

CHAPTER - V

SUMMARY AND CONCLUSIONS

This chapter presents a brief summary of the research work carried out by the investigator under the following headings:

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5.0 Introduction

Grammar is usually taught by using traditional method till the recent past. Grammar lessons seems complex to students and that too teaching grammar is a challenging task for the teachers, who always rely on blackboard and chart papers as their teaching aids. In order to draw attention of the students and to make their learning a joyful event, we can use many handmade language games to make the class lively and enjoyable. Students get a shrinking face at the very word 'grammar' and they feel it to be a head breaking task to learn grammar and its basic rules.

To fulfil this lacuna, teachers can make use of innovative games to make the classroom interesting by using play way method. In the present study the investigator aimed to find out whether one can make a considerable shift from traditional way of teaching English grammar to an innovative set up i.e. 'English grammar games' by using low cost things to learn and practice selected aspects of grammar namely, articles, sentence

patterns, question tags, concord & reported speech : Games are one of the best ways to direct young learners' energy into language learning because they like to be physically active; moreover, they are imaginative and creative and they would learn sub consciously. Therefore young learners require a special effort and challenge from the teacher's side and these language games are one of the best means through which it can be achieved.

5.1 Statement of the Problem

By realising the need and importance of English grammar to the school pupils, the investigator selected the research problem, **“Effectiveness of Language Games in Learning English Grammar at the Secondary School Level”**. It is to evaluate the effectiveness of language games for learning and practising grammar among young learners in a school climate.

5.2 Objectives of the Study

The objectives of the study were:

- To prepare an instructional package which consists of 20 games, 4 for each of the 5 aspects of grammar namely Articles, Sentence patterns, Question tags, Concord and Reported Speech to enhance the learning of grammar at the secondary school level
- To construct a pre-test to evaluate the entry level knowledge of grammar of std VIII pupils.
- To implement instructional package for the experimental group
- To construct a post-test to evaluate the effect of the instructional package in the selected aspects of English grammar and in toto
- To evaluate the effectiveness of the instructional package in the learning of English grammar by the sample in terms of variables, gender and educational level of parents and siblings

5.3 Methodology in Brief

The investigator selected 120 pupils studying in VIII std (60 boys and 60 girls) from Government Higher Secondary School, Mettupalayam. The investigator selected 5 aspects of English grammar namely articles, sentence patterns, question tags, concord and reported speech for imparting grammar to the experimental group. The instructional package consisted of 20 language games to teach English grammar and experimental method was used in the study for the intervention programme. Achievement tests (pre-test and post-test) were prepared and used as tools for evaluation. Pre-test was administered by the investigator for the experimental group and by the regular teacher for the control group. The experimental group pupils were taught by the investigator using language games for necessary period. The control group pupils were taught grammar the same aspects selected, by the regular class teacher using the conventional method.

After implementing the intervention programme, the investigator administered the post-test for both control group and experimental group pupils. From the pre-test and post test scores obtained by the pupils, the relative merits of influencing variables and significance of the instructional package were evaluated. The data were subjected to three types of analysis viz., Descriptive analysis, Differential analysis and Analysis of Variance. The personal data obtained from the pupils and the mean and standard deviation of the test scores are described under Descriptive analysis. Differential Analysis was carried out and the efficacy of the intervention programme was tested using the 't' test and followed by Analysis of variance (ANOVA) .

5.4 Findings of the Study

- From the value obtained ($t=0.47$), it was revealed that the experimental group taught by (language game method) and the

control group taught by (conventional method) did not differ significantly in their English grammar proficiency at the pre-assessment stage.

