CHAPTER – 3

REVIEW OF RELATED LITERATURE

3.1 Introduction:

The review of theories and past literatures are very important to the investigator. It helps the investigator to understand what is necessary and to see problems, to prepare the work design and acquire ideas to select proper tools and samples. It also helps to solve the problem systematically and provide useful guidelines in his/her field and adapt technique for research.

The review of work done implies locating, reading and summarizing objectives, methods and findings of the past researches. The review of related literature is nothing but a wild look into the past research work done in the specified field. It provides information related to the type of study and type of design that may be eventually used in conducting research. Research works done in the past serve as solid foundation on which any new investigation firmly rests.

Walter (1963) emphasizes the meaning of related literature as: “The literature in any field forms the foundations upon which all future work will be built.” The author further observes that if one fails to build this foundation of knowledge provided by the review of the literature, his work is likely to be shallow and naive and will often duplicate work that has already been done better by someone else.

Good, Bar and Scates (1954) points out:

“The keys to the vast storehouse of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientations for definitions and comparative data for interpretation of results. In order to be truly creative and original, one must read extensively and critically as a stimulus to think.”

3.2 Purpose of the Review:

Every investigator must know what sources are available in the field of research and how many of them are worthy to be used. As in other field, in the field of education also, the research worker needs up-to-date information regarding the problem i.e. what has been thought and done in the particular area.
Good, Bar and Scates analyze the purpose of research review as follows:

a. To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.
b. To provide idea, theories, explanations or hypotheses valuable in formulating the problem.
c. To suggest methods of research appropriate to the problem.
d. To locate data useful in the interpretation of result.
e. To contribute the general scholarship of the investigator.

When the investigator makes a careful review of the related studies, he becomes aware of the important and unimportant variables in the concerned area of research. A careful review also helps the investigator in selecting the variables lying within the scope of his interest, in defining and operationalising variables and identifying variables which are conceptually and practically important. Thus, a review of the related studies, on the whole, prepares the investigator to formulate a research problem in which conceptually and practically important variables are selected.

3.3 Importance of the Review:

A review of the related studies helps the investigator in avoiding any duplication of work done earlier. A careful review always aims at interpreting prior studies and indicating their usefulness for the study to be undertaken. Thus prior studies serve as the foundation for the present study. In some cases duplication or replication of prior studies become essential. This is especially true when the investigator wants to test the validity of the earlier studies. In such a situation, too, a careful review helps the investigator in getting acquainted with the number and nature of the studies related to the study whose validity is being assessed at present.

A careful review of the related studies enables the investigator to collect and synthesize prior studies related to the present study. This helps the investigator in building a better perspective for future research. A synthesized collection of prior studies also helps the investigator to indentify the significant overlaps and gaps among the prior works.

A review enables the investigator in discovering important variables relevant to the area of the present study. When significant variables are discovered, the relationship among them can be identified. Subsequently, the identified relationship is incorporated
into different hypotheses. Thus, for conducting a scientific study, the relationship between the different variables must be explored by reviewing the related studies so that a good context may be built up for subsequent investigation.

A careful consideration of ‘recommendations for further research’ in various research studies guides the investigator regarding the suitability of the problem and assists in delimiting his research problem. Therefore, the investigator has tried to review the literature of the past studies related to effectiveness of games in learning benefit him in the above mentioned ways.

3.4 Review of Related Researches:

Table 3.1
Summary of Past Studies Reviewed

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title of the Study</th>
<th>Researcher/s</th>
<th>University/Institute</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effectiveness of Using Number Games to teach Arithmetic at Primary Level</td>
<td>Nalayani, S.</td>
<td>Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore.</td>
<td>1991</td>
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<tr>
<td>3</td>
<td>Effectiveness of Language Games in Teaching English Language to the students of standard-I – An Experimental Study</td>
<td>Sharma, S.</td>
<td>Veer Narmad South Gujarat University, Surat.</td>
<td>1996</td>
</tr>
<tr>
<td>4</td>
<td>Effectiveness of Games in Teaching English Grammar to the students of standard-IX – An Experimental Study</td>
<td>Raval, S. D.</td>
<td>Veer Narmad South Gujarat University, Surat.</td>
<td>2001</td>
</tr>
<tr>
<td>Study</td>
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<tr>
<td><strong>Name</strong>:</td>
<td>Nalayani, S.</td>
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<tr>
<td><strong>Title</strong>:</td>
<td>Effectiveness of using Number Games to teach Arithmetic at Primary Level.</td>
<td></td>
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<tr>
<td><strong>University</strong>:</td>
<td>Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. (M.Phil.)</td>
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<td></td>
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<tr>
<td><strong>Year</strong>:</td>
<td>1991</td>
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<tr>
<td><strong>Problem</strong>:</td>
<td>The study centres around using games in teaching arithmetic in primary classes.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>i.</td>
<td>To find the impact of the number games on primary school children in doing mathematical operations, and</td>
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<tr>
<td>ii.</td>
<td>To study the relationship between their academic performance and their family background including the economic and educational level of the parents.</td>
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</tbody>
</table>
Methodology:

