

Acquisition through Experience: Gamified Tasks for Integrated Development in Human Values and English Writing Skills

Vasanth Ranjani R¹, Dr. Vidya V²

SASTRA Deemed University, Trichy-Tanjore Road,
Thirumalaisamudram, Thanjavur, Tamil Nadu 613401
SASTRA Deemed University, Trichy-Tanjore Road,
Thirumalaisamudram, Thanjavur, Tamil Nadu 613401

Corresponding Author: Vasanth Ranjani R
SASTRA Deemed University, Trichy-Tanjore Road,
Thirumalaisamudram, Thanjavur, Tamil Nadu 613401

ONOMÁZEIN 64 (June 2024): 307-325
ISSN: 0718-5758



Abstract

It is often assumed that human values should be taught by the elderly and teachers. However, this present study asserts that children should acquire human values through experiential discernment. Acquisition of human values through such experiential discernment camouflages with the dispositions and day-to-day activities as natural habit of the students. Further, this study aims to assist the students in acquiring human values through gamified tasks. The completion of these tasks implants a sense of accomplishment in the students. Additionally, the study places both teachers and students at the centre of the learning process, making the acquisition process neither teacher-centric nor student-centric. The Zeigarnik effect, employed in this study, helps students in self-monitoring their learning process. Furthermore, the study affirms that language, like human values, should not be taught but must be acquired by the students. The gamified tasks implemented in this study are designed in such a way that they aim to help the students acquire English writing skills along with human values. The unique aspect of this study is that an objective observer is indorsed along with the teacher to help the students in self-actualization of their potential in acquiring human values and language skills. In summary, the present study focuses on the acquisition of human values along with English writing skills through gamified tasks

Key Terms: acquisition, gamified tasks, human values, language skills, Zeigarnik Effect.

1. Introduction

Education provides a pathway to discover the world that surrounds us. Espousing human values is a fundamental aptitude for every individual. Although these values have not disappeared, the present educational system often lacks the space and time for the exploration and practical application of human values. It is commonly assumed that elderly people should teach human values to children from an early age. In many families, grandparents teach human values to their grandchildren by narrating imaginary stories. Additionally, parents often look to teachers to teach moral values to their children through plays, poems, and short stories. When human values are taught, children may not truly comprehend the real essence of these values. Teaching human values through imaginary stories fail to help children perceive the complexities of real-life emotions. Therefore, the present study emphasises the significance of human values and focuses towards the acquisition of these values rather than teaching them. Students are exposed to real-life situations to understand what human values are and their importance in everyday life. Similarly, language acquisition is regarded as more effective than teaching. There is a common belief that language teachers in schools and colleges, as well as language trainers, should teach language skills to children. Instead, the present study advocates that the students should be motivated and encouraged to acquire language skills from their environment, evolving a more natural and effective learning process. Furthermore, the present study proves that theories like Zeigarnik Theory can help the students to stay on track during their acquisition process. The present study adopts the technique of gamification to make the acquisition process more pleasant and engaging. The gamified tasks employed in this study incorporate the elements of both structural and content gamification. Earlier researchers believe that assessing the students' progress is important. But the present study differs by eliminating all sorts of assessments during the acquisition process to facilitate a gliding path without any speed-breakers. Additionally, the present study makes use of an objective observer to motivate the students and help them to self-actualize their potential in acquiring human values and language skills. On the whole, the present study tries to prove that human values cannot be taught rather it can be acquired through gamified tasks. When human values are acquired, it eventually becomes a natural habit of the individual and reflects in every action of the individual.

2. Literature Review

"Gamification as an innovative strategy to improve students' writing skills" observes the effectiveness of gamification on the writing skills of grade 3 students. The researchers believe that developing learning engagement, accommodating learning styles, and presenting adaptive education can be achieved through gamification. However, the present research showcases the fun way of acquisition, celebrating the outputs of the tasks performed and thus, gives the students a feel of achieving a task.

Kellogg (2008) provides a briefing on various cognitive processes and developmental stages involved in acquiring writing skills. Considering Kellogg's ideas, the present research incorporates the concept of repetitive practice as an effective method to enhance any skill.

"The Origins and Future of Gamification" by Gerald Christians provides a macroscopic view of the term gamification and explores the distinction between games and gamification. While Gerald's

focus is not chiefly on application of gamification in the field of education, he plainly emphasises and advocates entertainment aspects of gamified experiences for motivation. Building upon Gerald's work, this research paper extends the implementation of the concept of gamification into the educational field. Instead of solely relying on badges or rewards, the present paper includes activities such as publishing students' work for public or peer access.

"Gamification as Pedagogical Intervention for Performance Mindset and Metacognition of Students" by Sweta proposes to combine playing and learning to achieve a balanced level of motivation. The researcher views gamification from a metacognitive perspective. However, this research paper contradicts Sweta's viewpoint and proves that autonomous motivation does play a significant role as a moderator between gamification and academic performance.

