

**Effectiveness of Gamification on Learning English Grammar of
Fifth Standard Students**

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by

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Declaration

I hereby declare that this dissertation **Effectiveness of Gamification on Learning Grammar of Fifth Standard Students** has been originally carried out by me under the guidance and supervision of Dr. S. Devika, Assistant Professor of Education, N.V.K.S.D. College of Education, Attoor, Kanniyakumari District, and this dissertation has not been submitted to any other university for the award of any Degree or Diploma.

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This is to certify that this dissertation entitled, “**Effectiveness of Gamification on Learning Grammar of Fifth Standard Students**” submitted for the M.Ed. Degree by S.R. Prashetha is a record of research work done by her under my guidance and supervision. It is further certified that the work is an original one and free from all kind of duplication.

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List of Abbreviations

EGT - English Grammar Test

UG - Universal Grammar

IPO - Input-Process- Output

DOSE - Discovery, Onboarding, Scaffolding and Endgame phase

CD - Compact disc

CHAPTER 1

Chapter 1

Introduction

1. Statement of the Problem
2. Need and Significance of the Study
3. Objectives of the Study
4. Hypotheses of the Study
5. Methodology in Brief
6. Delimitations of the Study
7. Chapterization

Chapter 1

Introduction

“Gamification is design that places most emphasis on the human motivation in the process. In essence it is human focused design”. By Yu kai chou

Gamification is the buzzword of today's world. It is the act of integrating game elements into both gaming and non-gaming environments. It is the inclusion of gaming components like leader-boards, awards, badges or levels, and point systems. Gamification, is the “use of game-based mechanics, aesthetics and game thinking to engage people, encourage action, improve learning and solve issues” (Kapp, 2012). Because it offers incentive, simple-to-understand challenges and competitiveness, as well as prizes for playing games, gamification is primarily appealing to the younger generation kids. It has the potential to be used in education to raise student engagement and motivation.

Several factors lead to the usage of gamification in educational contexts. It shifts the learning environment from challenging to enjoyable. It encourages students and increases their interest in the subject. They also learn best when they are faced with objectives, targets, and successes. The gamification of learning is an educational approach that seeks to motivate students by using video game design and game elements in learning environments. The goal is to maximize enjoyment and engagement by capturing the interest of learners and inspiring them to continue learning. Gamification, game-based learning or play-based learning refers to a type of game play with clear and defined learning outcomes. It entails implementing design

analogue and digital games to encourage language, critical thinking, and problem-solving skills in learners. It includes elements of games or play into the learning environment to boost engagement and participation of learners.

To increase student engagement and participation, the learning environment incorporates elements of games or play. Gamification is the process of incorporating gaming features into non-game contexts. It is the addition of game components like leaderboards, badges, and point systems to learning through games. It is an art form to take all the enjoyable components that are added to games and transfer them to the real world. Gamification is also a collection of actions and procedures used to address issues by utilising the attributes of game components.

The term ‘Gamification’ was first used in 2003 by British computer programmer and inventor Nick Pelling. He is best recognised for creating the 1984 video game FRAK. By redefining failure as a fundamental component of learning, gamification promises to build resilience in the face of setbacks. According to Marshall (2013), “gamification has the potential to increase student engagement and motivation (face-to-face or online)”. However, it is essential to make sure ‘the game’ is acceptable and encourages players to concentrate on the subject matter and instructional strategies.

Gamification and game-based learning are sometimes used interchangeably. The two ideas, however, differ greatly from one another. In reality, game-based learning incorporates games into the learning process as a way for students to hone a particular ability or accomplish a learning objective. Gamification involves using game principles and aspects to non-playful tasks to encourage and involve students in problem-solving (Pappas, 2014). In essence, missions, goals, point systems, stages,

and incentives are used to turn the learning process into an educational game. All of these game components work together to support the learner in meeting their academic goals. According to Zichermann (2013), ‘students prefer using logic and game dynamics as a teaching tool since it introduces them to a new way of thinking’.

Kapp (2012) asserts that the following fundamental ideas form the foundation of gamification:

1. Rules: Every game has implicit or explicit rules, and frequently students want to break the rules that are placed on them as well as their own rules.
2. Collaboration and competition: It aims to instil among students a spirit of constructive competition built on cooperative learning techniques.
3. Reward and criticism: Whether a result is positive or negative, the student is always given credit for his efforts. In order to motivate the learner to continue participating, a variety of incentives and reinforcement or feedbacks are used.
4. Difficulty levels: If there are different levels of difficulty in the assignment, the student is also encouraged to improve.
5. Storytelling: A strong narrative is always a motivating factor for many pupils who enjoy and relate with a certain type of character or plot.

English Grammar

The set of structural rules that govern English language are known as English grammar. It involves the organisation of individual words, phrases, clauses, sentences, and entire texts. According to Batstone (1994), Grammar is “an enormously prevalent phenomenon”. The study of word classes, their inflections, as well as their roles and

relationships in sentences, is another way to describe grammar. Grammar is the process by which words are combined and manipulated in a language to create longer meaning units. Grammar norms once held a very significant place in people's minds. The grammar have been taught in schools and cannot be questioned. The fact that someone can write and has enough knowledge of these norms indicates that they have mastered the language. Therefore, it is more suitable to use terms like formal grammar, functional grammar, transformational grammar, and minimalist grammar when referring to different grammatical styles of a language nowadays. At this point, game activities can be quite helpful because they can offer a framework for the proper use of language and, in addition to being entertaining and motivating activities, they also serve as a way to spark dialogue. It leads to the most effective grammatical exercises by actively using the language. There is no question that a game's appropriateness and its potential for providing language learners with meaningful experience depend on the age of the players. Additionally, it is well acknowledged that the use of games is primarily confined to the primary school years, when kids are eager to play games. Games are thought to be among the best methods for engaging children to practice, in addition to providing a manner of changing structural patterns.

Need and significance of the study

Many educationists resort to games in assisting their teaching. Despite the use of games in the classroom, English language learners have trouble mastering its grammar. The beauty of play in the learning environment is that learners develop autonomy quickly and can self-correct easily, with a minimum of emotional stress. There is a clear path of progression and learners can learn at their own pace. It also encourages active learning and provides an ideal environment for learning. Grammar

is one of the most controversial aspects when it comes to the learning of a language. As for Gamification, it is a useful method to use with classroom games.

The previous studies on student grammar learning regard that most of the students are weak in English grammar, vocabulary and speaking skill (Hossain & Phil, 2018). Although grammar is considered to have an important role in speaking and especially in writing, students find it as one of the difficult subjects to learn (Marlina, Sri & Pujasari, 2016). The previous studies on gamified-learning in improving grammar have shown effectiveness and improvement that can entail the active participation of students in learning grammar positively and effectively (Hashim, Rafiq & Yunus, 2019). The use of games with gamification should be extremely beneficial for students, who will learn a language by developing competence. Hence the study is undertaken to help the students learn English Grammar actively through gamification.

Statement of the problem

Effective learning always aims at the arousal of interest, effective communication and appropriate outcomes. Traditionally, teaching grammar consisted of the presentation and practice of grammatical items which is quite difficult for a learner. But it can be interesting if it is learned through games and play. It can also stop distractions and engage learners in a way that few other methods can. Hence the present study has been under taken with a view of finding out the “**Effectiveness of Gamification on Learning English Grammar of Fifth Standard Students**”.

Operational definitions of key terms

Some of the key terms used in the present study are operationally defined below.

Effectiveness

In this study Effectiveness means the outcome of Gamification in English Grammar Learning through the Gamification Package.

Gamification

The ‘Gamification’ in the present study refers to the package prepared for learning English Grammar (Noun and its kinds) of fifth standard students.

English Grammar

In this study English grammar is Noun and its kinds.

Fifth standard students

Fifth standard students refer to students who are studying in class Fifth.

Objectives of the study

1. To construct and validate an English Grammar Test (EGT) for fifth standard students.
2. To develop a gamification package for learning English grammar.
3. To test the effectiveness of the Gamification Package by using experimental and control groups.
4. To study the significant difference in the mean pre- test scores of EGT of experimental and control group students with respect to the total sample.
5. To study the significant difference in the mean pre- test scores of EGT of experimental and control group students with respect to the gender.
6. To study the significant difference in the mean post- test scores of EGT of experimental and control group students with respect to the total sample.
7. To study the significant difference in the mean post- test scores of EGT of experimental and control group students with respect to the gender.

Hypotheses of the study

1. There exists significant difference in the mean pre-test scores of EGT of experimental and control group students with respect to total sample.
2. There exists significant difference in the mean pre- test scores of EGT of boys in the experimental and control group.
3. There exists significant difference in the mean pre-test scores of EGT of girls in the experimental and control group.
4. There exists significant difference in the mean post- test scores of EGT of experimental and control group students with respect to total sample.
5. There exists significant difference in the mean post- test scores of EGT of boys in the experimental and control group.
6. There exists significant difference in the mean post-test scores of EGT of girls in the experimental and control group.
7. There exists significant difference in the effectiveness of gamification package in learning English grammar for the total sample.
8. There exists significant difference in the effectiveness of gamification in learning English grammar for boys of fifth standard.
9. There exists significant difference in the effectiveness of gamification in learning English grammar for girls of fifth standard.
10. There exists significant difference in the mean adjusted post-test scores of EGT of students in the experimental and control group for the total sample.

11. There exists significant difference in the mean adjusted post-test scores of EGT of boys in the experimental and control group.

12. There exists significant difference in the mean adjusted post-test scores of EGT of girls in the experimental and control group.

Methodology in brief

Method

Experimental method is used for the present study.

Experimental Design

The Pretest- Posttest Nonequivalent-Groups design.

Population

Population for the present study consists of all the fifth class students following state board syllabus during the academic year 2022-2023.

Sample

The study is conducted on a sample of 67 students studying in fifth standard of Yettacode Nursery and Primary School.

Tools used

1. Gamification package for learning English grammar
2. English Grammar Test (EGT)

Statistical techniques employed

In the present study the following statistical techniques are used

1. 't' test
2. Paired 't' test
3. ANCOVA

Delimitations of the study

The study delimits itself in the following aspects

1. The experimental study is delimited to one school in Kanniyakumari District.
2. The sample is delimited to 67 students only.
3. The experimental study is limited to select English grammar portion only.
4. The experimental study is delimited to only 20 working days.

Organization of the Report

The present investigation was reported under five chapters.

Chapter 1

It deals with introduction, gamification, English grammar, needs and significance of the study, statement of the problem, operational definitions of key terms, objectives, hypotheses of the study, methodology, statistical techniques and delimitations of the study.

Chapter 2

It contains the related literature on gamification, related studies and critical review of related studies.

Chapter 3

It deals with the methodology of present investigation, details of the sample, detail of the tools, data collection procedure and statistical techniques used.

Chapter 4

It contains analysis and interpretation of collected data.

Chapter 5

It deals with findings and conclusion of the study, Educational implications, and suggestions for further research.

The Chapter follows next deals with the theoretical overview of the variables concerned under study, review of related studies and critical review of related studies.

CHAPTER 2

Chapter 2

Review of Related Literature

1. Theoretical overview of the variables concerned
2. Review of related studies
3. Critical review

Chapter 2

Review of Related Literature

“The orientation of related literature is helpful in making a straight forward statement of need for investigation and of avoiding two extremes of apologetic attitudes and exaggerated claims”. (C.V.Good)

Review of related literature helps the researcher to understand the background and base the future research on that foundation. Review is needed to demonstrate relationship of previous research and the topic under investigation. The literature review is an integral part of the research process and makes a valuable contribution to almost every operational step. “It promotes greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication” (Mouly, 1964). Thus a research can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to the study proposed for a research.

According to Best (1992), “Since effective research is based upon past knowledge, the review of related literature helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation”. The review of related studies presented in the chapter enabled the investigator to check whether her study was a duplication of what has been done earlier in the field. It helps the investigator to choose appropriate methodology and statistical techniques to arrive at a meaningful conclusion.

This chapter is divided into three sections:

Section A: Theoretical overview of the variables concerned

Section B: Review of related studies

Section C: Critical Review

Section A

Theoretical overview of the Variables Concerned

In this study, the investigator attempts to study the effectiveness of gamification package in English grammar learning. Hence, the variables selected are gamification and English grammar.

Theoretical Overview of Gamification

Gamification, which aims to improve systems, services, organisations, and activities to create experiences that are comparable to those found in games in order to engage and encourage users, is a strategic approach. In most cases, this is achieved by implementing game design components and game concepts (dynamics and mechanics) in gaming situations.

History of Gamification

British-born computer programmer and inventor Nick Pelling first used the term 'gamification' in 2002. Games for Change was established in 2004 to serve as a forum for various games that assisted players in comprehending the complexities of social issues and promoting social change and humanitarianism in their local communities. For instance, one of their games, Darfur is Dying, lets players to experience the life of the 2.5 million refugees in the Darfur region of Sudan, thus increasing awareness and calling students out to stop the crisis.

In 2007, a number of companies began to develop and provide gamification services to various companies, including Badgeville, Bunchball, and Ripple. The term 'gamification' originally appeared in Bret Terril's blog in 2008, marking the first known use of the term. Due in large part to a series of conferences and summits that included speakers like Jesse Schell and Jane McGonigal, gamification started to really take off in the year 2010. They made the idea of gamification popular and encouraged people to consider its applications in all facets of daily life. In this year, the Gamification Research Network was also founded.

In San Francisco, California, the inaugural Gamification Summit was held in 2011. Top innovators and leaders in the gaming mechanics and engagement with science sectors attended the summit. According to a 2012 Gartner prediction, 70% of the worldwide 2000 firms would have at least one gamified application by 2014. Also according to his prediction, 80% of the present gamified applications will fail. M2 Research anticipated that by 2016, the gamification market would be worth \$2.8 billion.

The field of gamification has currently experienced exponential growth and growing awareness inside organisations, particularly as a talent acquisition and retention strategy. By mimicking training in an immersive and realistic environment that boosts motivation and engagement, gamification has the potential to save enterprises millions of dollars. It's time to take advantage of modern technology and our understanding of how the brain functions to improve performance and outcomes in a variety of contexts. A huge step in the right direction is provided by gamification.

Gamified Learning Theory

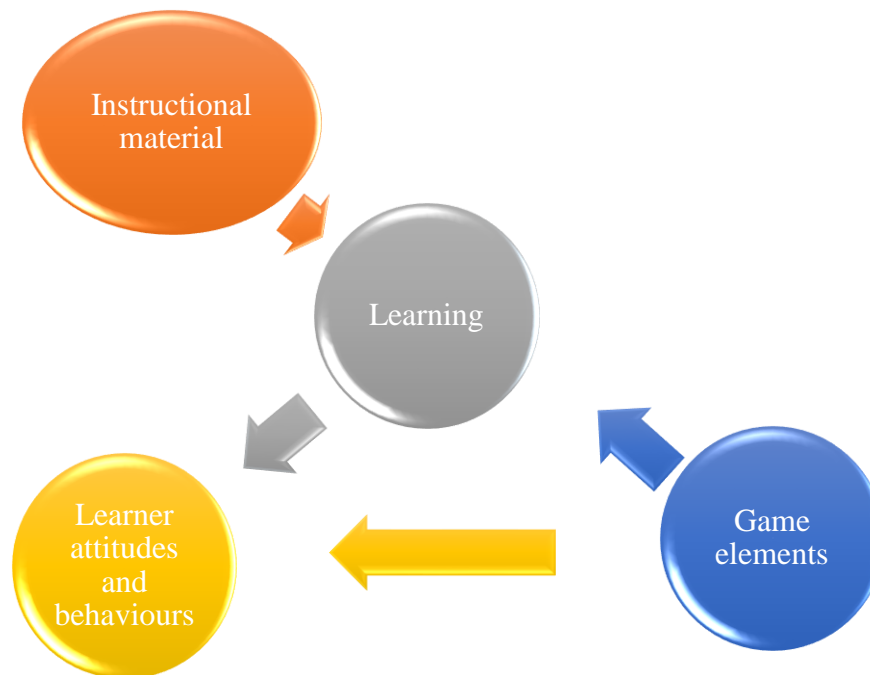
Richard Landers (2014) argued that a theoretical framework tailored to gamification was essential. His research makes use of serious game literature. He contends that rather than coming up with a brand-new set of definitions, taxonomies, models, and frameworks, it is better to understand what distinguishes two concepts that are strikingly similar and consider how the concepts might be connected. This idea was based on the notion of formalism, which states that “many theoretical constructions should not be used when a single construct would suffice” in terms of scientific inquiry (Cole et. al., 2012).

