

EFFECTIVENESS OF PLAY-WAY METHOD ON ACHIEVEMENT OF ENGLISH LANGUAGE SKILLS AT PRIMARY SCHOOL STUDENTS

Taksha Shambharkar, Ph. D.

Assistant Professor, (Mahatma Gandhi International Hindi Vishwavidyalay, Wardha
taksha100@gmail.com

Abstract

Nehru's words that "English is our major window on the modern world." The Radhakrishnan University Education Commission observed, "It is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we should give up English, We would cut ourselves off from the living stream of ever-growing knowledge. so for acquiring English Knowledge it is very important to develop proper English Language skills. There are four basic skills of learning any language. These basic skills are Listening, Speaking, Reading, and Writing. For Semi-English Marathi medium primary school, it is first duty of the teacher to create interest of students for developing skills of English Language. In this particular research researcher used play way method for developing different skills in students. It is observed that Play-way methods of teaching is more effective more than the traditional methods of teaching because it brings about children becoming active learners. Traditional method relies mainly on textbooks while the play-way method relies on hands-on materials approach. In traditional method, presentation of materials starts with the parts, then moves on to the whole while in the play-way, presentation of materials starts with the whole, then moves to the parts. Traditional method emphasizes on basis skills while play-way method emphasizes on big ideas. With traditional method of teaching, assessment is seen as a separate activity and occurs through testing while with play-way method of teaching, assessment is seen as an activity integrated with teaching and learning, and occurs through portfolios and observation (Brooks and Brooks, 1999).



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

INTRODUCTION:

Education forms the basic foundation of one's life and no super structure can ever be developed on weak foundation. Hence, primary Education is of prime importance. Education is the only mean that provides equal opportunities for all section of the society and ensure a bright future of the entire society equally. Primary Education is most important because it gives shape to whole life and Language plays a very important role for the same. By language he can communicate with others and can send proper information to others. The world is progressing in field of politics, share markets, computer science and technology etc. In this running world English plays a vital role, many students having a degree of Medical, Engineering, Pharmacy, IT Etc. can not face interviews for jobs. they do not able to express their views and thoughts properly. So it is necessary to encourage primary level students

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

English correctly and to create a confidence in student. It is also important that primary teachers, of schools in which English is a second language should take care of developing all the important skills of English Language in their students.

The teacher has to provide such facilities for student like reading newspaper, magazines regularly in the class and teachers have to provide the atmosphere of English in class room.

Importance of English Language at primary school level.

Today English has assumed a status of the international language. No Indian language has acquired that status. Knowledge of English is very essential at every stage and level of education. At primary school level it is very important to have knowledge of English Language because at this stage child is acquired a much knowledge and mastery over his own mother tongue and now he is mentally ready to learn another language and it is right time to give the additional knowledge at primary school level. Children of primary age can effectively learn [original emphasis] aspects of a foreign language; that the teaching approaches must be appropriate to their age group; that continuity of foreign language into the primary school is important and that the quality of the teaching must be high. English language outcomes is surprising, given the importance attached to increasing English language skills by national governments, who would be expected to be concerned about the return on their investment in education, and particularly so in light of the trend towards lowering the age at which English is taught in schools.

The more and more parents now in India want their children to learn English in English medium schools. The rich prefer the convent schools to English medium schools. The trend is no doubt favorable for English and the learning is becoming the necessity. The times have changed and the hatred of English has disappeared today. The concept of brotherhood is gaining ground.

In the next level of education students have to study many subjects and if their medium of instruction is English than they need guidance to use correct English while at the same time including them in content area instruction in mathematics. Science, social studies and the other subjects that make up the school curriculum. So, at primary level teacher prepare the ground for further education in English medium.

Skills of English Language:

There are four basic skills of learning any language. These basic skills are Listening, Speaking, Reading, and Writing. Learning of English should begin with listening the

language and followed with speaking, reading and writing. All the four skills must be given proper attention.

Skill 1: Listening Skill 3: Reading
Skill 2: Speaking Skill 4: Writing

All the four-fold skills should be developed properly. In the beginning, more stress should be given on listening and speaking. Later on the stress should be given on reading and writing. A student should be able to speak before he can write and before speaking he should be able to understand whatever he listen in English language. All the skills based on each other in sequential manner.

Listening Skill: It is an active process Listening is the most important skill in learning a language. Language is mainly learnt through listening. Listening involves careful attention to the speech. Listening paves the way for speaking. The Listening has to enter into a mental setup to decode a message that is received. For communication active listening is a must. Listening is also an ability that can be cultivated through practice in listening. The way to become a better listener is to practice “Active Listening”. We listen: 1) To obtain information 2) To understand 3) To learn 4) For enjoyment 5) To pay attention to whatever is being said

Speaking skill:

Speaking is the second skill of the language. It is the productive skill in the oral mode. It like the other skills is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situation in which we find ourselves.