Learning How to Learn introduces the term "chunking" and highlights its significance in the learning process, offering solutions for distractions and procrastination by suggesting time management and attention techniques. While the book overemphasises the concept of neuroplasticity and its role in learning, the present research takes a different perspective by emphasising the motivational strategies for a specific group of students rather than entirely relying on neuroplasticity.

In "A Cognitive Approach to Writing Skill and the Importance of Practice", Ulusan asserts that psycholinguistic demands result in students applying more effort on syntactic and lexical processes. The author states that both semantic and syntactic processes are the prime focus of a writer's brain. Ulusan argues that insufficient time for writing skills and postponing the writing process are the reasons for the decline in writing process among the students.

In "Gamification as a tool for engaging student learning: A field experiment with a gamified app", Kasper Welbers et. al suggest that careful consideration of game properties may impact sustaining and encouraging play through a gamified application. This study on Dutch students focuses on two design features - feedback and session limit to prevent the students from binging the game. Two types of feedback are mentioned in this article - generic feedback and tailored feedback. The present research paper adopts these two types of feedback systems to study the freshman group of a specific stream with a count of less than 60.

In "Improving the writing skills of college students", Ronald T. Kellogg and Bascom A. Raulerson talk about the significance of advanced writing skills among the students of grade 4, 8 and 12. They focus on cognitive processes in improving writing skills. The researchers conclude by stating that deliberate practice is a fundamental principle that guides the instruction and training of student writers. By following this deliberate practice method, the present research paper focuses on improving writing skills among college freshmen.

Nagendra Kottacheruvu, in "Developing Writing Skills through English Short Stories: A Case Study in the Classroom", explains the forms and aspects of writing. The study on 65 Urdu speaking postgraduate students at MANUU proves how stories improve writing skills among the students. The researcher conducts the primary test in four stages: problem identification, formulation of a checklist to improve writing skills, use of short stories as a writing instrument, improvement of writing skills, and a post-test. The present research highlights the significance of writing as stated

by Kottacheruvu, but differs in methodology by applying gamification, instead of just stories, to improve the writing.

In "Evaluation of a Gamified Learning Experience: Analysis of the impact of gamification on learning outcomes in education", Sridevi Nair and Jain Mathew attempt to evaluate a gamified learning experience on MBA students with a pretest and a post-test. The present research paper adopts this concept of valence attitude to evaluate the learning process.

In "Research on correlation between English writing self-efficacy and psychological anxiety of college students", Bai Li believes that writing involves factors related to emotional and psychological level. The researcher concludes by suggesting the English teachers to concentrate on strengthening the students' confidence in writing and to balance the psychological anxiety towards writing. By incorporating the concept of psychological anxiety, the current research paper differs by focusing on specific writing tasks (Class newspaper, acrostic poems and holiday homework) which Bai Li did not.

In "A review of theoretical perspectives on language learning and acquisition", Norbahira Mohamad Nor and Radzuwan Ab Rashid evaluate how L2 is acquired on the basis of Innatist, Behaviourist and Interactionist Theories. From the study, it is evident that behaviourist theory is quite easy to apply on evaluating the students. The current research paper incorporates the Behaviourist Theory Approach to enhance the writing skills of the target group.

Kingsley Ofofu-Ampong in, "The Shift to Gamification in Education: A Review on Dominant Issues", provides an overview of the concept of gamification and its impact in education and acknowledges gamification as an effective tool for education. The current study acknowledges the definitions and concept of gamification to implement in education from this article.

In "Teaching writing skills in EFL classes, especially in lower classes," Raj Kumar Gurung states that it is the teachers' role to concentrate on students' writing proficiency by making writing a mandatory skill. The focus group for this study is the lower-class students of an EFL classroom. The study is restricted to the general aspects of implementing writing in academic development. The current study focuses on enhancing the writing skill by implementing the concept of gamification.

In "Utilisation of Social Media and students' Creative Writing Skills", Jecelle Faith E. Monredondo and Richard M. Oco evaluate the effectiveness of social media in affecting creative writing skills on 232 students of Agusan National High School in Cagayan de Oro City's East 1 District, during the year 2022. The quantitative approach shows that the high use of Facebook influences the creative writing skills of the students. The present research uses gamified tasks instead of social media platforms, to develop and evaluate the writing skills of the students.

In "Factors affecting the writing skills of the education students: A descriptive study", Sophomore Talle Vacalares et al. use the fish-bowl method to evaluate the writing skills of the first-year BSED students of a local college in Misamis Oriental. The survey in this article shows that motivation plays a significant role in influencing writing skills. The present research paper adopts the fish-bowl method and the concept of motivational strategies to prove that writing is enhanced by motivating the students.

In "Play and Cognitive Development: Formal Operational Perspective of Piaget's Theory", Saghir Ahmad et al. suggest that Piaget's cognitive development stages prove that students are active and motivated when they are introduced to play. By applying Piaget's theory, the present study focuses on the cognitive development of the students in aspects of writing skills.

