
CHAPTER I

INTRODUCTION

*“ The art of teaching is only the art of awakening the natural curiosity
of young minds “*

- Anatole France

1.0 Introduction

Kothari Education Commission of 1964-66 clearly defines education as, “initiation into life of spirit, training of human souls in a pursuit of truth and the practice of virtue”. Education helps in acquiring skills and knowledge for a complete, meaningful and happy life. Of around 6000 languages currently spoken in 200 countries, 1652 languages are used in India. India is a post colonial, multi-ethnic, multi-religious and multi lingual society that can never move toward linguistic homogeneity. English was the language of industrialization and modernization and now it is the language of globalization. Mother tongues or regional languages have failed to create market value for themselves and only English sells. English acquired a social value.

Knowledge of English is seen to be the key to economic prosperity. Parents, especially those belonging to the middle and upper classes, expect their children to get the best type of education and they conclude that it is possible only through English medium. People from the lower classes emulate the model setting behaviour of the middle and upper classes. So, we find that the English medium schools are opened everywhere in the country! In fact, linguistic heterogeneity is our strength, but the career prospects are bright for those who have a good command over English, especially the spoken and when taking the written form of the language, grammar takes a vital role in it. But we fail to realise the importance of grammar and its role in its written form. We take least pains to teach grammar in a reachable manner. English grammar proves to be the skeleton of the language (body). English language being an alien language, has become a hard task for learning. Many research findings have suggested

that school students of non-native English speaking countries face problems in acquiring knowledge about English grammar and it is always a problem for them.

Specifically when taking grammar as a separate entity, schools pupils in India have found it to be a head breaking area for learning. This has to be taken as a burning issue and an urgent call has to be made for teaching and learning of grammar in a simplified way. For that one should first understand the need for English based education in India, that too among the children of rural society.

1.1 Need for English based Education for Rural Children

India is a country of contrast with 18 official languages and more than 1500 dialects. Amongst those languages, we could see that English finds an important place in almost all schools in India where it is taught as a second language in Public schools and as first language where the medium of instruction is English in most of the Private schools. Particularly, students in rural schools face the problem of learning English and particularly grammar of the language. This has attributed to various factors such as uneducated siblings, illiterate parents, first generation learners and non-availability of teaching resources. Interestingly, fluency in English can almost be equated with membership in the middle and upper classes, Faust and Nagar, (2001). Some studies also stressed that English is the single most influential factor that determines access to elite educational institutions, and hence to important avenues of economic and social advancement, Kishwar, (2005). In India, Hindi is said to be the native language to most of the Indian population, must have fluency in world language (English) that opens the door for further education.

1.2 Importance of Teaching and Learning English Grammar

According to Wilkins (1976) acquisition of the grammatical system of a language remains the most important element in language learning. Grammar is the means through which linguistic creativity is ultimately achieved. An inadequate knowledge of the grammar would lead to serious limitations on the creativity for communication. The ability to use a language effectively depends primarily on one's knowledge of the underlying rules that govern the uses of the language. Thus, if you are able to understand the meaning of something which is said to you in English or something which you read, it is because you know something of the 'rules' of English.

One of the important aims of language teaching is to give the learner knowledge of the code or the underlying rules of the language. This directs us to the teaching of grammar. The word 'grammar' usually reminds us to those tiresome, unappetizing periods in the school time-table when we were forced to memorize rules and paradigms. Since most pupils have very little use for this kind of grammar (none other than scoring some marks in the examinations) it is rapidly forgotten. Even most teachers, are not sure of their knowledge of 'grammar', feel reluctant to teach it.

1.3 English Grammar

All of us have a vague notion about grammar. This is because the word 'Grammar' is interpreted in different ways by different people. Let us look briefly at three such interpretations and call them G1, G2 and G3.

G1: Every native speaker of a language-literate or illiterate is aware of the total mechanism of the language which enables him to communicate with others. This awareness is intuitive.

G2: Grammar refers to the formal analysis and description of the rules of the language. This is known as descriptive grammar

G3: Grammar of this kind produced by Nest field or Wren and Martin consists largely of rules which a learner is expected to master. For example, the verb should agree with the subject noun.

