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Language Games in ELT and Literature

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Abstract

Language games are of play way activity given by teachers to their students. This makes the learning process very lively and interactive. This will certainly cultivate the language skill and linguistic skill of the students at any level. Language games in fact helps to create interest and we can say that it's a place where students pay more attention and focus on the subject they do as an activity. Thereby this present paper attempts to give an insight into the various types of language games with its use and establishment or organization of language games that are suitable for both English Language Teaching and Literature.

Key words: Language games, Use, Types, Organization.

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The types of Language games are as follows: 1. Question Game, 2. Spelling Completion, 3. Story Completion, 4, Reading Game, 5. Written Game, 6. Oral Game, Sentence Completion, and so on. By these types it ultimately develops the ability of the students or learners. This in a way is played to learn English or any language in a proper way. The aim of the language games is to encourage the learners and learn the subject while they are playing it.

When we take up Spelling Completion, the teacher can make two groups inside his or her class. In a way in one side the group can give few letters on the board as SHA--SPE-R. So that the other side members can complete the missing letter and find the correct word. Thus, the group which finds the maximum will be taken to be the winner.

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Then on the Revision Game, the teachers can hang number of cards about 30 to 60 around the classroom. Where each card will have a task for the students. It can be of any type of task, so that the students can answer to the question asked in the card. This gives Students an opportunity to translate the sentence, correct the misspelled word or sentence, and even arrange the words properly. Through this the teacher can collect the papers and can keep this for monthly test as a revision work it helps teachers as well as students simultaneously.

On considering Question Game, again the teacher can make two groups in his or her classroom and can given some questions related to the subject one by one so that the students can give answers more far as possibly correct answer.

Then the Language Sequence or Language Skill upholds training as follows: 1. Reading, 2. Listening, and 3. Speaking and 4. Writing. Here reading and listening goes together as Receptive or Passive Skill. And on the other, speaking and writing goes together as a Productive or Active skill.

Ideal Language is tent to be Precise, Free from ambiguities and it should be of clear structure. Ludwig Wittgenstein has given us Philosophy of Language, where he insists sense vs nonsense. He had said that "Language games are to address essence of natural language". He also had said "Meaning defined by its use". According to him Language games is as warm of life. There is context with rules for a word he stated. There should be some agreement in a way how to use a word. Which brings some conventions, were one can understand words easily. We normally expect from other side whether they play by rules. This language games are a part of social activities. There are countless games. Which can also be said that it resembles family? Through this, teachers can teach students to give different word, and meaning which may not be the same too.

Meaning of a word is intended to be a meaning of life itself. This in fact makes each other understand with the same language we use with the context we are in. This certainly provides meaning we use. It is important to note why we should use language games. What are the advantages and disadvantages of a language games are? Selection of appropriate learning games is vital, that are really a helping hand in both learning and teaching process. There is a need to understand language games. Language games should be fun; it should be as a tool for students in order to reach their goal. The language should not be related directly. There can be craft activities and even through songs they can learn their language of any subjects.

The characteristics of language games are of the follows as stated by

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Prensky (2001), it should be of "fun, form play", there should be "rules, goals, interactive, outcomes, feedback, adaptive, win states, conflict, problem solving, interaction and story". Teachers can fix these types of games at relaxed atmosphere, thereby students remember the subject such as novel, poem or drama in a better and faster manner. There are both advantage and disadvantage in language games. When we probe into the advantage of language games, it makes students to feel fun, motivating, it in a way be as challenging their knowledge in a new way, Interactive, Skills can be established and developed, Meaningful Context can be created, Variety of classroom setting and ultimately creates Concept Practice at the end. On the other, the disadvantage can be as, sometimes students may feel too difficult and time consuming, too expensive and students may lose the game and feel tired over time as they do not match their assessment test.

There are certain ways to choose language games for ELT as well as for Literature, they are, initially it must be of fun, it should create friendly competition, it should create involvement and interest among students, it should encourage students to learn by themselves rather than of memorizing, it should meet learning objectives and more of all should create chance for learning, practice, and review.

