



VIDHYAYANA

An International Multidisciplinary Research e-Journal

ISSN 2454-8596

www.vidhyayanaejournal.org

**Necessity of Drills and Language Games in
ESL Classrooms**

Researcher:

**Mayurkumar G. Dave
Assistant Teacher,
Monghiba High School for Girls,
Gondal**

VIDHYAYANA



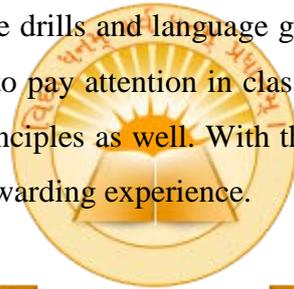
VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

Abstract : The present paper aims at the discussion of the importance of drills and language games in the ESL classrooms. In a multi-lingual country like India, English is given place as a foreign language with respect to the 'Three Language Formula'. Psychology plays an important role in learning any language, be it mother tongue or any other. The objectives of the paper are : (1) To provide and discuss the Psychological views of language learning, (2) To discuss the problems of ESL learners, and (3) To discuss the importance of drilling and language games in ESL classrooms. For a non-native speaker, learning any other language is considered as a deliberate effort. While having mastery over other language, the learner has to make an extra effort. And doing so he / she commit certain mistakes. In some other cases, they do not have interest in the language due its complexity. To solve these problems of the learners, various approaches, methods, techniques, materials are available. Drills and Language Games help overcome these issues of the students. Here, different types of drills and language games have been discussed which can be utilized in the classroom teaching. With the help of these drills and language games, the atmosphere of the classroom can be made live. The students can be made to pay attention in classroom activities. These drills and language games are based on the Psychological principles as well. With the help of these drills and language games, learning can be made a pleasurable and rewarding experience.



VIDHYAYANA

Key-Words : ESL, Drills, Language Games, Psychology of Language Learning

**Introduction:**

Language is a distinguishing feature of the human being. And communication is one of the basic needs of the human being. For this purpose one has to learn a language. Linguistically speaking, there are many types of languages viz. mother tongue, second language, third language, foreign language, dead language, classical language, modern language, and target language. In a country like India where many languages are spoken, children have to learn three languages during the school stage. These three languages, known as the 'Three Language Formula', were recommended by the Kothari Education Commission. These three languages are one's mother tongue, a national language, and a foreign language. English is given importance as a foreign language as it is the need of the present time. So in a multi-lingual country like ours one has to put an extra effort for learning it.

Objectives:

The following objectives were formulated for the present paper:

- 1) To provide and discuss the Psychological views of language learning
- 2) To discuss the problems of ESL learners
- 3) To discuss the importance of drilling and language games in ESL classrooms

**Psychology of Language Learning:**

Since language is a skill, it has sub-skills like: Listening, Speaking, Reading, and Writing which are ordered psychologically. Psychology plays an important role in language learning. There are two views of the schools of Psychology about language learning: (1) the Behaviourist School, and (2) the Cognitive School. The behaviourist psychologists believe that the teaching of language skills is a process of habit formation. And, hence repetition, drill, and imitation should be stressed in language learning. They believe in stimulus-response theory. They believe in immediate reinforcement of the correct responses which motivates the learner to learn more. At the same time, the Cognitive School of Psychology puts forward its view by stating that there is something which mediates between the stimulus and response, and that is nothing but the cognitive function. These psychologists believe that the learner uses his mind while learning a language. Further, they believe that when a learner finds a new situation, he / she compare it with the past



VIDHYAYANA

ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

situations. This comparison suggests them a plan or a strategy for dealing with the new situation.

Problems of ESL Learners:

Being non-native speakers of English, we, the Indians, learn it as a second language. Learning English language is not a natural process for us. As C. Paul Verghese writes, "For us learning English is essentially a deliberate effort at developing a command and control of the different components of the language....."(p. 18) A native speaker acquires a language whereas a non-native speaker learns a language. The exposure to the language enables the child to internalize the grammar of his language. So while learning any language, one should have an abundant exposure to the language.

The problem that the second language learner faces is that they have less exposure to the second language. In our country where the classes are overcrowded, the students cannot be motivated much. Motivation is a very important factor in language learning. The second important factor is the duration of exposure to the language. In our classrooms, the students are exposed to the language just for 5 to 6 hours per week which is not sufficient. The third important factor is classroom conditions. These conditions include the number of students in a classroom, the teaching aids, materialistic environment of the classroom etc. And the most vital factors of all these in ESL learning are - the teacher and the taught. The teacher's skills and his personality affect a lot in creating necessary classroom conditions for learning the second language. He must have expertise in methods and techniques of language teaching. The second vital factor is the students. Our students need primary level lessons at a college level. Some of the students are weakly motivated in learning a language. All these problems can be tackled only by the competent teachers that too in small sized classrooms.

