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Construction and Effectiveness of Game Based Learning Method for the Subject English Grammar

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Abstract

The present study aims to find out the effectiveness of Game Based Learning Method over Conventional method in teaching of English. Two groups, random sampling, post-test design was employed. Two experiments were carried out. In Both the experiments that results shows that the Game Based Learning Method was more effective than the conventional method in context of achievement of students. It can be concluded that there was no significant effect of Gender on the relationship between teaching method and student's achievement.

INTRODUCTION

The learning by doing is the best approach for classroom teaching. In game-based learning education takes a child-centred approach. Games have become crucially important for English Grammar language learners and teachers not only because they provide enjoyment and relaxation but also as they encourage students to use their language in a creative and communicative manner.

GAME BASED LEARNING

According to the 2010 Horizon Report, games are a way for students to experience the struggles and successes of collaboratively working towards a solution to a complex problem Wright (2006) define game as an activity which is entertaining and engaging, often challenging and an activity in which the learner play and usually interact with others. Game based learning is an engaging approach to education that integrates game elements into the learning process. It can increase motivation, retention and engagement by leveraging the natural enjoyment people find in the playing games. Game based learning incorporates various elements to create an effective learning experience.

1. Goals and Objectives: - Clearly defined goals and objectives provide direction and purpose for learners.
2. Challenges and Tasks: - Games present challenges and tasks that progressively increase in difficulty, promoting skill, development and problem-solving.
3. Interactivity: - Learners actively participate in the learning process by making decisions and taking actions that impact the game environment.



4. Storytelling and Narrative: - A compelling narrative and storyline can enhance engagement and immerse learners in the game world.
5. Competition and Collaboration: - Games can foster healthy competition among learners or encourage collaboration and teamwork.

OBJECTIVES OF THE STUDY

The following objectives were framed:

1. To construct Game based learning Method for the unit Tenses of English Grammar of Standard 7th.
2. To construct an Achievement test for the unit Tenses of English Grammar of Standard 7th.
3. To find out the effectiveness of Game based learning Method over the Conventional Teaching Method
4. To find out the effectiveness of Type of School on the relationship between the teaching methods and achievement.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for testing:

1. There is no significant difference between the mean scores obtained by students of Girls school learnt by the Game based learning Method and by the lecture method for the unit Tenses of English Grammar of Standard 7th.
2. There is no significant difference between the mean scores obtained by students of Boys school learnt by the Game based learning Method and by the lecture method for the unit Tenses of English Grammar of Standard 7th.
3. There is no significant difference of Type of school on the relationship between teaching methods and achievement.



VARIABLES

1. **Independent Variable**
Teaching Method {
 1. Game Based Learning Method
 2. Lecture Method
2. **Dependent Variable:** - Student's Achievement
3. **Moderator Variable:** - Gender
4. **Control Variable** :- Medium of Instruction, Standard, Subject, Unit
5. **Intervening Variable:** - Intelligence, Self-Motivation

SAMPLE

The investigator selected 7th Standard Students of two schools of Bhuj City. Out of these two, one is girls school and the other one is boys school. Students were selected by using simple random technique.

DESIGN

The present study was experimental in nature and its design was two group, random sampling, only post test.

TOOL

Investigator has constructed an achievement test of 25 marks for the measurement of dependent variable.

APPLICATION OF THE EXPERIMENT

This study was divided into two experiments. Experiment one was undertaken on students of Girls school and the later was undertaken on students of Boys school. For experiment one, two groups were formed randomly. Out of these two groups, group one which designated as experimental groups was taught the topic by using Game based learning Method. The second group which was designated as control group was taught the topic by using lecture method. The same procedure was used for experiment two.



COLLECTION OF THE DATA

After the experiments students were given an achievement test. In each experiment, both the groups were given the test simultaneously.

STATISTICAL TECHNIQUE

To find out the effectiveness of independent variable (teaching methods) on the depended variable (achievement) t-test was applied.

DATA ANALYSIS AND INTERPRETATION

Table-1: Analysis of scores obtained by students of Girls school on an Achievement Test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Game based learning Method	35	23.29	2.34	6.54*
Lecture Method	35	18.45	3.69	

*Significant level 0.01

Table-1 reveals that the 't' value is significant at 0.01 level. Hence, it could be inferred that there is a significant difference between the two groups. It means there is a significant difference between the mean scores obtained by students learnt by Game based learning Method and by the lecture method for the unit Tenses of English Grammar of Standard 7th. The students perform well when taught through Game based learning Method.



Table-2: Analysis of scores obtained by students of Boys school on an Achievement Test

Teaching Methods	Number of Students	Mean	Standard Deviation	t-value
Game based learning Method	34	22.92	2.12	6.32*
Lecture Method	34	18.56	3.45	

*Significant level 0.01

Table-2 indicates that the 't' value is significant at 0.01 level. It means there is a significant difference between the mean scores obtained by students taught the topic by Game based learning Method and by the lecture method for the unit Tenses of English Grammar of Standard 7th. The students perform well when taught through Game based learning Method.

Table-3: Result of experiments on students of Girls school and Boys school in context of the effectiveness of teaching method on the achievement

Experiment	Subjects of Experiment	Result
1	Students of Girls school	Game based learning Method was more effective than lecture method in context of achievement of students of Girls school
2	Students of Boys School	Game based learning Method was more effective than lecture method in context of achievement of students of Boys school

Table-3 indicates that Game based learning Method was found to be more effective than the lecture method in both cases. It means there is no significant difference of Gender on the relationship between teaching methods and achievement.



FINDINGS

Findings of this study were:

1. Game based learning Method was more effective than lecture method in context of achievement of students of GirlsSchool.
2. Game based learning Method was more effective than method in context of achievement of students of BoysSchool.
3. There was no effect of Gender on the relationship between teaching methods and achievement.
4. The Game based learning Method is effective in teaching students in context of their Gender.



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