

CHAPTER ONE

INTRODUCTION

This is the study entitled “Effectiveness of Language Games to Enhance Speaking Ability of Grade Eight Students”. It consists of background of the study, statement of the problem, hypothesis, significance of the study and delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Speaking is one of the most important skill which helps to make the students able to share their ideas, opinions, feelings with each other. Likewise, it also helps to exchange their ideas with people of any nationality who speak and write English. Hadfield (1996), states that speaking is a kind of bridge for learners between the classroom and outside the classroom. In order to build the bridge in the speaking activities, the teacher must give them ample opportunity for purposeful communication in meaningful situation. Thus, the teacher must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors.

The effective teaching of speaking skill has become increasingly important in EFL setting because of the strengthening rank “position” of the English as a language for international communication. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Richards and Renandya (2004) state “A large percent of the world’s language learners study English in order to develop proficiency in speaking” (p.201). Therefore, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. As a matter of fact, we think it will be interesting to study the difficulties of EFL learners in the speaking skill and, eventually to suggest a number of effective teaching methods and strategies to enhance this skill.

There are many good techniques and strategies about English teaching especially for developing speaking skill. Among them, using games in the English class is the one which is most easily accepted by students and which is also a very useful and helpful aspect of communicative method. A game is an activity that both the teacher and students enjoy doing. It is student-centered and as appealing as playing in the playground. Using games in English class can get students relaxed using the language. It may be argued that college students, unlike children, having grown up, do not need games to relax themselves.

On the contrary, adults sometimes feel more nervous than children when they face new things, and they are more afraid of losing their face as the sense of face develops with their age. In this sense, they do need games or any other activity that help them relaxed and innocent like children to the new language without being afraid of making mistakes. According to Krashen (1982), second language acquisition is influenced by affective factors either positively or negatively.

Playing games is effective in developing students speaking ability in that it is a dynamic process of communication in which students as thinking beings, emotional beings and communicators instead of knowledge receptacles try to get their ideas, concepts, thoughts, emotions and feelings expressed based on their own life experiences. They bring relaxation and fun for students that also help them to learn and retain new words more easily.

1.2 Statement of the Problem

Game is one of the most effective techniques of teaching English which develops fluency in language, promotes interaction in the classroom and increases motivation. It creates variety to the range of learning situation. Likewise, games provide fun to the students as well as increases student-student communication and reduce the domination of the classroom. It makes classroom interactive and interesting.

To use games in the class is an excellent idea from many points of view. First of all, games are exciting for students, by using various techniques; the teachers may promote more interest and enthusiasm into any topic they are teaching. Likewise, the teacher can use games to remove the monotonous classroom atmosphere to the students for learning easily. Actually, games do not have to be used only for simple excitement of the class but also can be used for the assessment of the students during the language lessons and as a result of the assessment.

Although language games enhance the speaking ability of the students, its use and practice is a bit less. In the context of Nepal, there are very few people who use language games while teaching in the classroom. It means, some of the teachers are familiar with various techniques while teaching in the classroom. They use different language games for developing speaking ability of the students. But most of the teachers till now are busy in their tiring lecture in the classroom. Some of the teachers want to use games but it is very difficult to apply in the classroom due to the lack of resources, skills and confidence.

Besides that the use of language games in teaching is controversial issue. The scholars argue both positively as well as negatively regarding the use of language games in teaching. Rodgers (1982) states “gaming is competitive, rule- governed and engaging” , Whereas Khan (1991) claims “If children get involved and excited in playing games they use their first language and gain no benefit in English”. He also adds that games are noisy and disruptive. So, this is my area of interest to carry out this research on this issue to find out the effectiveness of the language games to enhance the speaking ability of the students.

1.3 Objectives of the Study

The objectives of the study were:

- a. To find out the effectiveness of language games to enhance speaking ability.
- b. To suggest some pedagogical implications.

1.4 Hypothesis

Language games enhance the speaking ability of the students.

1.5 Significance of the Study

Language games play the vital role to develop the speaking ability of the students. They provide a revision of exercises serving learners a recall of material in an entertaining and pleasant manner. Basically, games are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings.

So, this study will provide valuable insights to the people involved in teaching and learning English language in Nepal. The language teachers and students will be directly advantaged by the finding of the study; they will find the way of teaching speaking with the help of using language games. The teachers will get various techniques about language games. They will be highly benefited by this study to apply language games in classroom.

Besides that this study will equally be helpful for textbook writers, language planners, and syllabus designers to design language games oriented textbooks. Likewise, mythologists, researchers, linguists and the university students will also be benefited to research related to this topic. Likewise, this study will provide great help to those who want to develop themselves professionally as a teacher and trainers in the field of ELT. More specific, this research will encourage the condemned personalities to carry out the further research work in the field of teaching speaking through language games.

1.6 Delimitation of the Study

The study was carried out within the following limitations:

- a. This study was limited to Janaki secondary school, Pyuthan.
- b. This study was limited to analyze the situation of Pyuthan district only.
- c. Forty students were used as a sample population.

- d. This study was based on experimental research design.
- e. Pre-test and post-test were used as research tools.

1.7 Operational Definition of the Key Terms

Fluency: In this research, fluency is a quality of being fluent in a language. It is developing stage of speaking.

Game: A game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives.

Language skill: The skill that is used /involved in manipulating a language is called language skill.

Speaking: Speaking is the expressing ones ideas, emotions and feelings through oral medium fluency.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the details of reviewed studies and their implications on the study in addition to the conceptual framework which will clarify the research.

2.1 Review of Theoretical Literature

This section basically deals with the theoretical ideas related to the topic which provide a theoretical boost to the research. It tries to link the research topic for the whole to part concept linking the several concepts.

2.1.1 Teaching Speaking

Teaching speaking is a very important part of second language learning. It is primarily a productive skill. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Regarding the importance of speaking, Bygate (1987) states that speaking is a skill that deserves attention every bit as much as literary skills in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic information. It is the skill by which they may make or lose their friend. It is the vehicle for social ranking,

professional advancement and for business. It is also a medium through which much language is learnt, and which is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought. Ur (2002) writes. “Speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language... many if not most foreign language learners are primarily interested in learning to speak” (120).

Speaking is a complex skill because it is the network of skills including: pronouncing words and utterances with proper stress and intonation, making speech as accurate and fluent as possible, selecting and using appropriate forms according to context and so on. Though, it is complex. Such skill needs better planning and teaching.

2.1.2 Teaching Speaking in Nepal

Speaking is a primary medium of communication. Speaking ability lies at the heart of any ELT programme that helps students to able to communicate in English accurately, fluently and appropriately. Developing speaking ability is the overriding concern of the English language courses prescribed for school and college level students in Nepal. Ability to speak accurate, appropriate and effective English is vital for meaningful interaction that ensures students’ communicative competence in English.

Among the different skills of language teaching, speaking has taken one of the important skills in the context of Nepal. It has assessed by using language games, oral activities like discussion, interviews as well as activity sheets and supervising students’ pair work and group work. According to the curriculum development centre, speaking skill is designed to communicate in a variety of personal, social and academic contexts.

Various types of activities of speaking are presented in English language curriculum such as respond to a stranger about immediate surroundings, receive/ make phone call in informal situations, interpret a chart, map or table

orally, narrate simple story or event/ experience with correct stress and intonation, engage in dialogue, retell stories and so on. Present lower secondary level English curriculum has focused this skill of English language teaching. The activities which are supposed to be used inside the classroom are based on learner- centered. It means the activities used in ELT classroom are directed for the welfare of students.

2.1.3 The Components of Speaking Skill

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). It is a crucial part of second language learning and teaching. Speaking skill has various components. They are presented below:

Pronunciation: Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001).

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008). Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

Grammar: Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004, p). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002, p. 1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001, p. 12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001), states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004).

Vocabulary: Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003). It means that in spoken language or speaking, the vocabulary

used must be very familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005, p. 3). Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002, p. 580).

Fluency: Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008, p .16).

Comprehension: Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences.

Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand

the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2010). Therefore, it can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make it easy for the listeners to catch the information from the speakers.