Kavitha Palaniappan and Norah Md Noor in "Gamification Strategy to Support Self-Directed Learning in an Online Learning Environment" talk about the influence of gamification strategy in students' self-directed learning. The current research also adopts this concept of self-directed learning.

Monitoring the students' progress is very important for a researcher to validate the study results. The researcher designs, implements, and evaluates the progress of the students either through questionnaires or Likert scales. In "Assessments through gamification", Nusrat Rizvi talks about the two basic types of assessments, namely formative and summative. The article also states that 21st-century assessments are student-centric, focusing on three skills - learning skills, literacy skills, and life skills. The current study does not involve any formal or informal assessments, rather the focus is only on the accomplishment of the tasks. This eliminates the fear of getting assessed or the fear of class tests from the students. As such, the teaching-learning process is neither student-centric nor teacher-centric. The teacher, students and the observers are spread across evenly in the whole process.

In "Gamification-based assessment of group work", Laurent Moccozet et al. apply the intra-group peer assessment method. In the articles titled, "Gamification as an Innovative Strategy to Improve students' Writing Skills," by Resty C Samosa, et al., and "Developing Writing Skills through English Short Stories: A Case Study in the Classroom" by Nagendra Kottacheruvu, the researchers follow the questionnaire method to evaluate the scores from pretest and post-test. In the research thesis titled, "Gamification as Pedagogical Intervention for Performance Mindset and Metacognition of Students," Sweta Saraff conducts a quasi-experimental research method to find the students' cognitive development. From the wider study on assessment methods followed in a gamified classroom, it is evident that the desired performance is obtained through effective feedback questionnaires with psychometric values. However, the researcher of the current study believes that the feedback system is the effective form to evaluate the progress of the students. So, this study incorporates the Reflective Assessment Method in which the students record their everyday experiences in the 'experience journal' and how they feel in participating and accomplishing a task. To check if the students have learnt, an objective observer is brought in to observe the progress of the students on a daily basis and the observations are documented. The progress is shown through different tables with Likert scale values (1-5). The act of accomplishing the tasks and the suggestions from the observers show the constant and joyful learning, which are the end results of the study.

"Behaviourism theory in teaching and learning English as a second language in primary schools", bylbrahminu Kadau states that behaviourist theory is an effective tool to analyse the learning process. It talks about the three basic challenges faced in teaching and learning English in primary schools in Tanzania. The article, "Behaviourism as a language learning theory", explores the foundations of the behaviourist theory and states that learning occurs only when there is a change

in the students' behaviour. Dr. Mehmet Demirezen in "Behaviorist theory and language learning" lists the theories associated with language learning and states that behaviourist theory and the mentalist theory are the two important theories associated with the acquisition of a foreign language. Vannak Hour in "The application of behaviourism in the classroom in primary and secondary schools" talks about the importance of behaviourism in the classroom as it changes the learning behaviour of the students. He mentions the three strategies in applying behaviourism in a classroom, which are punishment, positive reinforcement, and negative reinforcement. Vannak Hour suggests that positive reinforcement helps students to change their behaviour towards learning. In "Analysis of behaviourism learning theory, STEM learning model, and gamification", Givi Efgivia et al., provide a brief analysis of the three theories. The researchers imply that a change in behaviour is the outcome of learning. The above-cited articles cover the foundations and features of the behaviourist theory in the language learning process rather than focusing on its influence in a gamified classroom. The current study emphasises the positive reinforcement technique of the behaviourist theory in a gamified classroom where the students' performance is analysed based on their task-output and their attitude towards learning. The paper also targets on applying behaviourist theory for the gamified tasks.

"Development of the learning system for outdoor study using Zeigarnik Effect" by Yuko Hiramatsu et. al. suggests that the application of Zeigarnik Effect on the students help them recollect the unfinished tasks and help them to finish the tasks. Similarly, in the thesis titled, "Completion equals competence?" Jing Xu talks about the importance of the Zeigarnik Effect in a gamified education platform, by highlighting the roles of progress bars and badges. The current research adopts the Zeigarnik Effect to make the students aware of their learning progression.

"Self and Reality: An Upanisadic View", "Human values through English language acquisition", "Ethics and English Language Teaching Objectives", "Summary of possible universal moral values in language pedagogy", "A conceptual study on human values and its inculcation among students", "Human values in educational institutions", "The contribution of peer values to children's values and behaviour", "Rethinking Education and Livelihoods in India", "How Indian and western teacher trainees differ in their perception about values?", "Are human values encased in the objective of English language teaching?", "Human values in education: Reflecting on the core", "Negotiating values in Modern India: A theoretical exploration", "Human values and its impact on society", "A critical appraisal of aims-based curriculum from a global south perspective", "Imparting human values through English language acquisition", "Value education through language teaching", "Time to Teach Old Age Values" and "Human values in the society" of Journal of Human Values discuss the significance of human values and highlight how they can be taught. Atoosa Kasirzadeh and Iason Gabriel, in "In conversation with artificial intelligence", address the role of large-scale technologies in aligning language models with human values, focusing on English language contexts. Chelsey Reynolds reviews Jon Ronson's "So you've been publicly shamed" which explores guilt, humiliation and regret in internet-based conversations and their impact on public shaming. Sangeetha Menon's "The 'outer self' and the 'inner body'" explores self-thinking and challenges traditional concepts like freewill, character and moral choices. This literature review of articles on Human Values indicates that teaching of Human Values rather than its informal acquisition has been stressed upon so far by researchers.