The main reason for suggesting this is to prevent resources from being split between two constructs that are similar instead of being used to further the understanding of the constructions (Le, Schmidt, Harter, & Lauver, 2010). According to Landers (2014), the construct of Serious games overlaps and is similar to the architecture of Gamification in this scenario. Gamification simply suggests using the necessary game aspects in existing training, as opposed to serious games, which incorporate all game features. Landers (2014), built on the Input-Process-Output model (IPO) (Garries et.al, 2002). According to him, the IPO model suggests that the process of training is driven by the instructional material and triggers the cycle that results in the training outcomes. This process of visiting and revisiting the material is expected to enhance the learning process and improve learner outcomes. However, Tay (2010) has argued that the purpose of the insertion of the game elements is not to teach the learner about the game elements but to influence behaviour and attitude and thereby improve learning. Whitton and Moseley, (2014) have also proposed that the presence of these elements would influence the level of motivation and thereby

improve learning outcomes. Based on these, Landers proposed the theory of gamified learning.

Figure 2.1

Representation of the theory of gamified learning



Five propositions form the basis of the idea behind gamified learning. The first proposition suggests that the instructional content would directly impact the learning that is happening. The second proposition suggests that the learning is influenced by learner attitudes and behaviours. According to the theory's third proposition, game elements are likely to influence attitudes and behaviours. The fourth and fifth propositions suggest the key relationships of the elements in this model. The fourth proposition puts forward that the game elements modify the relationship between the instructional material and learning results through their influence on learner attitudes and behaviours. However, the moderating effect would only increase or deteriorate

the initial link and would not independently influence the outcome. As a result, the strength of the association would still depend on quality of the original materials. The last proposition looks at the role of the game elements in directly influencing.

Concept of Gamification

The concept of gamification is not new to the today's globe. It is as a result of the fact that it is being utilised in numerous applications. Gamification is the concept of applying game design aspects to non-game contexts to encourage and boost user engagement for knowledge acquisition or task completion. It exploits people's natural competitive nature to spur them on and improve their performance. The same gamification approach can be used to stimulate and promote teamwork and cooperation, much like a league competition between football teams.

The objective of gamification, as a broader concept, is to use positive game-like experiences for the benefit of a serious goal. Gamification, however, simply uses game components and applies them to the real world. Instead of simply concentrating on amusement, the gamification considers education or behaviour change.

Gamification-Meaning

Gamification is the process of integrating game-like elements into gaming environments. It is the addition of gaming elements like leader-boards, badges, and point systems. Transferring the fun elements of games to the real world requires talent. It is often referred to as a set of procedures and strategies for resolving conflicts using elements of games. Businesses, organisations, and well-known brands employ gamification with great success all over the world. The growing acceptance of gamification promotes behavioural changes, healthy competition, and teamwork in addition to incentives.

Definition of Gamification

In 2002, Nick Pelling, defined Gamification as: “Applying game-like accelerated user interface design to make electronic transactions both enjoyable and fast.”

Gamification is a multidisciplinary concept spanning from a range of theoretical and empirical knowledge, technological domains and platforms driven by an array of practical motivations (Seaporn & Fels, 2015).

According to Kapp (2012), gamification is “using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.”

Gamification is the use of game metaphors, game elements and ideas in a context different from that of the games in order to increase motivation and commitment, and to influence user behaviour (Marczewski, 2013).

Gamification in Education

Gamification is a powerful technique for inspiring and involving students in academic settings. Some businesses use it as a methodology as well as a technology to boost employee motivation. Gamification, in this sense, is not just a marketing fad but also a behavioural/affective design that may be used in a variety of contexts, including education. Gamification in education is the practise of incorporating game design features and game-like experiences into the development of instructional materials. By including game design aspects in educational contexts, it is a growing strategy for boosting students’ motivation and engagement.

Gamification makes learning enjoyable and simple. Students are inspired and become more interested to learn the subject. They also learn best under pressure to meet objectives, targets, and accomplishments. Gamification is the process of enhancing learning through the use of game-based components including point systems, peer competition, teamwork, and score tables. It aids pupils in learning new material and assesses their level of understanding. In addition to being used in self-teaching applications and courses, it can be applied to academic disciplines.

The gamification of learning is an educational strategy that aims to inspire students by incorporating game mechanics and design aspects into classroom settings. The goal is to enjoy and engagement by capturing the interest of learners and inspiring them to continue learning.

Gamification in educational settings involves being present in class, concentrating on important learning activities, and taking the initiative. Some authors draw a distinction between game-based learning and gamification of learning. They claim that gamification only takes place when learning takes place in a setting other than a game, such as a classroom. Gamification of learning is defined as taking place when a set of game components is organised into a 'game layer,' or a system that works in combination with learning in conventional classrooms.

Game elements to facilitate learning

1. Mechanics for progress (points, badges, and leaderboards)
2. Characters and story
3. Player command
4. Instantaneous feedback
5. Possibilities for group problem-solving

6. Increasingly challenging learning scaffolds
7. Opportunities for improvement and mastery
8. Relational interaction

Advantages

1. Gamification empowers students to take control of their learning.
2. It offers chances for identity exploration by allowing users to adopt several characters.
3. It provides the freedom to attempt again after failing without suffering consequences.
4. It offers opportunities to promote enjoyment and fun in the classroom.
5. It offers possibilities for instruction that is differentiated.
6. Gamification makes learning more apparent.
7. It offers a manageable number of tasks and subtasks.
8. It encourages pupils to identify innate motivations for learning.

Disadvantages

1. It is costly to develop.
2. Games lose value over time.
3. It mostly requires internet, computer access and gamified environment.
4. Takes learners' attention away from learning goals.
5. Encourages excessive excitement or game addiction.
6. Does not suit all pupils' learning needs.
7. Blurs the line between reality and liveliness.
8. Consumes instructional resources or allocates money for additional resources.

Gamification Methods in Classroom:

1. Giving Points

Students advance through the rankings based on a scoring system for the correct responses. Points systems can also be effective for motivating the students to play the game in a more interesting way.

2. Establishing Playful Barricades

The use of incentive mechanics through the presentation of amusing hurdles and challenges is one of the main goals of gamification. Playful hurdles, for instance, can be logistical or artistic, behavioural or academic, social or private.

3. Developing Competitive Environments in the Classroom

The competition in class among students, other classes, or even the teacher is actually a very intense game-based element.

4. Examining and Comparing Individual Performance

Some video games provide a personalised analysis of the player's performance at the conclusion of each level, including achievements, points, strengths, and areas for improvement. Other games provide a mechanism for players to evaluate their own performance and compare it to that of other players.

Teachers encourage kids to level up, accumulate points, and engage in friendly competition.

5. Checkpoints, Levels, and Progression Techniques

To help students focus, teachers can use a variety of checkpoints, levels, or other progression symbols.

6. Achievement Awards

Gaining points for something can occasionally be both symbolic and tangible. A sign of their accomplishment, such as learning badges or stickers, may be given to pupils by their teacher when they complete particular checkpoints or levels.

Effectiveness of Gamification

Both in traditional classroom settings and online learning environments, gamification has proven to be incredibly beneficial.

The importance of gamification

1. Playing games fulfils basic needs (autonomy, value, competence etc.)
2. Games may be social (games may have leader boards, for example, Players may be able to challenge their friends or invite others to play)
3. Games promote continued participation (gamification helps retain users by encouraging them to keep playing and gain more points, rewards, or simply discover more information)
4. It fosters self-directed learning, giving students a sense of control over their education.

English grammar

Linguistic communications are channelled mainly through our sense of sound and sight. Grammar is the central component of language. It mediates between the system of sounds or of written symbols and the system of meaning. Grammar is the way to arrange words to make proper sentences. It is considered as the system of a language. Although there are certain grammatical differences among the many dialects of present-day English, these differences are fairly minor compared to regional and social variations in vocabulary and pronunciation. In linguistic terms, English grammar is also known as *descriptive* grammar. The grammatical rules of the English language are determined by the nature of the language itself, but the rules of use and the appropriateness of the use are determined by the speech community.

William Bullokar's grammar pamphlet from 1586, which had the explicit purpose of showing that English followed rules just like Latin, was the first English grammar to be published. Bullokar published his grammar in English and employed a reformed spelling system of his own design, but throughout the majority of the century that followed Bullokar's work, English grammar was written in Latin, particularly by authors who were attempting to appear scholarly. Latin and Greek parts of speech serve as the foundation for English parts of speech.

Some grammatical rules in English were adapted from Latin: for instance, John Dryden is considered to have invented the rule that no phrase can finish in a preposition because Latin does not allow it. The rule of no split infinitives was adopted from Latin because Latin has no split infinitives. As Thornbury (2002) points out, "grammar is partly the study of what forms are possible in a language". Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence." Basic tenets of grammar include verb tenses, articles and

adjectives, how questions are phrased, and much more. Grammar is essential for language to work. To communicate properly, people need to use grammar.

Universal Grammar (UG)

The term Universal Grammar predates Noam Chomsky in the 1960s. Noam Chomsky, an American linguist, philosopher, cognitive scientist, historian and activist. He was described as ‘father of modern linguistics’. For him, UG theory of the genetically based language faculty which makes UG a theory of language acquisition, and part of the innateness hypothesis. He frequently concentrated on how easily young children picked up new languages, is credited with popularising the Universal Grammar idea.

According to Brown (2006),

Chomsky named language acquisition device as the Universal Grammar, which meant that all the main and common rules of the concept of language are innately inherited as a ‘species-specific’ endowment and with the help of peripheral induction of the new vocabulary and grammatical utterances, children pick up and test their hypothesis. (p.29)

For a young child to become proficient at comprehending and speaking a language, Chomsky did not think that just exposure to it was sufficient. He thought that language learning is something that people naturally do. According to Chomsky's theory, the fundamental building blocks of language are already present in the brains of newborn.

The theory suggests that linguistic ability manifests itself without being taught and that there are properties that are common for all natural human languages. It is a matter of observation and experimentation to determine precisely what abilities are

innate and what properties are shared by all languages. The theory of Universal Grammar proposes that if human beings are brought up under normal condition then they will always develop language with a certain property. For example, distinguishing nouns from verbs, or distinguishing function words from lexical words.

An UG is not an account of the grammar of an individual language but more precisely, it is, “a set of hypotheses about the nature of possible and impossible grammars of natural (i.e. human) languages” (Radford, 1997, p.5). It follows that any grammar could be descriptively adequate if and only if it describes the properties of the intended language in accordance with and from among those universal properties already predicted and devised within the theory of Universal Grammar. This gives rise to one further criterion; that of universality. The second criterion of adequacy for grammars is that of explanatory adequacy. One more criterion of adequacy that a theory of language must meet is the learnability principle which assumes that a linguistic theory is adequate if and only if the grammar it generates could be easily learned by children in a relatively short period of time just as they normally do in early childhood. In other words, the grammar must be as simple as possible.

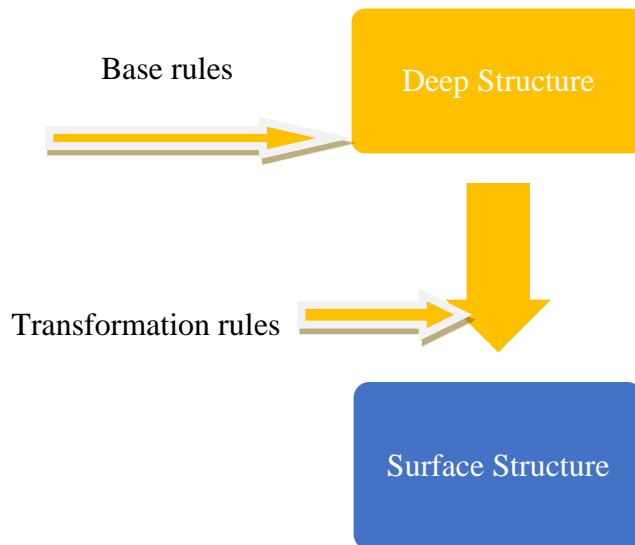
The structure of Chomsky’s theory of Universal Grammar is given below.

Figure 2.2

Structure of UG

Lexicon





Section - B

Review of Related Studies

Effectiveness of Using Games in Teaching Grammar to Young Learners (2011) was a study conducted by Yolageldili Gulin and Arikan Arda that was intended to be descriptive in nature. The results of this study show that games have a key role in primary school English language training and learning. Finally, this study discovered that the participants agreed that using games to teach grammar is effective.

Wang, Shang, and Briody's (2011), the study was conducted with 50 elementary students from a primary school. They investigated the relationship between the usage of games and students' English proficiency. According to them, when the numbers of EFL learners have increased, there is a need to prioritize the most effective means by which language proficiency can be enhanced and they propose games to enhance language proficiency in EFL learners.

Ashok Leonard M. et al. explored that the effectiveness of language games in teaching English grammar (2013) is useful for grammar training and learning.

Consequently, it was also shown that teaching grammar through language games is far more effective than doing so in a traditional manner.

In another related study, Rao (2014) emphasizes that students gain more words and learn the correct structures of English when they are engaged in games. It is stated that English games promote mysterious learning experience where students keep looking forward to learn new words. According to this research, it can be seen that ESL learners tend to learn more with the aid of games because they find it to be more exciting and appealing. Instilling grammar knowledge in kids through a traditional teaching approach is no longer very effective.

Gamified learning has been found in a study by Bullard and Anderson (2014) to increase student accomplishment in terms of the pre- and post-testing. Fun learning environments help students remember their lessons better. This study also showed how using language games could help learners develop their grammatical skills.

Zam zam.et.al attempts to using games in primary schools for effective grammar teaching (2014), which could easily be utilised and exploited for maximum benefits for learners. The study was based on the practical experiment done on the students of two primary schools in Sebha City of Libya. The results, which proved to be fruitful and positive in making use of games for teaching grammar to school children.

Koksal and Beyhan's study aims to determine the views of Turkish EFL students with regard to learning Grammar with games (2014). Three dimensions were discussed in the study: students' assessment of learning grammar with games, their views about the challenges in the application process and their suggestions with regard to the application. This study was conducted on 49 students at the Faculty of

Education, Cumhuriyet University. The result of the study concluded that learning grammar with games was effective in learning English in that it increased students' motivation and self confidence and thus led to better and more retainable learning grammar as perceived by the students themselves.

Rafiqah M. et.al (2019) studied on Gamified - Learning to Teach ESL Grammar was to learn what students thought about gamified learning. The main findings showed that most students preferred gamified learning activities that assisted them in acquiring ESL grammar concepts.

The use of technology in the classroom makes it harder for English language learners to acquire ESL grammar. Thus, the goal of Hashim's article, Improving ESL Learners Grammar with Gamified - Learning, (2019) was to learn what students thought of gamified learning. In this study, thirty suburban secondary school students from Malaysia provided responses on questionnaire. The key findings demonstrated that most students prefer using gamified learning to learn grammar since it is entertaining, motivating, enhances learning, and helps students comprehend ESL grammatical principles. This paper made the implication that teachers might instruct ESL grammar through gamified learning.

Yacob N.S. & Yunus M.M. (2019) conducted a study to investigate the role of language games in teaching and learning grammar. The findings suggested that grammar instruction and learning for ESL students might be successfully accomplished through the use of language games. It was believed that language games would help teachers create engaging learning materials to capture students' interest, fluency, and motivation in addition to responding to their skill level and learning preferences.

The study for Communicative Game-Based Learning in EFL Grammar Class: Suggested Activities and Students' Perception (2019) by Fithriani R. aims to give an alternative solution to the communication problem by offering some ideas of game-based activities and to investigate students' perception of the implementation of communicative game-based grammar learning. Using pre- and post-study questionnaire, the research study was conducted with 30 adult EFL learners taking an after-class English course. The findings indicated that these activities were effective in creating a non-threatening and more relaxing grammar classes, changing students' negative perception of grammar learning and improving their perceived communicative skills.

English grammar instruction in the twenty-first century is thought to benefit greatly from gamified learning. However, there are some negative impacts of gamification on learning English tenses. To address this issue, Mohd I. I. et al. conducted a study on 'Game-based learning Platform and its Effects on Present Tense Mastery: Evidence from ESL Classroom' (2020). The results of the study demonstrated that gamification was successful in lowering students' emotional filters and increasing their willingness to learn during grammar classes because of its attractive components.