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components are fluency, appropriateness and accuracy. Fluency conveys the meaning smoothly in each situation. Appropriateness refers to the proper use and choice of words, phrases or sentences suitable to conveying meaning. Accuracy implies correct use of structures and grammar as well as vocabulary and pronunciation. The above mentioned three components were focused in this study.

2.1.4 Elements of Speaking Skill

Speaking is primarily a productive skill in the sense that language is primarily manifested in speech. It consists of several elements. According to Harmer (2007), there are some elements of speaking skill which are as follows:

a. Speaking situations

Second language learners need to learn speaking according to the situation. For example, transactional discourse should be used while they are speaking in a formal domain such as business or administration and interpersonal discourse can be used when they are engaged in the informal situation such as birthday party of a friend. The features of each type of speech should be associated with specific situation and the link between speech and situation should be practiced among the L₂ learners. They need to learn how to speak distinctively in various situations.

b. Conversational Strategies

Conversational strategies are important elements of speaking that the learners need to develop in them. When they face problems in communication due to various reasons, they need to employ certain communicative or conversational strategies so that they can overcome the communication problems and become successful in it. Learners need to learn the ways of opening, turn taking, topic managing, closing etc in the target language conversation.

c. Functional Language

Another important element of speaking is functional language. Specific language features are used to fulfill various functions of a speech situation. For example we may greet, thank, or offer by using different language forms. The learners need to learn such form-function relationship. They do so by being involved in various speaking activities such as drills, role plays etc.

2.1.5 Activities to Enhance Speaking Ability of the Students in the Classroom

Speaking is very essential skill in teaching and learning activity. Its main goal is to develop communicative competence. If students cannot speak fluently and easily, they express their negative attitudes to the whole educational system of the school. That's why, speaking skill has received important role in teaching English language. To develop the speaking ability, the teacher can use following activities:

a. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You

are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

b. Simulations

Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborative. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

c. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

d. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

g. Describing pictures

Pictures are the rich sources of teaching speaking skill. It saves the teacher from giving tiring lectures in the classroom. It helps teachers to create English zone in the classroom. In course of teaching speaking skill by using pictures, the teacher can buy pictures from local book shops, draw pictures, cutouts, from the newspaper, or take photographs of different scenes and persons doing different things by using digital cameras, videos, internet to collect pictures.

h. Reading maps and giving directions

This activity for the practice of speaking skill will be very realistic one. It is in the sense that giving directions is directly related with the students' day to day life. This helps to bridge the gap between 'skill- getting in the classroom situation and skill- using in the real situation'. The teacher can start this activity with great interest among the students. Similarly, the teacher can initiate class by sharing small related anecdote.

2.1.6 Strategies for Developing Speaking Skill

The main aim of teaching speaking in the classroom is to enable the learners to communicate in the target language. More specifically, it develops the communicative competences among the learners. For developing speaking skill in the use of the foreign or second language, the learners must be provided lots of opportunities for interaction in situations where what the learners hear and reply is relatively unpredictable. The whole alternation of the learners must be engaged by the task or topic which is related to develop their spoken skill. Some of the common ways to improve speaking skills are as follows: Harmer (2001, p. 269).

- The learners should interact / speak with their teachers, parents and involve in formal and informal conversations.
- They should take part in language games, dialogues, strip stories, role play and simulation.
- They should involve in discourse chain, speech debate and storytelling.
- They should convey news message and directions to others.
- They should practice being announcers or anchors of particular program.
- They should take part in turn wise dictation questions and answers in classroom activities.
- They should take part in information gap activities under communicative approach.

- They should be asked information by eliciting picture display, making caricature, conveying messages.
- They should be asked to sing songs, recite poems/rhymes/count numbers etc.

During the instructive period, sufficient opportunities of speaking practices creating different situation should be provided to the students. To develop classroom speaking skills, children need opportunities to participate in small group discussion to present oral reports, and to respond adequately to teacher questioning". Speaking skill is one of the major skills in teaching a foreign language. Developing this skill depends on some techniques used by teachers in the classroom.

2.1.7 Problems with Speaking

Though, speaking comes naturally to humans, it is not simple as it seems. There are numbers of difficulties and problems which are associated with speaking. They are most frequently seen in foreign languages. According to Davis and Pearse (2008), there mainly three genuine situations when the 12 learners experience problems with speaking:

- a) Many people do not like speaking in front of large group of people. It especially happens in foreign language situation because we may worry about producing utterances with many errors in them.
- b) Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with strong regional accent in our own language and it is hard to interpret.
- c) Like listening, speaking takes place in 'real time' and speakers do not usually have time to construct their utterances carefully. In conversation, the commonest kind of speaking, we have to do many things all together: understand what other people saying, say what we want to

when we get the chance to speak, be prepared for unexpected changes of topic and think of something to say when there is a long pause.

- d) Besides that, there may create problem in speaking in the large classroom. Sometimes the teacher cannot control the class due to large number of students.

All the students may not get equal chance to speak in the classroom. As a result, the effect directly goes to students learning. Similarly, due to the shy nature of students, the speaking skill may not be developed.

2.1.8 Language Games

A game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives. In this activity both the teacher and students enjoy doing. “A game is an activity carried out by co-operating or competing decision-makers, seeking to achieve, within a set of rules, their objectives” (Rixon 1981). It is student-centered and as appealing as playing in the playground. Actually, games may help and encourage many learners to support their interest and work (Wright 2006). Games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game.

Games can provide quite extensive knowledge input. They can increase students' communication and co-operation with each other and act as a testing mechanism through which they will expose areas of weakness and the need for remedial work. Furthermore, games can be used at any stage in a lesson: at the beginning to diagnose what the students can or cannot do; during the lesson for language practice purposes; or at the end as reinforcement and reward. Students playing language games are encouraged to express their ideas for certain purpose and they can use different types of games at different stages appropriate for different types of language learning.

Games can be played by class, individual, pair and group work. The pair and group work are very important if each learner is to have sufficient oral practice in the use of language. In class work, it is easy to demonstrate that learners say only one or two sentences in a lesson. Pair work is easy and fast to organize. It provides opportunity for intensive listening and speaking practice. Group work is essential if some games require four to six players. According to Wright (1997, p.5) pair work is better than group work if there are discipline problems. He also said that for all the reason we often prefer to organize games in pair or general class work, rather than in group work.

2.1.9 Effectiveness of Language Games in Teaching Speaking Skill

There are many activities to develop speaking skill in teaching and learning activities, one of them is game. Games have a purpose beyond the production of correct speech and serve as a good communicative activity. The aim of all language games for students is to use the language. However during the playing game, learners also use the target language to persuade and negotiate their way to desire the result. Games help the teacher to create context in which the language learning is useful and meaningful. Regarding the use of language games in teaching language, Wright et al. (2002) state:

Games help and encourage many learners to sustain their interest and work. They also help the teacher to create content in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or given information.

Using games in English class can get students relaxed and enjoying using the language. It may be argued that college students, unlike children, having grown up, do not need games to relax themselves. On the contrary, adults sometimes

feel more nervous than children when they face new things, and they are more afraid of losing their face as the sense of face develops with their age.

In this sense, they do need games or any other activities that help them relaxed and innocent like children to the new language without being afraid of making mistakes. According to Krashen (1982), second language acquisition is influenced by affective factors either positively or negatively. The first aim of using games in class is just to create such a situation.

Games can increase motivation to learn the language as students, especially the weaker ones, feel a real sense of achievement when they manipulate a game. (Hubbard 1987). Games can provide quite extensive knowledge input. Games can increase students' communication and co-operation with each other. And they can act as a testing mechanism through which they will expose areas of weakness and the need for remedial work. Games offer students a fun and relaxing learning atmosphere. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved. Games activities are an excellent way of motivating learners to speak. Games introduces of competition into language-building activities. In other words games create a meaningful context for language use.

Using games is a good way to improve students' various skills, as Wright, Betteridge and Buckby (2006) say, "Games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication". In playing language games, students have to know and well understand the rules of the games, and should be clear about what has been, is being and will be done or said, and what is more important, they have to take some actions – doing or saying something, to compete in the games. The competitive atmosphere also makes learners to concentrate and think intensively during the learning process. Language learning should be enjoyable. The students acquire a great deal of language by concentrating and

listening intently, but unconsciously. Much of our mother tongue competence is gained through using language in play.

