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COMMUNICATION GAMES IN COLLEGE FRESHMAN ENGLISH  
IN MSU, MARAWI CITY: AN ANALYSIS OF THEIR  
ACCEPTABILITY AND EFFECTIVENESS

THESIS

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by

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## ABSTRACT

This study attempted to measure the degree of acceptability and the effectiveness of communication games in the teaching of English to college freshman students at Mindanao State University in Marawi City during the first semester of school year 1988 - 1989. Its specific aims were the following: (1) to find out how acceptable communication games were to the college freshmen English students who were exposed to them; (2) to find out how the students' attitude towards communication games correlated with their performance on the written and oral tests; (3) to verify the claims on the effectiveness of communication games; and (4) to determine how the samples' performance on the written test correlated with their performance on the oral test.

Involvement in the study were two sections of English 1: one served as experimental class, which used communication games during the entire course of the study; the other as control, which did not.



Used to measure the degree of acceptability was the weighted mean score obtained by each of the participants in the experimental group in the Communication Games Attitude Scale Questionnaire. The Pearson Product Moment Correlation was used to establish the relationship between acceptability and performance on the written and oral tests.

The Analysis of Covariance (ANCOVA) served as the main statistical tool used in determining the effectiveness of the method used.

The findings revealed that communication games were highly acceptable to a large majority (86%) of the samples that used them. Seven percent (7%) found the games very highly acceptable, and another seven percent (7%) considered them just moderately acceptable.

The correlational analysis showed that there was a high correlation between the experimental group's acceptability rating and their performance on the written test and the oral test and its four parts.

The results of the Analysis of Covariance showed that there was no significant difference



between the experimental group and the control group, based on their performance on the written and oral tests. A high correlation was found between the samples' performance on the written test and on the oral test.

The secondary analysis made on the influence of the samples' sex and academic status revealed that the performance of the males and females on the two tests did not significantly differ; however, the performance of the scholars and non-scholars did.

The following implications were drawn from the results:

1. Since majority of the samples found the games highly acceptable; the incorporation of games in the English 1 syllabus was deemed feasible.
2. The high correlation between the degree of acceptability of communication games and the written and oral test results indicates the high potential that games hold for language learning. Thus, teachers should strive to make their classroom activities enjoyable for students so that they develop both oral and written skills.
3. The absence of any significant difference in the performance of both groups on the two tests



justifies the use of communication games in the language classroom. This is because as the finding suggests, students who spend some time playing - thus, having fun - learn as much as those who stick to drills and exercises that sometimes become monotonous.

4. The high correlation between the written and oral tests implies the need for teachers to develop students' written skills along with oral skills. Hence, learning of language structures should be supplemented with exercises that engage students in communication exchanges.

Among the recommendations given are the following: (1) Replication of the study, using larger and more systematically selected samples, along with better experimental conditions; (2) Incorporation of games as an important component of the English 1 syllabus, so that they can be used at different parts of the lesson, instead of just at the end; (3) The development of teacher-made written tests - those that would truly measure what has been taught in the English 1 class; and (4) The adaptation of the oral test so that it becomes dialogic in nature, and that it reflects the Filipino way of life.



# DE LA SALLE UNIVERSITY

## TABLE OF CONTENTS

	Page
TITLE PAGE . . . . .	i
APPROVAL SHEET . . . . .	ii
ABSTRACT . . . . .	iii
ACKNOWLEDGMENTS . . . . .	vii
Chapter	
1. THE PROBLEM . . . . .	1
1.1 Introduction . . . . .	1
1.2 Statement of the Problem . . . . .	2
1.3 Hypotheses . . . . .	3
1.4 Assumptions . . . . .	4
1.5 Significance of the Study . . . . .	5
1.6 Scope of the Study . . . . .	5
1.7 Delimitations of the Study . . . . .	6
1.8 Limitations of the Study . . . . .	7
1.9 Definition of Terms . . . . .	10
2. CONCEPTUAL FRAMEWORK . . . . .	15
3. REVIEW OF RELATED LITERATURE . . . . .	23
3.1 Foreign Studies . . . . .	23
3.2 Local Studies and Observations . . . . .	28
3.3 The Study . . . . .	30



# DE LA SALLE UNIVERSITY

	Page
4. METHODOLOGY . . . . .	32
4.1 Research Methods Used . . . . .	32
4.2 The Samples . . . . .	34
4.3 The Setting . . . . .	51
4.4 The Instruments . . . . .	52
4.4.1 Oral (SPEAK) Test . . . . .	52
4.4.2 Written (APT) Test . . . . .	56
4.4.3 Communication Games Attitude Scale Questionnaire . . . . .	57
4.4.4 Participant Background Questionnaire . . . . .	58
4.4.5 The Syllabus . . . . .	59
4.4.6 Communication Games . . . . .	61
4.5 The Statistical Tools . . . . .	65
4.6 The Procedures . . . . .	66
4.6.1 Preparation Phase . . . . .	67
4.6.2 Validation Phase . . . . .	70
4.6.3 Evaluation Phase . . . . .	71
5. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA . . . . .	74
5.1 The Acceptability Test Result . . . . .	75
5.2 Correlations: Degree of Acceptability and Written and Oral Test Results. . . . .	77
5.3 The Written and Oral Test Results . . . . .	79
5.3.1 The Written Test Result . . . . .	80