The sample comprised of classes I to IV of Kendriya Vidyalaya, Coimbatore. In each class, the experimental group consisted of 50 students and the control group of 25 students. Two similar tests for each standard were developed by the researcher. One was used as the pre-test and the other as the post-test. The mean, SD and ‘t’ test were computed to analyze the data.

Major Findings:

i. Among eight comparisons, five comparisons showed significant improvement due to the supplementation of ordinary teaching by number games. In each three comparisons, though the difference was not significant, the means of the experimental groups were higher than the mean of control group.

ii. It was also found that neither the educational level nor the economic status of parents influenced the arithmetic growth score of the pupils.

iii. Thus, it was concluded that number games motivated children to develop the computational skills.

Study : 2

Name : Srivastava, S.

Title : A Short-term longitudinal Study of the Impact of Exposure to the Science-oriented Educational toys on the concept and language development of the Pre-school children.

University: Indian Council for Child Welfare, Madras. (Independent study)


Problem : The study aims at giving pre-school children varied and ample opportunities to develop awareness of the science around them, to help them see science in its right perspective and foster the development of language skills. An attempt is made in this study to expose pre-school children from the disadvantaged section of the society to various science-oriented educational toys and to assess their impact on the concept and language development of these children.
Objectives:

The objectives for women were:

i. To train the economically weaker women to develop their skills in tailoring, carpentry and screen printing,
ii. To assist in manufacturing play materials at home and help them in marketing these,
iii. To help trainees to get employed in garment and toy manufacturing firms and also in screen printing units,
iv. To orient the Anganwadi/Balwadi workers in the use and benefits of these teaching aids, and
v. To evaluate the trainees’ knowledge, skills and attitudes before and after the training.

The objectives for children were:

i. To plan, design and develop science-oriented educational toys for pre-school children (3-5 years) and evaluate the effectiveness of these in teaching concepts to them, and
ii. To evaluate the impact of these Science-oriented educational toys on the language development of pre-school children.

Methodology:

The sample for the present study comprised 210 children (male- 105, female- 105) belonging to the Balwadis maintained by seven non-governmental organizations. There were 70 children (male-35, female-35) in the 2-3 years group, 70 children (male-35, female-35) in the 4-5 years group. Thirty children were selected from each NGO. Care was taken to see that other independent variables were matched as far as possible. The tools used included Checklist for Pre-school Children developed by Sushila Srivastava for assessing the formation of certain specific concepts among pre-school children, and Language tests developed by the NCERT for assessing the language abilities of the pre-school children. This consisted of the Object Vocabulary, Action Picture Vocabulary, Oral Expression, Listening Comprehension and Acquaintance with the Environment. Statistical techniques used were ‘F’test and ‘t’test.
Major Findings:

i. Exposure to Science-oriented educational toys was found to considerably improve pre-school children’s concepts of colour, shape, size, position (only in four organizations); number, volume, texture (only in three organizations); temperature, weight, auditory concepts, taste and odour (only in four organizations); and science concepts. Only in the concept of motion, there was not much gain, while in affective concepts; the gain was noticeable after three months of exposure, but not after 24 months.

ii. Age was not found to have a definite influence on the development of concepts.

iii. Teaching patterns were found to have a significant influence on the development of concepts in children.

iv. Exposure to science-oriented toys was found to have a significant positive effect on the language development of the children.

v. Significant differences were observed in the language skills of children belonging to the seven different NGOs.

Study : 3

Name : Sharma, S.

Title : Effectiveness of Language Games in Teaching English Language to the students of standard-I – An Experimental Study.

University: Veer Narmad South Gujarat University, Surat. (M.Ed.)

Year : 1996.

Problem : The study centers around finding effectiveness of language games in teaching English language to the students of standard-I.