Language games are not just time filling activities in the class, but also have a great educational value. Most of the language games make learners use the language instantly without thinking about the correct form of the language itself. So at this phase, the language games can lower students' anxiety in using the target language, they are also highly motivating and entertaining so that the shy students will get more opportunities to express their opinion and feeling.

Language games can be a good way in practicing the target language that being learned by the children, since they are able to provide a model of language on what the learners will use in the real life. Games are motivating and challenging. They are as a welcome break from the usual routine of the language class. Likewise, they help the students to make and sustain the effort of learning. Games provide language practice in the various and integrated language skills. Littlewood (1981) proposed that through games, teachers should help learners go beyond the mastery of structures, to the point where they can use them to communicate meaning in real situations. They encourage students to interact and communicate to each other. Similarly, games promote communicative competence as well as create a meaningful context for language use. They reduce learning anxiety and construct a cooperative learning environment.

With the help of language games, students can learn English as the way the children learn and say their mother language without being aware they are studying; thus without stress, the students can learn a lot in learning the target language. While Wright et al. (1984) state that games can help the teacher to create contexts in which the language is useful and meaningful. The learners, who want to take part in the activities, must understand what others are saying or have written, and in order to do so, the students then must speak or write in expressing their own point of views or give information.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with the objectives of the teaching skill.

2.1.10 Types of Games

There are different kinds of games that help language learners to enhance their speaking ability. They are:

- a) *Picture Games:* A picture game is a game in which the use of pictures plays a major part. In this games involve comparing and contrasting pictures, considering differences or similarities, considering possible relationship between pictures.
- b) *Magic Trick:* In magic trick games repetition is authentic needed. Because magic trick always attract attention and invite comment, there is a potentially large occurrence of other language.
- c) *Caring and Sharing Games:* All the games in this section demand encourage trust and interest in others. The difficulty of these games is learners' shyness or reluctance to share personal feelings and experience with other class members. Only the teacher can decide how and when to make the attempt to introduce the learners to caring and sharing activities.
- d) *Sound Games:* Sound effects can create in the listener's mind and impression of people, places, and actions. There is a demand for the listener to contribute through imagination. This inevitably leads to individual interpretation and individual points of view and to express opinion and ideas.

- e) *Card and board Games:* The examples of these games are snake and ladders. We can make variations in order for the full value of achievement.
- f) *Story Games:* This game provides a framework for learner to speak and write at length instead of engaging in short exchange. The teacher should decide that it might be helpful to correct certain errors that re made, them make a written or mental note of the errors during the story telling, but delay delaying with them until afterwards.
- g) *Word Games:* This game focus of intentions is initially on the word rather than the sentence: spelling, meanings, words for sentence-making, words as inferred from contexts, or words as categorized according to grammatical usage. However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometimes to pursue ideas and argue at some length.
- h) *Memory Games:* Essentially, these games challenge the player's ability to remember. The inevitably differences between what players remember lead to discussion, in which opinion and information are exchanged.
- i) *Question and answer games:* This section a variety of games designed to create contexts in which the leaner want to ask question in order to find something out, usually connected with grammatical points.
- j) *Guessing and speculating games:* In guessing and speculating game, someone knows something and the others must find out what it is. It is useful for the less sophisticated learner and/ or the learners whose English is limited. However, learners with a wider range of English at their command should be required to think and speak in a more extended, connected way.

2.2 Review of Empirical Literature

For the review of empirical literature, I have studied some of the researches that have been carried out under the department of English Education Tribhuvan University. These are related to teaching speaking skill through language games. These are as follows:

Pokhrel (2000) carried out a research entitled; “Teaching Communicative Functions, Inductively and Deductively: A Practical Study”. It aimed to find out that which strategy inductive or deductive is better to teach language functions. He used pre-test, progressive test and post-test as research tools. He followed an experimental research design. Purposive non random sampling method was used in this study. He found out that the inductive method was relatively more effective than the deductive method for teaching communicative functions.

Pandey (2004) carried out a research on “Effectiveness of Language Games in Teaching Grammar: A Practical Study”. The objective of this study was to find out the effectiveness of language games in teaching grammar. His study was based on experimental. He used forty four students as a sample population. Pre-test and post-test were used as a research tools. The major finding of this study was that language games were effective in teaching grammar.

Adhikari (2005) carried out a research on “The Effectiveness of Teaching Vocabulary through Games”. The major objective was to find out the effectiveness of games for teaching vocabulary. The primary source of data was sixty students of grade nine studying in a Jaya Devkota Manakamana Higher Secondary School, Kathmandu. Secondary sources were thesis, articles, and books. Tools for data collection were the test items consisting of multiple choices, fill in the blanks, matching items, collection, word formation, word formation synonyms, antonyms. He found that the game technique of teaching vocabulary is quite effective than usual techniques of teaching vocabulary.

Timsina (2005) carried out a survey research entitled 'Students' Ability to Communicative Skills in English' to determine the students' ability to communicate orally in English and to compare the achievement of the students in terms of different variables. The study included both primary and secondary sources for data collection and randomly selected ninety students of Kathmandu, Lalitpur and Bhaktpur district. The test items were based on S.L.C curriculum. He found out that altogether syllabus of compulsory English of secondary level was communicative; students' performance was not satisfactory. There was no significant difference between male and female students' skill in communicating in English. The students of urban area produced more appropriate sentence than the students of semi-urban and rural area.

Karki (2008) carried out a research on "The Effectiveness of Teaching Action Verbs through Pin men Pictures". The primary sources of data for this study were the students of grade three, at Shree Sarada Higher Secondary School, Dhulikhel. Different books and journals were taken as secondary sources. Tools for data collection were test items such as true/false, pick out the verb and put on the suitable picture. He came with the conclusion that teaching action verbs through pin men picture is more effective than usual techniques.

Regmi (2013) carried out her research on "The Effectiveness of Games in Teaching Vocabulary". The main aim of this study was to find out the effectiveness of games in teaching vocabulary. The primary data for this research was twenty two students of grade six from Balkumari Secondary School, Kirtipur Kathmandu. A test consisting of seven different test items was the main tool for data collection. Both pre-test and post-test were used while taking test. The result of these tests was compared to determine the effectiveness of games. The main finding of this study was that use of games in teaching vocabulary is more effective than teaching without using games.

Kharti (2015) carried out a research on “Effectiveness of using Games in Teaching Action Verbs”. The main aim of this study was to find out effectiveness of games in teaching grammar. Both primary as well as secondary data were used to collect the data. The primary sources were the students of grade four of Scholars Home Academy. The sample consisted of forty students purposively. Various books, journals, articles and researches were used as a secondary data collection. Both pre-test and post-test were used for taking test. The major finding of this research is that teaching grammar through the use of games at primary schools is more effective than teaching grammar without using games.

Though, many studies helped me to get the ideas about my research. They also helped me to write literature review. But my thesis is different from them.

2.3 Implications of the Review for the Study

Implication is one of the key concepts in research area that helps us to get new ideas by observing various research materials and documents of others. In addition to the practice implications, research study has also revealed implication for further research. All the researches and scholars mentioned above were conducted in the field of language games in various skills and aspects. My research is also related to the language game. So, it was the beneficial part for me to get new ideas by reading those research article, thesis, books and journals. Some are mentioned below:

I got new ideas about teaching speaking and language games by reading the book of Harmer (2008), Sapir (1978), Bygate (1997), Hadfield (1996), Wright et al (2002) and some others. Likewise, various researchers who wrote researcher articles and thesis on language games helped me for empirical review. Similarly, review of related literature helped to understand the subject area, conceptualize the research problem clearly and precisely into selecting the methodology to obtain answers of related problem.