The question is -which grammar is the teacher expected to teach-G1 or G2 or G3? Every teacher of English must ultimately teach the G1 of English since this is what enables a student to use the language. However, we, as teachers of English follow the G2 (descriptive grammar) or the G3 (the prescriptive grammar or the formal grammar).

1.4 Definitions of Grammar

Grammar is defined by Ur (1991) as “the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.” The above definition is quite close to the layman understanding of what grammar is. The main difference is that it tells us how the rules of language actually work - they arrange and shape words.

Crystal (2004) says, “Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grip with meaning.”

Maugham (1938) adds, “It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.”

From the above definitions, grammar is an important set of rules that cannot be ignored without consequences. It is a complex phenomenon and even though learners may find it a difficult thing to master, the time devoted to that is certainly not waste.

1.5 Methods of Teaching English grammar

Method refers to the overall plan for the orderly presentations of language material based on selected approach and procedure. A method includes three components. There are different types of methods to teach English, established by the scholars. This has got pros and cons. So it is highly mandatory to have a look into different approaches to teach English grammar. In the history of language teaching, we find that no method prevailed for long. Different language teachers believe in different ways of teaching. It may be said that there are as many methods of language teaching, as there are language teachers. Around 1840 AD an attempt was made to replace these individual methods by a single method as the Grammar Translation Method.

1.5.1 Deductive Method of Teaching Grammar

This method was used with older children who have already learnt English Grammar. This method insists on grammar-based language learning. The motto of this method is: Grammar First, Language Next. Grammar rules are stated which are illustrated by examples. Wren and Martin and Nest field are proponents of this type of teaching grammar.

1.5.2 Inductive Method of Teaching Grammar

In this method, grammar is taught by giving examples to the students. Out of the examples the rules are formulated. This method is called Inductive method.

1.5.3 The Grammar-Translation Method

Grammar-Translation Method dominated foreign language teaching for over a century: i.e, 1840 AD to 1940 AD. When English is taught through this method, there is a dominance of the mother tongue.

Prator and Celce-Murcia (1979) feature the position of grammar in a lesson of the Grammar Translation Method as follows:

- Long elaborate explanations of the intricacies of grammar are given.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Little attention is paid to the content of the texts, which are treated as exercises in grammatical analysis.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words

“In the Grammar Translation Method, grammar is emphasized and taught deductively, Larsen-Freeman (1986). In addition, as Brown (2000) puts in long and detailed explanations of the intricacies of grammatical rules and forms are supplied for the students to memorize and apply the syntactic rules to other examples.”

Hence grammar stays an important position. However, its contribution to language learning has been limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, failing to generate the communicativeness in grammar lessons. Although the method is still a standard method for a long time, it is necessary to find a new method for an innovation in language teaching.

1.5.4 The Direct Method

As with the Grammar Translation Method, the Direct Method, sometimes called the Natural Method is not new. The Direct Method, an answer to the dissatisfaction with the older Grammar Translation Method, teaches students grammar and vocabulary through direct translations and thus focuses on the written language. This method implies a radical change from literary language to the day-to-day spoken language as the object of language teaching and learning.

Its principles have been applied by the language teachers for many years. Since the Grammar -Translation Method is not effective in preparing learners to use the languages communicatively, the Direct Method became

popular, Larsen-Freeman (1986). The principles of the Direct Method are as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas

1.5.5 The Bilingual Method

This method was developed by Dadson. As the name suggests, the method makes use of two languages - the mother tongue and the target language. This can be considered as a combination of the Direct Method and the Grammar Translation Method. English being the second language can be learnt with the help of the mother tongue language (L1). Once the students develop a sufficient command over the target language (L2 (English)), mother tongue language is completely withdrawn.

This method cannot claim to be innovative because its procedures are not much different from earlier methods. It places unusual demand on the teachers as they are to be proficient in the two languages -L1 and L2. It does not seem to follow any set theory in language teaching and learning.

1.5.6 The Audio-Lingual Method

The Audio-Lingual Method was developed in the 1940s and dominated the foreign language teaching in the 1950s and 1960s. It is an attempt to address some of the perceived weaknesses of the Direct Method.

