Abstract

Education aims at promoting the all-round development of an individual’s personality. In any program of education besides the curricula subjects, a variety of other activities are conducted. Teachers can strive for the all-round development of their students by organizing a wide variety of activities in school besides providing suitable learning experiences through the academic subjects.

It should be borne in mind that 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.

Every language has its own characteristics. We should understand each system of language in order to understand the language itself. Students usually have problem in learning second language. It is important to learn language effectively with proper interest by the students themselves as well. The English teacher still uses traditional methods and never used activities in teaching process. Most of the students think that English is one of the difficult language, while it is, in fact, a bridging language and so much more important.

By using games, teachers can create contexts which enable unconscious learning because learners’ attention is on the message, not on the language. Therefore, when they completely focus on a game as an activity, students acquire language in the same way that they acquire their mother tongue, that is, without being aware of it. Games bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language.
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 purpose of the present study was to study effectiveness of language games for teaching English language by the investigator. Convenient sampling technique has been used to select the sample. One Upper Primary School of Gujarati Medium has been selected using convenient sampling technique. The sample of the present study consisted of 200 students. For urban area, 100 students (each group had 50 students) were chosen for the study from the Daxinamurty High school, Bakrol, Dist. Anand. For rural area, 100 students (each group had 50 students) were chosen for the study from the Bhalej Kumar and Kanya Shala, Bhalej, Dist. Anand.

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.