

The Effectiveness of Board Games in ESL Classrooms: A Study.

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1. Introduction:

Board Games play an indispensable tool in the language teaching and learning process. Board Game is one of the frequently used tools by native speakers in their classrooms. Lately, it is used in commonwealth countries as well. It assists the target learners to make their learning more stimulating and thought provoking. In the present scenario, the ability to speak in English fetches good jobs. Therefore, English teachers struggle hard to design learner-centred curriculum that would enable students to speak in English. The proficiency in English Language is not stressed upon as long as the learners are in school. However, during the campus recruitment at the tertiary level, ability to express in English and intelligibility is expected by the employer. Only then, students realize the value of proficiency in English Language. This research paper attempts to show the efficacy of board games and how board games make the first generation learners converse in English effectively and effortlessly.

1.1. Objectives of Using Board Games:

The purpose of using board games is that the games make the learners speak in the target language and they either mitigate or remove inhibitions gradually. Pairing students or grouping students would be ideal for the execution of the board games.

1.2. The Advantages of using board games:

The use of board games is dually beneficial. They make the learners active and participate in games. The board games not only expose the adequate language skills to learners but also make them converse in the target language. They mitigate the stress of the learners. The learners absorb valuable skills such as turn taking and practice good listening so that they can follow directions and respond accordingly.

Board games are an adaptable asset in the language learning because of reasons like

1. Meaning is primary;
2. There is a communication problem of some type to solve;
3. The activities have some relationship to real-world activities;
4. Task completion is usually required; and
5. Task performance can be assessed in terms of the outcome (Skehan, 1998, p. 95).

2. Warm Up Game:

Materials : Learn Irregular Verbs Board Game and a pencil

Organization : Pair work, whole class.

Aim : To introduce and practise irregular verbs

Target Learners : First Generation Learners at the Tertiary Level

Description : In this activity, students are paired and are given a sheet comprising the game. One student would roll the pencil and the opponent has to answer. If the opponent tells the answer, he gets the point otherwise the person who rolls the dice would get the point.

Preparation: Teacher has to play as a role of a facilitator. Before beginning the activity, teacher has to brief about the activity and introduce irregular verbs and the words used in the game.

Procedure: Pair the entire class. Each pair gets a sheet of paper which has the Irregular verb game. The pair is given a role to execute during the game. The observer is the one who rolls the pencil and keeps the coin on the box and the opponent has to say the second form of the verb for the words given in the box. Once the activity comes to an end, the opponent has to play the role of the observer and the other one has to answer the questions.

	START	Ring	Sing	bring	send	bend
		Drive	Come	Feed	Fall	become
	IRREGULAR VERBS					Lend
						Begin
	↑	sit	hit	give	Forgive	spend
		Meet	read	run	Sell	Bite
		take	FINISH		Send	wear
		Lose			Sleep	Break
		Make	↑ Steal	Beat	Fight	Bear
		Leave	Tell	Stand	Spit	Build
		Hear	Wake	Pay	Say	Eat
		Hurt	Teach	Choose	Catch	Buy

3. Main Game: Astrologer and a client

Materials: Astrologer and a client Board Game and a pencil

Organization: Pair work, whole class.

Aim: To introduce and practise Future tense.

Target Learners: First Generation Learners at the Tertiary Level

Description: In this activity, students are paired and are given a sheet comprising the Astrologer game. The game is played with two students. One student would be the astrologer who would roll the pencil and the other is a client who has to answer the question.

Preparation: Teacher has to play as a role of a facilitator. Before beginning the activity, teacher has to brief about the game and introduce the structure of Future Tense.

Procedure: Pair the entire class. Each pair gets a sheet of paper which has the astrologer game. The pair is given a role to execute during the game. The astrologer is the one who rolls the pencil and keeps the coin on the box and the client has to answer the questions. Once the activity comes to an end, the client has to play the role of the astrologer and the astrologer plays the role of a client.

<h1>START</h1>	Will I get married?	How many children will I have?	When will I get a government post?	Will I meet my favourite hero in 2020?	Will I skip my breakfast tomorrow morning?
 <p>www.astrology.com - G2MAHV</p> <p>Ganesh astrologer 1</p>	<h2>BOARD GAME</h2> <h2>FUTURE TENSE</h2>				At what time will I wake up tomorrow morning?
	Will I become an English Professor by tomorrow evening?	How much Will be one litre of Petrol by tonight?	When will I get my driving licence?	When will I buy a BMW car?	Who will win in the next election?
	Will I travel in flight before I die?	<h2>FINISH</h2>			Will I receive a Nobel Prize in the future?
	Will I be the next Prime Minister of India?	When will I break Usain Bolt's record?	Will I play International cricket in the next World Cup?	When will I ride an AVENGER bike?	When will I get a chance to sing a song in Super Singer Senior?
	Where will I go after my marriage?	Will my father get me a new smart phone?	Will I clear my arrears by next year?	Will I speak in English fluently in 2020?	Will I get a chance to dance with Michael Jackson?

4. Wind Up: Introduce Yourself

Materials: Introduce yourself Board Game and a pencil

Organization: Pair work, whole class.

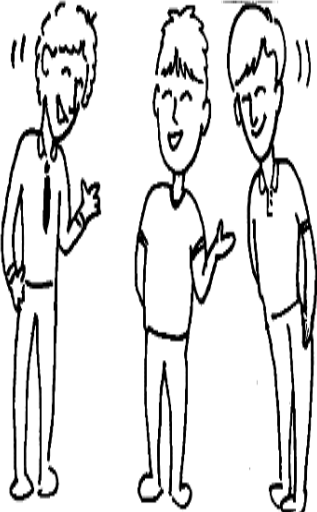
Aim: To introduce oneself and practise the question and answers.

Target Learners: First Generation Learners at the Tertiary Level

Description: In this activity, students are paired and each pair is given a sheet comprising a set of questions. One student would be a teacher who would roll the pencil and the other is a student who has to answer the questions.

Preparation: Teacher has to play the role of a facilitator. Before beginning the activity, teacher has to explain the game and introduce the structure of sentences to be used while answering questions.

Procedure: Pair the entire class. Each pair gets a sheet of paper which has the Introduce yourself game. The pair is given a role to execute during the game. The teacher is the one who rolls the pencil and keeps the coin on the box and the student has to answer the questions. Once the activity comes to an end, the roles are reversed.

<h1>START</h1>	What is your name?	What is your father's name?	What is your father?	What is your mother's name?	What is your mother?
					→
	<h2>Introduce Yourself</h2>				Where did you have your schooling?
	Which is your hometown?	How many siblings do you have?	How old is your father?	What are your hobbies?	Where do you stay now?
	↑				→
	When did you complete your +2?	<h1>FINISH</h1>		Who is your beloved school teacher?	Where are you from?
	What is your short term goal?	↑ Which is your favourite sport?	Who are your favourite actor and actress?	What do you like the most?	How many members are there in your family?
		←			
	Which colour do you like the most?	Could you please tell me your favourite food?	What is your ambition?	What is your long term goal?	How old are you?
				←	

5. Conclusion:

Thus this experimental paper demonstrates that board games are very effective in making the target learners active in the class. This research paper has analyzed the efficacy of using board games in English Language classroom. Teachers can create many board games depending upon the needs of the learners to make the learners proficient in English Language. Creating teaching aids and materials have become the order of the day to teachers. Board games are quite convenient for the Language teachers and the students as they are accessible anywhere and they do not require power or technology to use them. Therefore, teachers can design their own board games for the betterment of the learners.

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