



A study of effectiveness of English language games on the student's academic achievement regarding Grammar

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Abstract

The aim of this research is to study effectiveness of English language games on the student's academic achievement regarding grammar. The sample consists 40 students of 6th standard in Marathi medium school from rural area. Data was collected with help of achievement test. Mean, standard deviation, co-relation and t-test was used for data analysis. A small topic from English grammar was taught with help of language games and games were proved helpful to increase participation among students to learn English grammar actively.

Keywords: *English language games, students, grammar.*

Introduction:

As stated by Frank Candline "Language is not a body of facts or information, like geography or history, but a human activity. "As it involves human activity, it includes many complex processes but to normalize the complex process of learning a language, the teacher as a facilitator should take a decision wisely on the objectives of his teaching. Any language of the world can be acquired only by practicing it. A child tries to imitate the parents to pick up the language. Imitation is nothing but repetition, practicing any language demands repetition. But we should be aware that the monotonous way of repetition leads to tedious work which will never serve the purpose. As such the easiest way to make anyone to get into the practice of repetition is introducing the language games inside the classroom which is also called as "play-way method" of teaching. Through language games the teacher can teach any language items, including grammar, structures and even poems. Games are generally played for enjoyment but they can be played for instructions also. It is one of the procedures, which can be used to develop the communicative competency of learners.

Significance of Language Games:-

Games help learners to play and learn English, and also help to recapture the interest of the class.

Through games the minds of the learners can be made reactive and their curiosity can be stipulated.

Language games banish boredom and prepare the learners for learning.

Games create an atmosphere of informality in the class and competitiveness among students.

Games help them to listen keenly and understand what is said, think quickly and correctly, and express themselves precisely.

Games provide valuable stimulus to a purposeful use of language.

Games attract attention of learners at the learning process.

Statement of the problem:-To study the effectiveness of English language games on the 6th standard students' academic achievement regarding grammar in Marathi medium school in rural area.

Operational Definitions:-

Effectiveness – A desired effect in terms of achievement scores after the implementation of the program.

English language games-For this study some activities with rules performed either alone or

with others for the purpose of education and to enrich English language grammar, such games were taken to teach grammar and to take active participation of the students.

6th standard students- Students who passed 5th standard and a homogenous group studying in standard 6th having almost same characteristics. e.g. age,

Academic achievement regarding grammar- Performance in grammar which is generally measured by achievement test in the form of marks .

Marathi medium school in rural area- A school in village wherein medium of instruction is Marathi.

Objectives of the study:-

1. To check students current knowledge about nouns by taking pre-test.
2. To prepare, collect and organize language games.
3. To implement program using language games.
4. To find out the effectiveness of the program.

Assumption:-

English grammar is taught using traditional methods of teaching grammar in Marathi medium schools in rural area.

Null Hypothesis:- There will be no significant difference in the pre-test and post-test scores after implementing the program of English language games based on grammar.

Research hypothesis- There will be significant difference in the pre-test and post-test scores after implementing the program of English language games based on grammar

Scope:- This study is useful for primary and secondary level students in Marathi medium schools.

Limitation :- Conclusion of the Study is depends on response given in achievement test by

students.

Delimitation:-

This study is delimited only for 6thstd students who are learning in Marathi medium school, lawale, dist- pune, Maharashtra.

Only selected Noun and its Types for language games in grammar.

Only 40 students from std 6th were selected for the study.

Research Method:-

The method of research was experimental method.

Research Design:-

Single group pre-test and post-test design was used for the research study.

O1-X-O2

Sample:-

Incidental sample was selected for the study which consisted 40 students 6thstd from Marathi medium school in Lawale gaon.

Tools of data collection:-

Achievement test developed by researcher.

Statistical tools- Mean , Standard Deviation , & t test.

Variables-

Independent Variable :-

Language game based teaching programme prepared by researcher

Dependent Variable:- Achivement of the students

Administration of the programme- The researcher has selected 40 students of 6th std in Lawale Tal-Mulshi Dist.-Pune, to implement the programme on 40 students of 6th std .firstly, the researcher has prepared pre-test on noun and its kinds to check their previous knowledge . then held a session based on language games to teach the same topic. In that some language games were conducted in the class, taken active participation of the students to involve them in the games. One game is given **For example-**Tr divides the class into groups of 6-8 children then asks one child to read aloud a newspaper article , each group should list all the nouns that appear in the article and categorize them under the heading-common, proper, abstract & possessive . Tr discusses the list in the class the team that has the maximum number of correct nouns is the winner.

Similarly, Some other games were also conducted in the classroom for one week. Then post-test was given to check the effectiveness of the programme.

Data analysis-the researcher used mean ,co-relation and t-test for the analysis of data.

	Pre-test	Post-test
Mean (M)	M1 =5.1	M2=12.27
S.D()	1=2.03	2=4.77
Co-Relation(r)	r= 0.43	
Total sample	N = 40	
d	d=0.60	
t-test	11.78	
df	39	

The computed „t“value is 11.78 therefore it is exceeded the critical value of 2.71 at 0.01 level

Of significance.

Thus it can be said that , the gain is significant and language games helped students to learn nouns in grammar actively.

Findings –

Language games to teach grammar have been found effective in developing interest of the students in learning English grammar.

Games proved helpful to engage learners to learn actively.

Games provide challenges and increases active participation in the subject.

Games created an atmosphere of informality in the class and competitiveness among students.

Suggestions and Recommendations for further study-

Research can be carried out to see the impact of language games on secondary students.

Research can be carried out to see the impact of language games to check other aspects of English language.

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