The ideas for language games are as follows, it can be of puzzles that is crosswords, logic or even jigsaw, board games, memory card, whisper that will help in spelling, pronunciation or vocabulary, chain spelling that can help in improvement of vocabulary, describe images, dice games that helps in speaking, what if again helps in speaking, mimes and role play that helps in listening and speaking skills. These in a way help students to have concentration through fun games. Even scrambled word games with specific letters makes students to guess and come out with an appropriate answer.

Language games can also be as: initially, Radom words for instance, teacher can make students to stand in a circle and ask anyone to start, as if one starts as 'car', the other says 'wheel', further it keeps on with words flow by one by one as 'bicycle', 'France', 'Germany' and so on. Secondly, Rhyming words, were again teacher can make students to stand in a circle and ask anyone to start, and if it is started with the word 'hall', the others have to give word that rhymes with 'hall', and so the words like 'stall', 'recall', 'wall' comes out one by one. And finally, the team which won the game will be announced by the teacher. Thirdly, Forming words can be played in the same manner, were one student can start with the word for example 'toilet' and with the end sound 'let' the other one have to give word as 'light' thereby it makes students to form words with the sound they hear by their classmates.

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Language games in ELT are of reference to those games that are incidental English language. As students often feels that the books are boring, their learning speed would ultimately be slow, and for that sake, the teachers should be imaginative and have to plan language games in order to make or create interest among students, have to awake the students curiosity, make their minds re-active, have to give completion feeling, create sharp minds, can ask students to play important role from literature that is from novel or drama, this in a way is called to be "Play Way Method" which is also to be called as "Accepted Method" that actually makes teaching subject at the earliest. The spirit of completion will help students to listen and understand, make their thinking process quickly, make them to be correct, self-precise and give answers accordingly later either as orally or written form. For this the teachers may not take too long time, he or she can allot half an hour period that will be suitable for the learners. The teachers can keep some rules for these games and let it know to their students clearly.

Therefore, the Language learning should create enjoyment, easy, interest and finally success to go together. Here the teachers create informal atmosphere, enjoyment in a positive factor that can overcome anxiety, create linguistic knowledge, and showcase the student's capacity, and finally here through this the learning as well as teaching becomes easy.

Teachers should know how to organize or establish the games. Here are some points to remember:

1. Should divide the students as a team or group.
2. Should make fresh or new division that can eventually be matched in ability or by numbers.
3. The rules should be well explained.
4. If necessary, teacher can use mother tongue to make students understand of the rules.
5. Two to three examples can be given by the teachers for making students to understand the game they are going to play.
6. Teacher should be a part of the game as leader.
7. While teacher take part in the game that may give better results.
8. The teacher should seek whether the game is within linguistic capacity.
9. Teacher can give names to the teams.

Thereby through such establishment of games, the effort of learning goes with an extra swing or push.

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The games can also be like, 1. Recognition games, 2. Claim, 3. Building games, 4. Word ladder, 5. Read and Write development. Here are some games with examples below:

1. Confused words with letters displaced.
   Eg:

anel	Nykil
augnt	Ordw

   Thereby through this type of game the students must find the right word by ordering the letters correctly.
2. Practice sentence structure
   Eg: I like to eat apples.
3. Match correct plural
   Eg:

foot	Man
tooth	Woman

   Through this the students could pick out the words that are of plural forms.

4. Spelling games
   Eg: I went to shop and I bought…..
   Options:
   1. Some 2. Loaf 3. Heap 4. a Kilo 5. Two slices of … 6. Three boxes of….

Further the games can also be like spell bee completion, figurative language that can be from literary text, where words or phrase that tells emotions like character, scene and setting from a novel or drama or even fiction that helps students to remember the text they have taken thoroughly. Thereby to conclude, Language games makes both learning and teaching process of ELT and Literature in an easy and speedy manner at the earliest.

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