- 1) Interactive 2) Partially interactive 3) Non-interactive

Micro-skills Involves in speaking:

1. Pronouncing the distinctive sounds of a language clearly enough. So that people can distinguish them. This includes making tonal distinctions.
2. Using stress and rhythmic patterns and intonation patterns of the language clearly enough so that people can understand what is said.
3. Using the correct forms of words.
4. Putting words together in correct word order.
5. Using vocabulary appropriately.
6. Using the register or language variety that is appropriate to the situation and the relationship to the conversation partner.

7. Making clear to the listener the main sentence constituents, such as subject, verb, object by whatever means the language uses.
8. Making the main ideas stand out from supporting ideas or information.
9. Making the discourse hang together so that people can follow what you are saying

Reading:

“Reading” is an essential aspect of language learning. It is the process of looking at a series of written symbol and getting meaning from them so, recognition, association and decoding are the activities which assume any reading activity. Reading is broadly divided into two types:

- 1.Active (Loud reading)
- 2.Passive (The silent reading)

Reading Skill:

As reading is a skill it should be achieved by systematic techniques. It promotes self education. Reading involves correct pronunciation. Reading is a productive skill in that we are both receiving information and transmitting it.

Micro skills involves in reading:

- a) Recognition of punctuation used in the form of full stop, question mark, pause-points, sign of exclamation with proper stress and tone.
- b) Read word phrases and simple sentences.
- c) Read with fluency.
- d) Reading with accuracy and with understanding.

Writing:

Writing is an art and is the fourth skill in language learning. Learning to write involves manual skill such as holding a pencil/pen, controlling the muscles of fingers, holding a note-book straight, hand-eye coordination and copying the letters correctly.

Kinds of writing skills:

1. Comprehensibility skills for writing include understanding that writing is communicating messages or information.
- 2.Fluency skills for writing.
- 3.Recognizing the linear sequence of sounds.
- 4.Mastering writing motions and letter shapes.
- 5.Recognizing the chunking of words.
- 6.Recognizing the need for space between words.
- 7.Writing quickly.

There are different methods and models of teaching based on technology. One of the very popular techniques is 'Play-way method'. **Play-way method:**

In Play, Person experiences the pleasure of performing a task for its own sake. Thus, when enjoyment is introduced in an activity, it is said to be done in the "Play-way" spirit. According to Bhatia and Bhatia, the play-way makes difficult and boring task, delightful and pleasurable to the doer, but it does not mean shirking from real work; it is introducing element of happiness and satisfaction into otherwise dull and irksome tasks. The activities in the play-way method are according to the person's ability and physical fitness.

Play way in education aims to introduce the spirit of play in all educational institutions. The methods and techniques used for imparting education must be able to create an environment in which the child can learn his lesson or acquire the desired knowledge.

We know the spirit of childhood is play and thus play-way in education insists on child centered education. It advocates educating children through activities in which children can put their heart and soul and work in an atmosphere of freedom and spontaneity. The modern methods of teaching like kindergarten method, Montessori Method, Dalton plan, Heuristic method, Project method and our craft-centered basic education are all attempts to imbibe play spirit in education. Education should be fun and not forced. Any activity done in a spirit of fun is not work at all; on the other hand, activities in which the spirit of play is forced or absent should be considered work. Activities undertaken in school in the form of hobbies, dramatization, scouting, girl guides, self government, excursion and other curricular activities, teach the important concept that for education to be most effective, education should be fun and not forced.

Educational games serve a good purpose in this direction. For example, stage play can be used for history and mother tongue. Mathematical games can be used to learn or practice various mathematical facts. We can arrange competition between groups in the class or between different classes in the school and thus make the children interested in knowing so many things of general interest or related with some specific subjects.

In this way play can be used as an effective medium or platform for imparting valuable education to our youngsters. Not only does it pave the way for imparting effective and enduring education; it helps in realizing the broader aims of education. It helps bring the harmonious development of the personality of children by taking care of their physical, mental, emotional, social and moral development. It also provides opportunities for the modification of their behavior and prepares them for getting adjusted to their environment

and life. Thus play and the play way can be regarded as an effective means of educating children. The term 'play way' was first used by Coldwell Cook to describe his method in teaching English. We generally find the application of the play principle in the Project Method, the Dalton Plan, Montessori Method, and Froebel's Kindergarten method. We will now consider some practical ways in which the spirit of play may be utilized in the work of the teaching of mother-tongue. Games are most important for developing intelligence among the students. During the childhood period, the students are not in a position to receive direct instructions. However, they are interested in learning through different types of games and activities.

