

**Effectiveness of Language Games to Enhance
Spoken Competence of ESL of Class VIII
Students**

ABSTRACT

A DISSERTATION

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Introduction

Language Games are considered as an effective medium for developing spoken competence. There are various games like guessing game, vocabulary game and memory game which help the students to speak confidently and effortlessly. Students love to play games, and games offer engaging, encouraging and motivating ways to learn and consolidate language in a purposeful context. Now-a-days linguists feel that it will be better if instead of teaching English formally in teacher-centred classroom, activities and tasks are used to make the learning participatory, interesting and joyful. That is why the word edutainment has been coined. Use of language games provides a teacher opportunity to make the learners acquire English competence while having fun. Learning games and game-like activities have a long history of use in classrooms. Activities structured as games can provide concrete practice for learners, while reducing the tension and anxiety often encountered during the learning process. Games can help with motivation, particularly cooperative games, and are easily adjusted in difficulty to reflect the learning levels of the students. Games are also a way to be sure all learners are included in the learning effort, not only a few highly motivated or extroverted students. The important contribution of this study is the enhancement of spoken competence. Some of the important features of the language games are:

- They are activity oriented
- They provide a series of varied learning experiences
- They are learner centred
- They create democratic atmosphere

The main features of the programme help the students since they can learn at their own speed and learn by doing some activity. It is helpful to the teachers as well because the language games makes her task easy as it facilitates to enhance the spoken competence and help to realize the objectives of the subject. In 21st century, spoken competence is very important for personal and professional development and social mobility. A person having good spoken competence exercises a great influence on the society and his fellow-beings. A person having effective spoken competence is more successful and do better in interviews. That is why the researcher has tried to

develop spoken competence of class VIII students of Gujarat Board through language games.

Another important contribution of the present study is the effectiveness of language games, which is very necessary for the teacher especially for English teachers to make the teaching-learning process effective and fruitful.

Statement of the Problem

“Effectiveness of Language Games to Enhance Spoken Competence of ESL of Class VIII Students”

Objectives of the study

The present research study was undertaken with the following objectives in view.

Task Objectives

1. To design language games to enhance language competence
2. To prepare the lesson plans based on language games
3. To implement the lesson plans using language games

Research Objectives

1. To evaluate the effectiveness of the language games by comparing the mean scores of pre-test and post-test of the students
2. To study the feedback of the students towards learning through language games

Hypothesis

There will be no significant difference between the mean scores of pre-test and post-test of the students in spoken competence.

Research Method

The present research is experimental in nature.

Research Type/Design

The experimental study was conducted utilizing **one group pre-test and post-test design**.

E O₁ X O₂

E - Experimental group

X - Treatment

O₁ - Pre Test

O₂ - Post Test

Tools for this study

- Pre-test
- Post-test
- Feedback form
- Rubrics for evaluation

Population

The population of the present study comprised of all the students of Class VIII of the Gujarati Medium Schools of Gujarat.

Sample and Sampling Procedure

In the present study the sample comprised of Class VIII students of **Shree Shirva Primary School, Mandvi - Kutch**. The sample for the present research was selected through convenient sampling method.

Major Findings

The experiment was conducted in the month of December 2012 at the “**Shree Shirva Primary School**” (Mandvi-Kutch) – 370465. (Ta. Mandvi, Dist. Kutch, Gujarat).

Before starting, the experiment pre-test was administered to the experimental group. Then in the experimental group language games were conducted by the researcher herself and different language games were implemented. At the end of the experimentation, the same type of achievement test was administered to the

experimental group. In addition, Feedback was taken from the students of experimental group. Data was collected and analysed. Obtained results are as follows:

The experimental group consisted of 35 students. The required value to be significant at 0.01 level was **2.72**. The obtained 't' value of total performance **13.05** is highly significant at **0.01** level of significance. Hence, the null hypothesis for the entire hypothesis is not accepted. As the t value of pre-test and post-test of experimental group is significant, it demonstrates that the hypothesis there will be no significant difference between the mean scores of pre-test and post-test of the students in spoken competency of experimental group is rejected. It means there is significant difference between pre-test and post-test of experimental group. On the basis of the feedback analysis also the researcher found that the language games were successful as most of the students gave the feedback that the language games were interesting, effective and joyful. They developed their confidence and fluency in use of language. They found the guidance given by the teacher helpful in developing English. They found the pictures and puzzles used by the teacher interesting.

On the basis of this finding the researcher arrived at following conclusion.

- 1) Improvement in spoken competency through language games makes the students achieve higher score.
- 2) It means that the students can learn better through the language games prepared by the researcher.
- 3) The feedback form of the students also suggests that the student find the class interesting, challenging, joyful and easy.
- 4) Learning through language games also helps in learning concepts better and makes them learn through classmates. It also helps them to be active participants in the class.
- 5) Most of the students believed that language games used by teacher were useful to improve their speaking skill.
- 6) Almost all students believed that they always enjoyed all the games used by the teacher.
- 7) Almost all students said that the language games used by the teacher during the session always helped them to develop their confidence level.

- 8) Most of the students believed that most of the time word puzzle helped them to construct sentences properly.
- 9) Most of the students believed that language games always helped them to improve their memory.

Conclusion:

Thus this research is an effort to make the language learning joyful and fun. The researcher in her study observed that the students learn more in informal and tension free situations as they are not afraid of making mistakes. In the regular, formal classrooms students feel shy, hesitant, tensed, and less enthusiastic in using language. Teachers with a little bit of insight and innovation can make the language learning interesting. This may boost the confidence and make them more fluent. The researcher used language games to make teaching joyful, interesting and fun but there can be other methods and techniques also which can make the language learning an enjoyable activity.