According to Radjeki I. S. and Muhajir K. (2020) there are benefits and drawbacks to implementing gamification in grammar lessons. The English teacher who used gamification called 'Dulingo' in the grammar lesson served as the sample for their study, 'Gamification for Grammar in Higher Education.' The study's findings showed that 91% of participants found 'Duolingo' to be simple to use, 82% found it useful, 80.4% enjoyed using it, and 78% were satisfied.

Yunanto, Yanuar, Siska, Darlis, and Siti (2021) aimed to developing English grammar learning through gamification-based learning applications. The focus of this research is learning English grammar because this material is very important for students, especially students. The study revealed that the application can run smoothly on desktop and mobile systems and get positive feedback from the respondents which have an average score of 76.

Sunarmi's Gamification on verb form in teaching verbs, a fun and challenging way on Learning English (2021) study is aimed to apply Gamification to learning verbs and tenses to make the learning verb easier and understandable. This is an action research study that is conducted in one cycle. The subjects of the study were students of IX of SMP 4 Samarinda. There were four instruments of the study. They were observation, students test on tenses, class atmosphere, and questionnaire. The result of the study revealed that students enjoy learning through experiencing the learning activity. Students' achievement on tenses was also significantly increased after the implementation of the Verb Form Gamification. Gamification on learning verb game can trigger students in learning, enhances student' interest and understanding and enthusiasm.

The study of Hai L. S. on Effect of Games on Learning English Grammar of Tenth Grade Students (2022) at Dien Hai High School attempts to investigate the effect of games on students' learning English grammar and to give suggestions for applying games. An experiment was conducted with two tenth grade classes at Dien Hai High School, Bac Lieu Province, Vietnam. In one class, grammar was taught using the grammar games at the practise stage, while the other was taught using the conventional method. The study proved that games had positive effects on students' learning of English grammar at Dien Hai High School. Data from the questionnaire

revealed that games brought about an amusing atmosphere, created a learning environment, and provided students with opportunities and challenges to practise English grammar. According to the study's findings, teachers should choose appropriate games, manage time and class, provide a reward to encourage students to learn better, and provide appropriate feedback to make grammar practise with games which is more effective in class.

Tamayo, Diego and David (2023) through their paper reviewed the effects of gamification on the developing vocabulary and grammar of A1-level English students. The quasi-experimental design was used in this study. Descriptive statistics and paired Sample t test were used to analyse the data with JASP software. Based on the p values obtained for this study, the alternative hypothesis was accepted, which led to the conclusion that gamification positively affects vocabulary and grammar development. It was found that gamification facilitates the development of vocabulary and grammar among A1 level English students.

Section – C

Critical Review

The investigator reviewed numerous studies on gamification on learning grammar and its related components. The studies reviewed were very much useful for the investigator to find out the prevailing position of gamification in the present scenario. Some of the studies were on the importance of gamification on learning grammar with its positive and negative aspects (Radjeki & Muhjir, (2020) and Mohd, I. I. Et.al (2020). Other studies which the investigator analysed, like the studies of Yolageldili and Arikan (2011), Rafiqah, M. et.al (2019), Ashok Leonard M.et.al(2013), Rao (2014), Hai, L.S. (2022), Zam, et.al (2014), Fithriani (2019) and

Wang, shang & Briody (2011) revealed the effectiveness of gamification in learning grammar and language for EFL learners.

The studies of Yacob and Yunus (2019), Hashim (2019), Koksal and Beyhan (2014) and Sunarmi (2021) claimed that gamification was increase the motivation and willingness of students to learn. According to Bullard and Andeson (2014) gamification increases the students' grammatical skills. The study of Tamayo, Diego and David (2023) found that gamification positively facilitates the students with innovative ways to learn English vocabulary and grammar.

The review of the literature helped the investigator for the planning, preparation and implementation of the present study. Many of the studies as already said were on the effectiveness of gamification on learning in present scenario. But as such no studies were found on the preparation of gamification package to find the effectiveness on learning grammar. Hence the researcher attempted to conduct her study on the developing of a gamification package to find effectiveness on learning grammar. The researcher anticipated that this study is effective for fifth standard students on learning grammar (noun and its kinds).

The chapter follows next deals with the methodology adopted for conducting the present study and the relevant other particulars like tool construction, population and sample selected, and statistical method used for the study.

CHAPTER 3

Chapter 3

Methodology

1. Procedure of tool development
2. Method adopted
3. Tools used
4. Population
5. Sample used
6. Statistical techniques used

Chapter 3

Methodology

Methodology is the philosophical framework within which the research is conducted of the foundation upon which the research is based". (Brown, 2006)

The goal of research is to find, create, and validate knowledge. It is a conscious effort to gather data, analyze it, organize it, and pursue it—hopefully with success. The suitability of the method employed determines the precision and sufficiency of the research findings. The word ‘method’ in research refers to a number of sequential procedures or a tactics employed in the analysis of a subject with specific goals. A methodology is a thorough explanation of the procedures and techniques utilized to conduct a research project. Research methodology, according to Kothari (2009), “is a strategy to systematically answer the research challenges.” It might be considered a science that studies how scientific research is conducted.

This chapter has been presented under the following headlines,

- A. Procedure of tool development
- B. Method adopted
- C. Tools used
- D. Population
- E. Sample used
- F. Statistical techniques used

A. Procedure of tool development

This section deals with the procedure of tool development.

Tool: 1 Procedure for the development of Gamification Package for learning English grammar

Tool: 2 Procedure for the development of English Grammar Test (EGT)

Tool: 1 Procedure for the development of Gamification Package for learning English grammar

It is quite natural that teaching becomes unpleasant and tedious when grammar is taught in a monotonous way as it is done in regular grammar classes today. However, if the same task is presented with joy and play, it would be exciting and motivating. Students are more motivated to study English grammar when their teacher uses games to make the process fun and enjoyable.

According to Saricoban & Metin (2000), games provide competition to enhance the motivation of the students. Jung (2005) also suggests that games create the competition for students, having opportunity to work together and communicate using English with each other. Thus, competition will help students pay attention to learning and engage in the activities in the class much more. Thus the researcher decided to prepare gamification package based in a systematic procedure, to learn noun and its kinds through it and to know the effects of gamification on learning English grammar of fifth standard students. By doing this, the investigator wanted to study the comparison between the lecture method of learning English grammar through the control group and the learning and practising English grammar through the application of gamification package in experimental group.

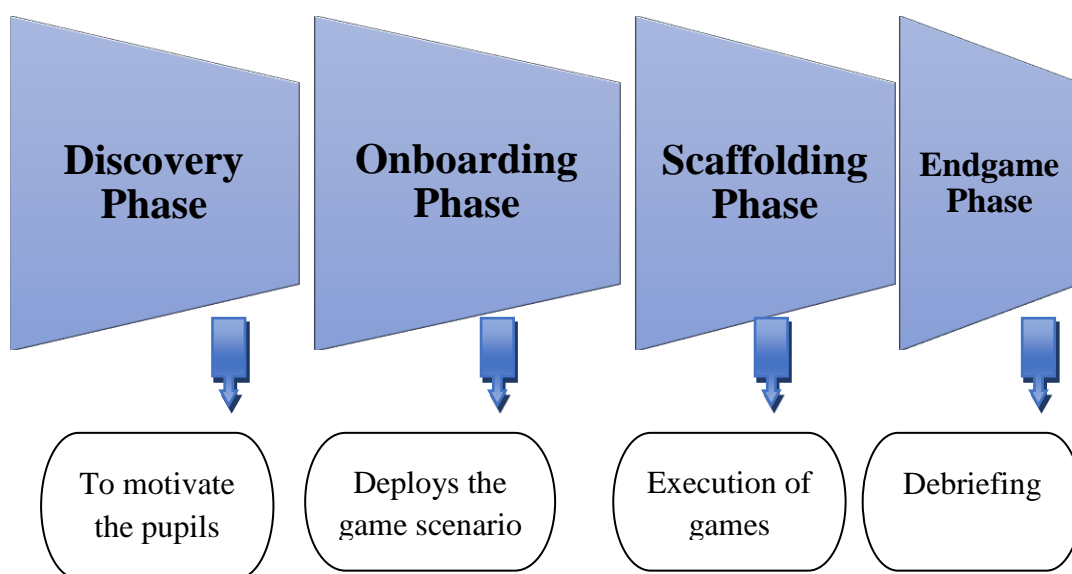
Gamification Procedure

Gamification package for Learning English Grammar

Gamification package is planned and prepared by the investigator to find out the effectiveness of learning English grammar of fifth standard by using Experimental design. The gamification package contains games for learning noun and its kinds. It includes name of the game, the materials used for playing the game, duration, and procedure of the game. By using this package, the students play a game while the teacher remains available when needed. The Gamification Package also promotes the students' coordination and motivation.

Figure 3.1

Phases of Gamification Procedure (DOSE)



The gamification package has four phases. The abbreviation DOSE stands for the four phases of student's learning. The phases selected for the preparations of Gamification Package by the investigator based on the rules and principles of

Gamification phases by Yu-kai Chou's *Gamification & Behavioural Level 2 Octalysis Design* from the Book *Actionable Gamification: Beyond Points, Badges, and Leaderboards* (2015).

Phase I: Discovery Phase

The discovery phase is the first and shortest of four phases. It is like the cover design that draws students in even before they read the book. This phase takes five minutes which is used to review the students' prior knowledge on the topic of the study.

Phase II: Onboarding Phase

Onboarding is the second-shortest phase. This phase introduces students to their learning through games. This is typically based on the teacher's introduction over the game scenario, including the rules, procedures, and scoring. But in a gamified experience, this phase sets up the game. It takes five minutes. Procedures for game playing and the assignment are part of this phase. This phase is important because the students can know the rules and roles of the game. Otherwise, the fear of failing and succeeding may demotivate them. To achieve intrinsic learning during this phase, the teacher makes students feel smart and work hard in gaming to improve their experience.

Phase III: Scaffolding Phase

The scaffolding phase is the longest. This is the phase where students play games to learn the noun and its kinds. This is the uphill part of executing games when students remain focused on their success. It takes 30 minutes. The purpose of scaffolding is to make the students engage in actual learning experiences through

games. The games are adopted and prepared for all the six types of noun (Common noun, Proper noun, Abstract noun, Material noun, Countable noun and Uncountable noun) to be executed for experimental group.

Phase IV: Endgame Phase

Endgame Phase is the second-longest phase. The goal of the endgame phase is to display students' progress and contribute back to the class. This phase takes five minutes. During this phase, the teacher debriefs the learning experience and asks the students to clear up the doubts.

Table 3.1

Gamification Package at a Glance (DOSE)

S. No	Grammar Aspect	Phase-I Discovery Phase	Phase-II Onboarding Phase	Phase-III Scaffolding Phase	Phase-IV Endgame Phase
1.	Noun	Introduction of the 'noun'. In this phase, the students recall the prior knowledge on the noun and are motivated to learn.	Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring.	In this phase the teacher executes the game. The games are 1. Noun Column 2. Noun corner 3. Color Noun 4. One Image Multiple Option	During this phase, the teacher debriefs the learning experience and asks the students to clear up the doubts.

2.	Common Noun	<p>Introduction of the 'common noun'.</p> <p>In this phase, the students recall the previous knowledge about common noun and are motivated to learn the type of noun.</p>	<p>Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring.</p>	<p>In this phase the teacher executes the game. The games are</p> <ol style="list-style-type: none"> 1. Common- comeon 2. Common rings 3. Common spy 4. Bubble Pop 	<p>During this phase, the teacher debriefs the learning experience and provides tips on how to use common noun in a sentence.</p>
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3.	Proper Noun	<p>Introduction of the 'proper noun'.</p> <p>Students are motivated to learn the proper noun and hints are given to identify the examples of proper noun.</p>	<p>Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring</p>	<p>In this phase the teacher executes the game. The games are</p> <ol style="list-style-type: none"> 1. Proper Noun gallery 2. Proper pickup 3. Proper cattle call 4. Boar Jumber 	<p>During this phase, the teacher debriefs the learning experience and asks the students to clear up the doubts.</p>
4.	Abstract Noun	<p>Introduction of the 'abstract noun'.</p> <p>In this phase, the students recall the prior knowledge on abstract noun and are motivated to learn.</p>	<p>Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring.</p>	<p>In this phase the teacher executes the game. The games are</p> <ol style="list-style-type: none"> 1. Abstract ladder 2. Abstract trading 3. Abstract Balloon 4. Sling Sentence 	<p>During this phase, the teacher debriefs the learning experience and asks the students to clear up the doubts.</p>

5.	Collective noun	Introduction of the 'collective noun'. In this phase, the students recall the prior knowledge on the collective noun and are motivated to learn.	Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring	In this phase the teacher executes the game. The games are. 1. Collective cup 2. Collective Honeybee 3. Flying Airplanes 4. Shooting Dart	During this phase, the teacher debriefs the learning experience and asks the students to clear up any doubts.
6.	Material Noun	Introduction of the material noun'. In this phase, the pupils recall the prior knowledge on the noun and are motivated to learn.	Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring	In this phase the teacher executes the game. The games are 1. Material Direction 2. Letter Material 3. Bang Material 4. Material nouns exercise	During this phase, the teacher debriefs the learning experience and provide tip to usage of the material noun in a sentence.

7.	Countable & Uncountable Noun	Introduction of the 'countable & uncountable noun'. In this phase, the pupils recall the prior knowledge on the noun and are motivated to learn.	Onboarding phase sets up a game scenario with rules, roles, steps, goals and scoring.	In this phase the teacher executes the game. The games are 1. Circle Ball Counting 2. Noun Partners 3. Noun flag 4. Archer Vs Archer	During this phase, the teacher debriefs the learning experience and asks the students to clear up the doubts.
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Tool: 2 Procedure of the development of English Grammar Test (EGT)

The purpose of the English Grammar Test (EGT) for the present study, prepared by Prashetha and Devika was to find out the achievement in English grammar among fifth standard students. The major steps involved in the construction of an EGT are,

1. Planning of the test
2. Preparation of a design for the test
 - i. Weightage to objectives
 - ii. Weightage to content Area

- iii. Weightage to difficulty level
- 3. Constructing a blue print
- 4. Item writing
- 5. Item editing
- 6. Item arrangement
- 7. Preliminary Try out
- 8. Draft form of the test
- 9. Scoring
- 10. Item analysis and Item selection
- 11. Final Format
- 12. Establishing of the test (or) tool.

1. Planning of the test

A test is meant to serve many essential purposes. Therefore, it should be well-planned and systematically developed. The first consideration which is of utmost importance is know what the investigator intends to find out through the EGT. The investigator determines the maximum time, maximum marks and the nature of the test. These should be decided in terms of the nature and scope.

2. Preparation of a design for the test:

The objectives, content, the difficulty level of items, scheme of options and scheme of sections are the most important factors to be considered for designing any

form of test. Here, the investigator carried the objectives, contents and difficulty level of items for conducting EGT.

i) Weightage to objectives:

This divides what percentage of marks is to be allotted to each objective. But it may be noted as a general guiding principle that as many objectives should be included as possible and that as many as objectives should be given weightage. The weightage is based on knowledge, understanding and application.

Table 3.2

Weightage to objectives

S.No	Objectives	Marks	Percentage
1.	Knowledge	12	20
2.	Understanding	24	40
3.	Application	24	40
Total		60	100

ii) Weightage to content Area:

For this purpose, the content is to be analysed and the points which are important from the point of view of testing are to be specified. Once it has been done, weightage to each specific area of the content is to be decided according to its relative importance in the total attainment of the child.

Table 3.3*Weightage to content area*

S.No	Content	Marks	Percentage
1.	Common Noun	9	15
2.	Proper noun	8	13.3
3.	Abstract noun	10	16.6
4.	Collective noun	9	15
5.	Countable noun	8	13.3
6.	Uncountable noun	8	13.3
7.	Material noun	8	13.3
Total		60	100

iii) Weightage to difficulty level:

It is desirable to construct a test based on weightage to difficulty level. It includes easy, average and difficulty level questions. A good test questions help to discriminate among the talented, average and poor learning pupils based on their answer.

Table 3.4*Weightage to difficulty level*

S.No	Difficulty level	Marks	Percentage
1	Easy	12	20
2	Average	36	60
3	Difficult	12	20
		60	100

C) Constructing a blue print:

A blueprint gives the details of the design in concrete items. Blueprint is prepared as a three dimensional chart indicating the distribution of questions-objective-wise, content-wise and difficulty-wise. The blue print gives the framework for the test and indicates the broad limit within which the investigator has to work.

