

Enhancing Communication through Gamification Technique

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Abstract— In this fast-moving world, one of the highly demanded subjects of instruction is English. All over the world people desire to study English as a second language. Learning English became a matter of pride and prestige. One of the most commonly spoken languages is English because it is a simple one which can be learned quickly when compared to other languages. This study intensely emphasizes the significance of enhancing the communication skills of the grade two learners through participatory learning. It is a task of involving the learners as a whole to participate in the teaching and the learning process. So, the mutual learning process happens with improvement in communication skills, thereby inherently developing soft skills and enlightening the facilitators on the techniques that the community uses to present a task or activity in a better manner.

With the inclusion of this major concept, the learners help them in improving their fluency, when communicating with others in English, their second language. Since English is a language of great significance in all professional fields; it is necessary for an individual to communicate effectively in that language. The syllabus and activities were framed based on their syllabus and fun-filled activities. The activity-based learning method is adapted for this project. The results of the project were evaluated with the help of strategic and discourse competence and on the scale of rubrics for the activities. Their improvement in fluency in language was traced to conducting frequent tests.

Index Terms: Communication skills, learning, language, teaching.

INTRODUCTION

In our country, English is important for a number of reasons. We are able to feel home at in any part of the country if we all know this language. It is an important foreign language to study. English is known for maintaining internal unity. It must continue to be the medium of instruction, for an

individual to succeed in all fields. It is not only essential for an individual but also for day to day survival. At the same time, our individual languages should not be ignored. The English language is essential not only for education but also in other fields like science, technology, research, business and so on. Timothy. J. Scrase states that “English is not only important in getting a better job, but it is also everywhere in social interaction. If you can’t speak it then you are nobody.” This view makes it clear that English occupies a place of prestige in our country. English is used as an interpersonal communication for the people belonging to different language groups.

The most important skill for every student to master is Communication. The process of expressing words and ideas through words of mouth is called oral communication. It may be either direct conversation or indirect conversation. Anything that is beyond written or visuals falls under oral communication. Understanding and learning about our day-to-day life communication especially oral communication play a vital role. It helps both personally and professionally. Communication skills are essential for our day to day life. To succeed in both the academic and business world oral communication is essential. Communication skills are vital for academic success and the future career aspects of an individual. Good communication enables learners to assimilate more from the learning process.

Active communication in the community would transform a student into a good communicator. The most basic and essential communication skill in conversation. It is a simple one but makes a great impact on the students. The urge to communicate can be seen in a kid who just hears from his mother and tries to repeat it. Communication skill is not only

important in personal business but also in every part of life.

Participants of the study:

The study was carried out on the Sarah Tucker girls Higher Secondary School Second grade students in the term 2021 – 2022 academic year. Twenty students are involved in this learning process.

Duration:

The time duration for this learning is two weeks. In this stipulated time we can see some progress in their learning. At the beginning of the week, learners feel hesitant and difficult to learn. But at the end of the session, they are excited to learn more.

Syllabus:

The syllabus framed for this study includes five units. Unit one is about their self-introduction and their hobbies. Unit two deals with professions and rhymes. Unit three includes Colours, vegetables and shapes. Unit four consists of numbers, days and months, and parts of the body. Unit five comprises kinship terms. The syllabuses framed by the researcher have a preplanned idea of the way to conduct sessions interesting to them. The units that were pertaining to the routine incidents in which every learner would indulge them. It was done in such a way that they would be able to use the terms that they learn in their daily usage of language.

Objectives:

This study helps the students to develop their ability to understand letter-sound relationships so that they can try to figure out the known words and try to recognize unfamiliar words. The four abilities of learning: Listening Speaking Reading and Writing that makes them produce proper spoken communication are increased by using games.

Hypothesis:

To interact with the external world to fulfill our needs the most important one is interactive skills. It is also a general ability, and this project takes a survey on how this interactive skill improves oral communication.

Definition of the Problem:

Enhancing communication through interactive skills makes them avoid the consequence of miscommunication. Communication that is being thought at a young age makes them better collaborators in future. So to improve the communication we can use fun and engaging games which help them to increase memory. Interactive games help them to involve in learning and to develop their LSRW skills.

METHODOLOGY

The method used to teach the students is Teaching Methodology. The teacher acts like a mentee and a spectator. Teaching is the best way to understand things better. We can use different methods of teaching. Regarding the circumstances, we can use different teaching methods for any subject matter.

I hear and I forget

I see and I believe

I do and I understand – Confucius

“To teach is to give information; to show a person how to do something; to give lessons in a subject teaching is imparting knowledge or skill” (Dunkin, 1988:12) On the other hand, teaching may be regarded as providing opportunities for students to learn. It is an interactive process as well as an intentional activity (Brown and Atkins 1988:13). The task of teaching methodology is to enhance the process of teaching English to the learners in a way they would be able to grasp the concept easily. It is the teacher's groundwork for deciding on the methodology suited for the subject to be taught.