Objectives:

i. To design oral, reading and writing language games for teaching English language to standard-I students.

ii. To know the effectiveness of oral games in English teaching.
iii. To know the effectiveness of reading and writing games in English teaching.
iv. To study the relative effectiveness of oral, reading, writing games for teaching English.
v. To know the opinion of the students regarding the used games.

Methodology:

The sample comprised 45 students of one school from Surat, Gujarat. The tools used included criterion test, opinionnaire and language games. The researcher employed experimental method and two similar tests were developed. One was used as the pre-test and the other as the post-test.

Major Findings:

i. 10 oral games used to develop English language speaking skill in the students of standard-I and they were found very much effective.
ii. Six reading games were equally effective for the students of standard-I, so with the case with writing games.
iii. The students found most of the language games easy, entertaining and educating.
iv. Students wanted such games to be used throughout the year and for other language also. Most of the students found games so much interesting.

Study : 4

Name : Raval, S. D.

Title : Effectiveness of Games in Teaching English Grammar to the students of standard-IX – An Experimental Study.

University: Veer Narmad South Gujarat University, Surat. (M.Ed.)


Problem : The study centres around finding effectiveness of games in teaching English grammar to the students of standard-IX.
Objectives:

i. To construct the games for teaching English grammar in standard-IX with reference to (1) prepositions, (2) question tags, (3) either…or – neither…nor, (4) past participles used as adjectives, (5) degrees.
ii. To know the effectiveness of games related to selected grammar topics.
iii. To know the effectiveness of all (eighteen) games for teaching English grammar to the students of standard-IX.
iv. To know the retention of the students after two months of the experiment.
v. To get the opinions of the students regarding the developed games for teaching English grammar.

Methodology:

The sample comprised 40 students of one school from Bilimora, Gujarat. The tools used included criterion test, opinionnaire and language games. The researcher employed experimental method. Moreover pre-test and post-test were developed by the researcher. Statistical techniques involved t-test, percentages and graphs for data analysis.

Major Findings:

i. All the eighteen games constructed to teach and revise five selected topics of English grammar were found effective.
ii. The students have retained well what they have gained.
iii. Students found the games interesting, exciting, entertaining and educating.

Study : 5
Name : Ojeda, F.A.
Title : The Role of Word Games In Second Language Acquisition: Second Language Pedagogy, Motivation and Lucid Tasks.
University : University of Florida (Doctor of Philosophy).
Year : 2004.
Problem : The study centers on finding the role of word games in second language acquisition.
Objectives:

i. To determine the role word games play in the second language classroom as it pertains to motivation.

ii. To find out the effectiveness of word games enhance learner motivation in the SL classroom.

iii. To study the learners’ attitude towards their instructors as a result of using word games in the classroom.

Methodology:

The study was a quasi-experimental research project undertaken at the University of Florida. Two types of treatment were provided to learners of Spanish as a foreign language to determine if one treatment was superior to another in enhancing student motivation.

Nine classes were used in two types of groups: an experimental group and a control group. Of the nine classes, five comprised the experimental group and four comprised the control group. Four different instructors participated in overseeing the activities. Each instructor was charged with one class that belonged to the experimental and one that belonged to the control group, except for one instructor who was charged with two classes in the experimental group and one in the control group.

Major Findings:

i. The learners see that an academic objective is being fulfilled with the games.

ii. The learners support using word games in pedagogy.

iii. The introduction of ludic activities into the curriculum may have a positive effect on how the learners feel towards their instructors.


Study: 6
Name: YU, S.Y.
Title: The Effects of Games on the Acquisition of some Grammatical Features of L2 German on Students’ Motivation and on Classroom Atmosphere.
University : Australian Catholic University (Doctor of Philosophy).

Year : 2005.

Problem : The study centres around using games on the acquisition of some grammatical features of L2 German on students’ motivation and on classroom atmosphere.

Objectives :

i. To examine the effects of use of games on the students’ level of grammatical accuracy.

ii. To examine whether game based grammar practice increases students’ motivation towards language learning.

iii. To look at the impact of the use of games on the students’ perception of classroom atmosphere.

iv. To explore the students’ experience and perception of the role of grammar itself within their overall language program.

Methodology:

The research study utilizes a quasi-experimental design. It employs both quantitative and qualitative elements. It is seeking both to qualify aspects of students’ learning in L2 grammar, as a result of grammatical practice, and discuss some qualitative aspects. The sample of the study was a German Language Department, located in a private college languages in the South region of Republic of Taiwan. There were 6 boys and 40 girls in the experimental group and 7 boys and 40 girls in the control group. The mean, SD, ‘t’ test and ANOVA test were computed while treating the data.