The Audio-Lingual Method, like the Direct Method, is also an oral-based approach. However, the method drills learners in the use of grammatical sentence patterns. Larsen-Freeman (2000) stated that it was also based on linguistic and psychological theory and one of its main

premises was the scientific descriptive analysis of a wide assortment of languages. According to Skinner (1957), “In the Audio-Lingual Method, grammar is the most important for the student; the teacher drills grammar, the student must repeat grammar patterns after the teacher”

The method fell short of promoting communicative ability as it paid undue attention to memorization and drilling, while downgrading the role of context and world knowledge in language learning in general and in grammar in particular. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious. Due to weaknesses in performance, and more importantly because of Noam Chomsky's theoretical attack on language learning as a set of habits, Audio-Lingual Method is rarely the primary method of instruction today.

1.5.7 Substitution-Table method

This method was advocated by Palmer H.E some experts call it a technique and not a method. However, from substitution tables a number of sentences can be read and written by the pupils for language practice. Language learning is a process of habit formation. Substitution tables help a lot to frame sentences based on a model sentence. Language can be learnt through imitation. The pupils can imitate a model sentence and then frame innumerable sentences from the substitution table.

1.5.8 Dr.Michael West’s New Method

Michael West who advocated the New Method of Teaching English, was the professor at Deccan University and was considered to be the father of this method. He made a thorough study of all methods and his research work made a conclusion that his new method was the best one. His research is contained in the method that he has put forward. In laying down his method of teaching, he had in mind the problems of the Indian students who are anxious to study English and try to learn it. He has laid a great deal of importance for reading. He insists on silent reading than loud reading.

Speaking and reading go hand in hand, as they are inter-related with each other. But as far as teaching is concerned both should be done separately. West has attached no importance to the teaching of formal grammar and the written work in his method. He is of the opinion that these things are not very important for the Indian students. According to West, Indian students should be taught English for the following reasons:

- Feeling of Internationalism
- English is the language of rich literature
- Students must be kept busy with reading up to the age of 12
- Reading stands first while teaching a foreign language
- Size of the class has nothing to do with reading
- Based on psychological aspects
- An Indian student gets fewer opportunities to express his ideas and so he has to collect the various facts from books
- Student would gain ideas and experiences which can be made use of in real life situation or to organize their culture
- Reading, being the first step in learning a foreign language is easier to practice than speaking and writing. Teachers must explain the importance of 'Silent Reading'. Alphabet letters were arranged in their own way to the convenience of the students. Least number of words should be taught. The help from mother tongue may also be taken. His main aim is to acquire efficiency in reading. He gave importance for oral work. He concluded that 1,158 words are sufficient for the working knowledge of speech

1.5.9 Community Language Learning (CLL)

CLL is one of the so-called 'designer' methods which arose in the flurry of methodological experimentation in the 1970's (along with The Silent Way, Suggestopedia, TPR, etc). "In Community Language Learning (CLL), grammar is not focused. Grammatical patterns are perceived in the teacher's

transcription of the students' conversations and examined in their native language with the teacher's help (Larsen-Freeman, 1986)".

The CLL approach seems useful for listening, speaking and also useful for adult learners. In addition, it is found that the CLL approach is effective for students whose anxiety is often high because English is far different from their mother tongue. Therefore, the CLL approach should be especially effective in cases where students' native language is a non cognate language of the target language.

1.5.10 Total Physical Response (TPR)

TPR (Total Physical Response), developed by James Asher (1977) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. TPR reflects a grammar-based view of language. Asher (1977) states... "Most of the grammatical structure of the target language and hundreds of vocabulary items can be learnt from the skilful use of the imperative by the instructor". TPR makes students use grammar in their daily life, also helps them accomplish to be successful. It helps to reduce students' stress, yet students gain successful grammar acquisition. However, it is a type of method for only beginners (children) because students learn the language with the objects, pictures and kits and they are treated as if they don't have prior knowledge. This method helps students internalize grammar in a perfect way and uses psychomotor systems to teach grammatical points.

1.5.11 Communicative Language Teaching (CLT)

Developed in the 1970s, and in critical reaction to the formal and boring types of exercises used under the Audio-lingual Method ('drill-and-kill' exercises), Communicative language teaching (CLT), also referred to as "communicative approach, is an approach that emphasizes interaction as

both the means and the ultimate goal of learning a language. "In Communicative Language Teaching, grammar is taught as a means to help learners convey their intended meaning appropriately. The teaching of grammar can be managed either deductively or inductively but focuses on meanings and functions of forms in situational context and the roles of the interlocutors, Larsen-Freeman (1986) the overt presentation and discussion of grammatical rules are less paid attention to, Brown (2000).

