

TurTense
THE MOBILE GAME APPLICATION

A case study of the Malaysian indigenous learners in grammar learning

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Background

Most of school children in Malaysia are in a second language. They have to learn and dominate the language before they can learn the identity of their own language. This research aims to find out the effect of the use of mobile game application on the concept of past tense in learning English grammar.

Underpinning Theories

ICRI-HASS CONFERENCE 2nd-4th June 2022

Methodology

Intervention (TurTense Mobile Game App)

Findings

Number of responses for each tense

Tense	Number of responses
Past tense	10%
Present tense	55%
Future tense	35%

Significance

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Background

Previous
Studies on English
Language Learning

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



Most of these students learn English as a second language. They have their own dominant first languages (L1) which affects their capability of acquiring the English language, complex sets of rules

As English is learnt as a second language (L2), Malaysian indigenous learners' linguistic expectations inflates 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).

But what about indigenous learners?

Bahasa Melayu

Mandarin language

Present

Future

There is a need to supplement students' grasp on the concepts of tenses in English

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But what about indigenous learners?

Illustration: <https://twitter.com/samruzone>

Underpinning Theories



Research Questions

1

What are the research participants' mastery level of English continuous tenses in the pre-test?

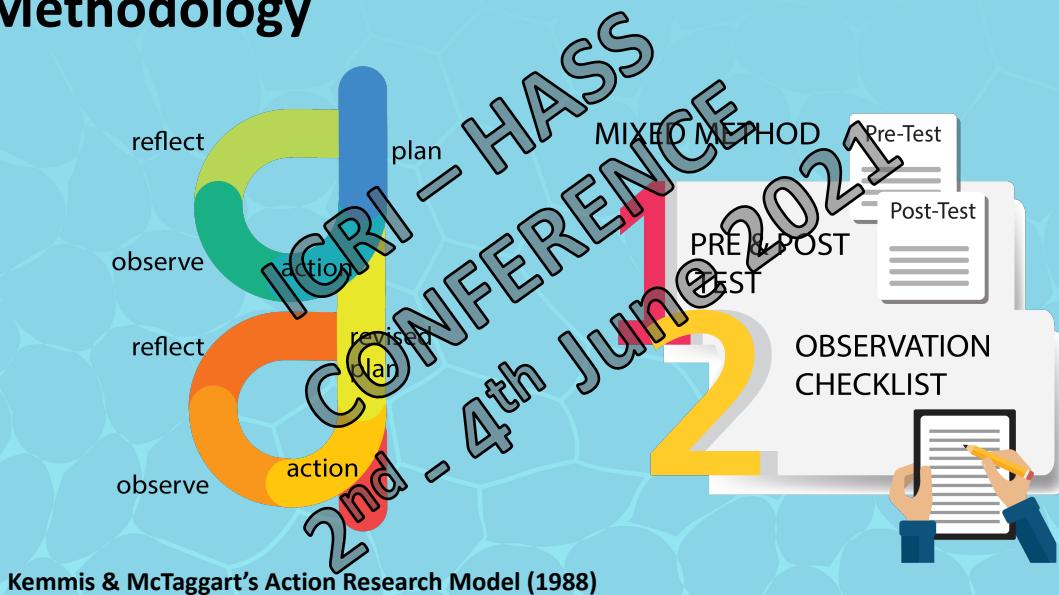
2

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

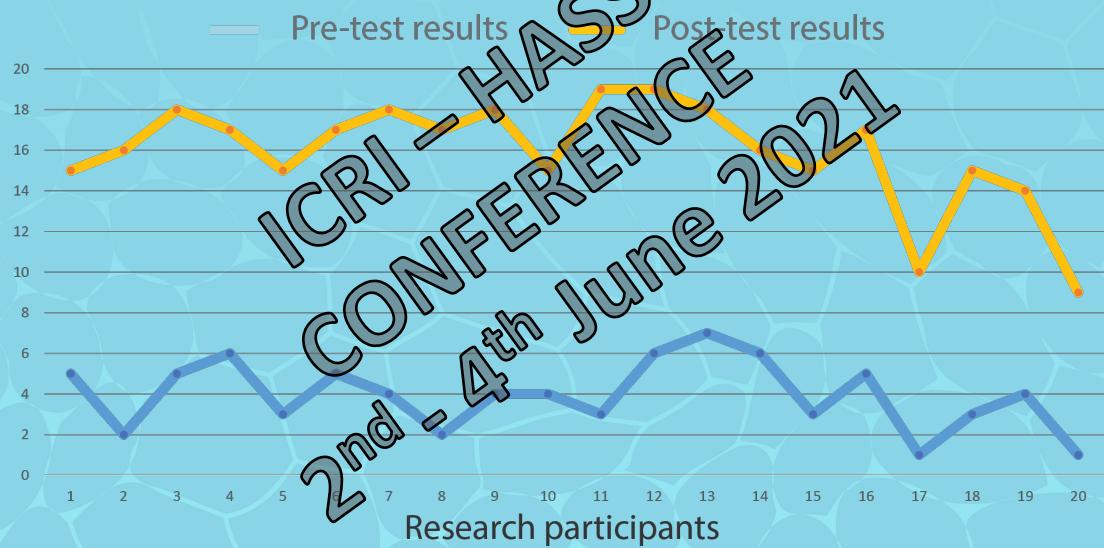


- Indigenous young learners (Temuan)
- Rural outpost of Jelebu, Negeri Sembilan, Malaysia
- Year 4 Primary School pupils (10 years old)

Intervention (TurTense Mobile Game App)



Findings



Findings

	Mean	N	Std. Deviation
Pre-test	4.4500	20	2.18789
Post-test	15.1000	20	7.71883

Table 1. Mean score of pre-test and post-test results

	Mean	Std. Deviation	Std. Error	t	df	Sig. (2 tailed)
Pre-test – Post-test	-10.65000	1.34849	0.30153	-35.320	19	0.000

Table 2. paired sample t-test

themes of observation

Positive physical responsiveness

■ yes ■ no

10%

2 out of 20 pupils

90%

18 out of 20 pupils

ability to reconstruct full sentences in continuous tenses

■ yes ■ no

45%

9 out of 20 pupils

55%

11 out of 20 pupils

Pedagogical Implications

- Components of other skills
- Indirectly enriching the ability of constructing sentences.
- Integration of grammar and writing skills.

Stimulates active & fun learning

- Active individual gameplay, "playing while learning"
- Elements of learning autonomy and self-achievement via marks and ranks
- Vibrant vector graphics

An alternative teaching tool

- Deviates from traditional approach of teaching grammar.
- Mobile, easy access.
- In-trend with Gen Z

Significance





For further inquiries

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