
EFFECTIVENESS OF INTERVENTION PROGRAMME IN LEARNING QUESTION TAGS AT THE SECONDARY LEVEL

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Abstract : In this study, effectiveness of intervention programme in learning English Grammar was investigated. Experimental study was adopted to a sample of 120 students. It was found that the experimental group shows better understanding than the control group when they are taught through games. It makes the students learn and apply it in different situations with interest.

Keywords : English Grammar, Language Games, Teaching Techniques, Playway Method.

INTRODUCTION

*“ The art of teaching is only the art of awakening
the natural curiosity of young minds “*

- **Anatole France**

Kothari Education Commission of 1964-66 clearly defines education as, “initiation into life of spirit, training of human souls in a pursuit of truth and the practice of virtue”. Education helps in acquiring skills and knowledge for a complete, meaningful and happy life. Of around 6000 languages currently spoken in 200 countries, 1652 languages are used in India. India is a post colonial, multi-ethnic, multi-religious and multi lingual society that can never move toward linguistic homogeneity. English was the language of industrialization and modernization and now it is the language of globalization. Mother tongues or regional languages have failed to create market value for themselves and only English sells. English acquired a social value.

The Play Way Method

The traditional classroom puts teachers goals before students interests. Pupils take an active role in their learning. Child –centered education allows young children to initiate their own learning. It focuses on the whole child and emphasizes both cognitive and emotional development. In a child-centered classroom, children initiate their own learning by doing activities that interest them.

Naturally, a child –centered classroom will include a lot of learning through play. For this reason, it is more common to see this form of education, instituted at the early-childhood level. By play-learning with peer group-social development happens more readily. Additionally, emotional growth is heightened in a child-centered atmosphere where self-confidence and emotional expression are encouraged. Teachers act as “facilitators” in a child-centered class room. They

assist students in learning without providing direct instruction. The Teacher's ultimate role is to help students provide structure and order within the class while allowing each student to explore his or her own potential.

Pupils in schools are always interested in playing games. When some work is given in the form of play, they enjoy and do it well. Work is an activity taken up to attain something. Both work and play requires some amount of compulsion, but there is fun. Both work and play require an effort on the part of the doer. Play way method is making the pupils learn the language through play way activities. The main features of play are integrated with language activities. The work is done with interest and enthusiasm, which are the marks of play. English can be taught well through this method, as it happens to be the second language. Pupils come to the English class with great interest and enthusiasm. But the traditional methods used in the class make the pupils get bored and they lose interest, they become inattentive and restless. Hence, to make the lessons interesting and useful play way techniques and activities are needed.

A. 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

C. SELECTION OF THE SAMPLE:

- The pupils of VIII Std were selected for the study due to their experience having learnt English for 3 years at the secondary school level.
- Based on the convenient sampling technique the investigator selected 120 pupils of standard VIII (60 boys and 60 girls) from a Government higher Secondary School (Co-education) which is situated in the outskirts of Mettupalayam Panchayat union of Coimbatore District. The investigator has chosen this particular school for her convenience to go to this school as well as the need for making the learners to understand English grammar better. The total sample selected was grouped into 30 boys and 30 girls of Control group and 30 boys and 30 girls of Experimental group. The formations of these two groups were done by asking the boys and girls to number 1 and 2 in order. Then all 1s and 2s are grouped as Control and Experimental groups respectively and this was done for boys and girls separately. Table shows the details of the sample selected for the study:

• **SAMPLE SELECTED AT THE SECONDARY LEVEL**

Name of the School	Type of school	Class	Control		Experimental	
			Boys	Girls	Boys	Girls
Government Higher Secondary School, Mettupalayam. Panchayat Union, Coimbatore District	Government	VIII	30	30	30	30
			60		60	
TOTAL			120			

INTERVENTION PROGRAMME

Phase I:

First 15 minutes was utilized to brush up the pupils’ previous knowledge on the aspect taken for the study and the grammar rules were discussed. Doubts if any raised by the pupils were also made clear by the investigator. The investigator gave an orientation on how the game is to be played with its rules.

Phase II:

The games developed for all the 5 aspects were executed for experimental group.

S. No.	Grammar aspect	Phase - I (Orientation given)	Phase - II Execution of Games	Time
1.	Question Tags	Introduction of the aspect, ‘Question Tags’ is given by the investigator to avoid confusion and hints are given about the rules of grammar in ‘Question tags’ and the procedure to play the game is given in this phase followed by actual play of games	G1 :Hen and its Eggs	45 min.
			G2 :“Munch the Chocolate”	45 min.
			G3 :Hidden Treasure	45 min.
			G4 :Fix the Fox’ Tail	45 min.

RESULTS AND DISCUSSIONS

The data that have been collected from a sample of 120 belonging to standard VIII pupils, are analyzed in this chapter to determine whether the results support the hypotheses formulated earlier, to make inferences and to interpret them suitably. The pre and post-test scores of the control and experimental group were obtained by evaluating the pre-test and post-test question paper answered by the sample. The totals of the pre-test and post-test papers of the sample in both experimental and control groups were added for the total test as well as the sub-totals for 5

grammar aspects separately.

