

DISHZLE

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Abstract: Teaching students to learn new vocabularies and sequencing of ideas can be challenging to many students as they might find such tasks to be challenging boring. Thus, interactive teaching materials are necessary in grabbing learners' attention span and interests, and in enhancing their involvement. DishZle is a self-designed 2-in-1 language game which makes learning English be more interactive and exciting with its colourful pictures. It also engages the players' involvements via team play and cooperation. The theme of this game focuses on various traditional dishes in Malaysia. Students who play this game can enhance their pre-existing knowledge of local dishes, learn new words (local dishes and ingredients) and improve their sequencing skills by using linkers. The game is suitable for beginner to intermediate learners of English in any ESL classrooms (as pre or post activities). To add, DishZle can also be introduced to foreign tourists who wish to know more about our local dishes. Travel agencies and hospitality services can offer enjoyable and rewarding activities for the tourists by displaying this game at tourism spots, hotels, homestays or holiday resorts. As the matter of fact, tourists can even purchase the game as souvenirs. The novelties of the game are it involves pictorial illustrations of famous yet authentic local dishes and the ingredients through magnetic board and its pieces, and jumbled arrangements of dish preparations in the form of flip charts. This game can be used in ESL classroom as it enhances fun learning, communicative competency, team work and cooperation as well as develops English language components.

Keywords: Interactive, Language Game, Communicative Competency Vocabulary, Sequencing.

1. Introduction

To improve the English teaching and learning process, teachers need to provide favorable environment, useful resources, carefully structured input and practice opportunities to ensure a positive learning atmosphere (Ara, 2009). Thus, interactive and fun language games can be inculcated as parts of English teaching and learning process, and the game that the team has designed is called DishZle: a 2-in-1 language game which focuses on vocabulary and sequencing activities. The game deals with authentic context which are various local traditional dishes in Malaysia. This game is useful to be used in English as Second Language classes in which the learners are exposed to the special and unique local ingredients and the processes involved in preparing the dishes. Therefore, this game tests the students on their pre-existing knowledge on the local traditional dishes and ingredients, and indirectly might develop the interest to cook local dishes. This interactive learning material is also feasible in

developing English learners' communicative skills as well as their teamwork and cooperative spirit. There are many advantages of using language games in ESL classrooms as listed out by Ghada Sari (2002) cited in Rohani and Pourgharib (2013):

- Games bring in relaxation and fun for students, thus help them learn and retain new words more easily.
- Games usually involve friendly competition, and they deep learners interested.
- Games are highly motivating and they give students more opportunities to express their opinions and feelings.
- Vocabulary games bring real word context into the classroom.

In addition, tourists who come to visit our country might be looking for unique and authentic souvenirs to bring home, especially ones that truly capture Malaysian identity such as local dishes. They would also like to learn how to cook the local dishes in an interesting way which is by playing food game such as DishZle. It will be one-of-a-kind game which might dazzle them with the mouth-watering visuals of local dishes and ingredients. Travel agencies and hospitality services can also offer this game to the visiting tourists as a form of entertaining activities as well as to promote Malaysian foods and culture. After they have played this game, the tourists can actually attend real cooking classes to actually experience the joy of cooking Malaysian dishes.

2. Problem Statement

English language learning is often perceived as static mode of classroom learning activities, especially when the teachers use traditional methods in teaching language. Despite many years of learning English in schools, many students still have difficulties in using the target language effectively for genuine communication (Abdullah and Abdul Rahman, 2010). As Lawrence and Arul Lawrence (2013) detailed, using the conventional method of teaching for English language would bore the students and the English language teachers, in which it may severely affect the students' levels of achievement in English.

Moreover, Talak-Kiryk (2010) pointed out that the existence of affordable, portable and rapidly functioning electronic devices and cable television will provide students with constant entertainment and enjoyment that schools cannot compete with, and this explains why many students are uninterested by the monotony of the school day, lacking in attention and being irresponsible over for their own learning. Such technological devices have also taken away the fun of playing real tabletop games as a team and reducing face to face interaction.

Therefore, interactive teaching techniques and materials are necessary in engaging the learners' attention span and interests, and in retaining their involvement. An interactive 2-in-1 language game called DishZle was designed to shed some lights to the students on how learning the language can actually be fun, amusing, challenging and appealing. Besides, many youths of today do not know much about our local dishes and their ingredients, and some are lacking the interest to cook. Moreover, the variety of games that cater to tourists is lacking, especially ones that deal with cultural themes such as local dishes. Tourists might be interested to buy this game as this game has inculcated the elements of Malaysian identity which are traditional dishes, ingredients and recipes.

3. Objectives

- To develop an interesting and stimulating 2 in 1 language game which focuses on developing vocabulary and sequencing of ideas (recipe) so that this can be used as language learning material
- To create an authentic game which deals with Malaysian culture (local dishes) so that it can be introduced to tourists as souvenirs as well as promotional package to introduce Malaysia to people from all around the world

4. Novelty

The novelties of the game are it involves pictorial illustrations of famous local dishes and their ingredients, and jumbled arrangements of dish preparations in the form of colourful flip charts. There are not many language games which focus on genuine Malaysian traditional dishes, which are portrayed by using a magnetic board with more than 85 magnetic pieces (16 dishes and ingredients), and flip charts (16 recipes) as their mediums to complete the tasks.

5. Usefulness

DishZle adds up to the existing language activities to introduce cultural topics which are related to local dishes to ESL students (can be used as pre and post activities). It stimulates and consolidates the learning of new vocabularies and sequencing of steps and procedures (recipes of local dishes). Learning process can be made more fun and exciting with their vivid layout and pictures. This game also stimulates communicative competency in which students can play this game in a group of 4-5. They can interact and cooperate as a team to complete the tasks.

