FEEDBACK: ENHANCING VOCABULARY

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Abstract: Building vocabulary in the Business Communication Class consisting of Vernacular medium learners can be daunting and very challenging. Based on actual classroom experiences, this paper attempts to outline some creative language exercises which can be used as feedback mechanisms to see if the communication process has been successful in the class. Since many of the learners possess a mobile with internet connection, as an experiment in green technology, the feedback mechanism can be stretched with the help of mobile technology to enhance their vocabulary through various language games. The method has been delineated so that the teachers find it easier to control the class while focusing on these interactive games.

Keywords: feedback, games, vocabulary.

Introduction At the outset, it is imperative to delineate the context of this paper, namely the Business Communication Class of nearly 120 learners in FYBCom, wherein a challenging task for the teacher is the heterogeneous mix of learners from vernacular medium of instruction who lack the necessary confidence in English. It follows that the first step lies in building their confidence and vocabulary-enhancement modules, in accordance with the prescribed syllabus, can be employed creatively.

Based on actual classroom experiences, this paper outlines some creative language exercises which can be used as feedback mechanisms to see if the learners are able to recall the words in the context of the Cyclic process of Communication. Herein, creatively experimenting with mobile technology (minimizing paper), in view of the fact that many of the learners possess a mobile with internet connection, the feedback mechanism can be used as a self-learning exercise by the learners even after the class. These vocabulary enrichment sessions and the use of language games can further lead to a relaxed, communicative and collaborative classroom atmosphere. What follows is a step-by-step approach to implementing these interactive (fun)exercises so that the teacher is clear about the learning objectives and outcomes and equally attentive to class control.

Learning Objectives: To reinforce the vocabulary of the cyclic process of communication and to build learner vocabulary through on-the-spot language games with use of internet.

Time required: 40-45 minutes

Requirements: blackboard, chalk, mobiles (with net facility) LCD and internet connection

Methodology: The teacher is required to complete teaching the unit *The Cyclic Process of Communication* in the previous class. In the next class, the teacher announces that they will play language games based on familiar knowledge. The teacher can first ask as to how many of them have mobiles with internet connection and at least five out of the one hundred learners will necessarily have them. Then the one who possesses the mobile can be the team leader and five such groups can be formed on the spot randomly or the team leader can be asked to choose his teammates. Remember this must be done within a maximum of five minutes. Although this may create some noise in the class, the excitement of forming groups and readying themselves for some mental games and exercises and the opportunity to show off their internet knowledge will create the necessary enthusiasm among the learners.

1. Unscramble these words from *The Cyclic Process of Communication* 3-5 mins

The first exercise is to be done without the help of technology. As the learners form groups, the teacher jumbles up the words and writes them on the board. Then the teacher asks them to look at the words on the board and unscramble them within their groups in a fixed time of two minutes. A team member can write it down on a sheet of paper and hand it over to the teacher. In the next two minutes the teacher reads out the words from each sheet quickly. The group which has unscrambled the maximum number of words is declared as the winner.

Serocsp	Process	Edia	Idea
eegamss	Message	nlehanc	Channel
gnednioc	Encoding	noigcedd	Decoding
penoesrs	Response	kebefadc	Feedback
macmocnrutroi	Communicator	memoticceaun	Communicatee
erdens	Sender	veeircer	Receiver
cccily	Cyclic	lginsa	signal

Make many words: 10-15 mins

Split the learners into groups of 10 each if they have a mobile with them. First ask them to browse the website www.litscape.com and the teacher can illustrate how to use the site with the help of the internet and LCD projector. This should take about five minutes. Then ask them to find out as many words (minimum four letters) as possible from the following words: Feedback, Encoding, Decoding, Message, Response. The answers are displayed here for convenience if the teacher is unable to use the internet in the class.

Feedback abed aced akee back backed bade bake baked bead beak beaked beck bedeck beef cafe cake caked cede dace deaf deck deface eked face faced fade fake faked feed feedback

Encoding cine code coed coin cond cone conn dice dine ding doge done econ gone iced icon nein neon nice nine node none once coign coned conge deign dingo dogie doing genic geoid incog nonce ceding coding coined

Decoding cine code coed coin cond cone dice dido died dine ding doge done econ gone iced icon nice node once coded coign coned conge deign diced dined dingo diode dodge dogie doing genic geoid incog noded ceding coding coined decoding

message agee ages ease esse game gems mage mass mesa mess sage sags same seam seas seem sees eases games gases masse sages seams seems sesame message

response eons epos erne eros esse ness nope nose ones open ores peen peer pens peon peso pone pons pore porn pose pros rope rose seen seep seer sees sere sons sops sore erose noses opens peers pesos pores poser poses posse preen press prone prose ropes roses seeps seers sense sneer snore sores spore spree opener person posers reopen repose sensor sneers snores spores sprees openers persons reopens reposes response

Find meanings of some of the above words: 5 mins

The teacher can then ask them to find out the meanings of a particular word and announce it loudly. Another way would be to divide the learners into groups of five and ask them to find the meanings of at least ten words from each of the above words.

Make anagrams from the following words: 5-7 mins

In the next two minutes the teacher explains an Anagram (Anagrams are those sets of words where all of the letters of a word or phrase can be rearranged to form a different word or phrase. All the words have the same letters, with the same frequency of occurrence) and gives examples.

1. Idea: aide
2. Process: corpses

3. Signal: aligns aligns lasing liangs ligans lingas

Setting the time for two minutes, the teacher asks them to find out as many words as possible using the link www.litscape.com on their mobiles. Another method can be employed here. Each group can send up a team-mate onto the board and each group can be given one word to find out the anagrams and the team-mate will write down the words on the board. The other groups will listen and observe. The timing is crucial. Each group should be given only one minute and the group with maximum number of words will be the winner.

Change one letter of this word to make seven letter words: 3 mins

Message: ageless gametes greases massage measles message siamese stagese

If time permits, more such words can be practised or the learners can be made to pronounce each word correctly in the form of a group drill.

Learning Outcomes:

1. The learners recall and repeat the vocabulary of *The Cyclic Process of Communication*.
2. The learners are able to use the free online internet site for the games.

Closing Remarks In conclusion, what this paper has tried to illustrate is that drilling is crucial in retaining Business Communication Vocabulary and has attempted to depict some fun-exercises in the form of worksheets/lesson plans in consistency with the language teaching methodology. Time has been left for interacting. It would be more effective if the above exercises are taken during the tutorial classes when the class capacity consists of 40 learners. A disadvantage of using these interactive games in a class of 120 learners is that the learners may create a lot of noise if the teacher is too lenient or weak. A strategic plan would be to deduct marks in case of indiscipline or to stop the games immediately.

One can definitely detect the impulses of the co-operative learning method in language teaching in the above method. The paper, based on actual classroom experiences, aimed at deploying various fun exercises or language games which are not only interactive but also boost the confidence of shy learners. Another specific aim has been to help new teachers in preparing creative and interesting vocabulary-enrichment modules. Such methods will help in creating a conducive, learner-centric atmosphere; thereby reducing the stress of learning and provide valuable classroom learning experiences. Additional benefits of this method are that the interdependence between members will lead to the development of team-building qualities and the productive use of mobile technology will help in refining their language skills.

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