

## Role of Language Games in Communicative Language Teaching Classroom

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Language games are essential in language classrooms. It is an entertaining method for both teachers and students. Language can be taught in an amusing manner through language games. Students can easily comprehend the ideas given by the teachers. There are several games practiced in this way. The games stand helpful to even an introvert learner. Full attention of the learner can be acquired by the way of teaching through this method. It is interesting to identify the differences in learners of their ability to comprehend the each and every detail of the matter in question. Several words and phrases can easily be recognised by the learner.

Through language games the full attention of the learner can be drawn to the learning process. They can easily overcome the shyness and stage fright at the outset of the learning process. A learner can directly involve himself in the process of learning rather than being a mere spectator of the teaching process. As any game is interesting, the language games are also interesting for the learners to learn the various ideas presented in this way. This will inculcate in them awareness far different from all other teaching methods.

The learning process can be made easy through the classroom games and since all the learners have the chance of

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participation, learning process can never be one-way. The traditional way of learning makes the student a viewer or a passive listener but this method makes them a co-participant in the learning process. The students can be active mentally as well as physically in the learning process. Whatever difficult situation provided in the language learning classroom, the classroom games will tend to make it easy. Language games should contextualise the objectives of learning. A language game is a natural process of learning the language. A natural ability can be acquired through this way of learning. Language games can also develop many skills in the learners better than what the traditional "chalk and talk" method does.

Through language games listening, speaking, reading, and writing skills can be taught. For this the games can be chalked out as the situation demands. The teacher should be able to design games which demand situationally as the process of LSRW is going on. Students get the practice of interaction in the classroom through language games. It is because of the amusing games they can take interest in them and, consequently, they never bother about tension in learning language. The language games can be used for a conversion mechanism in the students. For example when the students are exhausted with learning or got tired of sitting in the classroom continuously, the teacher can switch over to the games as a conversion mechanism to make them interesting in the class.

The care should be taken by the teachers to provide games. A classroom in which large numbers of students are sitting cannot be given games as it can never be effectively handled. This is a matter of convenience and effective participation. Teacher has to consider the context, location, classroom setting, and the topic before introducing games to the learners. The games should be consistent and groupwise choice

should be practiced. For example, a group which is friendly to certain games can only be given the game in question. Otherwise, the language game will not be effective as the learners are not interested in such games.

The language game is the most effective method for Communicative Language Teaching classrooms. It is because of making the teaching effective that the Communicative Language Teaching is converging on the language games for teaching English. Vocabulary building up is easy as the games will provide several word items in the vocabulary chart of the game. Games should enable the learner participants to compete with each other and a healthy approach in the learning process rather than making the students negatively competing with each other. The teacher should know difference and direct them accordingly. Everybody should be able to involve freely in the games and should be able to include the difference of each games. The games are designed so as to use the language freely according to the need of the hour. The games are also indented to achieve communicative competency.

The games will make the students creative and will motivate them and they will be injected with positive energy. This will, in turn, motivate the students and also they can develop a selfconfidence in learning language. Language game is a kind of fun but at the same time it goes without saying that it is a serious activity indented to make them learn the various dimensions of the language.

This method is intended for students and consequently it is a student-centred learning process. The teacher's role is also important. In this teaching method he is a co-learner and facilitator. The teacher's effort in the language game class is less strenuous as compared to the other methods of teaching.

There is a particular game designed by the researcher called "End Word" to facilitate building the learner's vocabulary power. This particular game has three stages. In the first stage, the last letter of a word pronounced by a group is taken to form another word and then the learner pronounces the word. In the second stage, the first letter of the particular word is taken to form another word and thus several words are brought up. In the third stage a particular word's first or last letter is taken to form a word with the same numbers of letters as the word taken consists of. In this way several words are found from memory and spellings are also studied by the learners. Through this game a learner is able to memorize the different vocabulary items, pronunciation and spellings randomly.

The next game developed by the researcher is called "Tell Me the Word", it is a game in which a particular word is selected from a paragraph and then the learner describes the details about the word without disclosing the word itself. But the other learners have to guess the word and then pronounce it. In this way, language proficiency can be achieved.

"Vocabulary Exchange" can also be introduced as a game in which a group selects a particular word and asks the other group about the meaning of the word in question, and to use the word in a sentence. In this way the meaning and usage of several words are taken for discussion and thereby the group members can acquire several words with correct meaning and usage. The teacher is supposed to act as the moderator whilst the game is on, and he is to direct them towards the better usage of the words. Using jargons, medical terms and other linguistic varieties may be avoided in this game so that the students can avoid confusing terms or words in their discussion.

"Tell Me Who is He" is the another game developed by the researcher in which the moderator of the game keeps in mind

a well known person's name and the learners can ask several questions about the person and the moderator reveals several facts about him and then the learners are to be given the identity of the person in the final stage. This game helps develop the ability of the students to ask questions in a variety of ways.

Games create interest in the classroom. The students can actively take part in the classroom activities with particular interest when they get occasions to study amusingly. Their attention can be drawn to the class when they are given certain amusements. To draw attention of the students is very important in a class. This is easily possible through amusing games. The learners are motivated when they are given game. Behind the process of education there is the exact motivation. This is possible only through interesting ways of presentation. Most of the students are suffering from different psychological limitations like anxiety, tension and pressure. This is reduced to a great extent if the classroom is provided with enjoyable ways of teaching. Games of different types and magnitude help them to take an interest in the learning process. The learner's attention is an important process of education. Each learner is pivotal in a classroom and the time spent for the teaching purpose is precious. When the teaching process is meeting the purpose, it is valuable on any account.

Language is an important medium for communication and it takes some difficult situation when it is learned systematically. This cumbersome task is eased by making the syllabus easy. The teacher should be careful to make the learning process easy. The need for game is a matter of choice at that point. The selection of games facilitates easy learning. The strict classroom with strict teachers who never use any method of amusement is always an irksome experience for the learners. This will cause to cripple

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the ability of the students. When they are given games for learning English, their motivation is brought to the high level of functioning.

The students get a relaxed atmosphere in the classroom thanks to the game. To sit in the class for a long time is really a hard task. So the students get relaxed when game is resorted to as a classroom technique. The amusing way of learning helps the student develop power of comprehension. The teacher's task is to make them comprehend what is given as lessons. A teacher has to do hard work for this purpose. When the games oriented class is resorted to, the power of understanding of the students increases to greater extent. This will also help increase the memory of the students. Mere cramming can be avoided and a centred learning can be made possible.

Imagination of the students increase to a greater extent in the game oriented language learning process. It increases the creative thinking of the students. They can easily develop their imagination and consequently they will have the ability to find out more and more about the English language. Creative talents are very much important as far as a student is concerned. Language game will bring up their ability to emanate the imaginative representation of their innate abilities.

The aim of language teaching is effective communication and this can work only when the students have chance to expose to different experiences. The power of vocabulary depends on the power to comprehend different ideas from different situations. This is possible in language game classrooms and communication skills can be easily developed with this experience.

To create a rapport between the learners and the facilitator in the case of language learning is very important. The word "rapport" is a pointer to a connective link to source.

To keep this link unbreakable is very important. The exact keeping of rapport achieved through the interesting classes given to the students. A teacher's all along experience is always shared with the students and consequently students are automatically linked to the source. This is necessary for the growth of intelligence and creativity for a beginner. So rapport is very important in the case of learning process and the rapport is possible through amusing way of presenting the language.

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