# DE LA SALLE UNIVERSITY

	Page
5.3.2 The Oral Test Result . . .	33
5.3.3 Oral Test Sub-parts . . .	86
5.3.3.1 Pronunciation . . .	86
5.3.3.2 Grammar . . .	88
5.2.3.3 Fluency . . .	90
5.5.3.4 Comprehensibility . . .	92
5.4 Correlations: Written Test and Oral Test Results . . . . .	95
5.5 Secondary Analysis: Other Findings.	97
5.5.1 The Performance of Males and Females on the Written Test	98
5.5.2 The Performance of Males and Females on the Oral Test . . .	98
5.5.3 The Performance of Scholars and Non-Scholars on the Written Test . . . . .	99
5.5.4 The Performance of Scholars and Non-Scholars on the Oral Test . . . . .	101
6. SUMMARY AND CONCLUSIONS, IMPLICATIONS TO LANGUAGE LEARNING/TE. CHING THEORY AND PRACTICE AND RECOMMENDATIONS . . . . .	104
6.1 Summary . . . . .	104
6.1.1 The Problem . . . . .	104
6.1.2 The Samples . . . . .	104
6.1.3 The Setting . . . . .	105
6.1.4 The Aims . . . . .	105





# DE LA SALLE UNIVERSITY

	Page
6.1.5 Statistical Tools . . . . .	105
6.1.6 Findings . . . . .	107
6.1.7 Other Findings . . . . .	108
6.2 Conclusions . . . . .	111
6.3 Implications to Language Learning/ Teaching Theory and Practice . . . . .	113
6.4 Recommendations . . . . .	116
BIBLIOGRAPHY . . . . .	119
APPENDICES	
A English 1 Syllabus . . . . .	127
B Course Outline . . . . .	131
C Participant Background Questionnaire . . . . .	139
D Communication Games Attitude Scale Questionnaire . . . . .	145
E Communication Games . . . . .	151
F Letter to OEM Testing Center, Xavier University, Cagayan de Oro City, Requesting a Pretest . . . . .	200
G Letter to MSU Vice-Chancellor for Academic Affairs, Requesting Permission to Teach . . . . .	201
H Letter to OEM Testing Center, Xavier University, Cagayan de Oro City, Requesting a Posttest . . . . .	202
I Letter from OEM Testing Center, Xavier University, Cagayan de Oro City, Confirming Posttest Schedule . . . . .	203
J Letter fro OEM, Manila, Regarding APT (Written) Test Results . . . . .	204
K Written (APT) Test Results: Experimental Group	205



# DE LA SALLE UNIVERSITY

	Page
L Oral (SPEAK) Test Results: Experimental Group	206
M Written (APT) Test Result: Control Group .	207
N Oral (SPEAK) Test Result : Control Group .	208
O Acceptability Test Result: Experimental Group	209
P SPEAK Scoring Key . . . . .	210



# DE LA SALLE UNIVERSITY

## LIST OF TABLES

Table	Page
1 Number of Male and Female Participants . . .	36
2 Grouping of Participants According to Age . . . . .	37
3 Grouping of Participants According to Major Fields of Study . . . . .	38
4 Participants' Academic Status . . . . .	39
5 Residences of Participants . . . . .	40
6 Types of Schools Students Came From . . . . .	41
7 Use of English: Place and Amount of Time . . . . .	42
8 Persons with Whom English Was Used . . . . .	43
9 How the Participants Viewed English As a Language . . . . .	44
10 How the Participants Viewed English As a Subject . . . . .	45
11 Methods of Teaching Students Had Been Exposed to . . . . .	46
12 How Students Liked to Do Their Assignments . . . . .	47
13 Preferred Manner of Carrying out Class Activities . . . . .	48
14 Types of Class Activities Preferred . . . . .	49
15 Participants' Personality Types . . . . .	50
16 Participants' Average Grades in High School. . . . .	51
17 Distribution of Acceptability Measures . . . . .	75
18 Correlation Matrix of Acceptability Rating	



# DE LA SALLE UNIVERSITY

## Tables

Table	Page
with Written Test, Oral Test, and the Different Components of the Oral Test . . .	77
19 Summary of Two-Factor ANCOVA (Fixed Effects), Written Test . . . . .	81
20 Adjusted Posttest Means, Written Test . . . . .	81
21 Summary of Two-Factor ANCOVA (Fixed Effects), Oral Test . . . . .	84
22 Adjusted Posttest Means, Oral Test . . . . .	84
23 Summary of Two-Factor ANCOVA (Fixed Effects), Pronunciation . . . . .	87
24 Adjusted Posttest Means, Pronunciation . . . . .	87
25 Summary of Two-Factor ANCOVA (Fixed Effects), Grammar . . . . .	89
26 Adjusted Posttest Means, Grammar . . . . .	89
27 Summary of Two-Factor ANCOVA (Fixed Effects), Fluency . . . . .	91
28 Adjusted Posttest Means, Fluency . . . . .	91
29 Summary of Two-Factor ANCOVA (Fixed Effects), Comprehensibility . . . . .	93
30 Adjusted Posttest Means, Comprehensibility . . . . .	93
31 Correlation Matrix: Written Test, Oral Test and its Four Sub-parts (Control Group)	96
32 Summary of Two-Factor ANCOVA (Fixed Effects), Scholars and Non-Scholars, Written Test . . . . .	100
33 Adjusted Posttest Means, Written Test . . . . .	100



# DE LA SALLE UNIVERSITY

## Tables

Table		Page
34	Summary of Two-Factor ANCOVA (Fixed Effects), Scholars and Non-Scholars , Oral Test . . . .	102
35	Adjusted Posttest Means, Oral Test . . . .	102