It can be concluded that Grammar can be taught inductively or deductively in Communicative Language Teaching. It is fact that some learners learn better by being given the context and then are presented with the grammar rules afterwards while others need the rule in order to understand the rationale for the new grammatical structure. Besides, it depends on the kinds of grammatical points, which help teachers decide the ways of presenting grammar effectively.

In Communicative Language Teaching (CLT), the teacher spends less time on the structures of the language and more time encouraging the learners to use the language. It is frequent that communication activities such as games and puzzles which are often carried out in pairs or group are encouraged in teaching with no much correction or intervention during the activity.

From all the above, we can see that through the history of grammar teaching, the ways teachers have gone about the teaching of foreign languages have seen enormous changes over the past centuries. Each method has its own strengths and weaknesses, and it provides a 'recipe' for various practical classroom ideas and procedures; a good method that stems from a good theory can produce a number of ideas. Depending on the content and the purpose of the lesson, teachers choose and combine many methods in a lesson as long as these methods are suitable and affective in their grammar teaching.

1.5.12 Assignment Method

According to Thomas M. Risk (2001), “An assignment is a special set of direction to secure certain learning activity for certain ends....” Assignment system has originated from the Dalton Plan. A method of individual work is often called the assignment system. At the same time they do the activities under the instructions, help and guidance of the teacher .

1.5.13 Group Method

According to Ryburn (2004), group method means the dividing of the class into groups for the purpose of carrying out some definite work or scheme of work. This method could be well used in large classes.

- One of the popular techniques used in play way method is ‘dramatization’. Effectiveness of learning lies in action, performance and experience. These could be through dramas
- Simulation, role-playing and miming can be used as play way techniques in all aspects of language teaching

1.5.14 The Play Way Method

The traditional classroom puts teachers goals before students interests. Pupils take an active role in their learning. Child -centered education allows young children to initiate their own learning. It focuses on the whole child and emphasizes both cognitive and emotional development. In a child-centered classroom, children initiate their own learning by doing activities that interest them.

Naturally, a child-centered classroom will include a lot of learning through play. For this reason, it is more common to see this form of education, instituted at the early-childhood level. By play-learning with peer group-social development happens more readily. Additionally, emotional growth is heightened in a child-centered atmosphere where self-confidence and emotional expression are encouraged. Teachers act as “facilitators” in a child-centered class room. They assist students in learning without providing

direct instruction. The Teacher's ultimate role is to help students provide structure and order within the class while allowing each student to explore his or her own potential.

Pupils in schools are always interested in playing games. When some work is given in the form of play, they enjoy and do it well. Work is an activity taken up to attain something. Both work and play requires some amount of compulsion, but there is fun. Both work and play require an effort on the part of the doer. Play way method is making the pupils learn the language through play way activities. The main features of play are integrated with language activities. The work is done with interest and enthusiasm, which are the marks of play. English can be taught well through this method, as it happens to be the second language. Pupils come to the English class with great interest and enthusiasm. But the traditional methods used in the class make the pupils get bored and they lose interest, they become inattentive and restless. Hence, to make the lessons interesting and useful play way techniques and activities are needed.

1.5.14.1 Principles of Play Way

- Teaching and learning is done in an interesting way
- Learning is done through the play and it is not merely playing games
- Physical and mental abilities of the pupils are to be developed through education
- Learning takes place indirectly

1.5.14.2 Main Features

- Work is not forced on the pupils
- Learning is very spontaneous
- Characterized by various language learning activities
- Activities are meaningful and related to day-to-day situations
- Pupils show more self-expression, individual interests and their urges

- Teacher does not dominate the class. He suggests and supervises the activities and helps the weaker ones
- Learning becomes a play

1.5.14.3 Activities Related to Play Way Method

The play way activities can be either individualized or group ones. To do group activities, the group method can be combined with play way method. Group activities done in the 'Play Way' makes learning natural. The group activities develop the pupils' organizational abilities and social tolerance. The individual and group activities can be broadly classified as competitive activities and co-operative activities. In competitive activities, pupils get involved completely and the best is brought out. Here, the teacher should be very alert to develop a healthy competitive spirit among the pupils. In co-operative activities, pupils feel a sense of satisfaction and achievement when they complete a task.

