



Impact of games for better language learning

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ABSTRACT

This study examines the purpose of using games in the kids' second language classroom and its' benefits for the learners. Further, it investigates the possibility of using games during the class sessions as a strategy to make the students active learners. As the study suggests it is possible for the teachers to use it as a strategy in the classroom and they should give the concern to see the practical issues that can arise with the learning and teaching process. Anyhow this study has given an outline with evidence about the areas that the teachers can use games for better language learning especially for kids in their second language classroom.

Keywords— Games, Second language learning, Evidence, Strategy

1. INTRODUCTION

With linguistic globalization as a modern trend in the world, Language learning has spread in a broad range. So the people who are engaged in learning and teaching examine different methods in their working process to identify the ideal method for better language learning. It is crucial to say which is ideal as a method of learning because learning and teaching can depend on many factors. Simply these factors can be divided into internal and external. Commonly background of the learner and the teacher, mental setting, attitudes, learning and teaching environment, learning and teaching materials, the way of employing learning and teaching materials and the learning and teaching strategies that both teachers and students are using can be mentioned as some factors which can affect for the learning and teaching process. Anyhow active learning is highlighted and to keep the learners active during learning process many teachers used to do games. Sometimes this creates a happy learning environment for the students and keeps them active. However, this is not the only way the teachers can keep the students in the track in the language learning. For learning, it is possible to use games but especially for language learning for each and every aspect, this cannot be used because the applicability should be there. So in this study, it is going to see the impact of using games in language learning.

1.1 The aim of the study

This study aims to investigate the impact of using games in language learning as a strategic solution for primary level students who are learning English as a second language. By focusing on students' attitudes and the responses on the teaching of the teacher the method has been used by the researcher to see the impact of the above-mentioned method. Further, it will concern the areas which can use games through the group observation

1.2 Research objectives

The objective of this study is to see:

- How games can influence learning English as a second language?
- How do games help to improve four skills in language?

1.3 Research Questions

Based on the specific objectives and the study's overall objectives, the following research question guided the study:

- How do games help to improve language skills for the primary level learners in the second language classroom?

1.4 Limitations

The following limitations have been selected for this specific study. As the area limitation, it has chosen only the games as a strategy for the learning. And also 50 students who are less than ten years have taken as the sample for this study. In the same way, the study was conducted based on five tuition classes in the area to employ the method that the researcher is going to test with.

1.5 Participants

Participants are the students less than ten years who are attending tuitions to learn English as their second language. Fifty students have selected randomly from these classes whose medium is Sinhala in their respective schools. Among this fifty thirty were girls and twenty were boys.

2. METHOD

This study is conducted with the qualitative method and to measure the quality pretest and the posttest have been applied by the researcher to collect data. The same lesson has taught without using games as the pretest and the degree of understanding of the students are tested. Then again the same lesson taught with a game and result is tested with the students. According to the results of the observation, it will decide which area is suitable to use games in teaching English as a second language.

3. DATA COLLECTION AND ANALYSIS

According to the pretest data it has analyzed as below. All the four skills have been covered in this manner and the criteria can be seen according to the following table. In the reading session, there were 11 students below average and 20 were there at the average level. However, 14 students were good in their performance and 5 did well in the session. According to the table, writing has reported the maximum number of students who performed below to the average level and writing and speaking have done well by twelve students in the pretest.

Table 1: Data analysis of the pretest

Skills	Below Average	Average	Good	Well performed
Reading	11	20	14	5
Writing	26	5	13	6
Speaking	19	15	10	6
Listening	22	13	10	5

The result of the post-test can be seen in the following table. According to that, there is a considerable difference between the data after introducing games in the respective teaching areas. However, in some aspect, it is difficult to see certain changes. Anyhow it was obvious to see that games have affected on speaking and listening to improve the skills of the kids. Before adding games there were 19 students below average level but with games, it reported up to 08. Considerable deduction of the kids can be observed. Same way it has affected the listening also. So it is easy to come to the conclusion that games are ideal for teaching speaking and listening rather than reading and writing.

Table 2: Data analysis of the posttest

Skills	Below Average	Average	Good	Well performed
Reading	07	21	17	05
Writing	25	06	12	07
Speaking	08	20	15	07
Listening	10	15	12	13

The above-analyzed data can be seen clearly in the following chart. In the below chart the data related to “below Average” has shown with its’ percentage. So according to that after introducing games to teach four skills both speaking and listening got improvement in students’ performance and it has reduced the numbers in below average level learners.

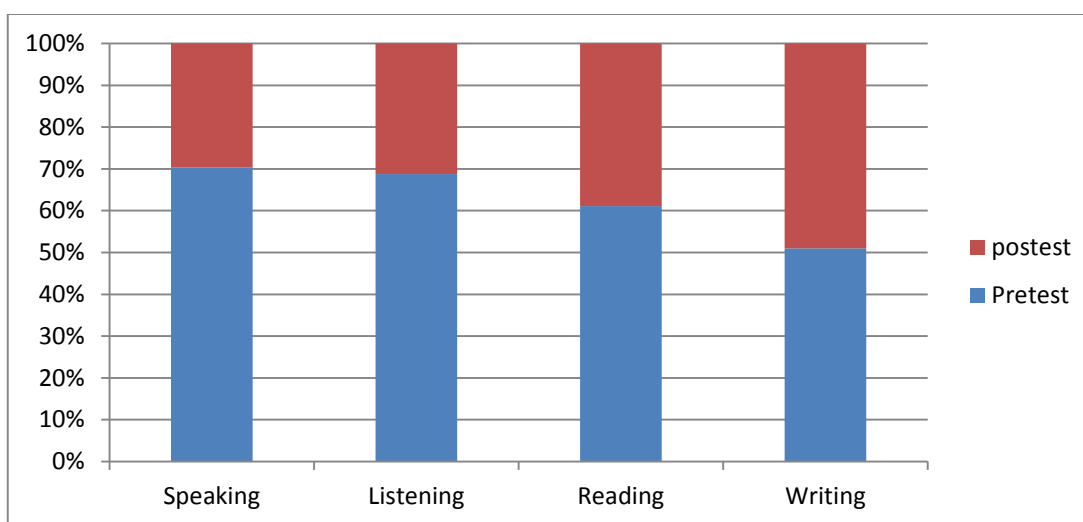


Fig. 1: Percentage of below average level learner

4. RESULT AND DISCUSSION

The result of this study suggests that games are ideal to use to teach speaking and listening since it comes very practical in the second language classroom than reading and writing. In reading and writing it is less practical and less space for the teacher to involve for the teaching process. The improvement of a speaking and listening can be seen very clearly when they use games to teach those two aspects. In the same way, some students like to engage in games during the teaching since it makes them active. In the same manner, during the classroom observations, some students were reluctant to participate in games because of the thought that it distract their mind from learning. Anyhow using games in learning is beneficial in teaching speaking and listening than reading and writing.

5. CONCLUSION

This study tells about the possibility of using games to teach English to kids in the second language classroom. And also this suggests the areas that we can use games to have better performance or maximum outcomes. However, the teacher should understand the practical applicability of the method and should guide the students well. Finally, it is important to say that if the games can use in an appropriate manner for English language teaching for kids they'll enjoy the learning and will get benefits from that.

6. REFERENCES

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