Table 3.5*The Blue Print of EGT*

S. No	Objectives/ Content	Knowledge	Understanding	Application	Total Items	Total Marks
1	Common Noun	2 (1)	4(1)	3(1)	9	9
2	Proper Noun	2(1)	3(1)	3(1)	8	8
3	Abstract Noun	2(1)	4(1)	4(1)	10	10
4	Collective Noun	1(1)	4(1)	4(1)	9	9
5	Countable Noun	2(1)	4(1)	3(1)	8	8
6	Uncountable Noun	1(1)	5(1)	2(1)	8	8
7	Material Noun	2(1)	1(1)	4(1)	8	8
Total Items		12	24	24	60	
Total Marks		12	24	24		60

- Each item carries one mark only.
- Number inside the bracket denotes marks.
- Number outside the bracket denotes the number of questions.

4. Item writing

Writing of suitable item is one of the important steps in the construction of any research tool. After a study of the literature available on noun, the investigator collected materials on different aspects of noun and prepared items. The respondent has to select one response out of the given responses.

5. Item Editing

Editing the items need much care and it is the process of checking and scrutinizing items. As per the suggestion, the ambiguous items were rewritten in simple and meaningful language.

6. Item Arrangement

All the items were grouped, ordered and located in a random manner in order to arouse interest and to maintain attention for responding.

7. Preliminary Try out

The preliminary try out of the test was arranged to find out the weakness and workability of the items. The difficulties in responding the items and a rough estimate of the time-limit for responding the items were noted. This step helped the investigator to modify certain items which were vague and questionable. For this purpose the test was given to 100 students.

8. Draft form of the test

The first draft was prepared by printing the items with the provision to mark responses. It was printed in English. Necessary instructions and general data

sheet for the respondents were also printed. Draft form of the test consisted of 60 items.

9. Scoring

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The response sheets were scored by assigning a score of one for correct response and zero for wrong responses.

10. Item analysis and Item selection

Table 3.6

Details of the selected and rejected items in an EGT

Item No	Upper	Middle	Lower	U-L	U+M+L	Selected Items
1	20	16	8	12	44	*
2	18	15	9	9	42	*
3	18	18	7	11	43	*
4	18	16	15	3	49	-
5	20	18	14	6	52	-
6	19	16	6	13	41	*
7	19	10	7	12	36	*
8	19	14	9	10	42	*
9	19	14	8	11	41	*

10	18	13	9	9	40	*
11	19	15	8	11	42	*
12	18	11	9	9	38	*
13	19	15	16	3	50	-
14	17	16	15	2	48	-
15	19	15	8	11	42	*
16	19	9	6	13	34	*
17	19	16	15	4	50	-
18	18	12	7	11	37	*
19	14	16	55	9	35	*
20	20	18	13	7	51	-
21	20	17	14	6	51	-
22	18	12	9	9	39	*
23	19	10	7	12	36	*
24	13	10	9	4	51	-
25	18	15	9	9	42	*
26	20	11	10	10	41	*
27	19	13	8	9	40	*

28	19	12	7	12	38	*
29	20	17	13	7	50	-
30	20	20	12	8	52	-
31	15	13	7	8	35	*
32	19	10	6	13	35	*
33	18	9	7	11	34	*
34	12	12	5	7	29	-
35	20	16	14	6	50	-
36	18	13	8	10	39	*
37	20	13	7	13	40	*
38	15	6	11	4	32	-
39	16	6	10	6	32	-
40	18	8	8	10	34	*
41	20	14	8	12	42	*
42	9	14	7	2	30	-
43	18	15	5	13	38	*
44	19	11	9	10	39	*
45	9	7	6	3	22	-

46	17	13	5	12	35	*
47	12	6	7	5	25	-
48	20	14	8	12	42	*
49	20	14	6	14	40	*
50	16	13	6	10	35	*
51	19	12	7	12	39	*
52	10	8	10	0	28	-
53	15	13	7	8	35	*
54	7	5	3	2	15	-
55	18	13	8	10	39	*
56	11	8	8	3	27	-
57	18	12	9	9	39	*
58	10	8	8	2	18	-
59	10	2	1	9	13	-
60	18	9	7	11	34	*

- Item rejected

Total Item: 60

*Item selected

Selected Items: 38

11. Final format

Out of 60 items in the final tryout, 38 items were selected for the final test. The final format of the test includes all the selected items arranged in order with necessary instruction.

12. Establishing Reliability and Validity

1. Reliability of the test

The term reliability refers to the extent to which a test is internally consistent and the extent to which it yields consistent results on testing and retesting. A reliable test is a trust worthy test. It is the accuracy or precision of measuring instrument. Reliability is an important consideration in which it may be useful as an indicator of 'goodness' or quality in research. (Opie, 2004) According to John W. Best (1978), "A test is reliable to the extent that it measures accurately and consistently from one another".

Reliability is the consistency of the scores obtained by the same individual on different occasions or with different set of equivalent items. In the present investigation, the reliability co-efficient was found out by Split-Half method. Split-half method is the method that measures the degree of internal consistency by checking one half of the result of a set of test items against the other half. The test was carried once and split into two equal halves often by odd-even items and correlated the result to establish the split-half reliability. For finding the reliability, the test was given to 100 samples of five schools. The reliability co-efficient of the

test is calculated using Pearson Product Moment co-efficient of correlation formula found to be showing satisfactory reliability (N=100). It symbolically represented by 'r'.

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x^2)][N \sum y^2 - (\sum y^2)]}}$$

Where,

r = reliability co-efficient of spilt-half

x = total score of odd items

y = total score of even items

xy = estimated reliability of the whole test

N = Total number of students in the group

Reliability co-efficient formula

$$R = \frac{2r}{1+r}$$

Table 3.7

Reliability analysis of EGT

Content	Percentage
Number of samples	100
Correlation between odd half and even half	0.5908
Reliability co-efficient	0.7427

2. Validity of the test:

According to Babbie (1989), 'Validity refers to the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration'. The judgment that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Each question on the research instrument must have a logical link with an objective. The establishment of this link is called **Face validity**. It is equally important that the items and questions cover the full range of the issue or attitude being measured. The assessment of the items of an instrument in this respect is called **Content Validity**. The validity of the test is defined as the accuracy with which the test measures what it is supposed to measure.

For this study the investigator used face validity and content validity. For this study testing the face and content validity the English grammar test was submitted to three subject experts and they expressed their opinion about the suitability of the items and relevancy of the content area. It was said to have adequate face and content validity.

B. Method Adopted

An experiment is the research method designed to ferret out cause-and effect relationships. (Johnson & Larry, 2011) The present study is an attempt to determine the effectiveness of Gamification on Learning English Grammar of Fifth Standard. Experimental method of research was adopted for the study.

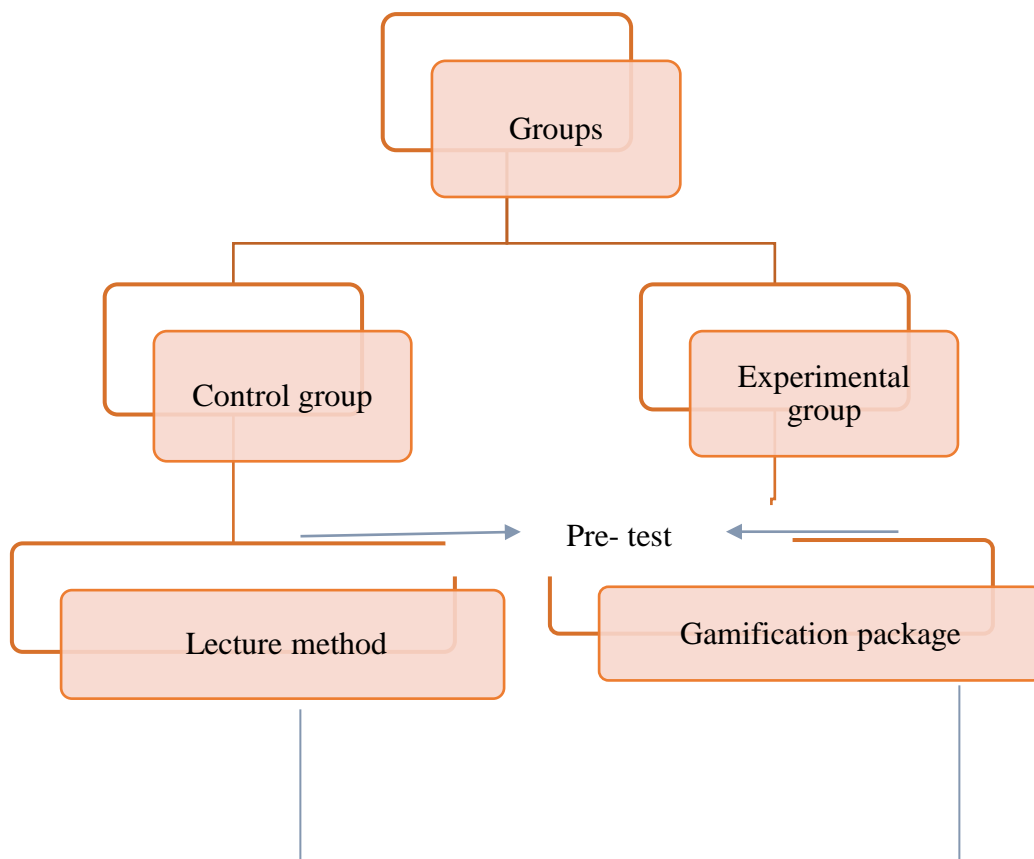
a) Experimental Design selected

Research Design is a detailed outline of how an investigation will take place. It will typically include what instruments will be prepared, how data is to be collected, and the intended means for analyzing data collected. The simple random technique was used in the study. To find out effectiveness of the Gamification package on learning English Grammar the investigator used experimental design. The Pretest- Posttest Nonequivalent-Groups design was used in the present study. This design is very relevant and useful in Education.

The figure shows the pretest posttest nonequivalent groups design

Figure 3.1

Pretest posttest, non-equivalent-groups design





The experimental programme covers the gamification package consisting of about 28 games on noun and its kinds which was applied to the experimental group by the investigator and the lecture method of teaching that goes on for the control group. The control group of the sample is taught by the lecture method of teaching grammar whereas the experimental group of the sample is taught using the gamification package. EGT prepared by the investigator is used as the pre-test and post-test to evaluate the ability of the learner in understanding English grammar (noun and its kinds). The difference in the scores obtained by the sample in the pre-test and the post-test indicates the effectiveness of gamification package.

b) Variables of the study

In experimental studies, “the condition that is varied is referred to as the independent variable” Travers (1964). The variable that is being predicted is called dependent variable while the variable from which prediction is called the independent variable.

Independent variable

In this study, the teaching using Gamification package is the independent variable.

Dependent variable

Learning English grammar is the dependent variable.

c) Stages of the study

The study was carried out in the manner mentioned below.

Administering pre-test

The investigator administered EGT as pre-test to the students of the experimental group and the control group to assess the prior knowledge of the learners in noun. The instruction was given wherever necessary. The scores collected from the answer sheets are subjected to statistical analysis.

Learning in the Experimental group

After the pre-test the experimental group was exposed to the teaching with gamification package. The package was supported by audio, visual, and animation with necessary texts. The package contains 28 games on noun and its kinds. This was aimed at arousing the interest and motivation of the students. This was also intended for the students to play the game voluntarily and engaging way.

Learning by the Control group

The control group was taught through lecture method. Like the experimental group, only a noun and its kinds were taught to the control group. An interactive style and continuous evaluation was also done.

Thus the investigator conducted the experiment. The experimental group was taught through gamification package and the control group was taught the same lesson through the lecture method.

Duration of Experiment

The experiment was conducted for 20 working days from January to February 2023. The students of experimental group were taught for duration of 45 minutes per day. Control group was also taught the same lesson for the same duration.

Post-test

The students belonging to both the group were given prior information regarding the time of English grammar test. The instruction were given wherever necessary and the post-test with the items shuffled in to get another set of same EGT

was administered only after all the students in the experimental group finished the class by using gamification package.

C. Tools Used

In this study, the investigator used two tools.

English grammar Test

English grammar test consisted of 38 items which was given to fifth standard students both experimental and control group for pre-test and post- test.

Gamification Package

The Gamification package is prepared for learning English Grammar of fifth standard students. It consisted of 28 games on noun and its kinds.

D. Population

According to Best and Kahn (2010) “Population is any group of individuals that have one or more characteristics in common that are of interest to the researcher”. For the present study the population consisted of all the Fifth standard students studying in various schools of Kanniyakumari District following Tamilnadu state board syllabus.

E. Sample used

A sample is small proportion of a population selected for observation and analysis. By observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn. The research study was carried out on a sample of 67 Fifth standard students of Yettacode Nursery and Primary school.

F. Statistical techniques used

Statistical techniques are very important for any research. The relevant statistical techniques help the investigator to analyze and interpret the data

meaningfully in the study. The pre-test and post-test scores of the English grammar test of the experimental and control group were consolidated for statistical analysis. Since the main aim of the study was to develop a gamification package and find out its effectiveness in learning English grammar, it was necessary to find out the significant difference between the two means scores of control and experimental group. The test of significance for difference between the means were analyzed to decide whether there was significant difference between the means of the two groups under comparison.

The experiment was conducted using un-equated groups. So the technique of analysis of co-variance (ANCOVA) was applied for analysing data. In the present study the investigator used the following statistical techniques.

- i. t-test
- ii. paired 't' test
- iii. ANCOVA

The chapter that follows next is the analysis and interpretation of data. The chapter is intended to give statistical analysis and the interpretation of the data.

CHAPTER 4

Chapter 4

Analysis and Interpretation of Data

1. Data Analysis
2. Tenability of Hypothesis
3. Discussion of Results

Chapter 4

Analysis and Interpretation of Data

“Data analysis and interpretation is that the method of assigning meaning of the data collected and determining the conclusions, significance and implications of the findings.” by Learnatic

Analysis and interpretation are central steps in the research process. Therefore an essential part of research is the analysis of the data. This analysis must be carried out in relation to the research problem. The goal of analysis is to summarize the collected data in such a way that they provide answer to the question that triggered the research. Interpretation is done in the research for giving the broader meaning of research findings. According to Francis Rummel, “The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reaction and desires to derive from the data the inherent meaning in their relation to the problem.” The data may be adequate, valid and reliable to any extent, it does not serve any worthwhile purpose unless it is carefully edited, systematically classified and tabulated, scientifically analysed, intelligently interpreted and rationally concluded.

Analysis means categorizing, ordering, manipulating and summarizing of data. Interpretation takes the results of analysis, makes inferences, pertinent to the research relations studied and draws conclusions about these relations. Interpretation of the data is necessary to explain and to find meaning of the data. The analysis is a critical assessment of the accumulated materials, in the light of the objectives of the investigation and its possible bearing on logical findings.

The major objective of this investigation was to test the Effectiveness of Gamification on Learning English Grammar of Fifth standard students. Two parallel non-equivalent groups- one group (experimental) consisting 34 students and another group (control group) consisting of 33 students were selected for the experiment. A pre-test was conducted prior to the experimental study and then the experimental group was subjected to teaching with Gamification package while the lecture method was given to the control group. After the experiment a post-test was administered to both the group. The scores that were obtained by the students in the pre-test and post-test were recorded and analyzed using relevant statistical techniques. The statistical analysis of data pertaining to the effect of independent variables (Gamification package) and dependent variable (learning English grammar) was done. In this study the analysis was done using statistical techniques t-test, paired t-test and ANCOVA. The analysis of data was computed and the result was done through the SPSS software. The analysis of the data and the interpretation of the results are presented under four sections.

Section I Comparison of the pre-test mean scores in the EGT of the experimental group and the control group with respect to the total sample and the sub sample gender.

Section II Comparison of the post-test mean scores in the EGT of the experimental group and control group with respect to the total sample and the sub sample gender.

Section III Effectiveness of gamification in learning English grammar of the experimental group with respect to the total sample and the sub sample gender.

Section IV Comparison of the adjusted mean post-test scores in the EGT of the experimental group and the control group with respect to the total sample and the sub sample gender.

SECTION I Pre test Analysis

Comparison of mean scores of EGT under experimental and control group at pre-test level

H₀ 1 Null Hypothesis

There exists no significant difference in the mean pre-test scores of EGT of experimental and control group students with respect to total sample.

