were identified by the pre-test. The causes of low motivation by unsuitable methods were found out. Interactive learning method was practiced in the classroom for 10 days. The post- test was administered and the effectiveness of Interactive electronic games was found.

HYPHOTHESES TESTING

Table 2: Significance of Mean Difference between the Control and Experimental Group Students in the Post-Test Scores of Motivation to Learn English Grammar

	Group	Mean	SD	t-value	Level of Significance
Motivation to Learn English Grammar	Control	27.8000	1.51771	15.531	0.01
	Experimental	43.6333	5.81605		

From Table-2, the calculated t-value 15.531 is significant at 0.01 level. It shows that there is significant mean difference between post-test scores of motivation to learn English grammar.

Fig 1. Significance of Mean Difference between the Control and Experimental Group Students in the Post-Test Scores of Motivation to Learn English Grammar

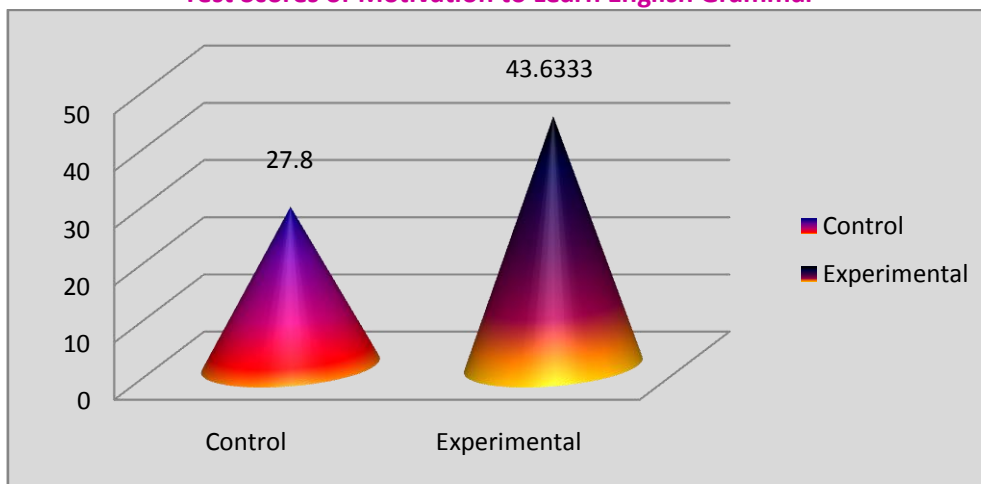
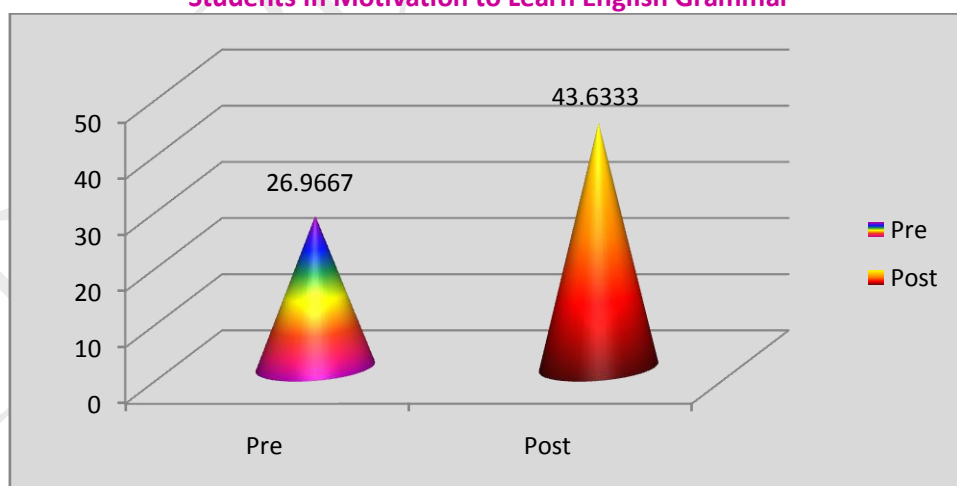


Table 3: Significance of Mean Difference between the Pre-Test and Post-Test Scores of Experimental Group Students in Motivation to Learn English Grammar

	Tests	Mean	SD	t-value	Level of Significance
Motivation to Learn English Grammar	Pre	26.9667	1.29943	15.698	0.01
	Post	43.6333	5.81605		

Table-3 shows that the calculated t-value is 15.698 which is significant at 0.01 level. This indicates that there is significant mean difference between pre-test post-test scores of motivation to learn English grammar.

Fig 2. Significance of Mean Difference between the Pre-Test and Post-Test Scores of Experimental Group Students in Motivation to Learn English Grammar



FINDINGS

1. There is significant difference between the control and experimental group students in the post-test scores of motivation to learn English grammar.
2. There is significant difference between the pre-test and post-test scores of the experimental group students.

3. The statistical results indicate that the interactive electronic games in motivating the students to learn English grammar are more effective than the traditional method.

EDUCATIONAL IMPLICATIONS

1. Interactive electronic games are strongly recommended when teaching English grammar.
2. School and class room atmosphere should be provided with motivating equipments to enhance students' interest and abilities for the active participation.
3. Both the teachers and the students should accept the importance of games to develop practicing English grammar.
4. English grammar exercises based on games which create positive atmosphere.
5. Teachers should introduce materials, technique to use the games in the class room for the positive attitude towards learning English in general and grammar in particular.
6. Student-centered classes needed than teacher-centered classes.

CONCLUSION

The study reveals that the students of standard VIII had difficulties in learning English grammar through conventional methods. As the research shown that Interactive electronic games are more effective than the traditional method in learning English language especially, grammar. Games increased students' motivation in learning English grammar. Students became creative thinkers, problem solvers, observers and decision makers in the class room. Games developed co-operative learning among the students. On the whole, Interactive Electronic games enhance motivation to learn English grammar. Hence, it will be more supportive to enrich English standard VIII.

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