Research Gap

The survey of the above-mentioned articles shows that focus on gamification in the education field has been limited. Furthermore, a few articles have shown that insufficient time and postponing of writing activities in schools have resulted in fear of writing among the students. In one of the articles, the researcher has reported that there has been no significant role of autonomous motivation as a moderator between gamification and academic performance. Though some researchers have insisted on deliberate practice for writing, they have not provided comparative data to prove the improvement of writing before and after practising. While there has been an inclusion of stories in a language classroom to improve writing, the researchers have not focused on gamification techniques. Moreover, many researchers have talked about the origin and characteristics of gamification, but enhancing writing skills through gamification techniques has not been given much importance. The article on Piaget's play theory talks about the students' experience when they were introduced to play while learning, but it does not focus on the improvement of writing skills. Further, most of the studies have focused on a student-centric approach. Most of the articles focus on developing specific writing skills like either academic writing or creative writing. However, this current study focuses on various styles of writing such as creative writing, narrative writing and so on. The study on articles about assessing the students shows that most of the researchers have followed formative assessment methods like questionnaires, feedback forms, and intra-group peer assessments. However, the application of behaviourist theory to gamified tasks has not been taken up by any researchers. There has been no substantiated data to prove that behaviourist theory influences gamified tasks in language learning. In addition, there are no attempts made to prove that the Zeigarnik Effect enhances the learning process among the students.

As a result, the current research paper concentrates on enhancing the writing skills of the students through gamified tasks. The researcher introduces activities from the British Council's "Children and teachers as co-researchers: a handbook of activities" (*Children and Teachers as Co-researchers: A Handbook of Activities*, n.d.) to make both the teachers and students get engaged in the process of writing. The activities presented in this paper are gamified in such a way that it promotes motivation among the students and makes the learning environment more enjoyable. Moreover, this research adopts the Reflective Assessment Method unlike the questionnaires and feedback forms used by the early researchers. The learning environment created for this study is neither teacher-centric nor student-centric. In this study the students, teachers and the observers are spread evenly throughout the teaching-learning process. In a conventional teaching-learning environment there is no space for individualised learning. All the students follow a specific pattern to attain scores in their examinations. In contrast, this current research explores the individualised learning factor, which is one of the important features of gamification. The researcher applies the behaviourist theory to the gamified tasks in developing the writing skills of the students. There is no formal or informal assessment followed in the current research which results as a distressing factor for both teacher and the students. Also, the current research applies the Zeigarnik Effect to measure the learning progress of the students. In a nutshell, the current research paper tries to improve different types writing skills of the students through gamified tasks with the application of behaviourist theory to observe the change in the students using the Reflective Assessment Method and the Zeigarnik Effect. In addition, it is not only the students who are left with the feeling of accomplishment, the teachers are also left with the feeling of accomplishing a task towards the end of the teaching-learning process. The feeling of accomplishment touches the peak when the final outputs of the teaching-learning process are published and acknowledged by the external audience.

The literature review of articles on Human Values indicates that teaching of Human Values rather than its informal acquisition has been stressed upon so far by researchers. Most of the research articles on Human Values suggest to teach values through fictitious texts of Literature which may lead to illusory ideas if not interpreted properly. This present research focuses on acquisition rather than teaching/preaching human values through Gamified Tasks.

MOTIVATION

There are various reasons to justify the implementation of gamification in a language classroom. One such reason is that gamified tasks help in motivating the students and help to retain attention of the students throughout the class. According to Karl Kapp, a key factor for gameplay is motivation (Kapp, 2012). On talking about motivation, Kapp mentions the theories of Thomas Malone and Mark Lepper. Malone stresses on three key elements of motivation which are challenge, fantasy and curiosity. Whereas, Lepper stresses on four key principles of motivation, which are control, challenge, curiosity and contextualization. However, both Malone and Lepper focus on intrinsic motivation of the students. Another important factor to motivate students is operant conditioning, developed by B.F. Skinner. Skinner believed that reinforcing behaviour results in desired outcomes and this concept is a contrast to the concept of Ivan Pavlov, who associated responses to specific stimulus. The current research paper borrows the theory of Malone, highlighting the three key elements for motivation - challenge, fantasy and curiosity. In addition, the current research focuses on the behavioural aspects of the student, but does not stress on reinforcement of behaviour. Furthermore, the current research adopts the Zeigarnik Effect, proposed by Bluma Zeigarnik, which states that the human mind remembers unfinished work better than the finished ones. This research applies the Zeigarnik Effect to make the students know the progression of their work and motivate them to complete their tasks.