Table 4.1

Summary of mean, standard deviation and t scores of EGT under students of experimental and control group at pre- test level for the total sample

Group	Mean	SD	N	Mean Difference	t	P	Sig. level
Experimental	14.56	3.37	34				
				0.14	0.146	0.885	NS
Control	14.70	4.35	33				

Table 4.1 shows that the t value is 0.146, $p > 0.01$, and it is not significant at any level. Also from the mean score it is clear that there is no significant difference in the scores of EGT of experimental and control groups at pre test level. Therefore the null hypothesis is accepted. That is before experiment students of two groups have more or less same level of English grammar knowledge.

Comparison of mean scores of EGT under experimental and control group at pre-test level for boys

H₀ 2 Null Hypothesis

There exists no significant difference in the mean pre- test scores of EGT of boys in the experimental and control group.

Table 4.2

Summary of mean, standard deviation and t-value of pre-test scores in EGT for boys in experimental and control groups

Group	Mean	SD	N	Mean Difference	t	P	Sig. level
Experimental	15.12	3.12	17				
				0.37	0.331	0.743	NS
Control	14.75	3.26	16				

Table 4.2 shows that the t value is 0.331, $p > 0.01$, and it is not significant at any level. Also from the mean score it is clear that there is no significant difference in the scores of EGT of boys in experimental and control groups at pre-test level. Therefore the null hypothesis is accepted. That is before experiment boys of two groups have more or less same level of English grammar knowledge.

Comparison of mean scores of EGT under experimental and control group at pre-test level for girls

H₀ 3 Null Hypothesis

There exists no significant difference in the mean pre-test scores of EGT of girls in the experimental and control group.

Table 4.3

Summary of mean, standard deviation and t-value of pre-test scores in EGT for the girls in experimental and control group

Group	Mean	SD	N	Mean Difference	t	P	Sig. level
Experimental	14.00	3.61	17				
				0.65	0.417	0.679	NS
Control	14.65	5.28	17				

Table 4.2 shows that the t value is 0.417, $p > 0.01$, and it is not significant at any level. Also from the mean it is clear that there is no significant difference in the scores of EGT of girls in the experimental and control groups at pre- test level. Therefore the null hypothesis is accepted. It shows that is before experiment girls students of two groups have more or less same level of English grammar knowledge.

SECTION II Post test Analysis

Comparison of EGT scores under experimental and control group at post-test level

H₀ 4 Null Hypothesis

There exists no significant difference in the mean post- test scores of EGT of experimental and control group students with respect to total sample.

Table 4.4

Summary of mean, standard deviation and t scores of EGT under experimental and control group students at post test level for the total sample

Group	Mean	SD	N	Mean Difference	t	P	Sig. level
Experimental	31.85	5.08	34	5.91	4.820	0.000	0.01
Control	25.94	4.96	33				

Table 4.4 shows that the t value is 4.820, $p < 0.01$, and it is significant at 0.01 level. Also from the mean it is clear that learning English grammar of experimental group is higher than that of control group. Therefore the null

hypothesis is rejected. Therefore it is concluded that gamification package is effective than lecture method in English grammar learning for the total sample.

Comparison of EGT scores under experimental and control group at post- test level for boys

H₀ 5 Null Hypothesis

There exists no significant difference in the mean post- test scores of EGT of boys in the experimental and control group.

Table 4.5

Summary of mean, standard deviation and t-value of post-test scores in EGT for boys in experimental and control group

Group	Mean	SD	N	Mean	t	P	Sig.
				Difference			level
Experimental	35.06	2.33	17				
				7.12	5.595	0.000	0.01
Control	27.94	4.67	16				

Table 4.5 shows that the t value is 5.595, $p < 0.01$, and it is significant at 0.01 level. Also from the mean it is clear that post-test EGT scores for experimental group is higher than that of pre-test scores. Therefore the null hypothesis is

rejected. It is concluded that Gamification package is effective than lecture method in learning English grammar of boys in the experimental group.

Comparison of EGT scores under experimental and control group at post test level for girls

H₀ 6 Null Hypothesis

There exists no significant difference in the mean post-test scores of EGT of girls in the experimental and control group.

Table 4.6

Summary of mean, standard deviation and t-value of post-test scores in EGT for the girls in the experimental and control group

Group	Mean	SD	N	Mean Difference	t	P	Sig. Level
Experimental	28.65	5.09	17				
				4.59	2.762	0.009	0.01
Control	24.06	4.59	17				

Table 4.6 shows that the t value is 2.762, $p < 0.01$, and it is significant at 0.01 level. Also from the mean it is clear that Post-test EGT scores of girls in the

experimental group are higher than that of pre-test scores. Therefore the null hypothesis is rejected. Therefore it is revealed that Gamification package is effective than lecture method in learning English grammar of girls in the experimental group.

SECTION III Effectiveness of gamification on learning English grammar

H₀ 7 Null Hypothesis

There exists no significant difference in the effectiveness of gamification package in learning English grammar for the total sample.

Table 4.7

Summary of mean, standard deviation and paired t value of effectiveness of gamification on learning English grammar for the total sample

Group	Mean	SD	N	Mean Difference	Paired t	Sig.	Sig. level
Experimental	14.56	3.37	34				
Control	31.85	5.08	34	17.29	20.62	0.000	0.01

From the **Table 4.7** it is evident that the paired t value is 20.62, $p < 0.01$, and it is significant at 0.01 level. Therefore the null hypothesis is rejected. Also from the

mean it is clear that the gamification package is effective in learning English grammar for fifth standard students. Therefore it is concluded that the gamification package is effective in learning English grammar rather than lecture method with total sample.

Effectiveness of gamification package in learning English grammar for boys

H₀ & Null Hypothesis

There exists significant difference in the effectiveness of gamification in learning English grammar for boys of fifth standard.

Table 4.8

Summary of mean, standard deviation and paired t value of effectiveness of gamification in learning English grammar for boys

Group	Mean	SD	N	Mean Difference	Paired t	Sig.	Sig. level
Experimental	15.12	3.12	17				
				19.94	23.09	0.000	0.01
Control	35.06	2.33	17				

From the **Table 4.8** it is evident that the paired t value is 23.09, $p < 0.01$, and it is significant at 0.01 level. Therefore the null hypothesis is rejected. Also from the mean it is clear that gamification package is effective in learning English grammar of boys of fifth standard students. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method for boys.

Effectiveness of gamification package in learning English grammar for girls

H₀ 9 Null Hypothesis

There exists no significant difference in the effectiveness of gamification in learning English grammar for girls of fifth standard.

Table 4.9

Summary of mean, standard deviation and paired t value of effectiveness of gamification in learning English grammar for girls

Group	Mean	SD	N	Mean	Paired	Sig.	Sig.
				Difference	t		level
Experimental	14.00	3.61	17	14.65	12.95	0.000	0.01

Control	28.65	5.09	17
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From the **Table 4.9** it is evident that the paired t value is 12.95, $p < 0.01$, and it is significant at 0.01 level. Therefore the null hypothesis is rejected. Also from the mean it is clear that gamification package is effective in learning English grammar of girls of fifth standard students. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method for girls.

SECTION IV Adjusted post-test analysis

Comparison of mean adjusted post-test scores of EGT scores of fifth standard students in experimental and control groups for the total sample

H₀ 10 Null Hypothesis

There exists no significant difference in the mean adjusted post-test scores of EGT of students in the experimental and control group for the total sample.

Table 4.10

Summary of mean, sum of squares mean squares and F values of pre, post and adjusted post EGT scores of experimental and control group

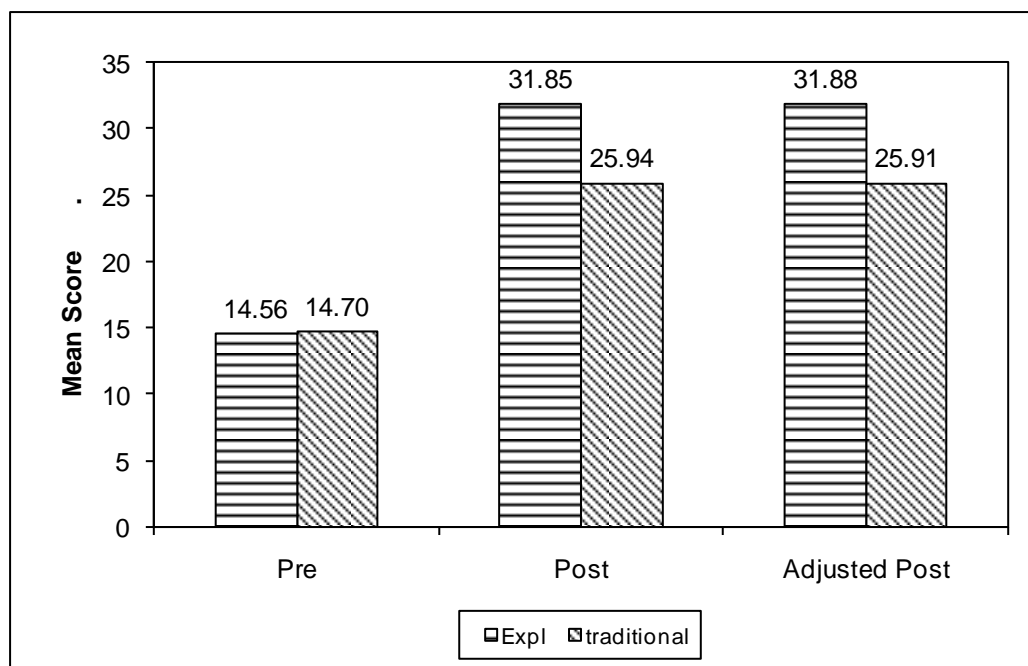
	Mean		Source	Sum of Squares	df	Mean Square	F	p	Sig. level
	Expl	Control							
Pre-test (X)	14.56	14.70	Between Groups	0.32	1	0.32	0.021	0.885	NS
			Within Groups	979.35	65	15.07			

			Total	979.67	66				
Post-test (Y)			Between Groups	585.62	1	585.62			
	31.85	25.94	Within Groups	1638.14	65	25.20	23.237	0.000	<i>Sig. at 0.01 level</i>
			Total	2223.76	66				
Adjusted Post-test (Y.X)			Between Groups	596.91	1	596.91			
	31.88	25.91	Within Groups	1467.18	64	22.92	26.038	0.000	<i>Sig. at 0.01 level</i>
			Total	2064.09	65				

Table 4.10 is clear that $F_{y.x}$ value is 26.038, $p < 0.01$, and it is significant at 0.01 level. It indicates that adjusted post-test mean scores of EGT of fifth standard students in the experimental and control groups differs significantly after the experiment. Hence the null hypothesis is rejected. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method.

Figure 4.1

Unadjusted and adjusted mean scores of pre and post-test EGT scores of experimental and control groups



In order to know the exact groups which differ significantly in the adjusted post-test mean scores of EGT, the data was further analyzed with the help of post -Hoc test and the result are given in the Table 4.11.

Table 4.11

Summary of adjusted means, SD, and t values adjusted post-test of EGT scores of experimental and control group with total sample

	Adjusted mean	SD _(yx)	SE _{D(yx)}	T	p	Sig.Level
Experimental	31.88	4.79	1.16	5.14	0.000	0.01
Control	25.91					

A Post Hoc test was applied for pair wise comparison of the adjusted means of English grammar test of experimental and control groups. The **Table 4.11** highlights the adjusted mean post-test value of the EGT of experimental and control

group of students. (31.88 and 25.91 with SD 4.79). The obtained t value is 5.14, $p < 0.01$, and it is significant at 0.01 level. Thus, it can be found the gamification package has positively contributed on the improvement of learning English grammar for fifth standard students. It is significantly effective in learning English grammar than lecture method.

Comparison of mean adjusted post-test EGT scores of boys in experimental and control groups

H₀ 11 Null hypothesis

There exists no significant difference in the mean adjusted post-test scores of EGT of boys in the experimental and control group.

Table 4.12

Summary of mean, sum of squares, mean squares and F values of pre, post and adjusted post- test of EGT scores of experimental and control groups

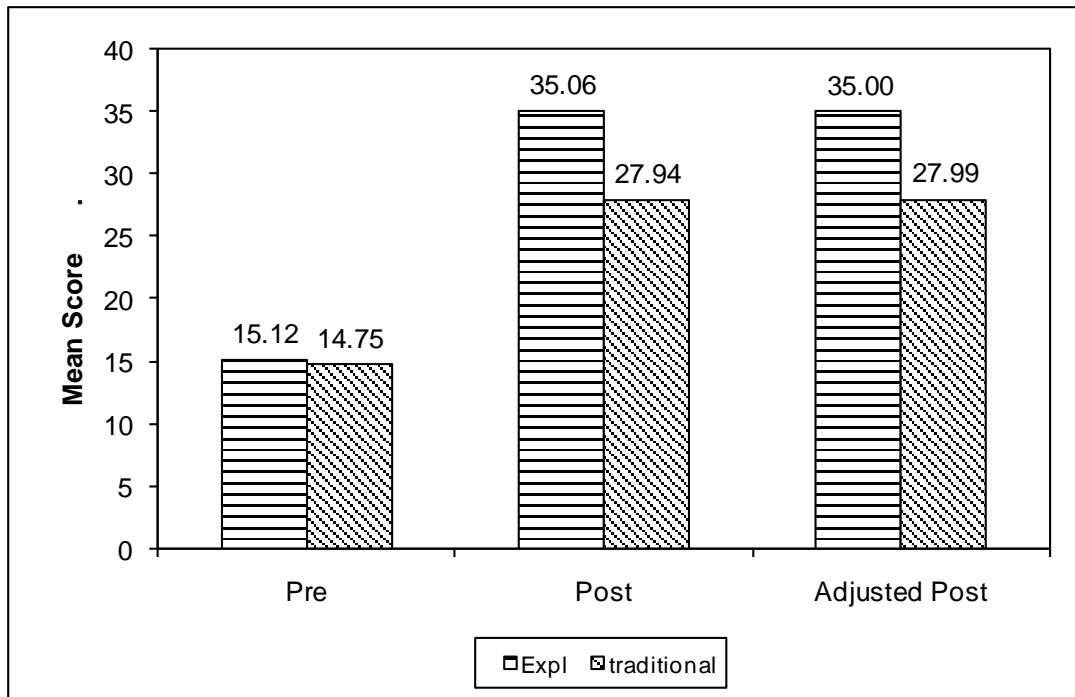
	Mean		Source	Sum of Squares	df	Mean Squares	F	p	Sig. level
	Expl	Control							
Pre-test (X)	15.12	14.75	Between Groups	1.11	1	1.11	0.110	0.743	NS
			Within Groups	314.76	31	10.15			
			Total	315.88	32				
	35.06	27.94	Between Groups	418.00	1	18.00	31.309	0.000	Sig.

Post-test (Y)			Within Groups	413.88	31	13.35			<i>at 0.01 level</i>
			Total	831.88	32				
	Adjusted Post-test (Y.X)	35.00	27.99	Between Groups	403.83	1	03.83		
Within Groups				386.03	30	12.87	31.384	0.000	<i>at 0.01 level</i>
		Total	789.86	31					

Table 4.12 is clear that $F_{y.x}$ value is 31.384, $p < 0.01$, and it is significant at 0.01 level.. It indicates that adjusted post-test mean scores of EGT of boys of fifth standard students in the experimental and control groups differs significantly after the experiment. Hence the null hypothesis is rejected. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method for the boys of fifth standard.

Figure 4.2

Unadjusted and adjusted mean scores of pre and post-test of EGT of experimental and control groups for boys



In order to know the exact boys mean scores in experimental and control groups which differ significantly in the adjusted post-test mean scores of EGT, the data was further analyzed with the help of post -Hoc test and the result are given in the Table 4.13.

Table 4.13

Summary of adjusted post-test means, standard deviation and t values adjusted post-test of EGT scores of experimental and control groups for boys

Adjusted mean	SD_(yx)	SE_{D(yx)}	T	p	Sig.
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	<i>Level</i>					
Experimental	35.00	3.59	1.23	5.70	0.000	0.01
Control	27.99					

A Post Hoc test was applied for pair wise comparison of the adjusted mean post-test of EGT of boys of experimental and control groups. Since t value is 5.70, $p < 0.01$, and it is significant at 0.01 level. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method of boys.

Comparison of mean adjusted post-test scores of EGT scores of girls in experimental and control groups

H₀ 12 Null hypothesis

There exists no significant difference in the mean adjusted post-test scores of EGT of girls in the experimental and control group.