‘Practice makes a man perfect’ goes a proverb saying that repeated actions make someone perfect. Having this in mind, I have chosen a repetitive task because of its tendency to involve everyone to take part in it. Their strategic and discourse competence were tested in these activities. Engaging the researcher in oral interaction with the students in substantiating their ideas and point of view brought out their ability. The factor emphasized here was that the thinking process should be spoken and argued in English, rather than the flaws. The Gamification strategy used in the learning process was involved just to have a double benefit of learning and refreshment to the students.

Activity-based learning, direct method and community language learning methods were used to

increase learning. The teaching method employed to interact with the students is Activity-based learning. If the researcher demonstrates a single activity, they should be able to obtain the essence of the whole activity. In the direct method, teaching is done in English. So that learners can think in English in the same way they learned their mother tongue. We can build a relationship between the teacher and student in community language learning methods so that there will be no hindrance in their learning method. Community learning is the main factor influencing the learners. All the methodologies formulated in the thesis brought out the best outcomes as expected.

At the superficial level, the aim of this project is to enhance the communication skills of second language learners. So, developing communication skills in a smart manner forms the basis of this paper. This is inherently followed gravely right from the stage of framing the syllabus within different fields of sufficient interest for the learners. Though the facilitators put a lot of effort to design syllabus and other units with creative activities, the real utility of that creativity will be evident only if there is an approximate rubric scale to evaluate both the learners' way of utilizing the creativity their own creativity to complete that activity. So, the evaluation is the only tangible evidence at the hands of every facilitator to reflect the success of every task or activity that they implement in the class, and it is the only scale on which the improvement of the students' communication skills has been traced. Though I had a skeletal outline of implementing certain activities, there were some changes to be made when it is unfavourable for learners.

The evaluation is implemented at different levels in this project; first is the questionnaire, oral assessment and finally the achievement test.

FINDINGS AND SUGGESTIONS

The Target group for the study is second-grade students. Most of them are seven to eight years old. They were chosen because making their foundation strong will make them good communicators in future. They do not learn language by symbols but only by listening to sounds. At their early stage itself, they listen to speech sounds so that the scholar can easily differentiate the contrasting sounds in the language. Teaching should be enjoyable and should have a

great impact on students. Our target group of students enjoy learning new things. To make they are learning more enjoyable LSRW way of teaching was adopted. As a teacher, the scholar should be aware of the level and capacity of the students so that it will be easy to teach them. Entry Behavior test gave an idea about their strength and weakness. Frequent assessments were also conducted in order to find their growth in further classes.

Optimistic view:

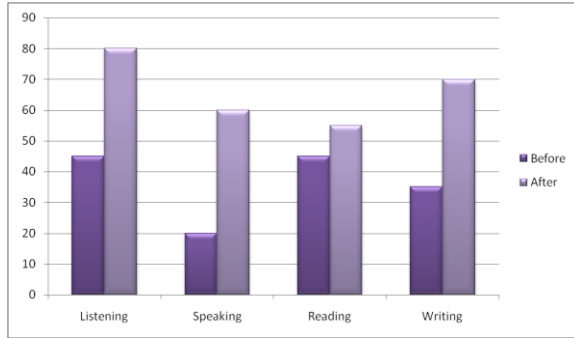
- They tried their best to get along with the language.
- They are bold enough to get their doubts clarified.
- They develop sufficient skills to understand.
- Increase oral, and aural vocabulary growth and self-esteem.
- They eagerly participate in activities than learning lectures.
- Their Active participation encourages the researcher.
- They enjoyed activity-based learning.

Pessimistic view:

- They found it hard in pronounce words.
- Slow learners hardly participated in activities.
- They had the influence of their mother tongue in their English.
- Most of their answers are group answers, not individual answers.
- Even though they took effort they had difficulty understanding and grasping things.

The main problem with my target community is understanding ability. They don't understand the question properly but answer quickly. When the scholar asks the question "Where are you from?" They say I am studying II standard. From this, the scholar can understand that they answer the question without thinking. So the researcher made an effort to make them listen keenly to my words. Various worksheets were given to test their growth of Knowledge. So that it is easy to evaluate their level of understanding.

FINAL REPERCUSSION



CONCLUSION

This article evaluates those students can learn the English language if they were instructed properly. At first, they find it difficult to understand the language. Proper guidance will make dull students shine. Using oral communication and props will make them curious about learning. Both the teacher and student find it is a fun way to be amused as well as tutored. Videos and activities make them grasp what the scholar taught easily. Continuous training encouragement and motivation help to overcome fear and lack of confidence. Listening, Speaking, reading and writing skills are enriched by continuous Training. In the end, some improvement is seen by conducting several exams. The achievement test was conducted and helps the scholar to evaluate their improvement step by step. At last, some improvement was seen. All the equipment needed for teaching is closely interconnected. The scholar can observe a vast difference between classroom learning to activity – based learning. It is well-being for both teachers as well as students.

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