
CHAPTER 1

INTRODUCTION

1.1 Introduction

This being the first chapter of the dissertation, the researcher has presented a brief description of the important areas of her research. Thus, this chapter presents an overview of the research problem, methodology used and significance of the problem, identification of variables, explanation and operationalization of terms, objectives of the study, hypothesis and rationale or significance.

1.1.1 Language Games

Students love to play games, and games offer engaging, encouraging and motivating ways to learn and consolidate language in purposeful contexts. 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 the teacher an opportunity to make 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 that all learners are included in the learning effort, not only a few highly motivated or extrovert students. These are some of the games which are used in language classroom.

1. Sensory Games
2. Introduction Games
3. Storytelling Games
4. Vocabulary Games
5. Story-writing Games
6. Guessing Games
7. Memory Games
8. Grammar Games

1.2 Statement of the Problem

EFFECTIVENESS OF LANGUAGE GAMES TO ENHANCE SPOKEN COMPETENCE OF ESL OF CLASS VIII STUDENTS

The problem under study is to find effectiveness of language games to enhance spoken competence of ESL of class VIII students. The study also attempts to see positive effect of language games positive effect on the academic achievement of the primary school students in **Shirva, Mandvi-Kutch. (Gujarat – India)**.

1.3 Identification of Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. Independent variables are the conditions or the characteristics that the experimenter manipulates in her attempts to ascertain their relationship to observed phenomena. Hence in the present experiment ‘Independent Variable’ was the type of approach to teach English i.e. **Teaching through Language games lesson plan**. The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables. Hence in the present experiment ‘Dependent Variables’ are the **achievement scores** measured on the achievement test administered before starting the experiment and at the end of the experiment. The achievement scores reflect the **spoken competence** of the students. The effect of the independent variable on the dependent variable was obtained on achievement of gain scores i.e. **Post-Test MINUS Pre-Test** scores. Achievement scores were measured through Achievement test which was administered on the experimental group.

1.4 Explanation and Operationalization of terms

Effectiveness

Effectiveness means something having an impact in the present study. Effectiveness means how far the language games used by the researcher are useful to develop the required skills.

Language Games

Language Games are student-focused, requiring active involvement of learners. Framing Questions, Map Reading, Autograph Hunt, Memory Game, Guessing Game, word Building, are some of the Language Games which involve active and enthusiastic participation of students.

Spoken Competence

Spoken Competence means students are able to speak correctly, fluently and according to the demand of the situation. Speaking correctly means correct pronunciation, correct use of words, correct sentence formation. Fluency means to speak confidently without unwanted pauses.

English as a Second Language (ESL)

For those learners whose medium of instruction is the mother tongue, English becomes the second language. In English medium schools, English is the first language as they learn all the subjects in English but in Gujarati medium or other medium schools English becomes the second language.

1.5 Objectives of the Study

The present 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

1.6 Hypothesis

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

1.7 Rationale and Significance

The researcher has completed M.A in English Literature and come across many problems in learning English. She also observed that other students also face various problems in learning English. Students who are introvert cannot share their doubts with the teachers. This creates hindrance in speaking and writing. Use of language games is a new method in which students learn individually, by the group interaction among the students. Language Games help them to share their views and ideas and to clarify their doubts. Through Language Games students develop self-confidence. They also help to get mastery over the content not through just rote memorization of the content but through fun and enjoyment. Language Games are beneficial for all students i.e. the average learner, the slow learner and for the gifted learner. So here the researcher has tried to prepare and implement the lesson plans based on language games to make teaching learning process more effective and tried to check the effectiveness of the prepared lesson plan. The researcher aimed to implement this new teaching method to initiate a new trend in the field of education. It is observed by the researcher that in Gujarat many students are able to read and write but they lack confidence in speaking. They are not able to express their ideas orally efficiently and appropriately. They have hesitation in speaking even on the common topics and about everyday life. The researcher attempted to use language games to teach English through interactive and participatory approach. The researcher hoped to make the students confident and fluent users of the English Language.

1.8 Scheme of Chapterisation

The dissertation has been divided into six chapters. The scheme of chapterisation is as follows

Chapter-1: Introduction: This present chapter begins with an introductory note and states the problem of the study with the explanation of key terms. It also states the objectives of the study undertaken, hypothesis framed and rationale of the study as perceived by the researcher.

Chapter-2: Conceptual Framework: This chapter focuses on the conceptual frame work or theoretical background of the study undertaken.

Chapter-3: Review of Related Literature: This chapter begins by stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

Chapter-4: Methodology of Investigation: This chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for the data collection as well as data analysis.

Chapter-5: Analysis and Interpretation of Data: In this chapter the collected data have been analysed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter -6: Conclusion, Suggestions and Implications: The last chapter of the dissertation deals with the conclusion drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.

1.9 Conclusion

Thus this chapter includes introduction, statement of the problem, identification of variables, operationalization of terms, objectives and hypothesis as well as rationale and scheme of chapterisation. This chapter is followed by the next chapter ‘Conceptual Framework’ in which the researcher has presented information related with the problem or concept.