Table 4.14

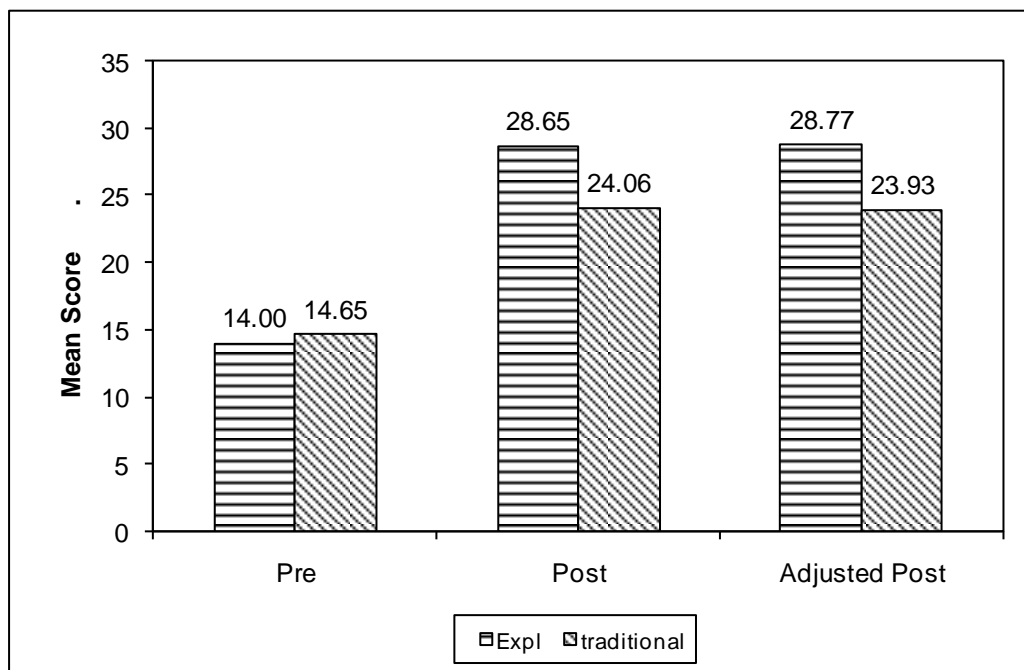
Summary of mean, sum of squares, mean squares and F values of pre, post and adjusted post- test of EGT scores of experimental and control groups

	Mean		Source	Sum of Squares	df	Mean Squares	F	p	Sig. level
	Expl	Control							
Pre-test (X)			Between Groups	3.56	1	3.56			
	14.00	14.65	Within Groups	653.88	32	20.43	0.174	0.679	NS
			Total	657.44	33				
Post-test (Y)			Between Groups	178.94	1	178.94			
	28.65	24.06	Within Groups	750.82	32	23.46	7.626	0.009	Sig. at 0.01 level
			Total	929.76	33				
Adjusted Post-test (Y.X)			Between Groups	197.79	1	197.79			
	28.77	23.93	Within Groups	654.20	31	21.10	9.373	0.005	Sig. at 0.01 level
			Total	851.99	32				

Table 4.14, it is clear that $F_{y.x}$ value is 9.373, $p \leq 0.01$, and it is significant at 0.01 level. It indicates that adjusted post-test mean scores of EGT of girls of fifth standard students in the experimental and control groups differs significantly after the experiment. Hence the null hypothesis is rejected. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method for the girls of fifth standard.

Figure 4.3

Unadjusted and adjusted mean scores of pre and post EGT scores of experimental and control groups for girls



In order to know the exact girls mean scores in experimental and control groups which differ significantly in the adjusted post-test mean scores of EGT, the data was further analyzed with the help of post -Hoc test and the result are given in the Table 4.15.

Table 4.15

Summary of adjusted post-test means, standard deviation and t values adjusted post-test of EGT scores of experimental and control groups for girls

Adjusted mean		$SD_{(yx)}$	$SE_{D(yx)}$	t	p	Level
Experimental	28.77					
Control	23.99	4.59	1.58	3.07	0.004	0.01

A Post Hoc test was applied for pair wise comparison of the adjusted mean post-test scores in EGT of girls of experimental and control groups. Since t value is 3.07, $p < 0.01$, and it is significant at 0.01 level. Therefore it is concluded that the gamification package is effective in learning English grammar than lecture method of girls.

Tenability of Hypotheses

1. There exists no significant difference in the mean pre-test scores of EGT of experimental and control group students with respect to total sample is accepted.
2. There exists no significant difference in the mean pre- test scores of EGT of boys in the experimental and control group is accepted.
3. There exists no significant difference in the mean pre-test scores of EGT of girls in the experimental and control group is accepted.
4. There exists no significant difference in the mean post- test scores of EGT of experimental and control group students with respect to total sample is rejected.
5. There exists no significant difference in the mean post- test scores of EGT of boys in the experimental and control group is rejected.
6. There exists no significant difference in the mean post-test scores of EGT of girls in the experimental and control group is rejected.
7. There exists no significant difference in the effectiveness of gamification package in learning English grammar for the total sample is rejected.
8. There exists no significant difference in the effectiveness of gamification in learning English grammar for boys of fifth standard are rejected.
9. There exists no significant difference in the effectiveness of gamification in learning English grammar for girls of fifth standard are rejected.
10. There exists no significant difference in the mean adjusted post-test scores of EGT of students in the experimental and control group for the total sample is rejected.

11. There exists no significant difference in the mean adjusted post-test scores of EGT of boys in the experimental and control group is rejected.
12. There exists no significant difference in the mean adjusted post-test scores of EGT of girls in the experimental and control group is rejected.

Discussion of Results

From the study it was found that the gamification package was effective in learning English grammar. This finding is consistent with the findings of the studies of Fithriani (2019), Ashok Leonard (2013), Radjeki and Muhajir (2020) were their studies are effective in learning English grammar through games. The studies of Yacob and Yunus (2019), Hashim (2019), Koksai and Beyhan (2014) and Sunarmi (2021) revealed that games facilitates better learning. Hence, learning grammar through games will be more effective.

The gamification package guarantees active participation of the students. The package provides scope for teachers to integrate gamification with English grammar learning. The importance of gamification has increased significantly in the present educational scenario where by one should acquire necessary academic and technological knowledge for one's own survival in the academic world. It is playing an important role in learning English grammar easily and interestingly. In such a context, undoubtedly a question would shoot up as to how gamification package could be provided along with grammar teaching. A very grateful way of providing gamification package to students is to embed it into the teaching of English grammar. This is not particularly difficult as changes are to be made in the instructional strategies along with the changes in the curriculum. Here educationalist can play their vital part by providing provision in the curriculum for the integration of gamification in learning.

CHAPTER 5

Chapter –5

Findings, Conclusions and Suggestions

1. Study in Retrospect
2. Major Findings and Conclusion
3. Educational Implications
4. Suggestions for Further Research

Chapter –5

Findings, Conclusions and Suggestions

In the present chapter, study in retrospect and inferences drawn on the basis of the analysis of data are given accompanied by the findings, educational implications and the suggestions for further research.

Study in Retrospect

The present investigation is devoted to find out the effectiveness of gamification on learning English grammar of fifth standard students. In the previous chapter the data was analyzed, interpreted and discussion of results was elaborated. The experimental group were subjected to gamification package and control group were subjected to lecture method for learning English grammar. The dependent variable of the study was English grammar and independent variable was gamification package. The effect of the gamification package was assessed in terms of English grammar test scores by subjecting to statistical analysis through SPSS software.

Need and Significance of the Study

Many educationists resort to games in assisting their teaching. Despite the use of games in the classroom, English language learners have trouble mastering its grammar. The beauty of play in the learning environment is that learners develop autonomy quickly and can self-correct easily, with a minimum of emotional stress. There is a clear path of progression and learners can learn at their own pace. It also encourages active learning and provides an ideal environment for learning. Grammar is one of the most controversial aspects when it comes to the learning of a language. As for Gamification, it is a useful method to use with classroom games.

The previous studies on student grammar learning regard that most of the students are weak in English grammar, vocabulary and speaking skill (Hossain& Phil, 2018). Although grammar is considered to have an important role in speaking and especially in writing, students find it as one of the difficult subjects to learn (Marlina, Sri &Pujasari, 2016). The previous studies on gamified-learning in improving grammar have shown effectiveness and improvement that can entail the active participation of students in learning grammar positively and effectively (Hashim, Rafiq&Yunus, 2019). The use of games with gamification should be extremely beneficial for students, who will learn a language by developing competence. Hence the study is undertaken to help the students learn English Grammar actively through gamification.

Statement of the problem

Effective learning always aims at the arousal of interest, effective communication and appropriate outcomes. Traditionally, teaching grammar consisted of the presentation and practice of grammatical items which is quite difficult for a learner. But it can be interesting if it is learned through games and play. It can also stop distractions and engage learners in a way that few other methods can. Hence the present study has been under taken with a view of finding out the **“Effectiveness of Gamification on Learning English Grammar of Fifth Standard Students”**.

Objectives of the study

1. To construct and validate an English Grammar Test for fifth standard students
2. To develop a gamification package for learning English grammar.
3. To test the effectiveness of the Gamification Package by using experimental and control groups.

4. To study the significant difference in the mean pre- test scores of English Grammar Test (EGT) of experimental and control group students with respect to the total sample.
5. To study the significant difference in the mean pre- test scores of EGT of experimental and control group students with respect to the gender.
6. To study the significant difference in the mean post- test scores of EGT of experimental and control group students with respect to the total sample.
7. To study the significant difference in the mean post- test scores of EGT of experimental and control group students with respect to the gender.

Hypotheses of the study

1. There exists significant difference in the mean pre-test scores of EGT of experimental and control group students with respect to total sample.
2. There exists significant difference in the mean pre- test scores of EGT of boys in the experimental and control group.
3. There exists significant difference in the mean pre-test scores of EGT of girls in the experimental and control group.
4. There exists significant difference in the mean post- test scores of EGT of experimental and control group students with respect to total sample.
5. There exists significant difference in the mean post- test scores of EGT of boys in the experimental and control group.
6. There exists significant difference in the mean post-test scores of EGT of girls in the experimental and control group.
7. There exists significant difference in the effectiveness of gamification package in learning English grammar for the total sample.

8. There exists significant difference in the effectiveness of gamification in learning English grammar for boys of fifth standard.
9. There exists significant difference in the effectiveness of gamification in learning English grammar for girls of fifth standard.
10. There exists significant difference in the mean adjusted post-test scores of EGT of students in the experimental and control group for the total sample.
11. There exists significant difference in the mean adjusted post-test scores of EGT of boys in the experimental and control group.
12. There exists significant difference in the mean adjusted post-test scores of EGT of girls in the experimental and control group.

Methodology in brief

Method

The present study is concerned with the development of Gamification package and it's investigating its effectiveness on learning English grammar of fifth standard students. For this purpose, the investigator adopted Experimental method for the present study.

Experimental Design

The Pretest-posttest Non-equivalent-Groups design is used in the present study.

Population

Population for the present study consists of all the fifth class students following state board syllabus during the academic year 2022-2023.

Sample

The experimental study is conducted on a sample of 67 (34 for experimental group and 33 for control group) students studying in fifth standard of Yettacode Nursery and Primary School.

Tools used

3. Gamification package
4. English Grammar Test (EGT)

Data collection procedure

At the end of period, the post test was administered to both the experimental and control groups. The same EGT is used for the pre- test and post- test in both the groups.

Scoring

The investigator prepared a scoring key for correcting the response sheet. Each correct answer was given one mark and for wrong answer zero mark was given. The scores of EGT is the total of the scores obtained for all the items.

Statistical techniques

The pre-test and post-test scores of the experimental and control group were consolidated for statistical analysis. The test scores were subjected to 't' test, paired 't' test, and Analysis of Covariance (ANCOVA).

Delimitations of the study

The study delimits itself in the following aspects

5. The experimental study is limited to one school in Kanniyakumari District.
6. The sample size is limited to 67 students only.
7. The experimental study is limited to select English grammar portion only.

Major findings

On the basis of analysis and interpretation of the data the major findings that emerged from the present study are presented.

1. The findings of the study revealed that no significance difference was found in the pre-test mean scores in EGT of the experimental group and control group. The finding is supported by the obtained result ($t\text{-value} = 0.146, p > 0.01$). So, before experiment students of two groups have more or less same level of English grammar learning.
2. There was significant difference in the mean pre-test scores of EGT of boys of experimental and control group. The finding is supported by the obtained result ($t\text{-value} = 0.331, p > 0.01$). That is before the experiment, boys of two groups have more or less same level of English grammar learning.
3. There was significant difference in the mean pre-test scores of EGT of girls of experimental and control group. The finding is supported by the obtained result ($t\text{-value} = 0.146, p > 0.01$). That is before the experiment, girls students of two groups have more or less same level of English grammar learning.
4. There was significant difference in the mean the post-test mean scores in EGT of the experimental group and control group. The finding is supported by the obtained result ($t\text{-value} = 4.820, p < 0.01$). Hence the gamification package was statistically proved to be effective to learn English grammar than the lecture method with total sample.
5. There was significant difference in the mean post-test scores of EGT of boys of experimental and control group. The finding is supported by the obtained result ($t\text{-value} = 5.595, p < 0.01$). Hence the gamification package was statistically proved to be effective than lecture method of learning English grammar for boys of fifth standard.
6. There was significant difference in the mean post-test scores of EGT of girls of experimental and control group. The finding is supported by the obtained result (t-

value =2.762, $p<0.01$). Hence the gamification package was statistically proved to be effective than lecture method of learning English grammar for girls of fifth standard.

7. There was significant difference in the mean paired t test scores of effectiveness of gamification on learning English grammar of fifth standard students. The finding is supported by the obtained result (Paired t value= 20.62, $p<0.01$). Hence the gamification package was statistically proved to be effective for learning English grammar than lecture method.

8. There was significant difference in the mean paired t test scores of effectiveness of gamification on learning English grammar of boys in experimental group. The finding is supported by the obtained result (Paired t value= 23.09, $p<0.01$). Hence the gamification was statistically proved to be effective for learning English grammar than lecture method for boys of experimental group.

9. There was significant difference in the mean paired t test scores of effectiveness of gamification on learning English grammar of girls in experimental group. The finding is supported by the obtained result (Paired t value= 12.95, $p<0.01$). Hence the gamification was statistically proved to be effective for learning English grammar than lecture method for girls of experimental group.

10. There was significant difference in the adjusted post-test mean scores of EGT of the experimental and control group. The finding is supported by the obtained result (t value= 5.14, $p<0.01$). Hence the gamification was statistically proved to be effective for learning English grammar than lecture method with total sample.

11. There was significant difference in the adjusted post-test mean scores of EGT of boys in the experimental and control group. The finding is supported by the obtained result (t

value= 5.70, $p < 0.01$). Hence the gamification was statistically proved to be effective for learning English grammar than lecture method for boys of fifth standard.

12. There was significant difference adjusted post-test mean scores of EGT of girls in the experimental and control group. The finding is supported by the obtained result (t value= 3.07, $p < 0.01$). Hence the gamification was statistically proved to be effective for learning English grammar than lecture method for girls of fifth standard.

Conclusion

Students have been started to lose interest and motivation in learning English grammar since they need to memorise too many rules. Thus, in order to break up the monotony of the classroom grammar learning for young students, they must learn the grammar rules by performing tasks. In this study, gamification provided them with points, leader board and fun elements in games which made them to learn noun easily. After careful analysis and interpretation of the results of the study it can be concluded that the use of gamification have been effective and results in improvement in the English grammar which is proved by the comparison of pre-test and post- test scores. Even the retention of the concepts of learning English grammar is improved in the students who are exposed to gamification package as is evident from the comparison of English grammar test scores of experimental and control group. From the findings of the study, it was stated that the gamification package is more effective in learning English grammar of fifth standard students. Gamification increases students' proficiency in practicing grammar.

Educational Implications

The findings of the present study entail some important educational implications for teachers, learners, and curriculum planners. It is apparent from the results of the study that shifting from lecture method to gamification package has shown significant improvement in students' learning English grammar.

1. 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 for maximum flexibility.
2. Teachers should understand the students' problem of writing without grammatical errors in English. So they can make a choice of appropriate classroom grammar learning through games to be taught each day. Teachers can also plan activities when planning for particular grammar unit.
3. Teacher education institutions could motivate pre-service teachers to plan and use games during their internship session. This will enable them to plan further using their creative ideas to teach grammar units through games, when they are appointed as regular teachers.
4. The students learn to answer the questions according to the prevalent through gamification. This helped them to understand the use of English grammar.
5. Gamification proved to be reducing the burden of the students as well as the teachers by increasing the capacity of both of them.