Major Findings:

i. The students found games as teaching-learning strategies are fun and create non-threatening learning environment.

ii. It is found that the positive outcome is very encouraging and suggests a casual relationship between the improvement rate of lower-achieving students and the
use of games in the practice phase of learning a second language.

iii. The experimental students reported that they experienced more enjoyment, made higher motivational effort, felt more confident in language use and were more actively involved than the control students.

iv. The experimental students experienced a significantly higher level of support during interaction with their teacher and registered a significantly greater level of satisfaction with their participation in classes.

v. The experimental students recorded strong positive responses towards the game-based grammar practice.

**Study**: 7

**Name**: Mubaslat, M.M.

**Title**: The Effects of Using Educational Games on the Students’ Achievement in English Language for the Primary Stage.

**University**: Amman Jordan University (Doctor of Philosophy).

**Year**: 2012.

**Problem**: This study attempts to determine the role of educational games on learning a foreign language, and to compare games with more traditional practices as effective learning tools on the basic educational stage students at governmental schools in Jordan.

**Objectives**:

This study aims to know the effect of using educational games on learning a foreign language. The study will answer the following questions:

1. Is it useful to use games in teaching English Language?
2. Do games create an interactive environment in the classroom?
3. Do games facilitate learning a foreign language?
4. Is there a relation between learning theories (Behaviorism learning theory, Cognitivism learning theory and Constructivism learning theory) and games? Do games belong to a specific learning theory?

5. Do games encourage students to solve unstructured problems, communicate, navigate, and evaluate and use the second language effectively?

6. Do games encourage students to learn independently as well as work collaboratively?

7. Does the use of educational games enhance creativity; improve design skills and the ability to present information using the second language?

8. What effect does educational games use have on students' motivation?

9. Do games influence students' achievement?

**Methodology:***

The researcher’s approach in this experimental research relied extensively on the use of games with very little formal instruction. It emphasized on the development of appropriate language to facilitate an understanding of a second language through games.

To determine the relationship between learning a foreign language and educational games among the participants, a one way Analysis of Variance (ANOVA) was performed based on achievement levels. For the relation between educational games and learning a foreign language a Pearson's Correlation analysis was used.

**Major Findings:**

i. The results showed that games have a good effect on improving the achievement for the primary stage and to create an interactive environment.

ii. The use of games in teaching English has increased the student's attention and motivation and it is very useful to use games.

iii. Games create a rich environment full with interaction and stimulations for the students.
3.5 Review of Articles:

Table 3.2: Summary of Journal Articles Reviewed

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Title of the Study</th>
<th>Researcher/s</th>
<th>Journal</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>The Use of Games in Teacher Education in Oman</td>
<td>Ali S.M. Al-Issa</td>
<td>Reflections on English Language Teaching (Vol. 8, No. 1)</td>
<td>2005</td>
</tr>
<tr>
<td>2</td>
<td>Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh</td>
<td>Shaheen Ara</td>
<td>The Dhaka University Journal of Linguistics (Vol. 2 No.3, ISSN-2075-3098)</td>
<td>2009</td>
</tr>
<tr>
<td>3</td>
<td>Pedagogical Innovations in Language Teaching Methodologies</td>
<td>Minoo Alemi, Parisa Daftarifard</td>
<td>Journal of Language Teaching and Research (Vol. 1, No. 6, ISSN 1798-4769)</td>
<td>2010</td>
</tr>
</tbody>
</table>

Article: 1

Name: Ali S.M. Al-Issa.

Title: *The Use of Games in Teacher Education in Oman* (2005). (Adapted from the book *Reflections on English Language Teaching*, Vol. 8, No. 1, pp. 35–52)

University: Sultan Qaboos University, Oman. This paper proposed a number of games which have been tried with student teachers at Muscat Intermediate Teacher Training College (MITTC) and have been found to be successful in motivating these teachers at the “Professional English” (as opposed to “General” or “Elementary” levels).