1.5.14.4 Play Way Techniques

- Pictures can be used regularly in junior classes
- Video films give scope for learning English in a proper atmosphere. They help the learners get exposed to the language used by the natives
- Music can be used as a Play way method in teaching a foreign language
- Another Play Way technique is story telling
- One of the popular techniques used in the Play Way method is 'dramatization'. Effectiveness lies in active performance and experience
- Simulation, role -playing and miming can be used as play way techniques in all aspects of language teaching

1.6 Language games

Language games are the common play way techniques that the teachers use in classes. These games can be used at any stage of lesson. These games cater to the development of language skills. Listening games develop the ability to comprehend. Speaking games connect the observation and expression. Reading games help to recognize letters and words. Writing games develop the ability to compose in English. Language games can promote activity-centered teaching. It will prove to be a good entertainment for the pupils. They will gain many social and moral values. Co-operative and healthy competitive spirit prevails in group games. The pupils develop fellow feeling and goodwill with the peer group. All the four language skills can be developed through this method and all other language aspects can be taught. Education is a process of living. It teaches a person how to make a living and how to live. As Rosenberg (2009) has argued the learners are again physically involved in learning new structures.

1.6.1 Definitions of Games

According to Hadfield (1999): “A game is an activity with rules, a goal and an element of fun... Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.” This definition highly evaluates the importance of games as a technique. Games serve not only as an ‘amusing activity’, but also a technique to carry out tasks to learners amusingly as well. Hadfield adds, “Games can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill, at the other as a chance to use the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action.”

Hadfield, further emphasizes the effective use of games. Pupils are always lazy to do the tasks. Therefore, games are used suitably in the way in which learners are led to participate in the games so that learners can have a chance to practice or use the new language items they have just learnt eagerly and willingly instead of forcing them to do the tasks unwillingly. It is more effective in a way that pupils can play and learn at the same time. Lee (1991) defines: "Games in the strict sense, which have a definite beginning and end, are governed by rules..." Similarly, Hadfield (1990) defines games as "an activity with rules, a goal and an element of fun." Games are not carried in chaos. Games have the rules, and for it is necessary players to digest these rules before the start so that they can play the games smoothly without committing mistakes.

According to Greenall (1990), "The term 'game' is used whenever there is an element of competition between individual students or teams in a language activity."

When appears 'an element of competition', all the above rules are most needed. Therefore, games comprise many factors such as rules, competition, relaxation and learning. The main focus of using game in class is not only to help students to learn more effectively but also to have fun. However, to use games in classrooms, it is equally important that before playing, the rules of the games are clearly explained and well understood by the students. There should be only a few, well-explained rules. Demonstrations also can be very helpful because it can help students understand the game and help them follow the rules.

In a nutshell, as mentioned by Caillois (1957) "A game is as activity that must have the following characteristics

- Fun : the activity is chosen for its light-hearted character
- Separate : it is circumscribed in time and place
- Uncertain : the outcome of the activity is unforeseeable

Non-productive	: participation is not productive
Governed by rules	: the activity has rules that are different from everyday life
Fictitious	: “it is accompanied by the awareness of a different reality”

There are many kinds of games designed for different levels as well as topics, so that pupils with different language proficiency levels can enjoy and gain the best results from them.

1.6.2 Different Types of Games and Methods

There are different forms of games available to learn English grammar:

Hadfield (1999) explains two ways of classifying language games. First, language games are divided into two types: Linguistic games and Communicative games.

- Linguistic games focus on accuracy, such as supplying the correct antonym
- Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to one step achieving the communicative goal

Hadfield classifies language games into many more categories. Together with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type namely, sorting, ordering, or arranging games. For example, pupils have a set of cards with different products on them, and they sort the cards into products found at a grocery store and products found at a department store.

➤ **Information gap games**

In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information.

➤ **Guessing games**

These are a variation on information gap games. One of the best known examples of a guessing game is 20 questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

➤ **Search games**

These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well-known example. Pupils are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Pupils circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

➤ **Matching games**

As the name implies, participants need to find a match for a word, picture, or card. For example, pupils place 30 word cards; composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

➤ **Labelling games**

These are a form of matching, in which participants match labels and pictures.