Three types of research analysis are used in the present study for the purpose of describing and interpreting the obtained data, and the same are detailed below:

- A. Descriptive Analysis
- B. Differential Analysis
- C. Analysis of Variance

Analysis of post-test scores of the sample–aspect-wise

The difference between the post–test mean scores (aspect-wise) of the experimental and control groups of the sample is shown in Table

Analysis of experimental and control groups in the post- assessment stage.

Grammar Aspects	Experimental group		Control group		t value
	Mean	SD	Mean	SD	
Articles	6.48	1.56	3.70	0.97	11.70**
Sentence patterns	5.91	1.33	3.88	0.69	10.49**
Question tags	5.70	0.94	3.50	0.80	13.06**
Concord	5.50	1.20	3.30	0.75	11.66**
Reported speech	6.27	1.35	3.27	0.58	15.81**

**Significant at 0.01 level

From the table it is inferred that the obtained ‘t’ values 11.70,10.49,13.06,11.66 and 15.81 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. It means that there is significant difference between the mean scores of experimental group over the control group at the post- stage level. Thus the hypothesis asstated Ho 4, **“There is nosignificant difference between pre-test meanscores of the experimental and control groups of the sample for the selected aspects of the English grammar”**isrejected. Hence itcould be concluded that the language Game method for learning and practising the selected aspects namely- articles, sentence patterns, question tags, concord and reported speech is moreeffective. It is statistically proved to be a better method to learn grammar than the conventional way of teaching and learning.

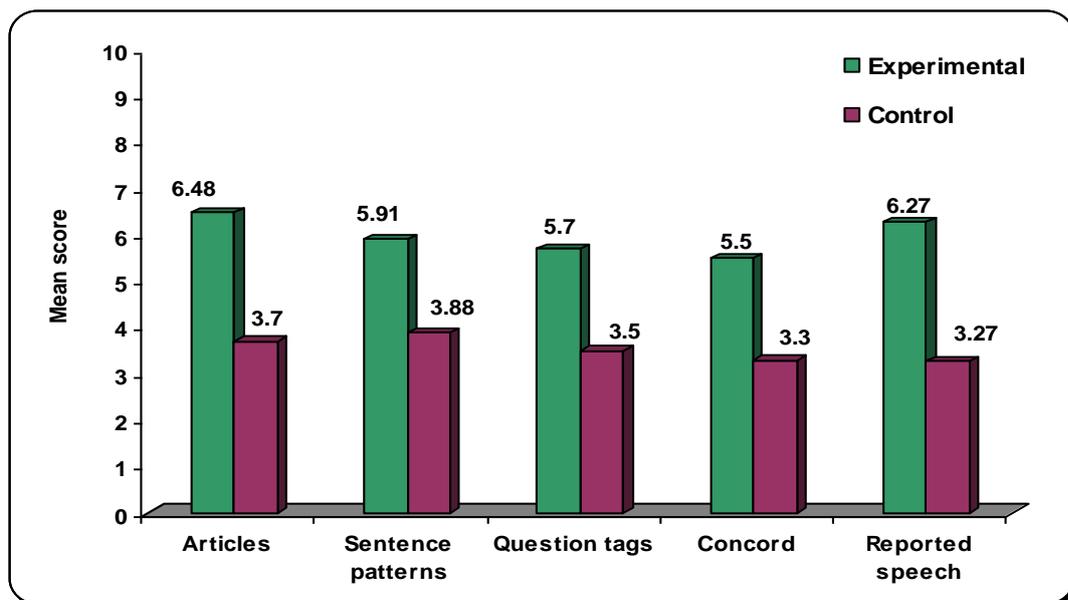


Figure: Post-Test Mean Scores of the Sample –‘Aspect-wise’

5. Analysis of pre and post-test mean scores of the Experimental group-‘aspect-wise’

The difference between the mean scores of pre and post-tests of the experimental group in relation to various aspects of English grammar is depicted in Table and Fig

Differences between the pre and post-test mean scores of the experimental group aspect-wise

Grammar aspects	Pre Test		Post Test		t value
	Mean	SD	Mean	SD	
Articles	2.35	1.12	6.48	1.56	16.70**
Sentence patterns	2.33	1.08	5.91	1.33	16.6**
Question tags	2.33	1.27	5.68	0.95	16.37**
Concord	2.33	1.06	5.50	1.20	15.58**
Reported speech	2.02	0.91	6.27	1.35	20.20**

** Significant at 0.01 level

It means that there is significant difference between the pre test and the post test scores aspect-wise of the experimental group. Thus the hypothesis stated as Ho 5, “**There is no significant difference between the pre and post-test mean scores of the experimental group with regard to articles, sentence patterns, question tags, concord and reported speech**” is rejected. This proves that learning and practising English grammar through language games is

effective statistically.