In order to promote tourism industry, playing this game will expose the tourists to Malaysian culture, especially authentic local dishes. They can learn about the different ingredients that Malaysian dishes use and the recipes to prepare them. Better still, they can purchase this game as a souvenir so that they can share with their family, friends and relatives on what they have eaten, seen and experienced during their stay in our country. Indirectly, this is a way to promote our country to other people from all corners of the world.

6. Commercialization Potential Or Impact Towards Socio Economy/Humanity

Educational Purpose:

- Suitable and authentic teaching material for beginner or intermediate learners of English to teach the topic of CULTURE (traditional dishes in Malaysia).
- Can be used for pre or post activities in English as Second Language classrooms
- One of the techniques to teach new vocabularies and to consolidate pre-existing knowledge of local dishes and sequencing via interesting language game
- Engage and retain the students' interests to learn English language by using communicative language games

Socio Economy Purpose:

- Can be developed and sold to FOREIGN TOURISTS as SOUVENIRS.
- Easy to carry, convenient and stored in its vibrant wooden box and ready-made packaging.
- Can be one of the ways to promote our country to people from all around the world in which they can talk about our unique dishes which may attract more tourists to visit our country.
- TRAVEL AGENCIES are able to offer enjoyable and rewarding activities for the tourists by displaying the game at tourism spots and hospitality services such as hotel, homestays or holiday resorts.

7. Images (With Captions/Explanation)



Figure 1: The participants playing Game 1 (Matching local dishes to their six main ingredients)



Figure 2: The participants playing Game 2 (Sequencing five logical steps in preparing local dishes)

8. Tables and Figures

To ensure that the game is feasible and effective, DishZle has been tested on 17 diploma students. They were selected based on convenient sampling. These students were the students for one of the designers who has covered parts of the topics on culture, people and food. A semi-structured interview was conducted to collect information regarding the participants' reactions to the designed games as well as their perceptions on the effectiveness of the games in learning vocabulary and sequencing. In order to capture their opinions aptly, the interview was conducted immediately after the game. The six interview questions were adapted from Yahoui's study (2012) on The Effectiveness of Language Games in Improving Learners' Vocabulary (Table 1). The data collected from the semi-structured interview were transcribed and presented in the tabular forms. In order to improve this game, few of the participants' suggestions were taken into consideration so that the game can be improvised to produce better product.

Table 1: Participants' Interview Questions (adapted from Yahoui, 2012)

ITEM	GAME 1: VOCABULARY (LOCAL DISHES AND INGREDIENTS)	GAME 2: SEQUENCING (STEPS TO PREPARE LOCAL DISHES)
1	Did you like Game1?	Did you like Game 2?
2	Why?	Why?
3	Did you learn something from Game 1? Explain.	Did you learn something from Game 2? Explain.
4	Did you face some difficulties while playing Game 1?	Did you face some difficulties while playing Game 2?
5	If you encounter these words, will you remember them?	If you are asked to do similar tasks, will you know how to complete them?
6	Can you suggest ways to improve Game 1?	Can you suggest ways to improve Game 2?

Table 2: Game 1

ITEM	PARTICIPANTS' RESPONSES
1&2	All the participants' responses indicated their enjoyment during the game because "it was interesting, informative and fun ". To add, some said they appreciate food so the game was fun, whereas some said that they learned new vocabularies , and the game required thinking, improved knowledge about ingredients. They played the game with friends so they could discuss and they were able to pronounce the words as they assembled the pictures together to match the dishes.
3	Their answers were positive as they revealed that they have learned the names of local ingredients in English , such as the words: "tamarind", "skewer" and "tapioca". A few also admitted that they also have learned how to communicate and cooperate with their friends to complete the game. To note, they have gained few benefits from this game.
4	Many asserted that they encountered some difficulties during the game, though a few of them claimed otherwise. First, they were not familiar with the dishes . Nonetheless, since it was done in a group, they managed to help one another . Next, some did not recognize the ingredients even though the pictures were labeled. Some of the words were also mispronounced .
5	Most of the pupils stated that they gained knowledge from the game as they could learn new words (local ingredients for local dishes). The topic on Malaysian food is also good as it is something familiar to some of them. However, they claimed that they needed

6	<p>Some of the suggestions given were:</p> <ul style="list-style-type: none">a. Prepare Western and Japanese dishesb. Bigger and clearer pictures for the ingredientsc. Include more rare local dishes and ingredientsd. Make the game be more challenginge. Use digital devices, like an app
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9. Conclusions

This game is suitable to be used in ESL classroom with the objectives of improving and consolidating vocabulary, and sequencing steps and procedures. There are a number of other activities that can be conducted by the students after they have played the game and some of the suggestions are:

- Create fact sheets about the ingredients used to prepare local dishes
- Copy the steps of the recipes in proper order and add the correct linkers to the steps
- Conduct research about other local dishes and create scrap books or brochures to promote local dishes
- Widen the scope of topics by looking at other types of dishes from all around the world
- Create a word list to collect new vocabularies that are relevant to food such as the ingredients, verbs that are related to cooking, utensils used in the kitchen and many other criteria

In addition, DishZle will also be valuable to be displayed at hospitality services and tourist spots so that tourists can experience enjoyable time in getting to know the local dishes in Malaysia. This game can be taken home as souvenirs so that tourists can have a piece of Malaysia as a token of remembrance and in long run can promote our country to other people around the world by getting to know our local dishes.

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