- The mean score of the experimental group (M=29.85) was significantly higher than the control group (M= 17.76) at the post - assessment stage. So, the language game method of learning and practising was more effective than the conventional method, and was proved statistically.
- The mean obtained by the Control group for the aspect, 'articles' being 3.15 and for the experimental group for 'concord' being 2.20 and for 'reported speech' being 2.02 the control group of the sample has performed better in the pre-assessment stage in the respective aspects of English grammar.
- The obtained 't' values 11.70,10.49,13.06,11.66 and 15.81 between post test mean scores of control and experimental group of the aspects 'articles', 'sentence patterns', 'question tags', 'concord' and 'reported speech' of English grammar respectively ,are found to be higher than the table value and hence significant at 0.01 level. Hence the language games method was statistically proved to be a better method to learn grammar than the conventional way of teaching and learning.
- The obtained 't' values between pre and post test mean scores of experimental group 16.7, 16.6, 16.37, 15.58 and 20.20 of the English grammar aspects of , 'articles', 'sentence patterns', 'question tags', 'concord' and 'reported speech' respectively, are found to be higher than the table value and hence significant at 0.01 level. This proved that learning and practising English grammar through language games was effective and proved statistically.
- The obtained 't' values 2.80, 8.40, 7.80, 12.49, and 15.41 for English grammar aspects, 'articles', 'sentence patterns', 'question tags', 'concord' and 'reported speech' respectively, are higher than the table

value and hence significant at 0.01 level. So, there was a significant difference between the pre-test and the post-test mean scores of even the control group taught by conventional method in all aspects.

- Even though there was a difference in the pre and post test scores in both control and experimental groups, the effect size when calculated showed higher effects in the experimental group ($r = 0.84, 0.83, 0.83, 0.82, 0.88$ for the English grammar aspects, 'articles', 'sentence patterns', 'question tags', 'concord' and 'reported speech' respectively) when compared to the control group ($r = 0.25, 0.61, 0.58, 0.75, \text{ and } 0.79$). These results showed that the language games used to learn English grammar were really effective.
- Fathers' educational level did not influence the learning of English grammar taught by language games in the experimental group as revealed from the pre-test mean scores of the experimental group.
- Fathers' educational level did not influence the learning of English grammar taught by language games to the experimental group as revealed from the post-test mean scores of the experimental group.
- Mothers' educational level did not influence the learning of English grammar in the experimental group as revealed from the pre-test mean scores of the experimental group.
- Mothers' educational level did not influence the learning of English grammar taught by language games to the experimental group, aspect-wise but has influenced for all aspects put together in the study for the post-test.
- Brothers' education at different levels with regard to the aspects, 'articles', 'sentence patterns', 'question tags', 'concord', 'reported speech' and all aspects in total, in no way influenced the experimental group in grammar performance of the sample.
- Brothers education at different levels with regard to learning of grammar aspects namely, 'articles', 'sentence patterns', 'question tags', 'concord', 'reported speech' and all 5 aspects in total did not

influence as revealed in the post-test mean scores of experimental group of the sample.

- Sisters' education at different levels with regard to the learning of grammar aspects namely 'articles', 'sentence patterns', 'question tags', 'concord', 'reported speech' and all 5 aspects did not influence the experimental group in learning grammar, as revealed from the 'f' values of (pre-test) experimental group.
- Sisters' education at different levels with regard to the learning of grammar aspects namely 'articles', 'sentence patterns', 'question tags', 'concord', 'reported speech' and all 5 aspects did not influence the learning of English grammar as revealed from the post test scores of the experimental group.
- All the 20 games used for the experimental study were proved to be effective leading to learning of 5 aspects of English grammar selected in the study, as seen from the significant values obtained in the calculation of analysis of variances ('F' values = 35.25, 28.12, 73.89, 47.16 and 25.3)
- Genderwise analysis of the control group showed significant results between boys and girls in grammar aspects of 'articles', 'sentence patterns', 'reported speech' and in all aspects in toto, whereas there was no difference in aspects, 'question tags' and 'concord'. Girls performed better than boys in all aspects of , 'articles' , 'sentence patterns', 'concord', 'reported speech' and in all aspects including total selected, in the study.
- Genderwise analysis of the experimental group was showed significant results between boys and girls in 3 aspects of language grammar in 'question tags', 'reported speech' and in total aspects. Girls performed better in the aspects, 'articles' and 'concord' than boys whereas boys performed better in aspects, 'sentence patterns', 'question tags', 'reported speech' and in all aspects compared to girls.

- Mean gain scores of the experimental group was proved to be significantly higher in all aspects and in toto as seen from results obtained when gain scores of experimental and control groups were compared, thereby proving the effect of the language games used in the study.