Application of Behaviourist Theory

Behaviourist Theory was first observed in 1887 through Ivan Pavlov's experiment with dogs. The actual term was first used by John B. Watson in his published work "Psychology as the Behaviorist Views It" in 1913. The Behaviourist Theory of learning states that all behaviours are learned from the environment. Behaviourism in education involves classical conditioning, where a stimulating environment is created for learning, and operant conditioning, in which learning is promoted by constant encouragement. Non-major English students tend to skip their language classes for various reasons. For instance, their fear of communicating in English creates an allergic attitude while attending English classes. To eliminate this behaviour, the present research applies the concept of conditioning through gamified activities to retain the students for the language class with interest and involvement. There is no force applied to the students to stay in the language class rather, they are motivated and encouraged, which results in a change in attitude towards language learning. So far, there is no research discussing the application of Behaviourist Theory to gamified tasks, and this current research stands unique in combining Behaviourist Theory with gamified activities.

GAMIFICATION

Adopting new approaches and tools to bring excellence in the language classroom has resulted in the implementation of gamification into the teaching and learning process. Earlier this term was popular with the business and marketing field which gradually stepped into education. Before understanding gamification, it is essential to know the difference between game and gamification.

Katie Salen and Eric Zimmerman in the book, 'Rules of Play: Game Design Fundamentals', define a game as a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome (Kapp, 2012). Games have definite or specific learning goals, with game mechanics like leaderboard, characters or players, and so on. From the definition of game by Raph Koster, it is vivid that a game is a system with quantifiable outcome which often elucidates emotional reactions.

After an extensive study on the elements of a game, various experts provided definitions for gamification. Kai Hutori and Juho Hamari define gamification from the perspective of service marketing as "a process of enhancing a service with affordances for gameful experiences in order to support user's overall value creation" (Hutori& Hamari, 2012). In general, gamification is understood as application of game features to a non-game environment. Karl Kapp states that gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems (Kapp, 2012). Gamification involves the addition of specific game features, mainly involving the reward system and narrative structure, to an existing (non-game) learning environment in order to make it more motivating (Plass et al., 2020). In simpler terms, gamification is making a traditional classroom look game-like. Kevin Werbach in the paper, "(Re) Defining gamification: A process approach", defines gamification as the process of making non-game activities more game-like. From the definitions provided, it is evident that gamification is an effective way of applying game elements to a non-game context to make the environment motivating and innovative.

Gamifying language classrooms needs teachers to be more creative as language students immerse themselves in developing their communication skills which in turn aids them in gaining confidence. One prime reason to gamify the language classroom is to make the students learn through fun and to make them experience the feeling of accomplishing a task. The four language skills can be taught using gamification as a tool. Among the four skills, writing skill is facing a decline among the non-English students. Writing is essential as it helps in various ways starting from writing a leave letter to writing a project proposal at work. One powerful tool to make non-English students write in a language classroom is gamification. This present research provides two gamified tasks to promote and improve the writing skill among the students. The activities mentioned in this research are inspirations from the activities discussed in the British Council's "Children and teachers as co-researchers: a handbook of activities". The focus of the activities is to develop the writing skill among the students.

Activities

Designing gamified activities is a challenging task where the teacher thinks innovatively and is creative in introducing the activities to the students. In the present research, the activities are designed based on the students' interests. The students take part in the activities, and their involvement is observed. Their participation and involvement are taken into consideration for their internal assessment marks, and the final outcome of the activities is published or put on display for peer use. The final task is published either online or offline, and that serves as the reward system. The British Council lists various activities for language teaching. One such source is "Children and Teachers as Co-researchers: A Handbook of Activities" (Children and Teachers as Co-researchers: A Handbook of Activities, n.d.). The present research adopts ideas from the handbook but differs in a few aspects.

Children Newspaper

The activity, "Children Newspaper", is an inspiration from the above-mentioned handbook. Usha Malhan, from South Delhi Municipal Corporation Primary School, New Delhi, talks about creating a class newspaper for students of age 9 and above. She wants her language class to be student-centric by leaving the students to have some control over the language class. She gives space for the students to think about what they want to work on, and the students come up with the idea of creating their own newspaper. Therefore, Usha Malhan decides to give a preview of what a newspaper is and how to add content to it. The students are provided with different newspapers to have a glance at the format, writing style, and content. Following that, the students come up with new ideas for making a creative and decorative newspaper. To recognize the students' participation, Usha Malhan decides to post the newspaper on the wall for others to witness the creativity of the students. This recognition makes the students feel happy and proud of what they have done. Adopting Usha Malhan's idea, this present research implements the idea of creating a children's newspaper with the help of the MSc Integrated students. The current study focuses on the students' experiences during the activity and their feeling of accomplishing the final task. The choice of the roles is given to the students, where they themselves choose what they want to do. For instance, they can choose their own team leader, editor, artist, etc. This freedom of choice helps the students communicate among peers and helps them know what others are capable of. Moreover, this activity is neither student-centric nor teacher-centric. There is an equal participation of the student, teacher, and the observer. The teacher also feels a sense of accomplishment because the teacher takes up the role of an editor and compiler of the newspaper. The observer surveys the process from the beginning to the end. Likewise, the change in students' behaviour in the language classroom is watched closely by the observer. Therefore, equal engagement of the students, teacher and observer is seen. The final result of this activity is a classic and attractive newspaper for children, which is published as a newspaper, and it is circulated to a few schools.

