



MIME: A PEDAGOGICAL TOOL FOR ENHANCING SPEAKING SKILLS OF ESL LEARNERS

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ABSTRACT



Current generation learners are anticipating new concepts and methods in learning. This paper brings in 'mime' as a new method to teach English language skills. This paper believes watching mime improves one's listening; attention span and more notably it stimulate the learners' interest. Besides this, the researcher introduces mime to motivate ESL learners to speak better English in all circumstances. It includes teacher's attitude, teaching methods and learners' responses in the process of learning.

Keywords: *Mime; Speaking Skills; Teacher's Approach; Learner Performance.*

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English education has been acquiring new methods and approaches to comfort ESL learners. It is a known fact that English as a language of opportunities have four major skills namely Listening, Speaking, Reading and Writing. Speaking is agreed to be the firstly introduced skill among all skills to every individual. Since English is a widely spoken language all individuals learn or acquire speaking skills. But everybody is lagging in fluency and accuracy because of numerous reasons. Some of them are: (1) Family, Socio-economical background of ESL learners; (2) Influence of mother tongue; (3) Use of outdated pedagogies does not stimulate the learners' participation in English class; (4) Less exposure to later pedagogies, form of communication and responses of the receiver etc. Hence, this paper

mainly focuses on motivating English speaking ESL learners speak without regular barriers. The researcher believes that mime could be one of the pedagogical tools that could motivate ESL learners to speak English in all circumstances.

BACKGROUND TO THE STUDY

Mime as a non-verbal form of message communicator, has yet to wait to reach wider audience in the present-day world. In most of the mimes, messages are left with its performance. Unlike films, plays, and other forms of innovative methods, mime provides all sorts of knowledge only through gestures. Because of the increase of the involvement of technologies, mime is back grounded with music, which also supports mime in numerous means. Since mime does not represent any language,



this paper brings in mime as a pedagogical tool to motivate the ESL learners to speak English language.

REVIEW OF LITERATURE

To highlight about mime in the field of education, some of the researchers contributed their books relating to mime **Feder** (1992) published an informative book titled 'Mime Time' it contains forty – five mime activities. These activities are designed and to be used in classrooms of different young and adult learners. **Farmer** (2009) also published a book with the title '101 Drama Games and Activities: Theatre Games for Children and Adults Including Warm-ups, Improvisation, Mime and Movement' the book, highly grounded in research, provides teachers and educators with a large array of educational activities including mime, storytelling, and improvisation. Most importantly is the shrewd highlight of mime skills through educational and enjoyable activities.

RESEARCH QUESTIONS

1. How can we use mime as a pedagogical tool to motivate English speaking ESL learners?
2. Does mime help to discard the distractions of the learners?
3. Can learners become effective speakers by watching and listening to mime?

DISCUSSION

The process of making the learners to speak English by using mime as a pedagogical tool can be done in language classroom by making use of technological tools. At first, the facilitator has to give a brief introduction about the mime and its uses for the learners who have a lack of knowledge about mime. Motivating the learners with mime technique will create an interest among the learners. She/he must give a confidence that ESL learners can enhance speaking skills. The facilitator should hold a package of thematic mimes before the session.

The facilitator must create the ambience of the classroom, by providing individual system for the learners. It is a must for a facilitator to have knowledge about all the mimes and its ideas that are embedded in the system. The facilitator has to give some instructions for the learners, before giving mime as a motivating tool. The learners should be asked to avoid the physical and mental distractions

and try to get attached with the mime videos. Concentration towards the mime videos increases the attention span of the learners. This will help the learners not only in learning English but also in all their works of life.

As far as mime is concerned, not only the gestures play a vital role, but also music. It influences the whole of gestures in numerous means. It would have an impression upon the learners during the learning process. Though, gestures can convey meaning in different perspectives, only speech can make the performance more effective accompanied by gestures and body language. When words fail to express actual meaning of the act, music speaks. Thereby, this research believes that, music paves way for a better understanding of the ideas and inherent meanings of gestures. For instance, if a learner watches a video where a lover proposes to his lady love with gestures it gives only few meanings but music, that backgrounds gestures gives complete sense. Consequently, ESL learners will be asked to focus also on music. After watching the mime, the teacher could ask each and every learner to present a review of the act in front of the fellow learners. However after the presentation, the teacher is recommended to give positive feedback to motivate the learners.

CONCLUSION

Enrichment of English studies requires new methods to comfort and motivate ESL learners. Currently new methods have been introduced in teaching of language skills. This paper suggests 'mime' as a pedagogical tool to motivate ESL learners to develop their speaking skills. It is a shorter form of message conveyer and it can very well be used in the learning process. Instead of trying all the traditional methods, it will surely be an impressive one for the learners.

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