➤ **Exchanging games**

In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category, such as the children's card game 'Go Fish'.

➤ **Board games**

'Scrabble' is one of the most popular board games that specifically highlight language.

➤ **Role-play games**

The terms role play, drama, and simulation are sometimes used interchangeably but can be differentiated, Kodotchigova (2002). Role play can involve students playing roles that they do not play in real life, such as doctor, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful. Another classification among games is that between Competitive games and Co-operative ones, Johnson et.al (1995). Research suggests that learning, as well as affective variables are enhanced by a co-operative environment Johnson et.al (1995). Millis (2005) outlined a number of advantages of cooperative games, such as appropriate anxiety levels and more constructive feedback.

According to Lee (2000) games have been classified into nine kinds:

- Structure games which provide experience of the use of particular patterns of syntax in communication

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- Vocabulary games, in which the learners' attention is focused mainly on words
 - Spelling games
 - Pronunciation games
 - Number games
 - Listen-and-do games
 - Games and writing
 - Miming and role play
 - Discussion games

Another classification of games by McCallum (1980) consists of seven kinds:

- Structure games
- Vocabulary games
- Number games
- Spelling games
- Conversation games
- Writing games
- Role play and dramatics

It is shown that the classifications of games from the above linguists are common in a way that each kind of game focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful in choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games.

1.7 Computer assisted games

Advantages and Disadvantages of Computer assisted games

Advantages:

In developing countries such as India, China, Vietnam and Pakistan, grammar is usually taught by using traditional methods before the availability of computers in the classroom. Grammar lessons seem complex to students, and teaching grammar is challenging. Teachers always rely on blackboards and posters as their teaching aids. As Hegelheimer & Fisher

(2006) says, “Technology can be instrumental in creating an innovative online grammar resource, aimed at raising learners’ awareness of troublesome grammatical features.”

According to Barr (2006), “Computer enhanced grammar teaching and learning, using computer technology to teach grammar to first- year college students achieved the success.” Initially, he has some concerns about how students would react to the technology like if the students would be enthused by grammar classes or if technology would help in grammar teaching. But after a semester, he got positive feedback in which 70% of the respondents felt technology made positive contribution to learning grammar, and students wanted more exercises, especially those available online. Further, in contributing to motivational value, computer technology made students appreciate how they studied the grammar easily in which they were weak earlier.

On finding the effectiveness of computer in teaching and learning grammar, Mohammad and Amin (2009) conclude, “Teaching grammar by using computer is more effective than teaching grammar by using traditional method. The findings fall in line with the research of Nutta’s (1998) on the post-secondary students enrolled in an intensive ESL program in the effectiveness of using computer, to teach grammar. There was a significant difference in the scores of test between the computer based group and the traditional based group. The group which was taught by using computer, scored better in the open ended question category in immediate post-test and delayed post-test compared to the group which had teacher directed grammar teaching.” With the finding on the effectiveness of computer in grammar teaching, computer with all the multimedia can be effectively used for teaching of grammar. Graphic images, clear photos, sounds and videos can be used to help teachers in grammar teaching and grammar lessons will become more effective, motivating and interesting.

Mohamad and Amin (2009) also emphasize, “Teachers can always creatively design the content of the courseware in making teaching and learning more meaningful. Students can use courseware to study grammar and with the guidance from a skilled teacher, grammar can be learned effectively and interestingly. The courseware to teach grammar can be strengthened with other multimedia elements like video and animations and these will help students to understand complex concept in grammar.”

In short, the use of technology is fast developing in language teaching and learning. Language educationists have been integrating the use of technology, most particularly computer in teaching. Educational software is creatively developed to help teaching and learning of English. However, it is better to remember that computer is not a substitution for teachers but rather it is an enabler to help both teachers and students who have more opportunities to experience various innovative methods in teaching and learning.

Disadvantages

Teaching English is challenging because the subject encompasses so many areas and skills. In an academic year, an English teacher covers grammar, punctuation, sentence construction, parts of speech and writing. Pupils quickly become tired of copying sentences from a text book or completing worksheets.