Holiday Homework

Another interesting activity inspired by the British Council's activities handbook is, "Holiday Homework", where the students can make their own choices of taking up the assignment or the task. Esther Gloria Sahu, from CIE Experimental Basic School, University of Delhi, Delhi, conducts this activity for the students of age 12 and above. Through this activity, Esther reaches out to the students' expectations of homework during holidays. Earlier, the students were not interested in completing their holiday homework. When asked, they say that they feel bored doing something that does not interest them. It was observed that they wanted to design their own holiday homework. So, Esther decided to make the students choose their holiday homework, and the result is that every student submitted their homework on time. Inspired by this idea, the current research provides space for the students in designing their own assignment for their internal marks. This makes the students engage themselves actively in doing their holiday homework. The present research focuses on the propagation of human values where the students are made to interact with the public to know the importance of human values and the violation of human values in everyday life. The students socialise themselves to find out the challenges faced when human values are violated. Students record their experience and document what they gather. Then the students plot a story, an imaginary one, based on what they hear. The teacher takes up the role of a facilitator to monitor and also act as the editor and compiler of the content for the newspaper, instead of teaching the students. Ultimately, this activity is also neither student-centric nor teacher-centric. The

observer notices the change in the students' behaviour and comments on their improvement. The final outcome of the activity is published on a blog, allowing the students and the teacher to experience the feeling of accomplishing a task.

Results

The students' magazine *F/K/A* was distributed to schools in the Thanjavur district.



(The principal, Velammal Bodhi Campus, receiving the magazine)
Feedback from the learners and the objective observer.

fantastic experience to work for the magazine. when I ask questions to many people they shared their experiences with mixed emotions. It is a great way to engage children with reading stories. I am very happy to work for a magazine. I interacted with people regarding my experience in this magazine is, Most of them interact with me easily and I am also easily interact with them. Some of them felt shy to share their experience but that's fine, I got some new things.

working for the magazine, I learnt so many new things and new perspectives based on many people's perspectives and experiences.

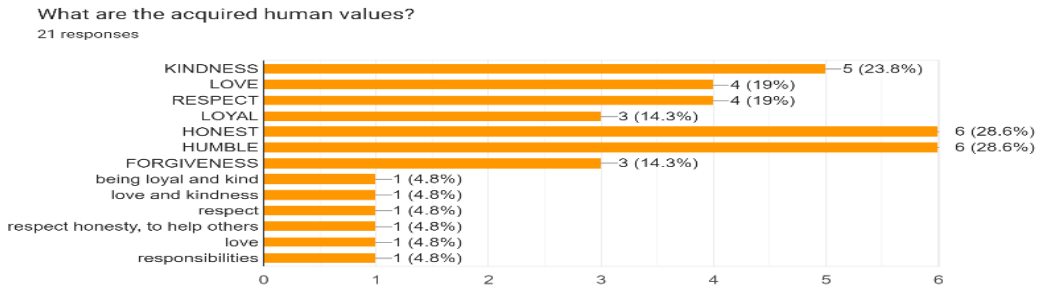
Working for a magazine made me feel intellectual, my vocabulary is increased I have gained knowledge on language. "Thank you for the

Feedback
My feedback about the magazine and my experience. I have a good experience to speak with other people and I clearly understand what they told and how they face the difficulties. like diwels life is so hard, because of many student, passengers all hope him. in summer

This work was very useful to me. And this is new experience. thank you man to give this wonderful oppor opportunity.

It was a great experience of visiting many places and talking to many people. We came to know their difficulties and how many people are violated in this society. Now onwards we will correct ourself and teach to value every human regardless of caste, race, creed, status. In our surroundings we gained knowledge through searching about many innovative technologies and we came to know that would be improve

Feedback
Hello, Ojys,
I am R.Anu from ^{M.Sc} B technology
Finishing our school studies, after coming to school, creating a magazine was a good experience and make us to thing and create huge things.

