CONCLUSION

Language learning is a challenging task requiring constant effort especially for young learners. Games encourage learners to direct their energy towards language learning by providing them with meaningful contexts. Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programs. It is possible to come up with many descriptions proposed by various researchers about the nature of games.

Language games are fun and amusing. The acquisition of input is therefore more likely. Games are motivating. They provide students an incentive to keep up with the hard work and strain of learning a foreign language by creating a competitive environment to use the target language. The competitive component of games also increases students’ attention. Games are engaging and make students forget that they are actually learning. Games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary.

Language games are an opportunity for intensive practice. Games bring the foreign language to life by creating a meaningful, real-life context for using the foreign language. Games reduce anxiety and stress in the classroom, which helps learners remember things faster and better. Games allow students to learn using all their senses. Games allow language practice in various skills at the same time (speaking, writing, listening and reading – LSRW). Games are a positive diversion from the regular language class routine.

The researcher aimed to develop achievement test in English for students of Standard - VIII. The researcher decided to develop oral, reading and writing language games for teaching English language for students of Standard – VIII and to implement the program of learning English language by language games.
In the present research work the researcher aimed to study the effect of language games for teaching vocabulary, sentence pattern, structure and grammar. The researcher aimed to study the effect of intelligence, achievement level, and area on achievement in English language. The researcher also aimed to study the effect of language games in learning English on retention. The researcher also aimed to study the effect of intelligence, achievement level, and area on retention. The researcher also liked to know the opinion of the students regarding the use of language games in learning English.

For the research work the researcher first constructed an achievement test in phase one. Then the researcher developed language games. The data obtained through feedback questionnaire, students’ experience and field diary were analyzed qualitatively using content analysis.

The data gathered through IQ test and Post-test viz. Achievement test and feedback questionnaire were analyzed statistically using F-test, percentage analysis and chi-square.

After the analysis of the achievement test scores of the students, the researcher came to the conclusion that teaching the subject English through language games is very effective for the students of Standard - VIII than that of traditional approach.

The researcher came to the conclusion that the language games can be used to enhance English language learning. Language games can be used to develop vocabulary of students. Moreover, language games can be used to develop English language learning. Language games can be used to develop listening, speaking, reading and writing abilities of students in English subject. Moreover, language games help students to develop interest towards the subject.

During the research work the researcher noticed that the students found language games interesting in learning English subject. The students have never learnt English subject using language games. All the students were excited to participate and enjoyed learning through language games. Moreover, learning English subject through language
games created joyful atmosphere for students. Even students’ positive attitude was found towards the subject content while teaching through language games. Students felt free to share, express their ideas, views, accept each other’s ideas, and solve the doubts, discussed with group members in a group and came to the final answer.

In a nutshell, in this research study the learning of English for standard- VIII through language games is found more effective than that of traditional approach.