



Acceptability of the Instructional Material “The Power of Ten Game”

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Abstract –The “Power of Ten” is a card game developed aimed at providing instructional materials for the vocabulary enhancement among learners of the English language. The acceptability of the “Power of Ten”, a vocabulary-enhancing academic card game which uses the combined features of scrabble and word factory was determined in the study. A group of Bachelor of Secondary Education major in English and English professors served as respondents of the study. Results showed a very highly acceptance of the Power of Ten game in terms of perceived usefulness, ease of use, attitude towards usage and perceived intention to use among the student-respondents.

Keywords –Power of Ten, power card, vocabulary enhancement

INTRODUCTION

With the advent of technology, people from faraway places are brought closer; however, technology distances people from those closest to them. Driven by such observation, an educational game is created by the researcher. Educational games in the classroom settings gain popularity as these bring positive results. More and more G-Learning or game-based learning researches are published in highly indexed journals.

There is an increasing literature on the importance of learning materials applied as games in the classroom (Liu and Chen, 2013) The card game “Conveyance Go” designed by Liu and Chen (2013) showed positive result on the learning performance of respondent-students in terms of their scientific knowledge on energy and transportation.

Conte (2016) who designed a board game “Larong Akademiko para sa mga Pilipino” or the L-Akad Pilipino game found a very significant improvement in the learning performance of his students in an economics subject.

Greater brain volume and better scores in memory and thinking skills tests for people who were frequently playing card games or puzzles was suggested by a research presentation during the Alzheimer’s Association International Conference 20141.

Four health benefits of playing cards for seniors were enumerated in a Home Care2 website. Player cards stimulates cognition, makes immune system stronger, relieves stress and enhances socialization.

Papert and Harel (1991) view in education is constructionist. This philosophy holds that learning or

equipping students with new knowledge or skills is achieved best with doing.

Generally stated, the many benefits of playing card games are relationship-building, all inclusive and mind boosting. Playing card is a way to bond with people even across generation, is a great way to unwind and creates fun interactions. Playing cards is not physically demanding, is mental exercising and it provides opportunity for learning

OBJECTIVES OF THE STUDY

The objective of this study is to introduce the newly developed card game and to determine its acceptability among the respondents in terms of four constructs:

1. Perceived usefulness
2. Percent ease-of-use
3. Attitude towards usage
4. Perceived intention to use

MATERIALS AND METHODS

Research Participants

Fifty-three third year students enrolled in Bachelor of Secondary Education majoring in English language served as the respondents in the study. They were instructed on how to play the game and played the Power of Ten for half-an-hour.

Procedure

After the game mechanics was explained, the students divided the whole group by five or six. Each group was given a deck of cards. The mechanics were explained to them before they started the game. Every



student freely asked questions while the game was going on. In the beginning there were lots of questions but as the game progresses, they understood fully how to play it.

After the game, each player was given a questionnaire to answer which is aimed at determining the acceptability of the newly-developed game.

Mechanics of the educational card game “The Power of Ten”

The Power of Ten game card is composed of ordinary cards, special cards, bonus cards and swappable cards. It can be played by 2-5 players. The deck of P-10 cards is consisted of the following: (1) 110 ordinary cards. A letter of the alphabet is written in every ordinary P-10 game card with its designated point; (2) 10 special cards. Special cards such as blank card, vowel card and consonant card have no points; (3) 10 Swap Cards. Swap Cards are to be distributed to the players at the start of the game. If there are only two players, each will get 5 Swap Cards; if there are 3 players, each will be given 3 Swap Cards; for five players, each will have 2 Swap Cards; (4) 50 power cards. The power cards will be drawn by the players (except for the first dropped word of the first player) to increase his/her score per word. One power card is to be drawn by each player per drop of word. Drawn power card should be used right away; deferred usage of the power card is not allowed.

Before the game started, 10 cards which can be swapped using Swap Cards will be shown at the side or middle of the players. A player who has a Swap Card can freely swap a letter of his/her choice to form his/her desired word.

Each player is given nine (9) cards. Each of them has to form an English word using some or all of the nine cards given to them. At the start of the game, an ordinary card will be shown at the middle which serves as the 10th letter of each player. Each player has to form a word with that 0th letter. The player who forms the word with the highest point starts the game. His/her score will be doubled (multiply to 2) and shall be recorded. The last letter of the word will serve as the 10th card of the next player.

Nine cards should be maintained in any player’s hand. He/she has to draw cards from the deck of cards to replace the number of cards he/she just dropped. The next player at his/her left will play next.

The next player will form any word using the last letter used by the first player. A power card will be drawn by the second player to increase his/her score. Repeat

game mechanic number 4. Once all the deck of ordinary and special cards are drawn, each player has to try his/her best to use all his/her cards at hand. Points of the unused cards will be deducted to the player who owns them. A player with three same cards at hand may change a card if he/she wishes. A word used should not be repeated. If a player uses all of his cards with a single word, his/her score for that word is doubled. The game stops once a player has used all his/her cards. The player with the highest score wins the game.

Acceptability and learning satisfaction scale

To measure the acceptability measure, a five-point Likert scale was used: very highly acceptable (5), very highly acceptable (4), highly acceptable (3), moderately acceptable (2) fairly acceptable, and (1) poorly acceptable based on their perceived acceptability on four areas which include perceived usefulness, Ease of use, attitude towards usage, and intention to use.

RESULTS AND DISCUSSION

Acceptance of college students towards the educational game

Mean scores derived for each construct of the satisfaction scale from the group of students and group of professors are presented in Table 1 and Table 2, respectively. Positive responses for all the constructs were shown by the students in terms of perceived usefulness, ease of use, attitude towards usage, and intention to use.

Perceived usefulness and attitude towards usage received particularly high scores, indicating that the students very highly accept that the card game is useful in learning new English vocabulary; it develops their social skills, strategic skills. For them, the game instruction is easy to understand and the game can played anytime or anywhere.

The results in future intention to use and perceived ease-of-use show that the students very highly accept this learning method, felt that it facilitated learning, and hoped to share it to their friends and utilize it when they become teachers.

Table 1. Mean scores in the student satisfaction scale

	Mean	Descriptive Equivalent
Perceived usefulness	4.60	Very highly acceptable
Perceived ease-of-use	4.57	Very highly acceptable



Attitude towards usage	4.60	Very highly acceptable
Perceived intention to use	4.58	Very highly acceptable
n = 53 Over-all Mean = 4.59		

CONCLUSION AND RECOMMENDATION

The purpose of this study was to determine the acceptability of the Power of Ten, a vocabulary-enhancing game for students. The student-participants showed positive attitudes in playing the game and accepted the card game at a very high degree. All the student-respondents highly accepted the game as a learning method and hoped to share the game to their friends and future students should they become English teachers. The respondents believed that learning with the educational board game could assist them to gain and improve their vocabulary.

It is suggested that future studies on the effectiveness of the game in terms of enhanced vocabulary, improved socialization skills, relieved level of stress using the card game should be conducted.

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