Statement of study:

“Effectiveness of play-way method on achievement of English language skills at primary school students”.

Operational Definition:

Play Way Method: In play, a Person experiences the pleasure of performing a task for its own sake. Thus, when enjoyment is introduced in an activity, it is said to be done in the “Play-way” spirit. According to Bhatia and Bhatia, the play-way makes difficult and boring task, delightful and pleasurable to the doer, but it does not mean shirking from real work; it is introducing element of happiness and satisfaction into otherwise dull and irksome tasks.

The activities in the play-way method are according to the person's ability and physical fitness.

English language skills: There are four basic skills of learning any language. These basic skills are Listening, Speaking, Reading, and Writing.

Primary school students: Students of 1st to 5th standard of Semi English Marathi medium school.

Objectives of the study

- 1.To develop different play activities for primary level students.
- 2.To study the effectiveness of play way method on achievement of primary school students in English language skills.

Hypothesis of the study:

1. There is no significant difference between pre and post test achievements scores of listening skill.
2. There is no significant difference between pre and post test achievements scores of speaking skill.

3. There is no significant difference between pre and post test achievements scores of reading skill.

4. There is no significant difference between pre and post test achievements scores of writing skill.

Variables

1. Independent: Play way method.
2. Dependent : Achievements of students.

Scope of the study:

The study was for the Vth class students of Nagpur city.

Limitations of the study:

1. The study was confined to Nagpur city only.
2. The study was confined to Semi-English Marathi medium school of Nagpur.
3. The study was confined to Students of fifth standards.

Method of Study:

Experimental Method was adapted by the researcher for present study.

Research Design for Research:

Pre test-Post test single group design was selected for particular research by the researcher.

Population:

All the students of class Vth students of semi –English Marathi medium school of Nagpur city is the population for the present study.

Sample:

For the present study 50 students of one Semi –English Marathi medium school of Nagpur City was selected.

Tools of study:

For the present study researcher made 4 achievement test on 4 English language skills.

1. Listening
2. Speaking
3. Reading
4. Writing

1. Listening skill: - who really by Walter de la Mare

2. Speaking: activities

3. Reading:

4. Writing: Grammar concepts- Noun, synonyms, phrases etc.

Primary Classes

Games are most important for developing intelligence among the students. During the childhood period, the students are not in a position to receive direct instructions. However,

they are interested in learning through different types of games and activities. Some such games and activities are suggested below:

1. Pictures.

A picture with a large number of objects is shown to the children. They are required to write down all the names accordingly or they may be asked to detect one particular object among all the objects. This is the very principle that is applied to the Kindergarten school now-a-days.

2. Matching Board.

It is prepared with letters or words in horizontal lines. Below each letter or word, a space is left empty. The children have sets of letters or words. They are required to select their sets corresponding to the first one on the board, and put in the space on the board under the first letter or word.

3. Flashing the Card.

It is a card which is shown by a child to a group or the child of another group for two seconds and then he is asked what is written on it. If the child says the word correctly, the child who asked the question comes to the other group and vice versa. The group which has more members wins in this competition.

4. Passing an order.

The class is seated in a large circle. The teacher whispers a sentence or an order to the first child. Then that child whispers exactly what he heard to the next child and so on right round the circle. Then at the end, the last child will say what he hears.

5. Word building.

Saying the word by one child using the letters given by another

6. Spelling games.

The child may be asked to spell the word as quickly as possible when it is said to him/her.

7. Making sentences.

Framing the sentences using the words given by the teacher is a good language game. In the sentence making game, it is for the teacher to put up on the board a number of words. The pupils are then asked to make as many sentences as possible using only those words but using them as often as they like.

8. Finding the stranger.

A list of words is given in which one word is not linked to the other words. It was detected by the child as stranger in the line.

9. Description game.

The teacher describes some object without mentioning its name. The class has to guess what the object is. Two activities that make use of all four skills in tandem are Self-introduction and Reading and Retell.

Procedure of administration of Study and Data Collection:

With the prior permission of principals of the selected Semi-English Marathi medium schools the researcher conducted the research by teaching through Play-way method. Pre-test was administered to all the selected students based on their previous knowledge. The marks were noted down likewise post-test was administered for the same group. The obtain marks by the students were noted.

Method of Scoring:

The scores obtained on post-test of different English language skills were used for testing the hypothesis. The mean, standard deviation and ‘t’ value were computed to test the hypothesis.

Statement of Hypothesis No.-1

There is no significant difference between pre and post test achievements scores of listening skill.

