

Enriching “Speaking Skills” through Gamification with Cultural Considerations

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Abstract

The paper analyses on the activities for the development of speaking skills through gamification activity which is one of the approach in the communicative language teaching in English. Probably, the students are eager to play than studies in the classroom. So the researcher focuses certain activities with their cultural basis activities to enrich their speaking skills among them. If the teacher asks to speak on any specific topic they are not able to do. So the researcher takes this problem and encourages the students to speak themselves through certain games activities which are based on their culture. They will be feeling free and also they feel confidence in their speaking which based on their culture alone.

Keywords: Gamification, Role play, Picture-Strip Story, Scrambled sentence, Dialogue

‘Speaking’ is one of the basic four skills of communication skills namely, Listening, Speaking, Reading and Writing. While, we want to share our ideas, we want to express through communication. Nowadays, the students have plenty of ideas in their mind but they are hesitating to communicate in the class room due to fear and lack of confidence in the speaking skills. The researcher concentrates on this aspect of communication skills namely ‘Gamification’. Through this activity the researcher brings out the speaking ability from the fear and lack of confidence and shyness among them.

Thorough ‘Gamification’ activities the felicitator motivates the students to create their own sentence and communicate with others. With the help of some “Games” the students are come out of their hesitation and fear because, they see these activities are considered only as a ‘Game’.

The felicitator divides the students into five groups respectively. Each group consists of five students totally twenty five students. They have their own group communication. There are certain tools to develop their speaking abilities among them.

The felicitator frames basically five activities for them namely,

- (a) Role play
- (b) Picture Strip Story
- (c) Dialogue
- (d) Scrambled Sentence

(a) **Role Play:** The felicitator asks the students to take the role of “Mark Antony” from the play Julius Caesar by William Shakespeare. The students memorise the dialogue from the play and fix the context into his /her mind and imagine him/her and deliver the dialogue simultaneously without any hesitation. Through this activity the researcher finds out that the students never find any fear because they have some basic confidence on them knowingly or unknowingly they can speak English with the correct tone (or) intonation.

Through this activity the researcher gives a typical confidence on students to deliver a speech on English in front of others. Whereas, the teacher taught the lesson Julius Caesar to the students is not more effective than this. Not only that but also some students can easily derived the concept and they have come out of stage fear also.

Eg: “Mark Antony” from the play Julius Caesar by William Shakespeare.

(b) **Picture Strip Story:** In this activity the felicitator gives one picture to each group and asks them to talk about the picture to us. They can create some ideas with the help of this picture and speak in front of others. This activity gives confidence in speaking English skills. Moreover, they can develop their imaginative ability also.

Eg: Save Water, Deforestation, Smoking injurious to health.

These pictures give different ideas to the students to speak. With the help of these pictures the students deliver their own ideas without any hesitation and hurdles.

(c) **Dialogue:** The students of Tamil nadu are not able to understand the English culture. While, they communicate certain modern vocabularies of their usage are new to them. Even though they are known some words in English that same word is used by English people indifferent spelling and different sound. So, the Indian native speakers are not capable to understand and deliver their speech. Not only that but also the native people’s accent is also different from us. They follow the phonetic systems but we just try to imitate but we can’t to do.

Their culture is also differing from us. They communicate and that will be understood by them only. For, instance,

Eg: Paulo Caulo: I **wanna** to go to school.

Duke: I am **gonna** by that side. Please come with me I will drop you there.

Above this dialogue, the Indian students are not able to get the meaning of these words namely, '**wanna** and **gonna**'. They are not even found the meaning of these words from the dictionary itself. They can learn the meaning of these words with the help of internet sources or web resources.

Which means that the word simply, **wanna** means **want** and **gonna** means **going**. Here, the researcher makes the students to understand on these words because of their culture and style they create these kinds of vocabularies in the way of their communication. Even though, the students are not aware of their culture they cannot speak fluently.

(d)**Scrambled Sentence:** In this activity, the felicitator frame a sentence by own and rearrange it. The felicitator asks the students to rearrange it in a proper (or) frame the sentence with meaningful. In this activity the students must know about the sentence structures. Only with the help of their ideas they can rearrange it. The English language is considered to be a second language they must learn about the sentence structure otherwise the idea of the sentence is not able to understand. So, the felicitator gives five sentences to each group to rearrange the sentences into meaningful. So, while they want to speak, (they) the students must know the grammar.

Eg: Joseph Johnson son his to sandwich prepares [Question]

Johnson prepares sandwich to his son Joseph.[Answer]

Conclusion: So, with the help of these activities the felicitator identifies that through these activities the students can speak English language effectively than before conduct these activities. Moreover, the students are interested to play these kinds of activities. With the help of their culture the students can speak English confidently and they themselves come forward to deliver without any hesitation 'Gamification'. Through these activities the researcher finds out that the students can speak English language effectively and efficiently.

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