The Effectiveness Of Using Grammar Games On Teaching Verb And Tenses Among Tamil Medium Students At High School Level

Mrs. KIRUBADHARANI S① & Prof. J. JERLIN FEMI②

① M.Ed. Student, Sivanthi College of Education, Kundrathur, Chennai-600 069, Tamil Nadu, India.

② Professor, Department of Education, Sivanthi College of Education, Kundrathur, Chennai-600 069,
Tamil Nadu, India.

ABSTRACT

English serves as a global language. It plays a significant role in various developed and developing fields. Mastering English has become essential for everyday life. However, there are challenges in acquiring English, particularly for students studying in Tamil medium. Grammar forms the foundation of any language. Specifically, verb tenses are crucial for constructing sentences. This study investigates the effectiveness of Grammar Games in enhancing English teaching among Tamil Medium students at high school level. Grammar Games, encompassing planning, monitoring, and evaluating cognitive processes are increasingly recognized as powerful tools for fostering and deep understanding and academic success. The research employs quantitative analysis of post-test scores of control and experimental groups. High School students are exposed to Grammar Games interventions tailored to English learning tasks, with a focus on self-regulation, reflection, and goal-setting. Results indicate significant improvements in students' English language knowledge, critical thinking skills, and self-efficacy following the implementation of grammar games.

Keywords : Grammar Games, critical thinking and goal-setting.

INTRODUCTION

English can bring access to education and jobs, promote social mobility, and connect people. At its best, English can confer many benefits. English is the most spoken non-native language in India. English has thus been taught in India in varied form, EFL (English as a foreign Language) to ESL (English as a Second Language) apart from EAP (English as an Additional Language). From schools to colleges, the learner learns English Language till to get job. In order to meet the growing demand for higher education and job, English proficiency is much needed.

MEANING AND DEFINITION OF GRAMMAR GAMES IN EDUCATION

Grammar games is a teaching method that uses interactive activities to teach students grammar. It's a form of games-based instruction that can be used in many different ways.

Examples of Grammar Games

- Snakes and Ladders
- Action- reaction
- Can you make it?
- What is happening?

Here are some of the benefits of using Grammar Games in education:

- **Engagement -** Games are intrinsically entertaining and captivating. They encourage students to actively engage in the learning experience, enhancing both enjoyment and retention.
- **Retention -** When students are involved in their learning, they tend to remember information more effectively. English grammar games transform theoretical grammar concepts into practical activities, making them much easier to remember compared to simple memorization.
- **Bridge of Theory and Practice -** Grammar games enable students to go beyond traditional textbook activities by utilizing rules in practical, relevant situations. This link between theoretical knowledge and practical application enhances their comprehension and fluency.
- **Collaboration -** Numerous English grammar games necessitate collaboration, fostering students' abilities to communicate, listen, and work together to solve problems-skills that hold equal importance to grammar itself.
- **Motivation -** The urge to succeed and competition can serve as powerful incentives. Games leverage this inherent motivation and inspire students to exert greater effort.

NEED OF THE STUDY

Trends evolve over time, and education transforms to enhance benefits for all. Learning English has become the most prominent trend in the global education sector. Given its widespread use as a second language, numerous universities around the globe now provide courses exclusively in English. But there are some complications in learning English. Particularly, Tamil medium students often encounter challenges in comprehending grammar concepts, applying grammar rules appropriately. Grammar games could serve as an effective tool for teaching grammar in a simple manner. It has the potential to enhance students' academic performance. This research aims to provide valuable insights into the practical applications of grammar games in the context of enhancing English language learning.

OBJECTIVES

1. To find the significant relationship between classroom atmosphere scale and post test scores of control group.

2. To find the significant relationship between classroom atmosphere scale and post test scores of experimental group.

HYPOTHESIS

1. There is no significant relationship between classroom atmosphere scale and post test scores of control group.

2. There is no significant relationship between classroom atmosphere scale and post test scores of experimental group.

REVIEW OF RELATED LITERATURE

Acharya (2005) studied the effectiveness of games, work-card and self-instructional material on English language learning. It was intended to compare the effectiveness of games, work card and self-instructional material in terms of students and their opinions.146 students studying in IX standard were selected as sample for this study from Gujarati Medium schools. The investigator adopted experimental method for this study. In this experimental research, the data were analysed and interpreted using T-test, F-test, and chi-square techniques. The results

indicated that there were no significant differences in the performance of the students across the three groups engaged with games, work cards, and self-learning materials; however, the games approach was found to be more effective than the other two methods. Additionally, students expressed a preference for the learning experiences offered by the games approach, while also appreciating the work cards and self-instructional materials in the context of English Language Teaching (ELT).