1.8 Man versus Machine

In spite of its glaring merits, the prospect of computer-assisted language learning has troubled teachers more. Perhaps, the major cause of their worry might have developed from the basic problem of accessibility. Often the computers have been kept in Science or Maths departments causing a real and psychological distance in the minds of the Arts faculty. Traditionally teachers facilitate the students to master many language skills through their gestures, presentations, guidance through their parental

monitoring and correcting their emotional involvement in teaching, the computer tries to replace the teacher mechanically. Both teachers and sanctioning authorities are uncertain about the use of computers in language learning, despite large investment it involved and remains unused and stored in some dark and abandoned room. After all, language laboratories in many countries fell into disuse, as they were too tied to one particular form of methodology, which limited the awareness of the potential. Computer games are beneficial because they are animated and have sound effects. Many websites have online games for students to practice recognition of parts of speech as well as story elements such as characters, plot and setting. But it may not be of use to all our Indian school set up.

We are still giving lessons under the trees or any sort of shade roofing's due to the poor and old buildings as infrastructure and insufficient classrooms. Basic needs are not found and children are from economically backward families who are with nil knowledge about computers and its applications. It is a difficult task to provide computers for the whole school which is a very costly project. Traditional methods of working on grammar work sheets are boring for pupils and teachers. Incorporating some educational activities will break up the monotony and reinforce grammar rules.

Moreover very few teachers are with a thorough knowledge about computers and its applications. With all this, hand full of them are experts of multimedia to work on animations. Thus we can come to a conclusion that one of the best ways to teach grammar is to make up our own games. Teachers should be creative in order to make the class enjoyable. A teacher can conduct these language games anywhere at any time. If the materials are handmade and the games can be played at any place, convenient for the teacher. Low cost technology' is affordable by anybody and any school.

1.9 Manual games (handmade- low cost technology materials)

The usual conventional teaching methods may be boring and frustrating for pupils and handling pupils in class may be difficult for teachers. All they need to know is, they are taking the right step by incorporating games into our lesson plan. At the same time they should target the age group in their class room. Meagre amount can be spent to prepare these creative handmade games using materials such as waste empty packing boxes, different colour chart papers, thrown bottle caps, broom sticks, egg shells and so on. This method of teaching and learning would best suit the Government school goers, where the down trodden community children study.

1.10 Need and significance of the study

We may remember when we were in school, the dreadful grammar lessons of sitting on the desk writing, correcting and rewriting sentences to learn proper grammar usage well, while some people may still teach grammar in this method. There can be a movement towards teaching grammar in a play-way method. We could get smiles and excitement instead of moans and whining. To explain the need, further we can say that language will help the children not only to gain knowledge but it would be helpful to apply and use that learning in his/her day-to-day activities. Games when used can develop skills in communication, listening, reading, observation, social relationship and freely moving from one place to another in the class room. The class room stereotypic situation can be transformed to a more natural and joyful learning through effective planning and execution.

There are many advantages in using games in learning grammar “Games can lower anxiety, thus making their acquisition of input more likely, Richard-Amato (1988) Furthermore to quote Richard-Amato, games, “add diversion to regular class room activities”, “break of eyes, and they give creative ideas” In the easy, relaxed atmosphere which is created by using

games, students remember things faster and better, Wierus and Wierus (1994).

1.11 Statement of the problem

In this study, the researcher has chosen Language Games - the common Play way technique to study the effectiveness of Self developed language learning games. Language games are one of the innovative approaches to handle the grammar classes. As the investigator belongs to English discipline, this study has been undertaken and the problem of the study is stated as, '**Effectiveness of Language Games in Learning English Grammar at the Secondary Level**'.

The functional meanings and terms used in the study are given below:

The term, "**effectiveness of language games**" means how well pupils improve their level of English grammar after the intervention of the grammar learning games. The aim of the study is not to make L2 students a 'Model Englishmen' but to write and apply English grammar effectively.

The term, "**Secondary School students**" refers to the students studying in classes VIII to X whose age group would be 13 to 15 year old and the students of 8th standard were selected for the study.

Language Games

According to Hadfield (1999) "A game is an activity with rules, a goal and an element of fun....Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term"

This definition highly evaluates the importance of games in teaching. It adds to teachers' techniques in teaching that games serve not only as an 'amusing activity', but as a technique to carry out tasks to learners amusingly as well.

1.12 Research Design

The research design in the study is 'Quasi Experimental design' in which the investigator measures the effect of the instructional package through pre and post-test for control and experimental groups. In this type of experimental design two groups were selected and the dependent variable is measured before the introduction of the treatment.