Table No. 1 The mean, standard Deviation and ‘t’ value of the listening skill

Group	N	M	SD	‘t’ value	‘t’critical
Pre-test	25	10.16	1.071		0.05-2.01
Post-test	25	18.72	1.218		0.01-2.68
				8.66	

Observation:

From the above table it is seen that the mean of listening skill in English of Pre-test is 10.16 and Post –test is 18.72 ,S.D. is 1.071 and post test is 1.218 and ‘t’ value is found 8.66 which is significant at both the levels of significance. there for the null hypothesis is rejected, indicated that the Play-way method is very effective.

Conclusion:

1. There is significant difference between pre and post test achievements scores of listening skill.
2. Play-way method is effective for developing Listening skill in Primary level students.

Statement of Hypothesis No.-2

There is no significant difference between pre and post test achievements scores of Speaking skill.

Table No. 2 The mean, standard Deviation and ‘t’ value of the speaking skill

Group	N	M	SD	‘t’ value	‘t’critical
Pre-test	25	9.76	1.102		0.05-2.01
Post-test	25	16.76	1.745	24.33	0.01-2.68

Observation:

From the above table, it is seen that the mean of speaking skill Pre-test is 9.76 and Post – test is 16.76 S.D. of Pre-test is 1.102 and post test is 1.745 and ‘t’ value is 24.33 which is significant at both the levels of significance. there for the null hypothesis is rejected, indicated that the Play-way method is very effective for developing speaking skill.

Conclusion:

1. There is significant difference between pre and post test achievements scores of speaking skill.
2. Play-way method is effective for developing speaking skill in Primary level students.

Statement of Hypothesis No.-3

There is no significant difference between pre and post test achievements scores of Reading skill.

Table No. 3 The mean, standard Deviation and ‘t’ value of the reading skill

Group	N	M	SD	‘t’ value	‘t’critical
Pre-test	25	9.64	1.80		0.05-2.01
Post-test	25	20.88	1.40	24.86	0.01-2.68

Observation:

From the above table, it is seen that the mean of reading skill of Pre-test is 9.64 and Post – test is 20.88 S.D. of Pre-test is 1.88 and post test is 1.40 and ‘t’ value is 24.86 which is significant at both the levels of significance. there for the null hypothesis is rejected, indicated that the Play-way method is very effective for developing reading skill.

Conclusion:

1. There is significant difference between pre and post test achievements scores of reading skill.
2. Play-way method is effective for developing reading skill.in Primary level students.

Statement of Hypothesis No.-4

There is no significant difference between pre and post test achievements scores of Writing skill.

Table No. 4 The mean, Standard Deviation and 't' value of the writing skill

Group	N	M	SD	't' value	't'critical
Pre-test	25	9.92	0.68		0.05-2.01
Post-test	25	19.44	1.80	25	0.01-2.68

Observation:

From the above table, it is seen that the mean of speaking skill Pre-test is 9.92 and Post – test is 19.44 S.D. of Pre-test is 0.68 and post test is 1.80 and 't' value is 25. which is significant at both the levels of significance. there for the null hypothesis is rejected, indicated that the Play-way method is very effective for developing writing skill.

Conclusion:

1. There is significant difference between pre and post test achievements scores of writing skill.
2. Play-way method is effective for developing writing skill in Primary level students.

Conclusion:

1. Play-way Method is found more effective than the traditional method of teaching.
2. There is significant difference between pre and post test achievements scores of listening skill.
3. Play-way method is effective for developing Listening skill in Primary level students.
4. There is significant difference between pre and post test achievements scores of speaking skill.
5. Play-way method is effective for developing speaking skill in Primary level students.
6. There is significant difference between pre and post test achievements scores of reading skill.
7. Play-way method is effective for developing reading skill. in Primary level students.
8. There is significant difference between pre and post test achievements scores of writing skill.
9. Play-way method is effective for developing writing skill in Primary level students.
10. There was vast difference found in the achievement of the students through Play-way Method of teaching.
11. The activity conducted in Play-way Method were more effective than the traditional Method of teaching.

Suggestions:

1. Play-way Method can be adopted for the better teaching quality of the teacher.
2. The Play-way Method is used for improvement of soft skills of student.

3. The administration should replicate this method for teaching different subject matters to test the generalize ability of its conclusions.

BIBLIOGRAPHY

*Elizabeth M.E.S and Digumarti Bhaskar,(2007), Methods of Teaching English.Discovery Publications
House New Delhi*

George A(2008), The Grammars of Teaching and Learning, Commonwealth Publishers.

Jenkins,M.(2008), With Out Tears,William Collins sons & Co. Ltd.1973

Sharma. R. A.,Teaching of English, 2005Surya Publications.

Sharma..R.A.,Fundamentals of teaching English.(2005)Surya Publications , Meerut.

<https://learnenglish.britishcouncil.org/skills>

<https://www.wallstreetenglish.com/blog/10-ways-improve-english-language-skills/>

https://writing.colostate.edu/guides/teaching/esl/eng_skills.cfm