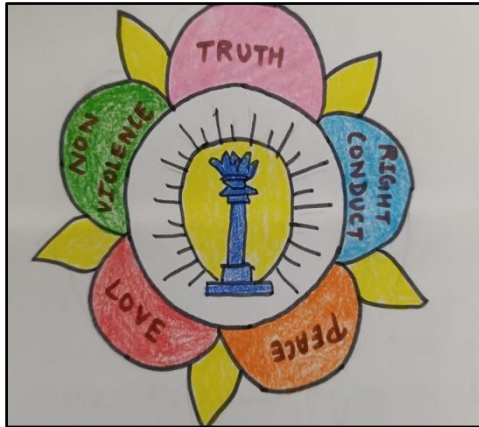


Objective observer's feedback:

Feedback: Under Vasantha Ranjani's teaching-learning session, students are made to communicate about human values to so many people. students have earned greater insights and came across different perspectives about human values. She had guided the students in a correct pathway towards their learning, by giving emphasis on the concepts they had conversed with others. Englightenment provided on taboo topics, helped the students to come out of fear of conversation on such topics. She made the environment of learning as a student-friendly one, which enabled the students to face different kinds of people in a courteous and dutiful manner. On the whole She has made all her learning sessions to be a productive one, and she also did learned divergent aspects of psy... [Read more](#)

Students' work:





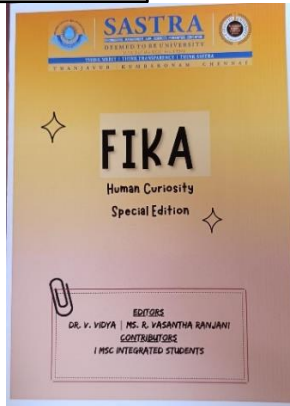
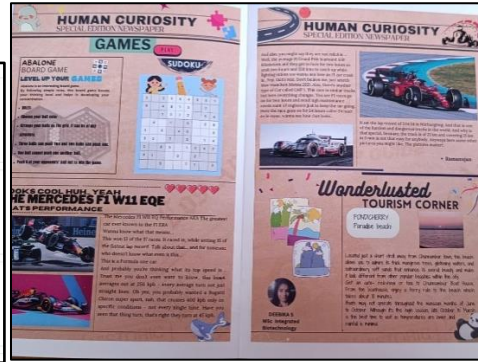
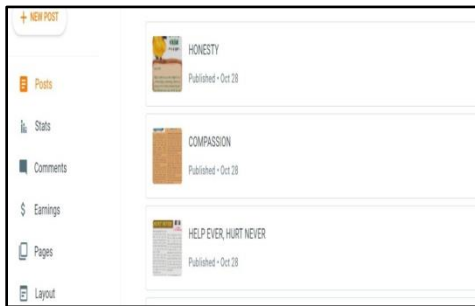
FROM LOVE TO BURDEN

Today we are alarmed to see the growth of Old Age Homes across India. For generations, India had a prevailing tradition of the Joint Hindu Family or undivided family. Today the Joint Family System is slowly fading away and soon becoming extinct. WHY?

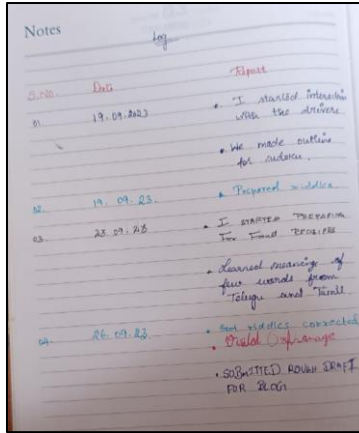
Firstly, the lifestyle of present day youngsters. They spend time on gadgets and not with people around them. Secondly, the difference of opinion and the inability to even consider others' opinion. To know more about this strange happening and to know the feel of elderly people, we visited an ashram, Vallalar Mutt, in the village of Vadalur, Cuddalore district. There we had conversations with the volunteers of the ashram.

PERSON A: A WOMAN OF 65 YEARS OLD, SERVING AT THE ASHRAM FOR THE PAST 4 YEARS.

FROM THE CONVERSATION WITH HER, WE CAME TO KNOW THAT THE ASHRAM HOLDS MORE THAN 100 DESERTED ELDERS WHO ARE MORE THAN 80 YEARS OLD. THEY WERE EITHER ABANDONED BY THEIR CHILDREN OR THEY WERE FOUND LYING ALONE ON THE STREETS. THE ASHRAM VOLUNTEERS BROUGHT ELDERS FROM STREETS TO THIS SHELTER. THESE ABANDONED PEOPLE FACED MANY PROBLEMS BEFORE TAKING SHELTER IN THE ASHRAM. THEY STRUGGLED FROM MENTAL, PHYSICAL AND FINANCIAL SUPPORT.



