

TO STUDY THE COMPARISON BETWEEN TRADITIONAL METHOD AND LEARNING THROUGH GAMES IN ENGLISH LANGUAGE OF 8TH STANDARD STUDENTS

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Abstract

The purpose of the study was to investigate the effect on learning through games in students & problem solving skill and critical thinking developed by students. The sample consisted of 70 students of 8th A & B class from Devram Narayan Patil School. The treatment was given to students and after post-test was conducted then data has analysed.

All the students feel games were useful to promote learning. All the students developed various skills like problem solving skill, critical thinking, logical reasoning etc.

The conclusion of the study was that the learning through games was effective in the learning English language.

Key words: -Traditional Method, Learning, Games in English language.

Introduction:-

Living is learning. All living beings learn as they grow. Human beings learn more than any other creatures. A new-born human baby behaves like any other animal offspring. But he changes his behaviour very quickly and shows a kind of behaviour quite different from that of an adult. This difference in behaviour is due to learning.

The purpose of this research is to introduce language acquisition theories, for school student's development and pedagogies specific to teaching English language learners. We will examine how such conditions as history, political climate, school policies/practices, and curriculum impact the access and quality of education of language learners receive.

The idea of using games to engage students in the process of active learning is not new. Over the several years, educations have been increasingly incorporating various games into their teaching curriculum in an effort to create a fun and engaging learning environment for the students.

In my classroom, I have conducted several games with my students as a mean to review previously taught and to prepare for tests. I have noticed that most of my students tend to enjoy hands on activities in my courses; however, I wonder sometimes when we play games or do activities if students are grasping the content of the material in the process. As a whole, the feedback

I have received from students regarding the benefits of the review games we play has been positive and many students suggest that they should play such games more often.

The English language is included various methods. 1] The Grammar Translation Method, 2] Direct Method of Teaching English, 3] Dr. West's Reading Method.

The Grammar Translation Method:-

The grammar translation method is the oldest of learning a second language. It aims to teach the second language through mother tongue. It is rather the most inexpensive method of teaching a second language.

Direct Method Of Teaching English:-

Direct method is the method in which a concept and foreign word are intimately brought into contact without the intervention of the mother tongue. This method uses objects for grasping their ideas and concepts.

Dr. West's Reading Method:-

Dr. West vehemently attacked this Direct Method as it belittled the importance and writing skill. Dr. West was innovator of the Reading Method which is also called new method. He believed that Indian students require passive knowledge of English. Learning to read effectively is shortest method to learning English for Indian students. English is a link and library language. So main thrust is on understanding and comprehension. Some children cannot even finish the high school learning. So, the best thing is to give Indians maximum practice in reading.

Game Method:-

Games naturally support this form of education. Games create a compelling need to know and to deliver just in time learning. There is other attributes of game that facilitate learning. One of these is the state of being known as play. There is something in play that game the tenacity persistence required for effective learning English language. Games are already widely used by teachers in the village schools with an interest in leaning. They function as, the classroom into content areas introduction to specific skills. When we discuss the properties of games we mean to refer to games of all types. Game learning is a type of game play that has defined in learning outcomes. Generally, learning through game is designed to balance the subject matter with game play and the ability of the player to retain and apply said subject matter to real world. Learning through game describes an approach to teaching where students explore relevant aspect of game in a learning context designed by teacher. Teacher and students collaborate in order to add depth and perspective to the experience of playing game.

Statement of Problem:-

“To study the comparison between traditional method and learning through games in English language of 8th standard students”

Need & Importance:-

In village schools was Marathi medium that schools teachers teaches to the students in traditional method. So that many student cannot understand teacher teaching.

Games are use in learning to understand the concepts for the students and giving a platform for the students for their creative thoughts in the English language.

Games are extremely useful for teacher who can teach the English grammar topics effectively for dealing with problem solving ability among students.

Research used that game way method for students which play a special important role in building self-confidence and they can reduce the gap between fast learners and slower learners.

Objective:-

- 1] To find out the difference between of traditional and games 8th standard.
- 2] To check the effectiveness of learning through game in English language 8th standard.

Operational definition:-

- 1] **Learning:** - learning is an act in which something is learned.
- 2] **Traditional Method:** -The primary education technique of traditional education was simple oral.
- 3] **Games:** - various types of games based on class interactions.

Research question:-

Is there any positive effect on learning through games in students?

Hypothesis: - Null hypothesis

There is no significant difference between traditional method and learning through games.

Method adopted for the present study:-

The researcher used experimental method for the present study.

Chosen sample and method:-

The research investigation was carried out on the 70students of 8th standard A & B class from Devram Narayan Patil School, Gangapur village, Nashik.
Simple Random Sampling method was used.

Scope & Limitation:-

This present study helps to development of child's thinking capacity.

This student is only limited to 8th A & B students of Devram Narayan Patil School in 2016-17

Tool used:-

The researcher used Post-test as data collection tools.

Statistical tool:-

Mean, standard deviation, T - value.

Experimental design:-

Treatment by learning through games was employed & post-test conducted to check the impact of games.

Data collection tools:-

- 1] Post test-question paper was given. (Designed by the researcher)
- 2] Treatment by learning through games.
 - a] Quiz.
 - b] Later game.
 - c] To list down maximum number of noun for given category in one minute.

Research procedure:-

The experiment as conducted in two stages:

Stage-1: Selecting the experimental sample- The experiment was conducted on traditional method on 35 students of 8th B standard.

Step - 1: Post-test.

Stage-2: Conducting the experiment: The experiment was conducted on learning through games in English language on 8th A standard”

The experiment was conducted in following steps given.

Step – 1 : Treatment by learning through games.

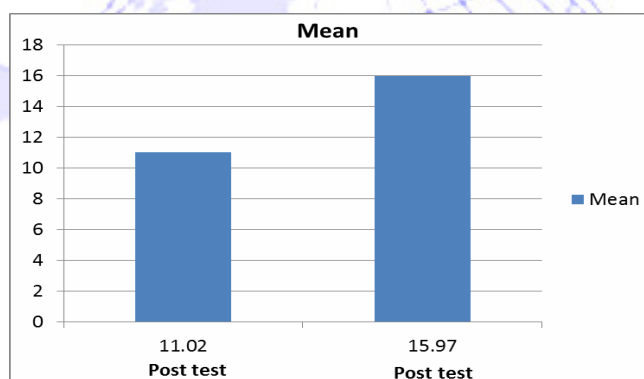
Step - 2 : Post test.

Data analysis:-

Mean standard deviation T-value was used to analyse the data.

Learning Method	Sample (N)	Mean (M)	Standard Deviation	Table t value	Computed t value	Level of significance
Traditional Method	35	11.02	0.306	2.00	16.17	0.05
learning through games	35	15.97				

Post-test Graph:



Interpretation:-

With help of data analysis it shows that critical value of 't' at the 0.05 level is 2.00 and computed value is 16.17 which cross 2.00, hence it is to be taken as significant at the 5% level. As result shows that null hypothesis is rejected and say that learning through game in English is better than traditional learning.

Findings:-

The finding of the present study is as follows:-

1. The effectiveness of learning through game in English language is more useful in study.
2. All the students think that games were useful for improving in self-confidence.
3. Giving learning experience of English language through game is different and innovative.

Conclusion:-

Games are useful in learning English Language to understand the concepts of grammar and it's developing creative thinking of the learner. The research findings supports that the comparison between traditional method and learning through games in English language of 8th standard students proved that by giving learning experience through games is more effective.