2.4 Conceptual Framework

Theoretical framework is the theoretical bases of the study. The theoretical study consists of the theories or issues, in which study is embedded, (Kumar 2005, p. 37). Likewise, conceptual framework is the base of problems. To be specific, the theoretical base is the definition given by different scholars. The conceptual framework of the study can draw in this figure:

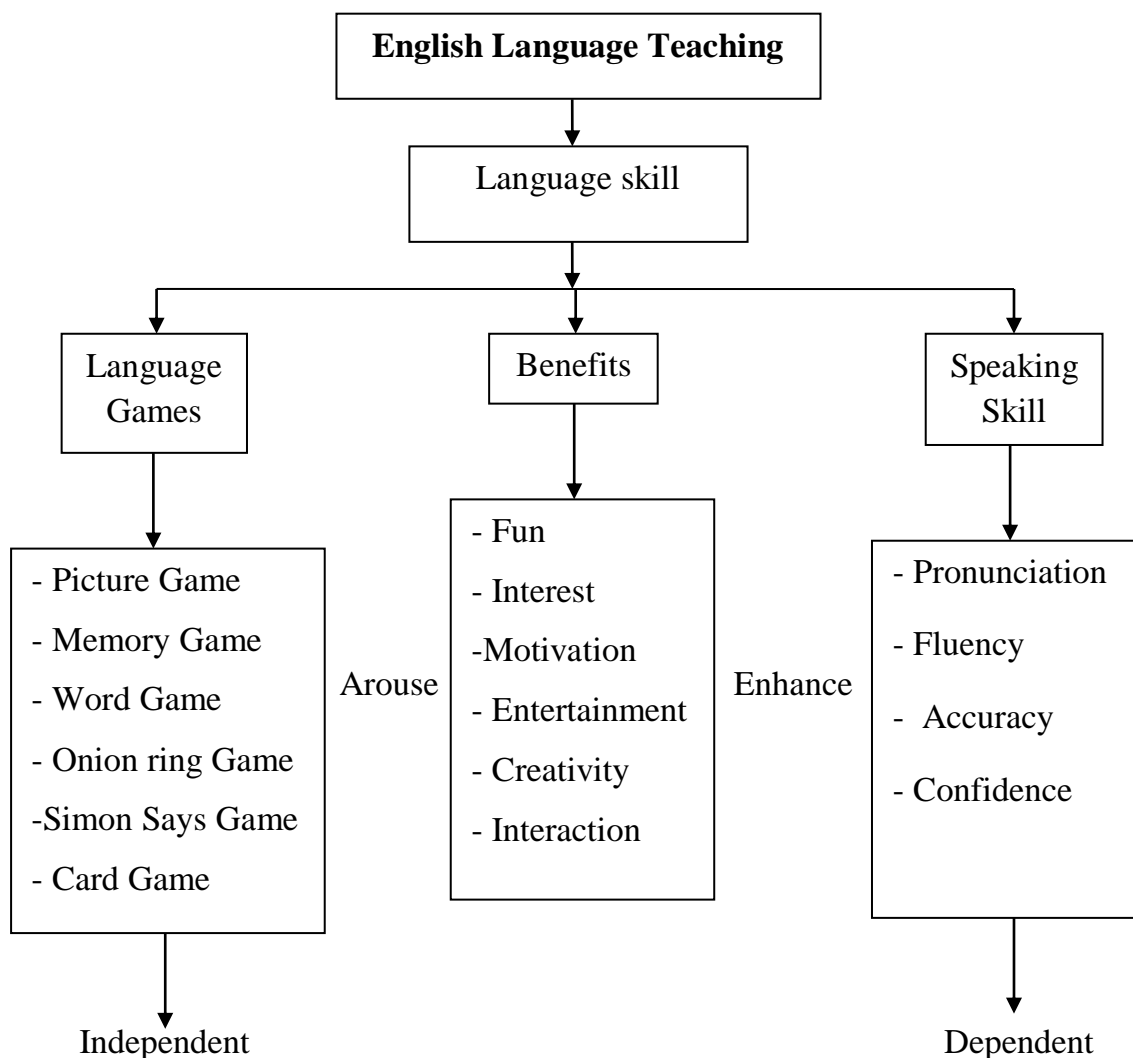


Figure 1

Language game is very essential techniques to teach speaking in the classroom. It provides lots of fun and creates enjoyable environment in the classroom. So that teaching learning activities become effective, interactive as well as long lasting. There is collaboration between teacher and students as a result students

do not afraid to put their opinion in front of the teacher. Actually, language games reduce the learning anxiety and construct a cooperative learning environment. As a result, they enhance pronunciation, fluency and accuracy of the students. So, teaching using game is very effective instead of teaching without using game.

CHAPTER THREE

METHODS AND PROCEDURES OF THE ETUDY

This chapter consists of the research design, Population and Sample, sampling procedure, study area, data collection tools, data Collection procedure, and data Analysis etc. To achieve the set of objectives the following methodology was used:

3.1 Design and Method of the Study

In order to carry out this research, I used experimental research design. The experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables. It is a research design that uses manipulation and controlled testing to understand casual processes. Best and Kahn (2002, p.133) state “Experimental research design is the most sophisticated, exacting and powerful method for discovering and developing an organized body of knowledge.”

Experimental research is what we call a true experiment. This is an experiment where the researcher manipulates one variable, and controls or randomizes the rest of the variables. It has a control group. The subjects are randomly assigned between the groups and the researcher tests only one effect at a time. It is also important to know what variable the researcher wants to test and measure. The researcher has to prepare as artificial situation because an experimental research is not conducted in a natural or regular setting.

An experiment involves the creation of an artificial situation in which events that generally go together are pulled apart. The participants in experiment are called subjects, the elements, or factors included in the study are termed variables. Independent variables are those that are systematically altered by the experimenter. Those items that are affected by the experimental treatment are

dependent variables. The researcher has to prepare artificial situation because experimental research is not conducted in a natural or regular setting

An experimental research is one where the independent variables can be directly manipulated by the researcher. It is conducted to see the cause-effect relationship between independent and dependent variable and changed resulted from the treatment. It is hypothetic-deductive study. The researcher formulates the hypothesis and collects the data to verify or falsify it. In this study, pre-test is taken to ensure the existing level of performance of the subjects. The researcher will have two groups as the subjects on the study. These are control group and experimental group. The control group will be using conventional teaching way and the special treatment will be used Experimental Design.

McMillian (2008, p.218) argues that in order to find out cause-effect relationship, a researcher should use experimental research. According to him, experimental research design is the best approach to investigate cause-effect relationships. So, this experimental research design is categorized as qualitative research intended to find out whether the language games can make a significant contribution for improving the speaking of the students. So, to conduct experimental research successfully the following steps can be followed.

1. Identify the purpose of the experiment
2. Select the relevant variables
3. Specify the level(s) of the intervention(low , medium, high intervention)
4. Control the experimental conditions and environment
5. Select the appropriate experimental design
6. Administered the pretest
7. Assigned the participants to the group(s)
8. Conduct the intervention
9. Conduct the posttest
10. Analyze the result

Adopted from Cohen, L. & Manian, L. & Morrison, K.(2007).

3.2 Population, Sample and Sampling Strategy

The population of this study was all students of grade eight at Janaki Secondary School Pyuthan. There were forty students as a sample. Twenty students joined the experimental group and twenty students joined the control group.

I selected forty students from grade eight using simple random sampling procedure. The students were divided into two groups, experimental and controlled group using systematic random sampling procedure. While dividing the groups, I was trying to maintain equal speaking proficiency level for both groups by putting the odd roll numbered in experimental group and even roll numbered students in controlled group.

3.3 Data Collection Tools

The main tool for data collection was a test administered to the students of Janaki Secondary School of grade eight. The researcher selected the five items (Appendix -1) carrying 10 mark to each item. The researcher selected those test items from the English Course Book of class eight. The researcher administered a pre-test to the forty students to establish their initial level of competence in speaking ability. Post test was administered to check the achievement after teaching. So, to collect the data, a set of test items were designed for the students as a major tool. The test items such as pre-test and post test was used as a tool for data collection for this study.

3.4 Sources of Data

In this study, the researcher used both the primary as well as secondary sources for the data collection.