This paper focuses on teacher education program, that of Oman, which is governed by various theoretical and practical shortcomings that have resulted in poor
English language competence among students for several decades (Al-Issa, 2005; 2005; 2005; 2008). This paper discusses 11 games that were used to help 18 non-native English speaking student teachers (NNESSTs) in Muscat Intermediate Teacher Training College (MITTC) to reflect on and confront their own belief systems concerning classroom management, language learning and language teaching. The use of games was implemented in two different ways: first, to train the student teachers in the course “Professional English” and, second, to teach pupils in whose classes the student teachers did their practice teaching. Two self-report questionnaires (pre-practicum and post-practicum) were used for data collection. It was found that the use of games enriched the student teachers’ command and understanding of “Professional English” (as opposed to “Elementary English” which is the focus of the national training curriculum) as well as resulted in a change in perspectives on the nature of their work as ELT practitioners. Nevertheless, some beliefs about language teaching also persisted.

**Research questions:**

The following were the research questions for the study:

1. What effect did the games have on the target student teachers’ learning of “Professional English”?
2. How did the games help the student teachers confront their beliefs about classroom management, language learning and language teaching?

The sample for the survey used for the purpose of this paper consisted of 18 student teachers. The first questionnaire (pre-practicum) was distributed among the student teachers towards the end of the second term while the second questionnaire (post-practicum) was distributed towards the end of the fourth term. For the post-practicum questionnaire, the aims were (1) to find out the student teachers’ perceptions of the games as they were used in practice teaching and (2) to see whether the games had any impact on their beliefs as future teachers.

The findings showed that games can help to provide a classroom context effectively where students can use language communicatively. Almost all 18 student teachers agreed in items 1 and 2 in both questionnaires that playing language games was fun, motivating, challenging and competitive.
Although children learn a language faster than adults, they do not learn through traditional language teaching methods. Through fun activities children can learn a language better as learning becomes natural for them since these activities do not make them conscious that they are learning a language. In Bangladesh, since a proper learning atmosphere has not been ensured in children’s English classes according to children’s interest and psychological characteristics, benefit is yet to come from the compulsory English education at the primary level. In order to appeal to young learners’ learning styles, songs, rhymes and games can be very effective tools for teaching children a foreign language. These tools can be used in children’s classes to utilize their natural ability to learn a language. This paper introduces the benefits of some interesting tools in teaching children English and also suggests incorporating them at the primary level English curriculum in Bangladesh.

In order to get children involved in the language class and to ensure a natural anxiety-free language learning environment certain techniques could be applied. One of the best way of getting children drawn in the language class is through fun activities. Among the fun activities songs, rhymes and games are the most effective ones to be used for children in the language class. Also they are fantastic materials for the language teachers to use with young learners because of their unlimited benefits.
Ways of Getting Children involved in Learning English:

In order to get children involved in the language class and to ensure a natural anxiety-free language learning environment certain techniques could be applied. One of the best ways of getting children drawn in the language class is through fun activities. Among the fun activities songs, rhymes and games are the most effective ones to be used for children in the language class. Also they are fantastic materials for the language teachers to use with young learners because of their unlimited benefits.

Just like songs and rhymes, games also provide wonderful atmosphere in the children’s language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools. The first reason why games are so useful is that since games make learning fun, children are willing participants and are not just present in class because they have to be. Students pay more attention because when they enjoy themselves, they do better, feel better about them, and do even better – it is a learning cycle working in their favor.

Next reason is playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible.

The proverb ‘repetition is the mother of all skills’ becomes very meaningful during the games in children’s language class as students get to use the language all the time with a lot of repetition. Although repetition is boring in some cases, during games it is fun for children. Also because of the fun involved in the game a massive amount of vocabulary and grammar can be revised in a short time because it is very difficult for learners to remember vocabulary if they never use it. Furthermore, the physical movement involved in some of the games also helps to keep children stimulated and alert. Children naturally have a lot of energy and are not good at attending formal lessons for long periods, and so if they participate in a game involving physical movements from time to time, they will never get impatient and bored. Most importantly, the philosophy of encouragement incorporated into these games increases confidence in all students. Usually this does not just mean they get better at only English, but in all subjects in
school. This in turn makes the teachers more motivated and optimistic, and they can really make a difference in their lessons.

Apart from all this, language games like any other games involve learners in a healthy competition that can help them learn more. “As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning.” Thus, creating the right type of language games can foster this healthy, beneficial competition in the classroom. Finally language games create a bond between the teacher and their students, which is fulfilling for the teacher and students alike. In short, if used properly by the teacher, games are excellent ways whereby children have fun and at the same time acquire a language. So, it can be said that English language games actually give students a reason to communicate, and a context for speaking practice.