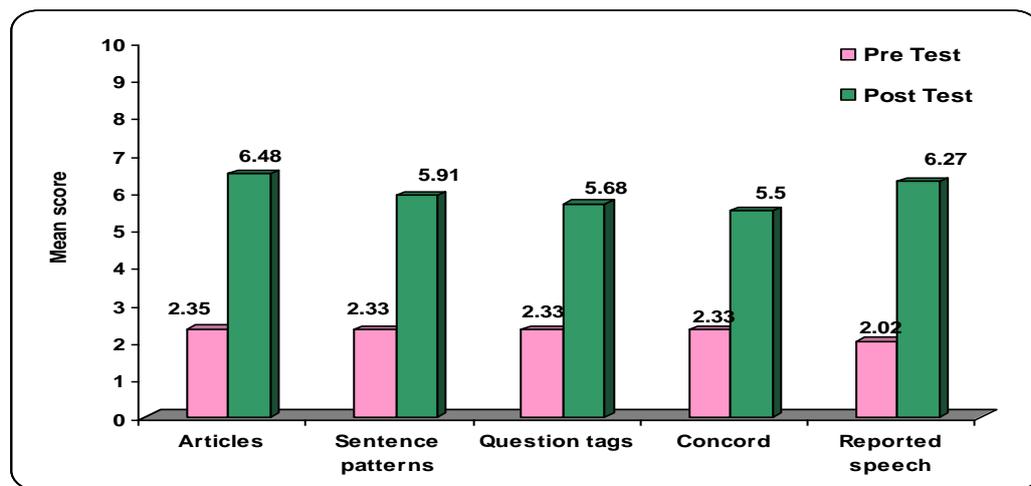


Figure: Post and Pre- test Mean Scores of the Experimental group for the Selected aspects of Grammar

Analysis of the pre and post-test mean scores of the control group- Aspect-wise

Grammar aspects	Pre test		Post test		t value
	Mean	SD	Mean	SD	
Articles	3.15	1.16	3.70	0.97	2.80**
Sentence patterns	2.62	0.94	3.88	0.69	8.40**
Question tags	2.32	0.97	3.58	0.81	7.80**
Concord	1.55	0.81	3.30	0.75	12.49**
Reported speech	1.42	0.81	3.27	0.58	14.41**

** -Significant at 0.01 level

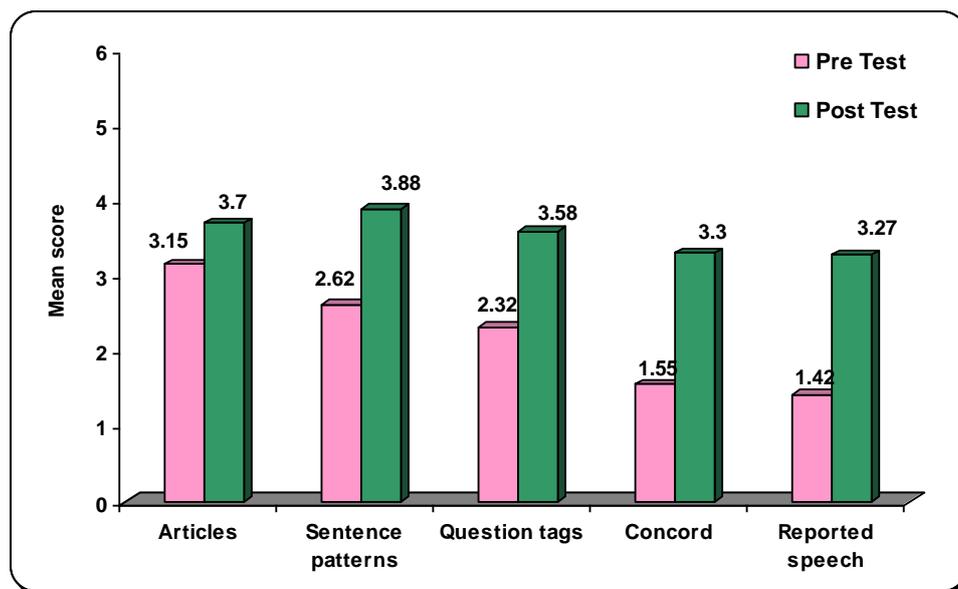


Figure: Difference Between pre and Post-Test Scores of the Control group for Selected aspects

The above, Table shows the obtained 't' values 2.80, 8.40, 7.80, 12.49, and 14.41 for articles, sentence patterns, question tags, concord and reported speech respectively, are higher than the table value and hence significant at 0.01 level. It means that there is a significant difference between the pre-test and the post-test scores of the control group taught by conventional method in all aspects. Thus the hypothesis stated as Ho6 "**There is no significant difference between the pre and post-tests mean scores of the control group with regard to the selected aspects of English grammar**" is rejected. It can be concluded that there is a rise in the mean scores of the post - test of control group (in all aspects) taught using conventional method of teaching grammar. The effect (r) values calculated for control and Experimental groups, in order to study the exact effectiveness between the 2 ratio of 't' values of pre and post-test mean scores are shown in Fig 7A.

Even though there exists 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 articles, sentence pattern, 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 shows that the games used to learn English grammar are very effective.

D. 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. The language game method of

learning and practising was more effective than the conventional method, and was proved statistically.

- ❖ 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.
- ❖ 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 were significantly higher statistically. 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.

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.

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