3.4.1 Primary Sources

The primary sources of data for this study were all the students who are studying in grade eight at Janaki Secondary School, Pyuthan. The data were collected by administering pre-test and post test. The pre-test was taken before the actual classroom teaching and the post test was taken after the experimental teaching. The researcher used various games to teach speaking skill. The researcher herself was involved in teaching the students of grade eight.

3.4.2 Secondary Sources

The researcher consulted various books related to the language games for speaking skill secondary data, different articles, journals, reports, internet, and websites related to topic as well as some previous thesis. Such as Bygate (1997), Harmer (2007), Wright et al (2002), Hadfield (1996), Sapir (1997), Wardhagh (1998), Richards and Rodgers (1985) etc.

3.5 Data Collection Procedures

In order to collect required data, the researcher followed the following procedure:

- a) I visited the selected school and ask the authority for permission to carry out the research.
- b) I constructed the test items for pre-test and prepare post-test and lesson plans for teaching.
- c) Then, I administered the pre- test before teaching the students to identify their current level of competence in speaking skill.
- d) Then, I divided the whole class into two different group i.e. experimental and controlled group using systematic random sampling procedure.
- e) I prepared for different language games to teach speaking skill to the students.

- f) Ultimately, I administered the post test. The same test items used in the pre-test will be used for the post-test.
- g) Then, the result of the tests was compared to determine the effectiveness of language games in teaching speaking skill.

3.6 Data Analysis Procedures

This study consisted of two activities. In step one the students did pre-test and in step two they did post-test. This study used a method of quantitative to process the data. The data was presented, tabulated, computed and compared them in order to know the result of this study, whether or not, the increase the students' result happened in this study. Below is the formula to get valid result, I used to process the data. Then the researcher divided the sample into two groups: controlled group and experimental group on the basis of their class roll number. All odd numbered students were put in experimental and even roll numbered students were in controlled group.

Regarding difference between two score

Difference of percentage between in score in the pre-test and that of post test is calculated by dividing the difference in score by the pre-test score and multiplying by 100.)

Regarding Mean

$$X = \frac{R}{N}$$

Here, X=Mean

R=Score Achieved

N=Total Number of Population

Regarding Percentage

$$P = \frac{R}{N} \times 100$$

Here, P=Percentage

R=Score Achieved

N= Total Number (full marks)

3.7 Ethical Considerations

Ethical consideration is one of the main aspects of the research. This research study was conducted for the academic purpose. While collecting data, ethical consideration was taken to ensure for the data privacy. For that, I distributed participant statement to the principal to inform about my study. After that I distributed other consent forms to other teachers and parents of the students to whom I had collected data. Then, I asked them to sign to get permission to experiment in that place. Then, I assured them about such privacy by building rapport.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data obtained from the primary sources. This study was carried out to find out the effectiveness of language games to enhance speaking ability of grade eight students. For this purpose I selected forty students of grade eight students of Janaki Secondary School, Pyuthan where I taught twenty eight lessons through language games. I have tabulated, analyzed, interpreted and compared the data in the following order:

While analyzing the data, the individual score of both tests i.e. pre-test and post-test were taken and tabulated group wise. Then the average score of both of the groups on the two tests is determined. Higher average of score in the post test shows the progress of the group. Here, Experimental Group was coded as Group 'A' and Control Group were coded as Group 'B'. Group 'A' was taught by using various language games whereas group 'B' was taught without using language game. Group 'B' was taught in classical way. After that the result was converted into percentage. The two groups have been compared on the basis of the percentage. It is assumed that one group performed better than another because of the use of language game.

4.1 Analysis and Interpretation of the Results

The collected data was interpreted on the basis of result in different categories. The obtained data are analyzed by using qualitative tools in experimental research. All items are interpreted in the following sub-heading.

4.1.1 Holistic Comparison of the Experimental Group and Control Group test item in Post-test

The score of the control group is compared and analyzed with the score of the experimental group. Each group has twenty students. The comparison of both tests has been shown in the following table:

Table 1
Comparison of the Results of Experimental and Control Group

Group	No of the Students	Full marks	Av. Sc.	Percentage	Difference
Experimental	20	50	31.8	63.6%	11.6%
Control	20	50	26	52%	

As the above table shows that the total score of experimental group was 636 that is 63.6 percent while the total score of the control group was 520 that is 52 percent. The students are divided in to two groups i.e. experimental and control group. Experimental group has 20 students while control group has 20 students. There was high increment of the mark from the control group to experimental group. The average score of experimental group is 31.8 whereas control group has 26. The score of experimental group was increased by 11.6 % which was very high than control group score. So, it shows that language games help to enhance the speaking ability of the students.

Likewise, control group has not progressed. In this way, the use of language game while teaching speaking is very effective. Similarly, in pre-test, experimental group has taken 17.55 average marks where as controlled group has taken 17.88 average marks. Both group experimental and control group has nearly same average marks. It seems that there is adjustment between experimental and controlled group. So, there is no need to show pre-test in table 2.

Table 2
Item wise Comparison of pre-test and Post-Test

S.N.	Item	Pre-test			Post-test		
		Av. Sc of group A	Av sc of group B	Difference	Av.sc of group A	Av. Sc of group B	Difference
1	Describing pictures	4.87	4.9	-0.03	7.55	6.75	0.8
2	Describing person	3.45	3.6	-0.15	6.75	5.55	1.2
3	Giving direction	2.5	2.45	-0.05	5.9	4.4	1.5
4	Describing hobbies	3	3.15	-0.15	4.7	4.05	0.65
5	Recalling past events	3.7	3.7	0	6.75	5.35	1.4
	Total	17.5	17.8	-0.3	31.65	26.1	5.55

Table 2 shows that group A (experiential group) has an average score of 17.5 in pre-test and Group B, (controlled group) has an average score of 17.8 in pre-test. The average difference Group A and B is -0.3 in the pre-test. Here, to take pre-test, students had not divided into two groups. It was administered before going to teach. In item no. 5 both of the groups have taken equal scores i.e. 3.7. Otherwise, the data shows that students from the control group have taken a bit higher score than the experimental group.

In the contrary, the group A (experimental group) has an average score of 31.56 in post-test and Group B (controlled group) has an average score of 26.1 in post-test. The average difference Group A and B is 5.55. While taking post-test, students were divided into two groups i.e. experimental and controlled group. Those students who were in the experimental group, they were taught by using

various language games where as controlled groups were taught by traditional method. It means experimental group received treatment. So, the result of the post-test of experimental and controlled group shows that the students of experimental group performed better than the controlled group.

4.2 Item-wise comparison

In this section, five types of different items are compared.

4.2.1 Result in describing pictures

This was one of the items in which the researcher was included pre-test and post-test result i.e. experimental and control group. They totally carried out 10 marks.

Table 3
Score obtained in describing pictures

Group	F.M.	Av. Score in Pre-Test	Av. score in Post-Test	D	D%
A	10	4.87	7.55	2.68	26.8%
B	10	4.9	6.75	1.85	18.5%

Table 3 reveals that experimental group A has the average score of 4.87 in Pre-test and 7.55 in the post- test. This group increased its Av. marks by 2.68 or by 26.8%.

Controlled group B has the average score of 4.9 in the pre test and 6.75 in the post-test. This group has increased its marks by 1.85 or by 18.5%. Thus, by observing above mentioned data, we can conclude that in post-test, it proved that group 'A' progressed a lot securing average percentage than that of group 'B'. Thus, learning through language game technique was more effective in terms of this test item because the difference in average percentage of group 'A' is excelled group than group 'B'.

4.2.2 Result in describing person

This was one of the items in which the researcher was included pre-test and post-test result i.e. experimental and control group. They totally carried out 10 marks.

Table 4
Score obtained in describing person

Group	F.M.	Av. Score in Pre-Test	Av. score in Post-Test	D	D%
A	10	3.45	6.75	3.3	33%
B	10	3.6	5.55	1.95	19.5%

Table 4 reveals that experimental group A has the average score of 3.45 in Pre-test and 6.75 in the post- test. This group increased its Av. marks by 3.3 or by 33%.

Controlled group B has the average score of 3.6 in the pre test and 5.55 in the post-test. This group has increased its marks by 1.95 or by 19.5%. This shows that experimental group is better than controlled group. From above mentioned data, we can draw the conclusion that group 'A' had excelled than group 'B' in post-test because the former had got 3.3 average percentages but the latter only 1.95 average percentage in post-test.