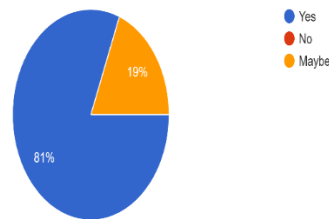
Reflective assessment:



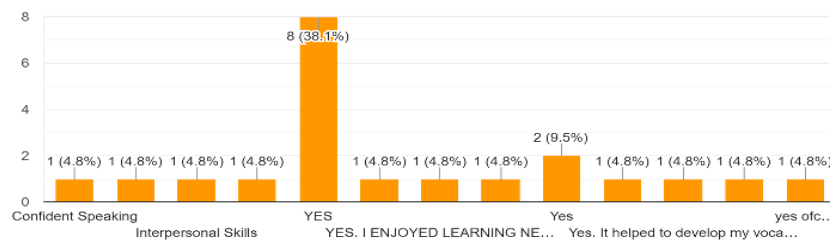
For further reference regarding feedback, use this link https://drive.google.com/file/d/1xhgBDoaK1XeMfl1zv8EkeSPGZF97oUR1/view?usp=drive_link The link for the magazine is https://drive.google.com/file/d/1_m2H8g-M8MIHGTchCILRyw5T1OJG6QUu/view?usp=sharing The link for the blog is <https://eunoiaresearch.blogspot.com/> The below given link has the original write-ups of the learners https://drive.google.com/file/d/1I9pdInF-rK8QTAphkVmfHRz6QNEOqQN/view?usp=drive_link

Findings/ Inferences

Do you feel this type of interaction helps you in developing your communication skills?
21 responses



Did these tasks helped you in improving your language skills? If yes, specify the skill.
21 responses



The aim of this study is to develop writing skills among the students and to help them acquire human values. The live interactions with people helped the learners understand what human values are and how values are being both respected and violated in the society. After the interactions,

learners acquired human values like kindness, love, self-respect, respecting others, honesty and generosity. Among the values acquired, respect and kindness were the recurring values the learners came across. On the other hand, the learners documented their interactions. At this stage, the learners started developing their notes from the interactions into paragraphs. Earlier the learners were struggling to develop notes or hints into a paragraph. This was resolved during the writing process after the interaction. Meanwhile, to make their writing crisper and more attractive, they started using thesaurus to develop their vocabulary in writing. Few learners interacted with people in their mother-tongue (Tamil and Telugu). In the initial stages, they found it difficult to express emotions from their mother tongue to English. Later, they started developing their translating skills. Furthermore, it was observed that the use of the Zeigarnik Effect helped the learners to stay on the track without getting diverted. It kept them aware of their learning process. The role of the objective observer here was an encouragement to the learners. It was found that the learners were eager to know comments from an external faculty. The comments of the objective observer were neutral and that motivated the learners. There were no assessments in the learning progress, which resulted in stress-free learning. It was identified that the feel of accomplishing a task and getting it rewarded motivated the learners. The end results of their work were published and that served as a factor for intrinsic motivation for the learners. This intrinsic motivation will also help the learners to work with interest for their career in the long run. The learning environment was a stress-free zone where both the teacher and the learners were involved in the learning process without the tension of assessing and getting assessed. Though the tasks were gamified, it was noticed that one learner named K Ramanujan was reluctant in taking up the activities. Even though he was encouraged by his friends, he was not interested. During the final stages of the learning process, he contributed some pictures for the magazine without any interest. However, attempts were made to motivate him, but no pressure was put on him to participate in the gamified tasks. From this, it can be inferred that the tasks should be more gamified for such exceptional learners to make them participate in the classroom activities.

3. Conclusion

From the present research, it is evident that acquiring language skills and human values can be achieved through gamified tasks. The preliminary study for this research provides insight into the importance of human values and the role of language teachers in helping learners acquire human values through real life situations. The crafting of the children's newspaper engaged the students in actively participating in different sections, including food and nutrition, tourism, and riddles. Similarly, the holiday homework assignment paved a way for the learners to communicate with a variety of individuals beyond the classroom. In light of this, the gamified tasks stimulated enthusiasm among the learners, concluding that the implementation of new approaches encourages the learners to get involved in the learning process. Moreover, the present study suggests that the learning atmosphere should neither be teacher-centric nor learner-centric. If it is learner-centric, the teachers feel stressed about assessing the learners' progress. In contrast, if the learning environment is teacher-centric, the learners feel the pressure of getting assessed. Therefore, this study concludes that the absence of assessment keeps both the teachers and learners free from stress and pressure. Furthermore, the feeling of accomplishment for the learners is getting their work published. This sense of accomplishment aids in strengthening their self-esteem which intrinsically motivates them to plunge into any tasks in their future. Alongside, this study affirms that use of theories like the Zeigarnik Effect helps to keep the learners on track, without getting distracted from their work. In addition, the comments from the neutral observer motivated the learners. Appreciation

from an external source like the neutral observer brought joy to the learners. From this, it is evident that comments from an objective observer will help both the learners and the teacher to know their strengths and weaknesses. In brief, this research suggests that the acquisition of human values and language skills can be effectively achieved through the application of gamified tasks, without any formal assessments. As well, it emphasises the role of teachers in guiding and supporting the learners throughout the learning process.

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