Suggestions for further research

The possible areas of research are suggested below.

1. An investigation into English grammar learning of pupils in relation to their linguistic ability through gamification can be a topic of interest at different levels.
2. Development of grammar learning games can be prepared and executed for other grammar units for all classes according to the syllabus framed for various standards.
3. Oral skill development through gamification can be experimented, from primary level to higher secondary level.
4. Conducting a research to examine the effect of gamification on the students having different demographic attributes.
5. Gamification based on prose or poetry can also be prepared to teach literary aspects in a much more interesting way.
6. The present study was conducted only on a small sample taken from a school affiliated with the state board. Similar study can be conducted for the student of other board like CBSC and ICSE.
7. The effectiveness of the same Gamification can be tested by taking some other variables like vocabulary and language skills.
8. The effectiveness of gamification may be assessed in terms of other variables like interest in English language, problem solving and motivation.

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APPENDICES

Appendices

- Appendix A : General Data Sheet
- Appendix B : English Grammar Test (Draft)
- Appendix C : English Grammar Test (Final)
- Appendix D : The name of the schools selected for conducting the pilot study
- Appendix E : Subject experts for validation of EGT
- Appendix F : Suggestions from the subject expert on EGT-sample
- Appendix G : Opinionnaire on EGT
- Appendix H : LessonTranscripts
- Appendix I : Sample of Screen shots of the Gamification package
- Appendix J : Article Published
- Appendix K : C.D. of Gamification package

Appendix A

N.V.K.S.D COLLEGE OF EDUCATION
(AUTONOMOUS)
(Re-accredited by NAAC with 'A' Grade)
ATTOOR, KANNIYAKUMARI DISTRICT

General data sheet**2022-2023**

Dear students,

Your participation is indispensable for my dissertation entitled **“Effectiveness of Gamification on Learning English Grammar of Fifth Standard Students”**.

Some of your personal details are needed for my research. Your detail will be kept confidential and used for research purpose only.

Name of the Student:**Standard :****Mother Tongue :** Tamil English Malayalam **Gender :** Male Female **Locality :** Rural Urban **Type of School :** Government Matriculation CBSE

Appendix B**N.V.K.S.D COLLEGE OF EDUCATION****(AUTONOMOUS)****(Re-accredited by NAAC with 'A' Grade)****ATTOOR, KANNIYAKUMARI DISTRICT****English Grammar Test (Draft)****(Prepared by Prashetha & Devika)****Total – 60 marks****I. Choose the appropriate noun.****(10×1=10)**

1.  is a

- a) Material noun b) Proper noun c) Common noun d) Abstract noun

2. Pick the pairs of proper noun

- a) Girl, Brave b) Book, Film c) John, Mary d) Door, tall

3. Identify the Abstract Noun

- a) House b) dog c) Happy d) Pencil

4. Identify the pairs with Collective noun



5. My ring is made up of gold. In this sentence 'Gold' is a

- a) Collective noun b) Abstract noun c) Material noun d) Countable noun

6. Find the countable noun from among the following that makes sleeping more comfortable.



7. 'My family went to the circus yesterday'. Find the common noun from this sentence.

- a) and b) family c) went d) to



8. I like to play in the rain. Here 'rain' is a/an

- a) Common noun b) Uncountable noun c) Material noun d) Abstract noun

9. Identify the countable noun.

- a) Love b) Health c) Power d) Country

10. The noun that represents a group of things, animal or people.

- a) Collective noun b) an abstract noun c) Common noun d) Proper Noun

II. Fill in the blanks with suitable noun.

(10×1=10)



1. **WATER** is a/announ. (Countable / Uncountable noun)

2. 'I brushed my teeth every morning'.



Here 'Teeth' is a/announ.

(Countable/ Uncountable noun)

3. 'Jaipur is known as the Pink city.'

The number of proper nouns in this Sentence is (2/4)

4. Bag is a/announ. (Common/ Abstract noun)

5. *Raju is a good student.* Here *Raju* is a (Material / proper noun)

6. She brought a.....of flowers for her sister. (flock / bouquet)

7. Sunday is a noun. (Common/ proper noun)

8. 'Iron' is anoun. (Abstract / Material noun)

9. 'Andrew should get an award for his honesty'.



Here 'honesty' is a..... Noun. (Abstract/ Proper noun)

10. I can tell the (truth/ beauty)

III. Match the following.

(5×1=5)



- Abstract Noun



- Common noun



- Collective Noun



- Proper Noun



5. - Material Noun

IV. True or False.

(5×1=5)

1. A Common Noun is a name of specific person, place or thing. -
2. Countable Noun are always invisible -
3. An Abstract Noun can also be an idea -
4. 'Calcium' is a proper Noun -
5. Uncountable Noun is a Mass Noun -

V. Circle the noun in each sentence.

(10×1=10)



There is too much of noise.



Childhood is one of the best phases of life.



Coffee is a very refreshing drink.



My roommate was a doctor.



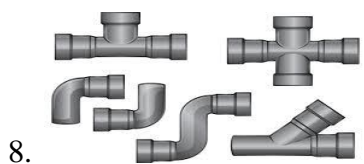
The cat jumps on the wall.



He looked like a rich man.



She tried to restrain her anger.



The pipes are made of plastic.



The air was thick with smoke.



He broke his pencil

10.

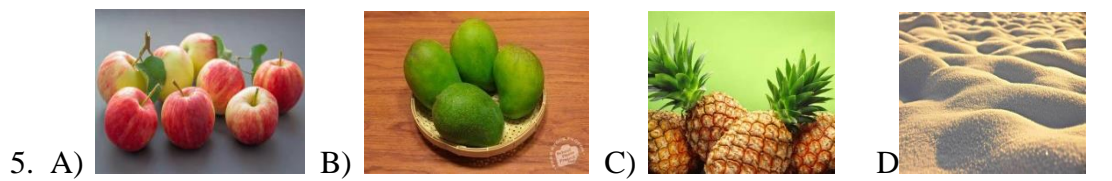
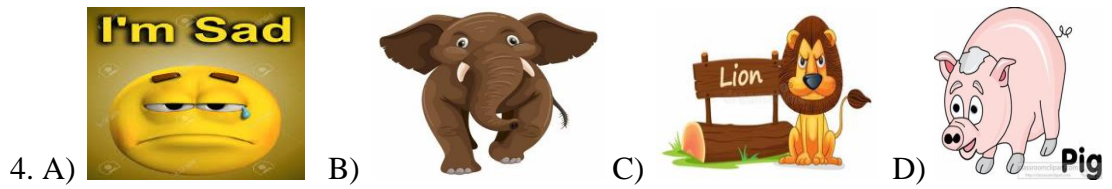
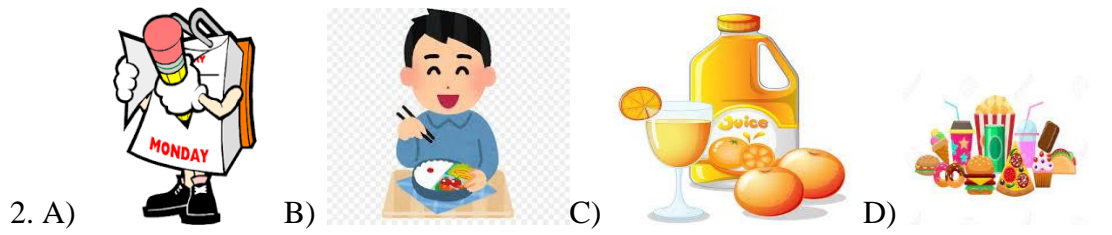
VI. Look at the picture and write the type of noun.

(5×1=5)



VII. Pick the odd one from the options.

(5×1=5)



VIII. Use the picture to complete the sentence.

(10×1=10)








1. The children boarded into the
2. The empire has a great
3. There are a variety of fruits in one
4. My father brought a new
5. My chain was made of
6. I have a pile of
7. He sings in the church
8. The baby cried himself to
9. I celebrate my birthday in.....
10. Please help me with the work in the

Scoring key

S. No	Correct answer	Mark	Total
I	Choose the appropriate Noun		
1.	c) Common Noun	1	10
2.	c) John, Mary	1	
3.	c) Happy	1	
4.	c) Collective Noun	1	
5.	c) Material Noun	1	
6.	b) Bed	1	
7.	b) family	1	
8.	b) Uncountable noun	1	
9.	d) country	1	
10.	a) A collective noun	1	
II	Fill in the blanks with suitable noun.		
1.	Uncountable noun	1	
2.	Countable noun	1	
3.	2	1	
4.	Common noun	1	

5.	Proper noun	1	10
6.	Bouquet	1	
7.	Proper noun	1	
8.	Material noun	1	
9.	Abstract noun	1	
10.	Truth	1	
III	Match the following		
1.	Common noun	1	
2.	Collective noun	1	
3.	Abstract noun	1	5
4.	Material noun	1	
5.	Proper noun	1	
IV	True or False		
1.	False	1	
2.	False	1	
3.	True	1	5
4.	False	1	
5.	True	1	

V	Circle the noun in each Sentence		
1.	Noise	1	
2.	Childhood, life	1	
3.	Coffee, drink	1	
4.	Doctor, roommate	1	10
5.	Cat, wall	1	
6.	Man	1	
7.	Anger	1	
8.	Pipes, plastic	1	
9.	Air, smoke	1	
10.	Pencil	1	
VI	Look at the picture and write the type of noun		
1.	Abstract noun	1	
2.	Material noun	1	5

3.	Proper noun	1	
4.	Uncountable noun	1	
5.	Collective noun	1	
VII	Pick the odd one out		
1.	<p>b) </p>	1	
2.	<p>a) </p>	1	
3.	<p>b) </p>	1	
4.	<p>a) </p>	1	5
5.	<p>d) </p>	1	

VIII	Use the picture to complete the sentence		
1.	School bus	1	
2.	Army	1	
3.	Basket	1	
4.	Bike	1	
5.	Silver	1	10
6.	Books	1	
7.	Choir	1	
8.	Sleep	1	
9.	January	1	
10.	Kitchen	1	

4. Find the countable noun from among the following that makes sleeping more comfortable.



5. 'My family went to the circus yesterday'. Find the common noun from this sentence.

- a) and b) family c) went d) to



I like to play in the rain. Here 'Rain'

- a) Common noun b) Uncountable noun c) Material noun d) Abstract noun

7. Identify the countable noun.

- a) Love b) Health c) Power d) Country

8. The noun that represents a group of things, animal or people.

- a) a collective noun b) an abstract noun c) a common noun d) a proper

Noun

II. Fill in the blanks with suitable noun.

(6×1=6)



1. WATER is a/an.....noun. (Countable / Uncountable noun)

2. 'I brushed my teeth every morning'.



Here 'Teeth' is a/announ.

(Countable/ Uncountable noun)

3. *Raju is a good student.* Here *Raju* is a (Material / proper noun)

4. She brought a.....of flowers for her sister. (flock / bouquet)

5. 'Iron' is anoun. (Abstract / Material noun)

6. '*Andrew should get an award for his honesty*'.



Here 'honesty' is an..... Noun. (Abstract/ Proper noun)

III. Match the following.

(3×1=3)



- Abstract noun



- Proper Noun



- Collective Noun

IV. True or False.

(3×1=3)

1. A Common Noun is a name of specific person, place or thing. -
2. Countable Nouns are always invisible -
3. An Abstract Noun can also be an idea -

V. Circle the noun in each sentence.

(6×1=6)



There's too much noise.



Childhood is one of the best phases of life.



Coffee is a very refreshing drink.



He looked like a rich man.



She tried to restrain her



He broke his pencil.

VI. Look at the picture and write the type of noun.

(3×1=3)

(Proper Noun, Abstract noun, Uncountable Noun)



-



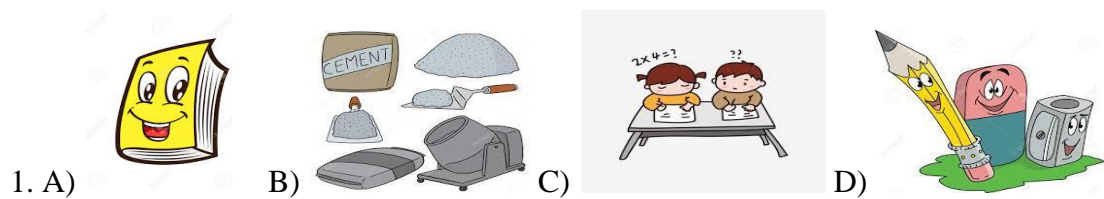
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-







VII. Pick the odd one out.

(4×1=4)



2. A)  B)  C)  D) 
3. A)  B)  C)  D) 
4. A)  B)  C)  D) 

VIII. Look at the picture and use the picture to complete the sentence. (5×1=5)

		
Basket	School bus	Silver
		
Kitchen	Butterfly	Choir





1. The children boarded into the
2. There are variety of fruits in one

3. My chain was made of
4. He sings in the church
5. Please help me with the work in the

Scoring key

S. No	Correct answer	Mark	Total
I	Choose the appropriate Noun		
1.	c) Common Noun	1	8
2.	c) John, Mary	1	
3.	c) Happy	1	
4.	b) Bed	1	
5.	b) family	1	
6.	b) Uncountable noun	1	
7.	d) country	1	
8.	a) A collective noun	1	
II	Fill in the blanks with suitable noun.		
1.	Uncountable noun	1	6
2.	Countable noun	1	
3.	Proper noun	1	
4.	Bouquet	1	
5.	Material noun	1	

6.	Abstract noun	1	
III	Match the following		
1.	Collective noun	1	
2.	Abstract noun	1	3
3.	Proper noun	1	
IV	True or False		
1.	False	1	
2.	False	1	3
3.	True	1	
V	Circle the noun in each Sentence		
1.	Noise	1	
2.	Childhood, life	1	
3.	Coffee, drink	1	
4.	Man	1	6
5.	Anger	1	
6.	Pencil	1	

VI	Look at the picture and write the type of noun	1	
1.	Abstract noun	1	3
2.	Proper noun	1	
3.	Uncountable noun		
VII	Pick the odd one out		
1.		1	
2.		1	4
3.		1	
4.			

VIII	Use the picture to complete the sentence		
1.	School bus	1	
2.	Basket	1	
3.	Silver	1	5
4.	Choir	1	
5.	Kitchen	1	

Appendix D**The Name of the Schools Selected for Conducting the Pilot Study**

S.No	Name of schools	Number of students
1.	Government Primary School, Arumanai	25
2.	National Matric School, Arumanai	17
3.	Government Primary School, Vellamcode.	22
4.	N.M.Vidya Kendra, CBSE Senor Secondary School, Chitharal	20
5.	Sree Krishna Vidya Bharathi Nursery & Primary School, Chitharal	16
	Total	100

Appendix E**Subject Experts for Validation of EGT**

1. Mr. S. Crystal Stabin Raj
Assistant Professor of English,
VTM College of Arts and Science, Arumanai.

2. Ms. Rose Mabel
English Teacher,
Yettacode Higher Secondary School, Yettacode.

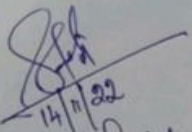
3. Ms. Sheela P.
English Teacher,
Government High School, Vellamcode.

Appendix F

Suggestions from the subject expert on EGT – Sample

Suggestions:-

1. Questions must be clear when it is assembled for school children.
2. Make appropriate pictures.
3. Take note on articles when using before a fill up.
4. Check the sentence construction before finalizing.
5. Give attention while distributing marks to each question.
6. Give perfect punctuations.


14/11/22
S. Crystal Stabin Raj,

Head, Department of English
T. T. M. College of Arts & Sciences
Arakkudi

N.V.K.S.D COLLEGE OF EDUCATION**(AUTONOMOUS)****(Re-accredited by NAAC with 'A' Grade)****ATTOOR, KANNIYAKUMARI DISTRICT****Opinionnaire on English Grammar Test (EGT)**

Kindly read each statement below and tick (✓) your opinion.

Sl.No	Statements	Yes	No
1.	The questions are clear.		
2.	It is suitable for fifth standard students.		
3.	The questions are written grammatically.		
4.	It is very helpful to learn noun and its kinds.		
5.	It is very colourful.		
6.	It is very simple for fifth standard students.		

Lesson Transcripts - 1

Name of the Prospective Teacher Educator: S.R.Prashetha

Name of the School : Yettacode Nursery and Primary School, Yettacode.