4.2.3 Result in giving direction

This was one of the items in which the researcher was included pre-test and post-test result i.e. experimental and control group. They totally carried out 10 marks.

Table 5
Score obtained in giving direction

Group	F.M.	Av. Score in Pre-Test	Av. score in Post-Test	D	D%
A	10	2.5	5.9	3.4	35%
B	10	2.45	4.5	2.5	25%

Table 5 reveals that experimental group A has the average score of 2.5 in Pre-test and 5.9 in the post- test. This group increased its Av. marks by 3.4 or by 35%.

Controlled group B has the average score of 2.45 in the pre test and 4.5 in the post-test. This group has increased its marks by 2.5 or by 25%. So, it proves that experimental group has learnt to speak better than the controlled group. Due to this fact, what we can conclude is language game is effective and useful in teaching speaking. It has been found out that in all items, experimental group has got better score difference than the controlled group. It has also been proved that teaching pronunciation through language game has been effective over conventional way of teaching speaking.

4.2.4 Result in describing about hobbies

This was one of the items in which the researcher was included pre-test and post-test result i.e. experimental and control group. They totally carried out 10 marks.

Table 6
Score obtained in describing hobbies

Group	F.M.	Av. Score in Pre-Test	Av. score in Post-Test	D	D%
A	10	3	4.7	1.7	17%
B	10	3.15	4.05	0.9	9%

Table 6 reveals that experimental group A has the average score of 3 in Pre-test and 4.7 in the post- test. This group increased its Av. marks by 1.7 or by 17%.

Controlled group B has the average score of 3.15 in the pre test and 4.05 in the post-test. This group has increased its marks by 0.9 or by 19%. This shows that experimental group is better than controlled group. It means in this item too, students from experimental group did better by developing speaking proficiency while controlled group could not do better as experimental group.

4.2.5 Result in recalling past events

This was one of the items in which the researcher was included pre-test and post-test result i.e. experimental and control group. They totally carried out 10 marks.

Table 7
Score obtained in recalling past events

Group	F.M.	Av. Score in Pre-Test	Av. score in Post-Test	D	D%
A	10	3.7	6.75	3.05	30.5%
B	10	3.7	5.35	1.65	16.5%

Table 7 reveals that experimental group A has the average score of 3.7 in Pre-test and 6.75 in the post- test. This group increased its Av. marks by 3.05 or by 30.5%.

Controlled group B has the average score of 3.7 in the pre test and 5.35 in the post-test. This group has increased its marks by 1.65 or by 16.5%. This shows that experimental group is better than controlled group. It means, from this table we can conclude that the increase in the marks of the Group A is more than the Group B. We can say that Group A has increased its proficiency level more than double of Group B.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

The present research is carried out to find out effectiveness of language games to enhance the speaking ability of grade eight students. In this study, two groups were taught to develop speaking skill using two different techniques. Experimental group was taught using language game whereas controlled group was taught using traditional way. The pre- and post test were administered before and after the real teaching respectively. The results of both the groups were computed and tabulated. After the comparative analysis and interpretation of the obtained marks from pre-and post-test, the following findings are established, conclusion has drawn and some recommendations are forwarded. While analyzing data, it was found that the students of Experimental Group progressed a lot in comparison to the Control Group. This chapter deals with the major findings of the study. At the same time, it also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data collected by the test items.

5.1 Findings

The findings of this study are based on the result of the group rather than the responses of individual students. Both groups were taught the same subject matter using the equal amount of time and number of periods. Only the techniques were different. The result of the post test showed that both groups are benefited. Comparatively, the group taught using language game (for experimental group A) was found to perform better in all of the cases.

Therefore, if the students are taught using language game, they can develop better speaking skill than those who are taught through traditional technique.

So, after analyzing the data such as audio recording of speaking, lesson plans, the score of the students in both pre-test as well as post-test, the researcher obtained some findings that implementation of game is able to improve the

students' speaking proficiency and the classroom speaking atmosphere. The following findings have been drawn on the basis of the analysis and interpretation of the data:

- Holistic comparison as shown in table no.2 of the both of the groups points out the differences in score percentage achieved by the both of the group. The Experimental Group has increased in its average mark by 11.6 percent than Control Group. It shows that experimental group has better performance than control group.
- It has been found that the Experimental Group has progressed in its average score by 26.8 percent where the Control Group by 18.5 percent in describing pictures. The result shows that language game plays the great role speaking skill of the students.
- Likewise, in describing person, the Experimental Group has been found to have better result in this item too. The Experimental Group has progressed in its average score by 33 percent on the other hand, the Control Group has increased in its average score by 19.5 percent. The above average increment in percentage shows that teaching speaking through language game has better impact on the result.
- Similarly, in giving direction, the Experimental Group has progressed in its average score by 35 percent. On the other hand, Control Group has progressed in its average score by 2.5percent. The result points out that the Experimental Group has progressed significantly. It shows the language game worked more effectively than the traditional one.
- In the same way, the Experimental Group has progressed in its average score by 17percent in describing hobbies, whereas Control Group by 9 percent. This result also reveals the effectiveness of language game in teaching speaking skill.

- Last, but not the list, in recalling past events, the Experimental Group progressed in its average score by 30.5 percent, whereas the Control Group by 16.5 percent. This result also directs towards the effectiveness of language game in teaching speaking skill.

5.2 Conclusion

The major concern of this research was to find out the effectiveness of language games in teaching speaking skill at Grade Eight of the government aided school. Two Groups were taught using two different techniques i.e. language game and Traditional method. Experimental Group was taught using former and Controlled Group using latter respectively. Tests Items were administered as a major tool to collect data. Pre-Test was administered before the experimental teaching and Post-Test was administered after teaching and the collected data was calculated, computed and analyzed thoroughly. While analyzing data it was found that Experimental Group progressed a lot in comparison to the Controlled one. The use of language games made the speaking skill more enjoyable and interesting. Language games motivate the students and make them to pay attention and take part in learning. Similarly, the use of language games made the class active, alive and attracts the students' curiosity in speaking in the ELT classroom.

5.3 Recommendations

The study found that language games play vital role to develop the speaking ability in a language classroom. After handling this study, it was found that the use of language games play important role in teaching speaking skill at Grade Eight. On the basis of the findings, the following level wise recommendations have been forwarded for pedagogical implications:

5.3.1 Policy Related

- Language game is very effective in teaching speaking skill in the classroom. So, the syllabus designers, methodologists and textbook

writers should encourage the use of language games by designing various language games to enhance speaking ability of the students.

- For the proper application of language game in teaching speaking skill technique, it would be better that if the concerned body conducts various teacher trainings, refreshment trainings, workshop and seminar in using language game while teaching speaking in an appropriate way.
- The curriculum of English for lower secondary level should be designed to develop the student's speaking skill including pronunciation, accuracy, fluency and vocabulary.
- The school should manage at least the minimum requirement of physical facilities for teaching purpose. The audio video recorded materials should be made easily available in the local market. Because these types of teaching materials help the students to develop their speaking ability. All the schools should have a language laboratory.
- Curriculum designers should focus on various language games while designing textbook. As a result student may feel easy to develop the speaking skill.

5.3.2 Practice Related

- Language game was found to enhance the students' proficiency in developing speaking skill. Therefore, the teachers are suggested to use this method including various language games for the students.
- Language game is co- operation oriented which helps to develop interpersonal skills. Therefore, to enhance co-operation and interpersonal skills among the students, this technique is suggested to be implemented in the classroom.
- To minimize the unnecessary noise, the students should be encouraged to avoid the native talk and to whisper while communicating with each other.

- The teacher should divide the students in to different pairs, groups and teams based on the nature of the topic. Because in many cases, most of the teacher just teach for the whole class without dividing the group.
- Systematic organization and management of the classroom are crucial factors for implementing language game while teaching speaking skill. So, the teacher should pay due emphasis on these matters.
- Students' - students' interaction should be encouraged to develop speaking and pronunciation skill.
- The teachers should encourage the students to do activity in pair work by using language game and other materials. It is useful to build the students' confidence, group sharing skill and commenting and the skill of giving feedback. It also helps to those students who are introvert and do not want to expose themselves in front of the teacher.