**Real Situation of Primary English Education in Bangladesh – A Case Study:**

From the above discussion, it is clear how easy and effective is language learning for children if done through fun activities like songs, rhymes and games. In order to show how English teaching is taking place in the children’s classes in Bangladeshi schools, this section will provide a case study that was done on two schools in Dhaka city for three weeks. One of them was Banani Biddya Niketan and another was Banani Model School. In these schools 15 English classes at the primary level were observed and interview of 10 primary English teachers were taken in order to have an idea about the present English education practice at the primary level in Bangladesh.

Interview with 10 teachers teaching English at the primary level disclosed some interesting facts. First of all, no English teacher at the primary level had any knowledge or idea about how children learn a language better. Also they did not know how children learn in a different way and should be taught differently than adults. Moreover, teachers had little or no idea about the proper use of the textbooks introduced by the NCTB with a view to implementing communicative approach to language teaching. This is because they do not have access to the Teachers’ Guide with the new textbook and as a result do not know how to use the new text. Also they had no proper training to teach young learners a foreign language. Thus, their English teaching basically involved completing a syllabus before each exam by encouraging memorization. Consequently, instead of
teaching children through enjoyable activities they made them memorize everything and write the memorized items in their exam to get a good grade.

Findings:

The sequence of analysis reveals that in Bangladesh, there is almost no practice for interesting activities to teach English in children’s classes let alone using songs, rhymes and games. In fact, teachers are not even aware of the effectiveness of these tools. As a result, what children learn comes from rote learning of a foreign language that they are not at all interested in. The NCTB is able to teach them very little from the compulsory English education for twelve years. And whatever they learn cannot be defined as language learning as they cannot produce the language without memorization. As this ineffective learning at the initial stage remains with them, it influences their English education at later stages and students enter the tertiary level with minimum level of proficiency in English to cope with their courses. Even very good students with extremely good results at the secondary and higher secondary exams have to struggle to get a good CGPA only because they are not as good in English as they are required to be to study in English. No doubt this is very frustrating for those students and their teachers.

Solutions to the Problem

Research shows that the children who take interest in their foreign language lessons at primary school automatically develop an interest to learn that language even if there are no fun activities but serious lessons at the secondary level. The high motivation resulting from enjoyable lessons in the primary schools where learning takes place through songs, rhymes, games, storytelling and other interesting activities is retained throughout their academic life. (Brewster and Ellis, 2004:11) However, it is also true that considering our socio-economic situation, it is perhaps not possible to revolutionize English teaching overnight. Apart from this, the Education Ministry along with the NCTB has been trying their best to bring in improvements in English teaching for quite a long time and there were a lot of changes in the curriculum of English education. But despite all these efforts, little improvement has taken place in the overall English proficiency among the students. And this is only because of inaccurate teaching techniques of English at the primary level. Therefore, if things have to be changed, the focus should be on the primary level.
At the primary level, teachers should have a lucrative pay scale so that skilled teachers feel motivated to join primary schools. Besides, in order to get the best outcome from a language policy, all related factors like teachers, teacher supervisors, teacher trainers, curriculum developers and assessment specialists should work together and a proper coordination should be made to make language policy effective. The idea behind the coordination is to ensure the expected result from the policy by providing the students with material resources, appropriate course books, and other aids including properly trained teachers. (Brewster and Ellis, 2004:4)

Most importantly, in order to make language learning effective, child psychology and age have to be given the highest priority. That is the reason why any policy regarding children’s education should be tailored to suit young learners.

Article: 3

Name: Minoo Alemi, Parisa Daftarifard

Title: Pedagogical Innovations in Language Teaching Methodologies (Adapted from Journal of Language Teaching and Research, ISSN 1798-4769, Vol. 1, No. 6, pp. 765-770, November 2010)

University: Sharif University of Technology, Tehran, Iran

Language teachers have always been concerned about the inadequacy of conventional methods of language teaching in education systems. As a result, the language teaching pendulum is swinging from methods to post-method pedagogy, although it still remains in motion. The dual focus on both socio-cultural theories to second language acquisition (SLA) and improvements in technologies wins the attention of practitioners, curriculum designers, and students as the major stakeholders in applied linguistics. This has resulted in greater emphasis on the important role of techniques and technologies in language teaching. Many have tried to find a more innovative direction in this respect (Rodgers, 2000). This article, along with reviewing different predictions
made in this direction, takes a more edu-sociocultural-technological perspective to address the potentially important issues in language teaching in future.