Yu (2005) explored the effects of the use of grammar games as a teaching strategy for raising the grammatical accuracy level of secondary students of German as a second language. This thesis also aims to assess how game-based grammar teaching influences student motivation and the classroom environment. Furthermore, it examines whether the practice of grammatical concepts through games can enhance students' accuracy rates and contribute to a more enjoyable learning experience. The study involved two participant groups, a control group and an experimental group, who both received 90 sessions of grammar instruction over the course of 18 weeks from the same instructor. The curriculum was consistent for both groups. The distinction lay in the experimental group utilizing game-based practice, while the control group engaged solely in traditional grammar-based practice. Data were gathered through grammar tests and examinations, a motivation questionnaire, a classroom atmosphere questionnaire, a survey regarding the type of grammar practice, a questionnaire on grammar and grammar instruction, focus group discussions with students, and the researcher's field notes. The results of this investigation revealed a completely student-centred classroom environment. The researcher observed notable changes in students' behaviour. He remarked that instead of predominantly hearing Japanese in the classroom, he predominantly heard German being spoken. Additionally, he noted that students were interacting with native English speakers as well.

RESEARCH INSTRUMENTS

1. A game-based content on Grade 9 English for the Grammar "Verb and Tenses", was constructed and validated by the investigator and guide (2024).
2. A Questionnaire on Classroom Atmosphere prepared by Latha V.G, Faculty of the Department of Science and Humanities, Anna University, Chennai -600025

HYPOTHESIS : 1

There is no significant relationship between classroom atmosphere scale and post test scores of control group.

Table:1 Relationship between classroom atmosphere scale and post test scores of control group

Classroom atmosphere Vs Post-test scores	N	df	Calculated 'r' value	Remarks at level 5%
Control group	14	13	0.512	S

(For df 13 the table value of 'r' is 0.35, S - Significant)

From Table, it is inferred that the calculated "r" value (0.512) is greater than the table value (0.35) for the degree of freedom 13 at 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence it is

concluded that there is a significant relationship between classroom atmosphere and the post-test scores of the control group.

HYPOTHESIS : 2

There is no significant relationship between classroom atmosphere scale and post test scores of experimental group.

Table:2 Relationship between classroom atmosphere scale and post test scores of experimental group

Classroom atmosphere Vs Post-test scores	N	df	Calculated 'r' value	Remarks at level 5%
Experimental group	14	13	0.512	S

(For df 13 the table value of 'r' is 0.35, S - Significant)

From Table, it is inferred that the calculated "r" value (0.512) is greater than the table value (0.35) for the degree of freedom 13 at 0.05 level of significance. Therefore, the null hypothesis is rejected. Hence it is concluded that there is a significant relationship between classroom atmosphere and the post- test scores of the experimental group.

MAJOR FINDINGS

1. The calculated "r" value (0.512) indicates that there exists a significant relationship between grammar games in enhancing high school Tamil medium student's performance in English and post test scores of the control group.

2. The calculated "r" value (0.512) indicates that there exists a significant relationship between grammar games in enhancing high school Tamil medium student's performance in English and post test scores of the experimental group.

CONCLUSION

Result shows that there exists significant relationship between the post test scores of the control group and experimental group. By comparing the classroom atmosphere scores of control group and experimental group, it is observed that the control group scores are equal to the experimental group. This shows that though the control group students have same level of classroom atmosphere comparing to the experimental group, it is evident that due to grammar games-based teaching the experimental group has scored high in the post-test when compared to control group. Hence, it is concluded that the improvement

of the experimental group students in the achievement scores is only due to the effect of grammar games-based teaching.

REFERENCES

Rinvolucri, M. (1984), *Grammar games: cognitive, affective and drama activities for English as a foreign language students.* Cambridge [Cambridgeshire]; New York: Cambridge University Press.

Wright, A, Betteridge, D & Buckby, M. (2005), *Games for language learning* (3rd ed.). New York: Cambridge University Press.

Carrier, M. (1985), Take 5: *games and activities for the language learner*. An international Thomson Publishing Company.

Chen, IY. (2005), *Using Games to promote Communicative Skills in Language Teaching*. Retrieved from http:/itesl.org on 08.02.2006.