5.3.3 Further Research Related

The current study only has been limited to the lower secondary level teachers in teaching speaking in ELT classes. This is why other level and areas of study need further research. This work can serve as a reference tools for those who are interesting and want to carry out further research on this area. The thesis writer in the department may also use this present thesis as the secondary source of data. Similarly research can be conducted in other areas of Nepal. Moreover, suggestion can be given to the next researcher to conduct further study that can enhance this research because this research actually be broaden and extend to other subject and also in different setting. Besides that the further research may include following points:

- Using games to improve the communicative ability of Students.
- Effectiveness of Teaching Speaking through Games
- Improving Students speaking Proficiency using Games.

Pre-test
Experimental Group

Name; Sristi Bista

class: 8

**Roll No: 1
pyuthan**

School: Janaki Seondary school

Full marks: 50

1) Look at the pictures and describe them.



Answer: In first picture, that patient is male and the doctor is female. The doctor is checking that patient. The patient is sitting on the bed. In second picture, there is a lady. She is a teacher. She is writing something. In last picture, the old woman is standing on the road. She is taking stick on her hand.

2) Who is your best friend? Why do you like his/her? Can you describe his/her features?

Answer: my best friend is Nisha Basnet. I like her because she always help me in difficult. She help me in my homework also. She is so beautiful. Her hair is long, black and straight. Her face is rounded. Her eyes are small. Her nose is pointed.

3) What is the way to reach your home from school? Can you tell the direction clearly?

Answer: My school is one kilometre far from my school. At first, go away without leaving the way. You will find Bista hotel. You have to take left path. Then, go straight, then, will find garden of mango trees. There is my house at that place.

4) What are your hobbies? Why do you like them? Are you really interested about your hobbies?

Answer: my hobby is to be engineer. I want to design houses and bridges. There is problem in our village and city because there is not good engineer to design houses and bridges. So I want to be engineer.

5) What did you do during last Dashain? Can you describe it?

Answer:

During last Dashain, I really enjoyed Dashain by eating delicious food, by going maternal uncle's house, by wearing new clothes, enjoying by dancing and singing. I put tika and jamara from my elders. I meet my relatives. I go to my neighbourhood's house and put tika. I really enjoy there.

Post-test
Experimental Group

Name; Sristi Bista

class: 8

Roll No: 1
pyuthan

School: Janaki Seondary school

Full marks: 50

1) Look at the pictures and describe them.



Answer: In first picture, a old woman is standing. She is taking stick on her hand. She is wearing red sari and red sweater. Her hair is white. She look like village woman. She is smiling.

In second picture, there is a lady, she is a teacher. She is writing something on paper. She is wearing white sweater and black kurta. She is seating on the chair.

In last picture, the doctor is checking the patient. The girl is doctor and the boy is patient. The man is lying on the bed. The doctor is wearing white dress.

2) Who is your best friend? Why do you like his/her? Can you describe his/her features?

Answer: my best friend name is Nisha Basnet. We are best friend. She is very beautiful. I like her very much because she also likes me. She always helps me in any difficulties. She also helps me in my homework. She is helpful and co-operative. I like her so much. Umm, her hair is long and straight. Her nose is pointed. Her skin is fair. Her height is medium. She always wears short and skirt. Her face is rounded. Her eyes are black and small.

3) What is the way to reach your home from school? Can you tell the direction clearly?

Answer: The way to reach my house from school is at first, go straight from here without leaving the way. After walking five minutes, you find Bista hotel. There is junction. Don't be confused. You have to take left path. Then, go straight without leaving way. After walking five minutes again, you find garden of mango trees. There s my house at that place.

4) What are your hobbies? Why do you like them? Are you really interested about your hobbies?

Answer: Like other people, I also have so many hobbies. I like singing. I like dancing. I like reading. I like watch movie. I like playing. I like drawing pictures. I like al hobbies. I am really interested about my hobbies because sometimes I sing a song in my house. Sometimes I dance by playing the music with my brother. So, I like my all hobbies.

5) What did you do during last Dashain? Can you describe it?

Answer: at last dashain, I enjoy with my family, friends and relatives. I put tika and jamara. I go to maternal uncle's house and put tika and jamara. I wear

new clothes. I play with my friends. I eat sweet and delicious food. My mother makes sel roti. I enjoy by singing and dancing. I go to neighbourhood's house and put tika and jamara.

Pre-test

Controlled Group

Name; Bishal Kkuwar

class: 8

**Roll No: 2
pyuthan**

School: Janaki Seondary school

Full marks: 50

- 1) Look at the pictures and describe them.**



Answer: In first picture, there are two people. One is doctor and another is patient. The patient is male and the doctor is female. The doctor is treating the patient. In second picture, there is a girl. She is a teacher. She is writing something. In last picture, there is old woman is standing on the road.

2) Who is your best friend? Why do you like his/her? Can you describe his/her features?

Answer: my best friend is Sugam K.C. I like him because he is handsome. He always helps me. He helps me in my homework also. He sings a song. His hair is short. His face is square. His eyes are small. He is a leader in our class.

3) What is the way to reach your home from school? Can you tell the direction clearly?

Answer: umm... At first, go away from here. Then, go straight without leaving that way. You will reach in Bhandari hotel. Then, you have to take right way. Then, go straight. Then, you will find my house.

4) What are your hobbies? Why do you like them? Are you really interested about your hobbies?

Answer: my hobby is to be cricket player. I want to play cricket in every place. I like Birat Kohli. I also want to be singer, dancer etc because I like singing and dancing. I am really interested about that.

5) What did you do during last Dashain? Can you describe it?

Answer:

During last Dashain, I go to maternal uncle house with my dad and mum. I enjoyed Dashain by eating sweet and delicious food, , by wearing new clothes, enjoying by dancing and singing. I put tika and jamara from my elders. I go to see mela with friends. I meet my relatives. I go to my neighbourhood's house and put tika. I enjoy there.

Post-test

Controlled Group

Name; Bishal Kkuwar

class: 8

**Roll No: 2
pyuthan**

School: Janaki Seondary school

Full marks: 50

1) Look at the pictures and describe them.



Answer: In first picture, there are two people. One is doctor and another is patient. The doctor is checking the patient. The girl is doctor and the boy is patient. The man is lying on the bed. The patient is feeling pain.

In second picture, there is a girl. She is a teacher. She is writing something on her note. She is wearing white jacket. She is seating on the chair. She has black hair.

In last picture, a old woman is standing with stick. She is wearing red sari and red swal . Her hair is white. She is village woman. She is tiring.

2) Who is your best friend? Why do you like his/her? Can you describe his/her features?

Answer: my best friend name is Sugam K.C. He is my best friend. I like her very much because he co operative. He always helps me in any difficulties. He also helps me in my homework. I like him so much. His hair is short and black.

He has pointed nose. Her skin is pale. He is tall. She always wears short and pants. His face is square. Her eyes are small and black.

3) What is the way to reach your home from school? Can you tell the direction clearly?

Answer: The way to reach my house from school is that it is not straight road. You have to go here and there. At first, go straight from here without leaving the way. After walking 10 minutes, you find Bhandari hotel. Then go straight and take right way. Then, you have to take left path. Then, go straight without leaving way. After that you will find my house.

4) What are your hobbies? Why do you like them? Are you really interested about your hobbies?

Answer: Like many people, I want to be cricket player. I want to be famous in the world. I like Birat Kolhi. I always play cricket with my friends. Then, I like singing. I like dancing.. I like to watch movie. I like playing. I like swimming. I like al hobbies. I am really interested about my hobbies. Sometimes I dance by playing the music with my brother. I like my all hobbies.

5) What did you do during last Dashain? Can you describe it?

Answer: During last dashain, I enjoy with my family and friends. I put tika and jamara. I go to maternal uncle's house and put tika and jamara. I go to see mela. I wear new clothes. I play with my friends. I eat sweet and delicious food. d. I go to neighbourhood's house and put tika and jamara. I also play swing.