5.5 Recommendations

Grammar learning is an important part of learning a language in any cultural context. Listening, Speaking, Reading and Writing (LSRW) are the four basic skills which are to be developed in a second language learner. Speaking depends upon good listening and hence in the language games method in experimental sample the pupils aim for listening as well as speaking. Further, games also involve reading and writing while playing the games in the study. And among them, 'Writing' is a very important skill through which we are assessed by the examiners when put in black and white. Grammar in particular plays a vital role in knowing the structure of English language especially for writing. English is no longer an alien language to us. Almost every educated Indian learner must have a basic knowledge of English. However, the ability to comprehend without grammatical errors has to be developed.

Keeping the above facts in mind, the following recommendations are given to the teachers, teacher educators, student teachers, administrators and curriculum framers.

- Grammar learning games should be practiced not only during the time table hours in the school, but also beyond hours, while playing in the open areas and in literary clubs
- Language games could be practiced during the time table hours in the school and also beyond hours, while playing in the open areas and during the literary club activities
- Basic mathematical concepts can be easily taught by using such manual games which are economically feasible

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- Preparation of such manual games can be used for other science subjects other than languages
 - the school department can develop creative language games for improving speaking skills for the school children to meet the competitive world of tomorrow
 - Inservice training can be given for government/private school teachers by the NCERT, SCERT, RIE (Mysore), DIET to teach English Grammar through language games
 - Work-shops can be organised for the preparation of such instructional materials
 - Language games can be included as a component of language teaching in the Teacher Education curriculum for the development of writing and speaking skills in teacher training and B.Ed programmes
 - The school education department can take initiative steps to sanction meagre amount of funds to all schools for the preparation of such materials by the teachers in schools
 - These games can be recommended to the material producers for the preparation of such low cost grammar learning games and also in schools during club or in periods like socially useful productive work (SUPW) and wealth from waste

5.6 Scope for Further Research

In this study, the effectiveness of grammar learning games has been attempted. There is a wide scope for pursuing research in a similar way. The possible areas of research are suggested below.

- To ensure a more dependable conclusion, studies using the same grammar language games can be extended in various private and government schools by including other demographic variables such as birth order, rural, urban socio economic variations, intelligence etc.
- An investigation into the oral communicative efficiency of teachers and pupils at various levels can be attempted.

- English grammar learning of pupils in relation to their linguistic ability can be a topic of interest at different levels.
- English grammar usage and spoken English can be taken for study.
- Oral skill development through new grammar language games can be experimented, from primary level to higher secondary level in the form of projects of longitudinal and cross-sectional studies.
- Development of grammar learning games can be prepared and executed for other grammar aspects for all classes according to the syllabus framed for various standards.
- Diagnostic tests and remedial teaching can be planned and implemented in order to identify pupils with language difficulties and to help them.

5.7 Implications for the Teachers and Student Teachers

Teachers, who are the agents of change, should understand and accept the need for developing the English grammar competencies of their students. The present syllabi at different levels can be modified to reflect this objective. In collaboration with the syllabus-framers, teachers can first make a need based -analysis of their students and plan a frame-work for the classroom activities allowing for maximum flexibility.

Teachers should understand the students' problem of writing without grammatical errors in English. So they can make a choice of appropriate classroom grammar learning games to be taught each day. Teachers can plan the self-learning activities which are to be given on a given day when planning for particular grammar unit.

Teachers have to know the different roles they have to play in the teaching of English grammar as that of a counsellor, initiator, organizer and manager, besides being a friend, philosopher and guide. The classroom arrangement can be made flexible for learners to go into groups, in Conference Halls or in open space.

Teachers should have a sense of unbiased way of interpretation of scores of different groups when playing the grammar learning games.

Student teachers could plan and use these games when they are on the internship session during their course of study. This will enable them to plan further using their creative ideas to plan and teach grammar units, when they are appointed as regular teachers.

5.8 Conclusion

English though taught as a second language acquires different dimensions in the present day context as it is increasingly in demand for all communications including international level. The elite use it as first language and of late every day communication is becoming English-oriented. Due to the globalization effect all over the world, English is assuming even more importance as an international language. It is also called as the link language, official language, and language of window of the world.

Even if one wants to excel in the IT field English has got its own position and called as the super power of the field of IT and software. This study investigated the importance of grammar learning games required at all levels for error free writing of English due to correct grammar aspects from the beginning. Specifically games are proved to be highly motivating and entertaining and they can give shy learners more opportunity to express their opinions and feelings and can be used in any cultural context.