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I-RoLE 2023

INTERNATIONAL CONFERENCE OF
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE
OF RESEARCH IN LINGUISTIC,
LANGUAGE AND LITERATURE**

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LET'S PLAY PHONETIC CHARADES

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ABSTRACT:

The Phonetic Charades project aimed at creating fun while learning the English language phonetics and also to reinforce the learning of phonetics using this game. The phonetic charade was created based on a pre-production questionnaire survey which primarily focused on finding out the feasibility of using the game in classroom. The findings from the survey helped to create five categories for the game with nine transcribed words on cards for each category. A feedback survey was carried out among participants who tried out the game. The participants gave positive feedback as they agreed that the phonetic charade game was fun. This project has proven that playing games while learning can increase the student's motivation in learning a language. To conclude, the phonetic charade game can be used by both teachers and students in learning the English language phonetics.

Keywords: Phonetic, charades, game

1. INTRODUCTION

Learning a second language can be challenging to many and in the Malaysian context, the learning of the English language has proven to be an uphill task to many learners. However, with the correct approach and attitude, these challenges can be overcome. Research has established that creating an element of fun in classrooms can create interest and motivation to learn a language. Thus, language teachers need to instil this enthusiasm among their students to motivate them to learn a language and in this context, the English language. This can be done by using language games. According to Stoimcheva-Kolarska (2020), the use of games in the educational process promotes the assimilation of knowledge learned. So, using language games not only creates fun, but they can also reinforce skills and knowledge learned. Teachers can indirectly use games to find out if what has been taught in the classroom has been successfully learned by the students. So, can the game of charades be used to reinforce and inject fun in the learning of the English language phonetics?

Charades is a game that needs to be played by more than two persons. Player one will read the word shown in a card silently and act it out while the other players will guess what the word is. The player with the card can only mime and use gestures to help his team to guess the word correctly. According to Hidayati (2016), mime and gestures are examples of physical language that can help in engagement, understanding, and communication while learning. In another study on charade games and vocabulary carried out by Rahmah and Astutik (2020), findings showed that charades games have a good impact during the learning of vocabulary. Based on this positive feedback on the charade game, Phonetic Charade game was created with the aim of creating fun when learning the English language phonetics.

What is phonetics? It is the systematic study of speech sounds, which can be physically observed (Ogden, 2017). Phonetics is all about pronunciations. Learning phonetics was the first and most important stage in learning a foreign language, and it is often said that until the sounds of the language have been grasped, no attempt should be made to advance in grammar and vocabulary (Marufov, E., 2021). In order for one to speak fluently, they must know how to pronounce each words correctly.

1.1. Project Objective / Purpose

Learning a language should be fun and that is why this project was initiated. How the idea to create this came about? The author is not good at reading phonetics transcription and always got confused on how each word is pronounced. The author learned phonetics through online class during the pandemic and did not have anyone to practise phonetics with. Similarly, other students who are pursuing a diploma in language communication also found learning phonetics as challenging. Thus, the phonetic charade card game was created based on these two objectives:

- 1.1.1 To reinforce the learning of phonetics using games.
- 1.1.2 To create fun while learning a second language.

1.2. Entrepreneurial Opportunities

This project was made in game card form. It can be sold physically at bookstores or game stores just like any other game cards. The target market would be the TESL students, teachers, and lecturers because they are directly involved in either teaching or learning the English language phonetics. It can be played any time, especially during special occasions like parties or ice breaking sessions. Additionally, the teachers and lecturers can purchase the cards and play it during class time to reinforce the learning of the phonetics. This game card can be sold on online platform too.

2. METHODOLOGY

2.1 Market Survey

A market survey was carried out to find out to what extent phonetics charades was fun among the students of English for Professional Communication through Google Form. This study used a quantitative method to collect data. This study was carried out at Universiti Teknologi Mara (UiTM) Alor Gajah with 31 respondents. Data collection methods include a questionnaire which was distributed to the respondents to answer a few questions related to phonetics and games. At the end of the questionnaire, the students were asked for interesting topics to be included in the phonetic charades. The author also searched for other topics that could be included in the game and five topics were decided which are occupation, hobby, emotions, things and, animals.

2.2 The process of creating the phonetic charades game.



Figure 1.1 Flow chart

Step one: Survey possible categories for the game by distributing the questionnaire.

Step two: The author searched for other possible categories to be included in the game.

Step three: The author started to list out nine possible words to transcribe for each category.

Step four: Create and design the cards. Different designs were used for each category to differentiate them. The use of images was to attract the gamers to play the game and to market the product in an attractive way.

Step five: Print the card. The cards were printed on the art card paper with A6 size which is the suitable size for the player to see the card from the opposite side. The card has a double side which is the front side for the transcription and the back for the logo of the product. The box was handmade with a printed logo on each side of the box. The cost to make the card was RM 31 for the printed art card material, for both sides. The cost for the box was only RM 3 for the hard material paper. The total cost for this product is RM 34.