Appendix 1

Experimental Group

S.N.	Roll No	Names	P-Test	Post-Test	Different	Percent
1	1	Sristi Bista	22	34	12	
2	3	Bijaysagar Thapa	17	32	15	
3	5	Pabitra Yogi	16	34	18	
4	7	Manish KC	20	30	10	
5	9	Begam Pachhai	15	33	18	
6	11	Bishal Bista	18	35	17	
7	13	Parbat Bista	17	32	15	
8	15	Bipana Bista	16	36	20	
9	17	Bishal Khadka	22	31	9	
10	19	Mohan Kuwar	17	28	11	
11	21	Alisha B.M.	19	28	9	
12	23	Sarada G.C.	18	29	11	
13	25	Niraj G.C.	15	32	17	
14	27	Susmita Thapa	16	32	16	
15	29	Deepa Pachhai	18	36	18	
16	31	Tulsa Dhami	15	34	19	
17	33	Umesh Pachhai	20	32	12	
18	35	Sumit Bbasnet	16	30	14	
19	37	Sagun Pariyar	14	31	17	
20	39	Sita Sunar	20	27	7	
		Total	351	636	285	
		AV marks	17.55	31.8	14.25	
		Percentage	35.1	63.6	28.5	

Appendix 2

Control Group

S.N.	Roll No	Names	P-Test	Post-Test	Different	Percent
1	2	Vishal Kuwar	20	28	8	
2	4	Dipesh B.K.	18	26	8	
3	6	Urmila Yogi	19	24	5	
4	8	Manish K.C.	16	27	11	
5	10	Muskan Dhama	18	30	12	
6	12	Bishnumaya Khadka	21	25	4	
7	14	Keshab Pachhai	16	27	11	
8	16	Laxmad Thapa	19	26	7	
9	18	Manoj Thapa	20	24	4	
10	20	Sangita Sunar	16	28	12	
11	22	Nirmala Bista	17	27	10	
12	24	Dor Bahadur Khadka	18	26	8	
13	26	Goinda Bista	19	28	9	
14	28	Sujan K.C.	16	23	7	
15	30	Alisha Dhama	17	24	7	
16	32	Kamal Khadka	19	25	6	
17	34	Laxmi Thapa	21	27	6	
18	36	Bhupendra Pachhai	15	28	13	
19	38	Namraj Ppachhai	14	23	9	
20	40	Sneha Dhama	18	24	6	
		Total	357	520	163	
		AV marks	17.85	26	8.15	
		Percentage	35.7	52	16.3	

Appendix 3

Pre-Test

Experimental Group

S.N.	Roll No	Names	Item 1	Item 2	Item 3	Item 4	Item 5
1	1	Sristi Bista	6	4	3	4	5
2	3	Bijay sagar Thapa	5	3	3	3	3
3	5	Pabitra Yogi	4	3	2	3	4
4	7	Manish K.C.	6	3	4	3	4
5	9	Begam Pachhai	4	3	2	3	3
6	11	Bishal Bista	5	4	2	3	4
7	13	.Parbat Bista	5	4	2	2	4
8	15	Bipana Bista	4	3	3	2	4
9	17	Bishal Khadka	7	4	4	3	4
10	19	Mohan Kuwar	5	4	2	3	3
11	21	Alisha B.M.	6	4	2	3	4
12	23	Sarada G.C.	5	4	2	3	4
13	25	Niraj G.C.	4	3	2	3	3
14	27	Susmita Thapa	5	3	2	3	3
15	29	Deepa Pachhai	5	4	3	2	4
16	31	Tulsa Dhama	4	3	2	3	3
17	33	Umesh Pachhai	5	4	3	4	4
18	35	Sumit Basnet	4	3	2	3	3
19	37	Sagun Pariyar	3	2	2	3	4
20	39	Sita Sunar	5	4	3	4	4
		Total	97	69	50	60	74
		Mean	4.87	3.45	2.5	3	3.7

Appendix 4

Pre-Test

Control Group

S.N.	Roll No	Names	Item 1	Item 2	Item 3	Item 4	Item 5
1	2	Vishal Kuwar	5	4	3	4	4
2	4	Dipesh B.K.	5	3	2	4	4
3	6	Urmila Yogi	5	4	3	3	4
4	8	Manish K.C.	5	3	2	3	3
5	10	Muskan Dhama	5	4	2	3	4
6	12	Bishnumaya Khadka	6	4	3	4	4
7	14	Keshab Pachhai	4	4	2	3	3
8	16	Laxman Yhapa	5	4	3	3	4
9	18	Manoj Thapa	5	4	3	4	4
10	20	Sangita Sunar	4	3	2	3	4
11	22	Nirmala Bista	5	4	2	3	3
12	24	Dor Bahadur Khadka	5	4	2	3	4
13	26	Govinda Bista	6	4	2	3	4
14	28	Sujan K.C.	4	3	3	3	3
15	30	Alisha Dhama	5	3	2	3	4
16	32	Kamal Khadka	5	4	3	3	4
17	34	Laxmi Thapa	6	4	3	4	4
18	36	Bhupendra Pachhai	4	3	2	3	3
19	38	Namraj Bista	4	3	2	2	3
20	40	Sneha Dhama	5	3	3	3	4
		Total	98	72	49	63	74
		Mean	4.9	3.6	2.45	3.15	3.7

Appendix 5

Post-Test

Experimental Group

S.N.	Roll No	Names	Item 1	Item 2	Item 3	Item 4	Item 5
1	1	Sristi Bista	8	7	7	6	6
2	3	Bijay sagar Thapa	8	6	6	5	7
3	5	Pabitra Yogi	8	7	6	5	8
4	7	Manish K.C.	7	6	6	5	6
5	9	Begam Pachhai	8	7	7	4	7
6	11	Bishal Bista	8	7	7	5	8
7	13	.Parbat Bista	7	8	6	5	7
8	15	Bipana Bista	8	6	6	5	8
9	17	Bishal Khadka	7	6	6	5	7
10	19	Mohan Kuwar	7	6	5	4	6
11	21	Alisha B.M.	8	6	5	4	5
12	23	Sarada G.C.	8	7	5	3	6
13	25	Niraj G.C.	8	7	6	5	6
14	27	Susmita Thapa	8	6	6	5	7
15	29	Deepa Pachhai	8	8	6	6	8
16	31	Tulsa Dhami	8	7	6	5	8
17	33	Umesh Pachhai	7	7	6	5	7
18	35	Sumit Basnet	8	7	5	4	6
19	37	Sagun Pariyar	8	7	6	4	6
20	39	Sita Sunar	6	6	5	4	6
		Total	151	135	118	94	135
		Mean	7.55	6.75	5.9	4.7	6.75

Appendix 6

Post-Test

Control Group

S.N.	Roll No	Names	Item 1	Item 2	Item 3	Item 4	Item 5
1	2	Vishal Kuwar	7	6	5	4	6
2	4	Dipesh B.K.	7	6	5	3	5
3	6	Urmila Yogi	6	5	5	3	5
4	8	Manish K.C.	8	6	4	5	6
5	10	Muskan Dhama	7	6	6	4	7
6	12	Bishnumaya Khadka	7	5	4	4	5
7	14	Keshab Pachhai	7	6	5	4	5
8	16	Laxman Yhapa	7	5	3	5	6
9	18	Manoj Thapa	6	5	4	4	5
10	20	Sangita Sunar	8	5	5	4	6
11	22	Nirmala Bista	8	5	5	4	5
12	24	Dor Bahadur Khadka	6	6	5	4	5
13	26	Govinda Bista	8	7	5	3	5
14	28	Sujan K.C.	5	5	4	4	5
15	30	Alisha Dhama	5	5	4	5	5
16	32	Kamal Khadka	6	6	3	4	6
17	34	Laxmi Thapa	7	7	4	5	5
18	36	Bhupendra Pachhai	8	8	5	4	5
19	38	Namraj Bista	6	6	3	4	5
20	40	Sneha Dhama	6	6	4	4	5
		Total	135	111	88	81	107
		Mean	6.75	5.55	4.4	4.05	5.35

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