Standard : V

Subject : English

Topic : Noun

Number of pupils : 34

Duration : 45 Minutes

Date : 19-01-2023

Learning Objectives:

The pupil

- gains a conceptual understanding of noun
- understands and practice common noun in real-life context
- knows the correct usage of noun without grammatical errors

Game Name: Noun Column

Game Overview: The Noun Column game shall take 30 minutes. Four-column charts and sticky notes are created for this game to write noun regarding the use of person, places, things, ideas.

Game objectives: The game is great tool to use in the classroom to consolidate

new knowledge for students. By playing games, students become more motivated to learn noun through games.

Materials required: charts, pen or pencil, sticky notes and leader board.

Duration: 30 Minutes

Time Guideline:

The total class time is assumed to be of 40 minutes, divided across each of the phases mentioned below:

- Discovery Phase (5 Minutes)
- Onboarding phase (5 Minutes)
- Scaffolding phase (30 Minutes)
- Endgame phase (5 Minutes)

Phases	Learning Experience
Discovery phase (five minutes)	Discovery phase is the foundation phase for introducing the topic. During this phase, the teacher creates rapport and conduct the ‘noun meeting’ within students. The two students come forward and make their conversation between them. At the end of the conversation the teacher asks questions to activate the prior knowledge of students. 1. What are the names they said? 2. What are the fruits they like? 3. What is meant by naming words? 4. What is noun?
Onboarding	The teacher deploys the game scenario (rules, roles,

Phase (five minutes)	<p>procedures, scoring and goals)</p> <p>The teacher assigns participants to play the game.</p> <p>Students understand the game scenario and are ready to play.</p>
Scaffolding Phase (30 Minutes)	<p>The teacher executes the game.</p> <p>Students divide into groups and create four-column charts with the headings person, place, things and idea. Teacher informs them that they have twenty seconds to write as many words in each column as they can to understand the words belonging to noun. Teacher encourages pupils to present the lists of noun in the class and give rewards to those who have the longest list. The students who completely made the list correct will be rewarded with a modest gift or some words of appreciation.</p>
Endgame phase (five minutes)	<p>In this phase, the teacher debriefs about the game and recapitulates the concept of the game.</p> <p>Students analyse their learning through game by reflecting on the game.</p> <p>The teacher concludes the class by signifying the importance of gamification for grammar learning.</p>

Assignments:

1. Write the nouns in each corner a folding paper.
2. Find a noun game and play in the class.

Lesson Transcripts - 2

Name of the Prospective Teacher Educator: S.R.Prashetha

Name of the School : Yettacode Nursery and Primary School, Yettacode.

Standard : V

Subject : English

Topic : Noun

Number of pupils : 34

Duration : 45 Minutes

Date : 20-01-2023

Learning Objectives

The pupil

- gains a conceptual usage of noun in the sentence.
- knows the noun through gaming environment.
- understands the noun words in the day to day life

Game Name: One Image Multiple Option

Game Overview: The game brings the strategies, rules and online game learning experiences into the classroom. It is an image based noun game.

Game objectives: This game helps the students to develop problem solving skills and the ability to deal better with unexpected situations. It enhances students' skill of observation, abilities and hones their alertness to learn noun.

Materials required: 4 laptops



Duration: 30 Minutes

Time Guideline

The total time is assumed to be of 45 minutes, divided across each of the phases mentioned below:

- Discovery Phase (5 Minutes)
- Onboarding phase (5 Minutes)
- Scaffolding phase (30 Minutes)
- Endgame phase (5 Minutes)

Phases	Learning Experience
Discovery phase (five minutes)	Discovery phase is the foundation phase for introducing the topic. The teacher asks some question to check the previous knowledge of students. <ol style="list-style-type: none"> 1. What is meant by noun? 2. What are the nouns you used day to day life? 3. Say some noun from what you have seen today?
Onboarding Phase (five minutes)	The teacher deploys the game scenario (rules, roles, procedures, scoring and goals)

	<p>The teacher assigns participants to play the game.</p> <p>Students understand the game scenario and are ready to play.</p>
<p>Scaffolding Phase (30 Minutes)</p>	<p>The teacher executes the game.</p>   <p>The teacher sets up four laptops with One image multiple option' noun game from the turtlediary.com and get the students to join the game using on-screen instructions.</p> <p>The students shall</p> <ol style="list-style-type: none"> 1. Click Play. 2. When the screen launches, choose the game. 3. Click Start.

	<p>4. Players answer the questions of noun that they see on the shared screen with their laptop.</p> <p>Each answer option on the shared screen is inside a box with a specific color and selects the correct noun from the boxes displayed on the players' screen.</p> <p>5. After each player played, a leaderboard showing the team wise scores. Players can see their points.</p> <p>6. At the end of the game, the winners' team name appears on the leader board.</p>
<p>End game phase (ten minutes)</p>	<p>In this phase, the teacher debriefs about the game and recapitulates the concept of the game.</p> <p>Students analyse their learning through game by reflecting on the game.</p> <p>The teacher concludes the class by signifying the importance of gamification for grammar learning.</p>

Assignments:

1. Find any other online noun games and write its name.

2. Write three lines about the usage of One Image Multiple Option Game.

Lesson Transcripts - 3

Name of the Prospective Teacher Educator: S.R.Prashetha

Name of the School : Yettacode Nursery and Primary School, Yettacode.

Standard : V

Subject : English

Topic : Common Noun

Number of pupils : 34

Duration : 45 Minutes

Date : 23-01-2023

Learning Objectives

The pupil

1. categorizes the common noun
2. applies their knowledge to find common noun from the sentence.
3. understands the team work, cooperation and learn to trust one another.

Game Name: Common Rings

Game Overview: The Common Rings noun game shall take 30 minutes. The Paper boxes and cards are required for this game. Cards contain the common noun. There are two teams to play. The first player of one team take one card and act what the card suggests to do. The members of the others shall find the word from his action.

Game objectives: This game helps the students to learn how to work together as a team, take turns, build respect, listen to others, and play fairly. It also helps them to understand the common noun easily.

Materials required: Leader-board.

Duration: 30 Minutes

Time Guideline:

The total class time is assumed to be of 40 minutes, divided across each of the phases mentioned below:

- Discovery Phase (5 Minutes)
- Onboarding phase (5 Minutes)
- Scaffolding phase (30 Minutes)
- Endgame phase (5 Minutes)

Phases	Learning Experience
Discovery phase (five minutes)	<p>Discovery phase is the foundation phase for introducing the topic.</p> <p>The teacher asks questions to activate the prior knowledge of students</p> <ol style="list-style-type: none"> 1. What is a noun? 2. What are the nouns you have in your classroom? 3. How many types of noun are there? 4. What are the noun you commonly use with your friends?

<p>Onboarding Phase (five minutes)</p>	<p>The teacher deploys the game scenario (rules, roles, procedures, scoring and goals)</p> <p>The teacher assigns participants to play the game.</p> <p>Students understand the game scenario and are ready to play.</p>
<p>Scaffolding Phase (30 Minutes)</p>	<p>The teacher executes the game.</p> <p>The teacher splits the class in half. The one half surrounds them self in a bigger circle while the next half stands in a circle facing outwards. They have two to three minutes to ask and answer as many questions as they can before moving on to the next student in the outer circle and to stop when they have completed a full circle. General questions like ‘what is your favourite food’ are appropriate. The naming words from the questions and answers should be noted by the players. Both ‘run’ and ‘halt’ can be said by the teacher. At the conclusion of the game, participants read the naming words aloud to the class and, using questions and responses, determine the most often used noun. Players identify the common noun from questions and answers at the end of the game. The group who discovers more common nouns is deemed as the winner.</p>

Endgame phase (five minutes)	<p>In this phase, the teacher debriefs about the game and recapitulates the concept of the game.</p> <p>Students analyse their learning through game by reflecting on the game.</p> <p>The teacher concludes the class by signifying the importance of gamification for grammar learning.</p>
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Assignments:

1. Find the common nouns around in the classroom.
2. Create a common noun game

Lesson Transcripts - 4

Name of the Prospective Teacher Educator: S.R.Prashetha

Name of the School : Yettacode Nursery and Primary School, Yettacode.

Standard : V

Subject : English

Topic : Noun

Number of pupils : 34

Duration : 45 Minutes

Date : 24-01-2023

Learning Objectives

The pupil,

1. recognises and identify common noun
2. identifies and apply common noun in sentence
3. composes example of common noun

Game Name: Bubble sling

Game Overview: The game bubble sling brings the Pictionary rules and online game learning experiences into the classroom. It is a word based common noun game.

Game objectives: This game help the students to identify the common noun, motivate, and promote learning using game-based thinking and techniques.

Materials required: 4 laptops and leader-board

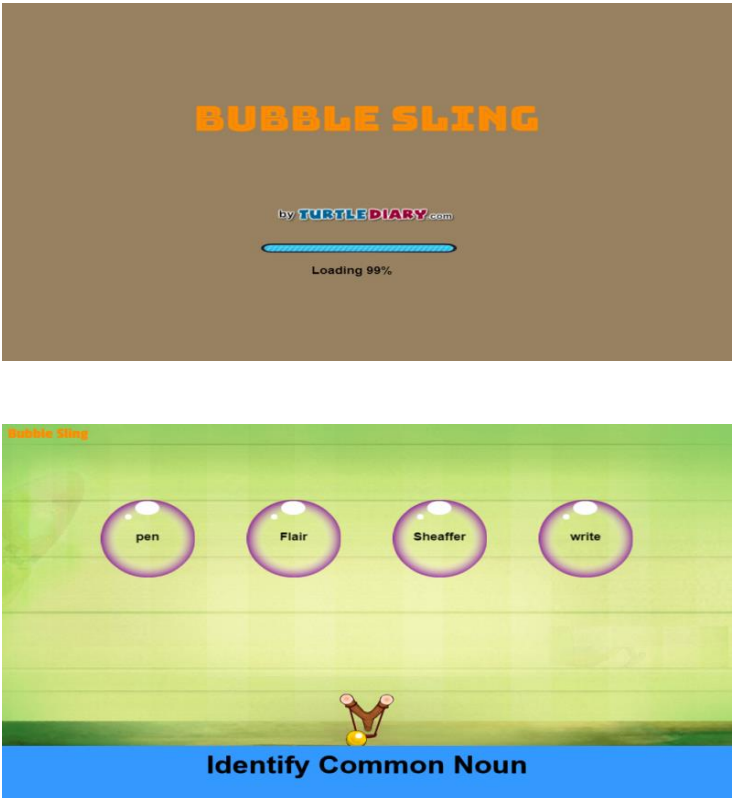
Duration: 30 Minutes

Time Guidelines:

The total class time is assumed to be of 45 minutes, divided across each of the phases mentioned below:

- Discovery Phase (5 Minutes)
- Onboarding phase (5 Minutes)
- Scaffolding phase (30 Minutes)
- Endgame phase (5 Minutes)

Phases	Learning Experience
--------	---------------------

<p>Discovery phase (five minutes)</p>	<p>Discovery phase is the foundation phase for introducing the topic.</p> <p>In this phase the teacher asks the students to check the previous knowledge of students.</p> <ol style="list-style-type: none"> 1. What is meant by common noun? 2. Why it is known as common noun? 3. How it is differ from proper noun?
<p>Onboarding Phase (five minutes)</p>	<p>The teacher deploys the game scenario (rules, roles, procedures, scoring and goals)</p> <p>The teacher assigns participants to play the game.</p> <p>Students understand the game scenario and are ready to play.</p>
<p>Scaffolding Phase (30 Minutes)</p>	<p>The teacher executes the game.</p> 

	<p>The teacher sets up four laptops with Bubble Sling noun game from the turtlediary.com and get the students to join the game using on-screen instructions.</p> <p>The students shall</p> <ol style="list-style-type: none"> 1. Click play. 2. When the screen launches, choose the game. 3. Click start. 4. Players answer the questions of noun that they see on the shared screen with their laptop. Each answer option on the shared screen is inside a bubble with a specific colour and it falls off the screen. The players select the correct common noun before it falls down. 5. After each player played, a leader board showing the team wise scores. Players can see their points. 6. At the end of the game, the winners' team name appears on the leaderboard.
<p>End game phase (five minutes)</p>	<p>In this phase, the teacher debriefs about the game and recapitulates the concept of the game.</p> <p>Students analyse their learning through game by reflecting on the game.</p> <p>The teacher concludes the class by signifying the importance of gamification for grammar learning.</p>

Assignments:

1. Write the link of other common noun game.
2. Draw the pictures of any two common nouns.

Lesson Transcripts - 5

Name of the Prospective Teacher Educator: S.R.Prashetha

Name of the School : Yettacode Nursery and Primary School, Yettacode.

Standard : V

Subject : English

Topic : Proper Noun

Number of pupils : 34

Duration : 45 Minutes

Date : 25-01-2023

Learning Objectives**The pupil**

1. recognises the types of noun.
2. explains the proper noun.
3. applies the proper noun in daily life.

Game Name: Boar Jumper

Game Overview: The game Boar Jumper brings the funny Pictionary screen and online game learning experiences into the classroom. In this game the proper noun falling down the player selects the correct proper noun or otherwise the boar will jump into the water.

Game objectives: This game helps the students to practise what they know about proper noun, and also what they don't. It allows them to experiment through trial and error to find proper noun, work out the best learning, and built new online gaming environment. **Materials required:** 4 laptops, leader-board

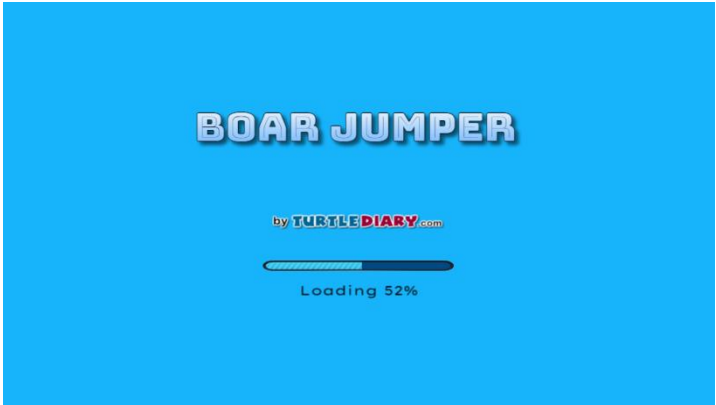

Duration: 30 Minutes

Time Guideline:

The total class time is assumed to be of 45 minutes, divided across each of the phases mentioned below:

- Discovery Phase (5 Minutes)
- Onboarding phase (5 Minutes)
- Scaffolding phase (30 Minutes)
- Endgame phase (5 Minutes)

Phases	Learning Experience
Discovery phase (five minutes)	Discovery phase is the foundation phase for introducing the topic. In this phase the teacher asks the students to check the

	<p>previous knowledge of students.</p> <ol style="list-style-type: none"> 1. What is meant by proper noun? 2. Differentiate between the common and proper noun? 3. Did proper noun is specific or not?
<p>Onboarding Phase (five minutes)</p>	<p>The teacher deploys the game scenario (rules, roles, procedures, scoring and goals)</p> <p>The teacher assigns participants to play the game.</p> <p>Students understand the game scenario and are ready to play.</p>
<p>Scaffolding Phase (30 Minutes)</p>	<p>The teacher executes the game.</p>   <p>The teacher setup four laptops with Boar Jumper noun game from the turtlediary.com and get the students to join the game using on-screen instructions.</p>

	<p>The students shall</p> <ol style="list-style-type: none"> 1. Click play. 2. When the screen launches, choose the game. 3. Click Start. 4. Player answers the questions of proper noun as what see on the shared screen with the laptop. Each answer option on the shared screen is inside a wooden piece with a specific colour and it fall of the screen. The players select the correct proper noun or otherwise the boar will fall down into the water. 5. After each player played, a leader board showing the team wise scores. Players can see their points. 6. At the end of the game, the winners' team name appears on the leader board.
<p>End game phase (five minutes)</p>	<p>In this phase, the teacher debriefs about the game and recapitulates the concept of the game.</p> <p>Student analyse their learning through game by reflecting on the game.</p> <p>The teacher concludes the class by signifying the importance of gamification for grammar learning.</p>

Assignments:

1. Draw two boxes and write the common and proper noun.

2. Write the objectives of Boar jumper game within two or three sentences.

Appendix I

Sample of screen shots of the Gamification Package

V.K.S.D COLLEGE OF EDUCATION (AUTONOMOUS)
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ATTOR, KANNIYAKUMARI DISTRICT