2.3 Feedback survey

To validate the potential of the use of phonetic charades in reinforcing the learning of the phonetics and to create fun in learning phonetics, a feedback survey was carried out. Prior to the survey, the phonetic charade game was played by the students of the LG120 programme at UiTM Melaka. After playing the game, a simple questionnaire consisting of two questions was distributed to the players. The first question was to find out whether playing the phonetic charades helped in reinforcing the learning of phonetics. The second question was to find out whether playing the phonetic charades was fun.

3. RESULTS AND DISCUSSION

The following sections aim at presenting the findings of the survey and followed by the discussion.

3.1 Market survey

3.1.1 Figure 1.1 presents the finding of how the respondents practised phonetics after learning them in classroom. 51.6% (highest) said they do not practise phonetics. 45.2% said they practiced phonetics with friends. 3.2% (lowest) learned the phonetics through YouTube.

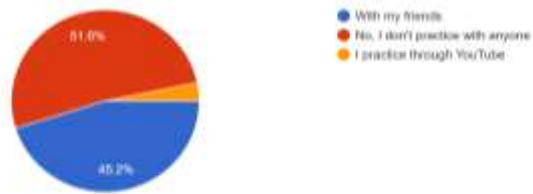


Figure 1.1: Ways respondents practice phonetics

3.1.2 Figure 1.2 presents the findings of respondents' interest in playing the phonetic charades. 96.8% respondents indicated their interest in trying out the game while 3.2%, which is only one respondent, indicated that she is not interested in playing games.



Figure 1.2 Respondents' interest in playing phonetic charades.

3.1.3 The market survey also aimed at gathering suggestions on possible themes and words for the charade game. The table below shows the suggestion of topics from some of the participants. Two respondents suggested doing sports category. Others suggested occupation, things, hobbies, general knowledge, and house chores. There were also some interesting categories like pop culture, food, fantasy movies and act out a sentence.

Table 1.1: Suggestion of topics for the games

Suggested categories	Number respondents
Sports	2
Occupations	1
Things	1
Hobbies	1
General knowledge	1
House chores	1
Pop culture	1
Food	1
Fantasy movies	1
Act out a sentence	1

3.2 The product

The phonetic charade game was finally created based on the feedback gathered from the results of the survey presented above. The card game was formed in A6 size. The front side contains the words to be acted out, which are written in phonetics form and the back presents the logo of the category.



Figure 1.3 The phonetic charade game card

3.3 Feedback survey

Below is the result of two questions asked from the feedback questionnaire after the players have tried out the game. All players (15) indicated that they were happy playing the game.

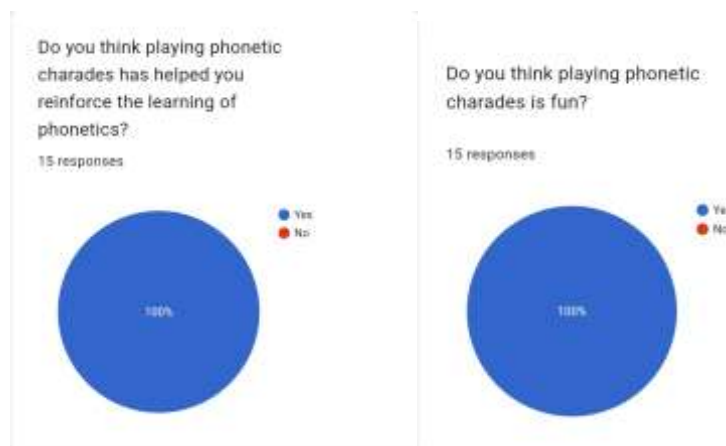


Figure 1.5: Respondent feedback on playing the game.



4. CONCLUSION

Game is definitely an important element when learning a language as it can increase the motivation to learn. Phonetics can be hard but with phonetic charades, players can sharpen their phonetic transcription skills while playing with friends. The games can be played during class, conducted by the teacher or it can be played with just friends.

4.1 Implications of the using games to reinforce the learning of phonetics.

4.1.1 Students learn when they are motivated, and this motivation can be derived from playing games in classrooms. Language teachers should use games to instil fun in learning a second language and in this context the teaching of phonetics.

4.2 Students can use the phonetic charades game to reinforce the learning of the phonetics independently. Learning the game provides practice of the phonetics and students need not rely on their teachers for this.

4.3 Educational institutions need to invest in educational games to create motivation and fun in learning language. For future improvement, this game can be upgraded to an application instead of using cards. More categories and words can be created. Using applications can also record the player 's actions. The players can watch the recording of the video and it can inject much need fun and humour in classrooms.

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