Secondary Level

Students studying from 8th to 10th fall under this category called 'Secondary level'. The investigator has taken the 8th std students as the sample group for the study and they are under the age group 13-14.

1.13 Sample taken for the Study

Eighth standard pupils of Government Higher Secondary School, in Mettupalayam of Coimbatore district was selected based on the 'Convenient Sampling Technique'. This is due to the invigilator's convenience to go to this school in order to make a frequent visit to conduct the research study. The total strength belongs to sections A, B, C & D (n=120) and were divided as A & B (n=60) sections for experimental group and C & D (n=60) sections for the Control group. The sample were divided randomly as control and experimental groups by numbering 1 to 30 separately for boys and girls. The investigator finally called out all the odd numbered pupils to join together for the Experimental group (n=60) and the remaining 60 to represent the Control group.

1.14 Objectives

The objectives of the study were:

- To prepare an instructional package which consists of 20 games, 4 for each of the 5 aspects of grammar namely Articles, Sentence patterns, Question tags, Concord and Reported Speech to enhance the learning of grammar at the secondary school level

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- To construct a pre-test to evaluate the entry level knowledge of grammar of std VIII pupils
 - To implement instructional package for the experimental group
 - To construct a post-test to evaluate the effect of the instructional package in the selected aspects of English grammar and in toto
 - To evaluate the effectiveness of the instructional package in the learning of English grammar by the sample in terms of variables, gender and education level of parents and siblings

1.15 Hypotheses

Hypotheses of the study were:

- Ho1 There is no significant difference in the Pre-test mean scores between the Experimental and Control group in Learning of English grammar through language games
- Ho2 There is no significant difference between the Experimental and Control groups in the Post-test mean scores aspect wise
- Ho3 There is no significant difference between the Pre and Post test mean scores of Control Group
- Ho4 There is no significant difference between the Pre and Post test mean score of Experimental Group
- Ho5 There is no significant difference between the Pre and post test scores of experimental and control group
- Ho6 There is no significant difference between Post test mean scores of Control Group and Experimental Group in relation to Gender viz, boys and girls
- Ho7 There is no significant difference between Pre and Post test Mean Scores of Experimental Group in relation to educational level of family members viz, father, mother, brother and sister
- Ho8 There is no significant difference between Post test Mean Scores of various games of Experimental Group in relation to aspects
- Ho9 There is no significant difference between Post test Overall Mean Scores of Various games of Experimental Group in relation to aspects

1.16 Scope of the Study

Since the present study is of an experimental nature, the investigator has made an attempt to study on Effectiveness of Language Games in Learning English Grammar at the Secondary School Level. The findings of the study will be of immense value in understanding the effectiveness of language games in learning of English grammar in a joyful manner. Hence the findings will help school teachers to get creative ideas in developing language games using low cost instructional materials to implement certain play way techniques in class, so that the dreaded grammar lessons can be made easy acceptable and reachable to all categories of pupils in the class. It can prove to be a deviation from the regular and monotonous way of teaching. Both the learner and teacher will enjoy the grammar classes. Nodal agencies like NCERT, DIET, and BRCs can take up the task of designing grammar learning games and give hands on training to pre and in-service programmes to teachers and student teachers.

1.17 Limitations of the study

Research studies in general and experimental studies in particular, have limitations due to many factors. It is the responsibility of the researcher to see that the study is conducted with maximum care in order to be reliable. However the following limitations were unavoidable while the present study.

- The present study being an experimental nature was confined to a single school only ie. Government Higher Secondary School, Mettupalayam Panjayat
- Though the study was planned to be conducted for all pupils , it had to be confined to the limited pupils of VIII standard
- From the vast area of English grammar, only five aspects such as, Articles, Sentence patterns, Question tags, Concord and Reported speech were taken for the study

- The instructional package was prepared with low-cost materials to prepare 20 games with regard to the aspects taken for the study
- No electronic gadgets were used

In spite of the above-cited limitations, sufficient care was taken in selecting the sample, constructing tools, gathering reliable data and applying appropriate analysis procedures.

1.18 Conclusion

The investigator has taken the stated problem and developed her own language games for English grammar at the secondary level. The forthcoming chapters, II, III, IV and V would give a vivid picture about the investigation.