A case study of the Malaysian indigenous learners in grammar learning
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Background

(Yunus & Mat 2014; Ien, Yunus & Embi 2017)

Previous Studies on English Language Learning

of ESL learners like in Malaysia

allowed difficulties in writing proper sentence structure & struggled with grammar especially in tenses.
As English is learnt as a second language (L2), Malaysian indigenous learners’ linguistic expectations inflate as the English language is their third or foreign language (Renganathan & Kral 2017; Rosnon & Chinasamy 2012; Adnan & Saad 2010). This linguistic overlapping would be much more disadvantageous compared to the linguistic struggles faced by mainstream pupils (Darus & Ching 2009).

Illustration: https://twitter.com/samruzone
Underpinning Theories

- Davis’s Technology Acceptance Model (1989)

Research Questions

1. What are the research participants’ mastery level of English continuous tenses in the pre-test?
2. Is there any significant difference in the research participants’ mastery level of English continuous tenses in the post-test?
3. How does the use of TurTense mobile game app reinforce the mastery of continuous tenses in EFL classroom?
Methodology

- Kemmis & McTaggart’s Action Research Model (1988)
- Indigenous young learners (Temuan)
- Rural outpost of Jelebu, Negeri Sembilan, Malaysia
- Year 4 Primary School pupils (10 years old)

20 research participants
Intervention (TurTense Mobile Game App)

- Select category
- Select the category
- Select the tense
- Selection of the second component: auxiliary verb
- Verbs to be, verbs to have, etc.
- Displaying the end product: a complete sentence based on the selected tense
- Selection of the third component: the verb
- Transforming the base verb to fit the selected tense
- Simulation of turtle nesting begins

Findings

Pre-test results vs. Post-test results

Research participants
Findings

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>4.450</td>
<td>2.187</td>
</tr>
<tr>
<td>Post-test</td>
<td>15.100</td>
<td>2.732</td>
</tr>
</tbody>
</table>

Table 1. Mean scores for pre-test and post-test results

<table>
<thead>
<tr>
<th></th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>t</th>
<th>df</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test -</td>
<td>1.34849</td>
<td>30153</td>
<td>-35.320</td>
<td>19</td>
<td>0.000</td>
</tr>
<tr>
<td>Post-test</td>
<td></td>
<td></td>
<td></td>
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Table 2. Paired sample t-test

Themes of observation

Positive physical responsiveness: 10%
- Yes: 2 out of 20 pupils
- No: 18 out of 20 pupils

Ability to reconstruct full sentences in continuous tenses: 45%
- Yes: 9 out of 20 pupils
- No: 11 out of 20 pupils
Pedagogical Implications

Significance

The first game that features awareness on locally vulnerable species (leatherback turtles - Dermochelys coriacea)

The first study that features mobile-assisted language learning on indigenous learners
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