Past language teaching is associated with the — Age of Methods (Rogers, 2000, p.1). The language teaching pendulum has swung away from grammar translation to the direct method, and then to alternative methods (Richards & Rogers, 2003). Such shifts from one method to another only “provide ample inferential evidence of [consecutive] lack of success” (Sheen, 1994, p. 127). The result of such frustration was the shift from teacher to learner (Freeman & Richards, 1993), from outside feeding theories to inside ones (Richards, 1996), from method-based top-down to teacher-based bottom-up approaches (Richards & Rodgers, 1987; Freeman & Richards, 1993).

According to Kumaravadivelu (2003), post method pedagogy is a reaction to — method as a means of marginality (p. 454) in the sense that pedagogy should take a bottom-up process to give the teachers power to build their own practices in the classroom based on the plausibility they develop through their personal experience, educational background and consultation with colleagues (Kumaravadivelu, 1994).

As an alternative to method, Kumaravadivelu (1994) proposes a strategic framework for second language teaching which depicts many important findings of second language acquisition research, such as output hypothesis, input hypothesis, autonomy, and strategy training. He points 10 macro strategies for language teaching:

1. Increasing Learning Opportunities: Teachers should create learning opportunities and make necessary changes.
2. Reducing Perceptual Mismatches: Teachers should minimize mismatches such as cognitive, linguistic, cultural, and instructional aspects between teachers’ intentions and learners’ interpretations.
3. Helping Negotiated Interaction: Teachers should encourage students to participate in meaningful interaction.
4. Encouraging Learner Autonomy: Teachers should help learners to learn how to learn and promote self-directing.

5. Increasing Language Awareness: Teachers should design activities that foster language awareness.

6. Activating Self Discovery: Teachers should provide rich textual data so that learners can infer underlying rules.

7. Contextualizing Linguistic Input: Teachers should present linguistic input within thematic contexts reflects the natural use of language.

8. Integrating Language Skills: Language skills such as listening, speaking, reading and writing should be integrated.

9. Ensuring Social Relevance: Teachers should be sensitive to the societal, political, economic, and educational environment in L2.

10. Raising Cultural Consciousness: Learners should be encouraged to engage in a process of classroom participation that acknowledges their power and knowledge.

With the emergence of socio-cultural theories regarding learning in general and concerning language learning in particular, the realm of applied linguistics is finding a new direction. More dynamic view towards the nature of language turned scholars from static view to competence towards more interactive and dynamic view towards explicating what the nature of language is (Young, forthcoming). Moreover, the integration of technologies into language learning and teaching contexts is indicative of coral attention to the facilitative role of technology at the service of dynamicity of competence; Games, E-pet scoring, E-portfolio, Self initiating and many other activities are among those that might dominate language classroom instruction.

Baw (2002) used gossiping as a way of making shy students talk in English in the classroom. He wished to give extended oral practice to students who remain rather inhibited, in spite of having a working knowledge of grammar. In other words, it is an attempt to encourage less fluent students to talk with inspiration. There are three types of involvement in conversation: (1) self-involvement of the speaker, (2) interpersonal
involvement, and (3) being involved in what is being talked about. He believed that gossip is the most frequent type of communication and found that few people resist doing it. The purpose of gossipping in education is to help learners become fluent in speaking. He used the teacher as the model for being the object of gossip or a character from a story. For the first model, the students were given a note to trigger their talk or gossip in English.

Ting (2009) underlines the fact that the purpose of communicative language teaching is to prepare students for the real world activity, saying that the learners should be able to express language functions (such as requesting, congratulating, apologizing, complaining, consoling, and promising) appropriately. He offers the game of Sudoku, a kind of number puzzle, as an ideal authentic context for practicing language functions.

To sum up, language books should look like game-based textbooks through which all micro and macro skills could be practiced.