Remedy to the Problems of the ESL Learners:

Being non-native speakers, we face many problems in learning a second language. At the same time, there are solutions to these problems. For teaching English language, there are many approaches, methods, techniques, materials, aids etc. are available. If an English teacher uses these sources tactfully, the desired results can be obtained. Here, the role of drilling and language games is discussed.

Language, being a habit, can be learned only by practice. The children learn many things naturally by imitation and repetition. The best of example of imitation and repetition is the acquisition of one's mother tongue. But in the case of ESL learning, the teacher has to provide enough practice of drilling and employ



language games in the classroom teaching.

Types of Drill:

For habit formation in ESL classrooms drills can be of great help to the teachers. Drills can develop four basic skills of a language learning i.e. LSRW. Drills can be divided into four types: (I) Listening Drills : In this type of drill, the students have to do / perform whatever the teacher asks them to. (II) Speaking Drill : Here, the teacher asks the students to sing, read, identify the given task / object. (III) Reading Drill: Here, the teacher asks the students to read the given materials. (IV) Writing Drill: In this drill, the teacher asks the learners to complete the given words, sentences or to answer the questions. These drills can be given individually or in group.

Types of Language Games:

Various games and sports have multi-dimensional effect on the development of a person. They make one mentally and physically strong. In the same way, language games can be helpful in learning any language. With the help of these games, the students participate in language learning activities. There are many types of language games available like: (I) Formation of words from different letters of the given words. (II) Writing a word from the last letter of the given word. (III) Writing various forms of the given word (word building). (IV) Spelling completion games. (V) Spelling competition. (VI) Framing the spelling from the highlighted letter of the given word. (VII) Crossword puzzle. (VIII) Guessing games. (IX) Riddles etc.

Importance of Drills and Language Games:

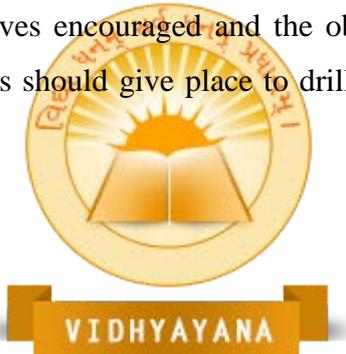
- 1) They bring novelty in the classroom teaching.
- 2) They encourage the students to participate in the classroom activities.
- 3) They create active atmosphere in the classrooms.
- 4) They can help develop four basic skills of a language.
- 5) The students learn more when they are tension free.
- 6) They can help learn a language in a play-way method.



- 7) They are based on the psychological principles.
- 8) With the help of these drills and games, learning can be made a pleasurable and rewarding activity.
- 9) They help in retention of the topic well.

Conclusion:

So, it can be concluded that to achieve the desired / general objectives of the subject, the participation and concentration of the students are most important. The students can be made to concentrate and participate only by changing the atmosphere of the classroom. This atmosphere can be changed by applying various approaches, methods, techniques, and materials. These drills and language games can serve the purpose which can be of great help for habit formation in the students. If these habits are formulated correctly, the students will find themselves encouraged and the objectives of learning a language can be achieved easily. So the language teachers should give place to drills and language games in the classroom teaching.





VIDHYAYANA

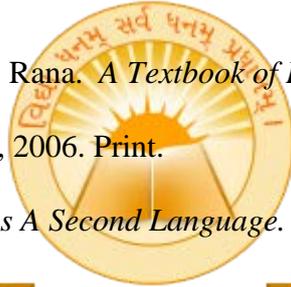
ISSN 2454-8596

www.vidhyayanaejournal.org

An International Multidisciplinary Research e-Journal

REFERENCE

- Acharya, Mohini D. *Effectiveness of Games, Work Card and Self Instructional Material on English Teaching*. Thesis Ph.D., Saurashtra University, 2005. Print.
- Kudchedkar, S. *Readings In English Language Teaching in India*. Hyderabad: Orient BlackSwan, 2002. Print.
- Kumar, Ashok. *English Language Teaching : New Perspectives*. New Delhi: Atlantic Publishers & Distributors (P) Ltd., 2011. Print.
- Paliwal, A.K. *English Language Teaching*. Jaipur: Surabhi Publication, 1998. Print.
- Pathak, R. S. *Teaching English In India*. New Delhi: Creative Books, 1999. Print.
- Raval, H. H., G. G. Nakum and Ajitsinh P. Rana. *A Textbook of English Language Teaching*. Ahmedabad: B. S. Shah Prakashan, 2006. Print.
- Verghese, Paul C. *Teaching English As A Second Language*. New Delhi: Sterling Publishers Private Limited, 1990. Print.



VIDHYAYANA