**Article**: 4

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**Title**: Investigating the Impact of Using Games in Teaching Children English (Adapted from International Journal of Learning & Development, ISSN 2164-4063, 2011, Vol. 1, No. 1, Published: November 28, 2011)

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The ever increasing numbers of EFL learners adds greater urgency to the need to prioritize the most effective means by which language proficiency can be enhanced; developing language skills through games being one such method. This study examines the overall effects of using games on the improvement of young children’s English proficiency in relation to the following criteria: motivation; vocabulary acquisition; and anxiety due to peer pressure. The overarching aim of the research is to investigate the relationship between the usage of games and students’ English proficiency. In this study, the subjects numbered 50 grade-six EFL students from one elementary school. By applying quantitative and qualitative research methods, the major findings demonstrate
that students evidenced significant improvements in their learning motivation and vocabulary acquisition, and that their anxiety levels due to peer pressure were reduced when learning included games. Other findings reveal that there is a significant relationship or difference in the utilization of games and students’ English performance, most notably with regards to proficiency levels. The various implications for pedagogical application of gaming components in regards to enhancing young learners’ English performance and attitudes are also presented.

To examine the effects of applying games for the enhancement of different proficiency-level students, in terms of motivation and vocabulary acquisition, the following questions were specifically addressed in the study:

1. What is the overall effect of using games on the improvement of English proficiency in terms of motivation, vocabulary acquisition, and anxiety from peer pressure?
2. What is the relationship between students’ English performance and the use of games in learning English?
3. Is there a significant difference among students with different proficiency levels in their use of games?
4. What are students’ perceptions toward the influence of using games on their own English proficiency?

The subjects in this study consisted of 50 grade-six EFL elementary students (23 boys and 27 girls) from a primary school. Two instruments were applied to the present study. First of all, a questionnaire, following the design, adopted from the studies of Kuo (2008), Wu (2002), Zeng (2005), and Zheng (2008). Twenty multiple-choice questionnaire items were composed regarding the subjects’ self-reports of using games to influence their motivation, vocabulary acquisition, and anxiety due to peer competition. The questionnaire was provided in a Chinese version because most of the participants are English learning beginners.

First of all, the overall findings indicate that students hold a positive attitude toward the effect of using games for the improvement of their motivation and their vocabulary acquisition. Most students expressed that while playing games after teachers’ instructions, they are really motivated to get involved in the course and understand more about the content. In addition, by the time the game is won, learners feel proud of them
and acknowledge an increase in confidence. These improvements were also brought out by the communicative and interactive nature of the games via the process of vocabulary acquisition. Students claimed that they can learn more easily and happily by doing some actions or interacting with their classmates in a relaxing environment.

Secondly, with regard to the relationships between students’ English performance and the effects of playing games toward motivation, vocabulary acquisition, and anxiety caused by peers, the results show that there are significantly positive relationships among the effects of using games in terms of enhancing motivation as well as vocabulary acquisition and students’ English proficiency.

Finally, as for the part of motivation, the results show that students with better English ability considered that playing games can motivate them more than the students with poor English ability. With regard to the factor of vocabulary acquisition, high-achieving students scored significantly higher than intermediate-achieving students; however, it is interesting to note that low-achieving students scored slightly higher than intermediate-level students.

According to the interview results, students with the poorer proficiency levels stated that they could acquire words more productively by doing actions during games rather than by memorizing words in the traditional way.

**3.6 Distinguishing Features of the Present Study:**

After studying and reviewing the past researches the following distinguished features were contemplated and incorporated in the present study.

1. Past studies included only some part of English language teaching by language games or teaching other subjects by games or educational toys, while in the present study the investigator has tried to include proper practice to all four essential skills of English language viz. listening, speaking, reading, and writing.
2. Almost all the past researches were carried out on either college students or school students at different level. In the present study, the investigator has tried to prepare lesson plans on learning English by language games for students of standard VIII.
3. Many activities, tasks and games were developed for students to have proper practice of all four essential skills of language learning (LSRW) is the peculiarity of this research.

4. Students’ feedback on learning English by language games were collected and analyzed which was not found in past researches.

5. Students’ experiences on learning English by language games were collected and analyzed which was not found in past researches.

6. Past researches were mainly based on pre-test post-test design, while the present study was based on post-test only.

### 3.7 Summary

The review of related literature has proved very helpful to the investigator. Past researches reveal that efforts have been made to evaluate the effectiveness of language games. The investigator couldn’t find any study that provides practice of all four essential skills (LSRW) together. So, this research may be helpful for exploring areas in this field also. As researches show that language games would be helpful in learning any subject from early childhood and also helpful for the development of social skills, problem solving, positive interdependence, intergroup cooperation, equal participation etc. qualities. Language games would also be helpful to teachers and proved to be ‘helping hand’. Language games proved to be helpful to transform the process of ‘teaching’ into ‘learning’ in real sense. Next chapter no. 4 comprises of planning and procedure adopted for the present research.