

GAMES AS A STRATEGY FOR VOCABULARY TEACHING

**THE USE OF GAMES AS A STRATEGY TO IMPROVE THE TEACHING OF
IRREGULAR VERBS AT PRIMARY SCHOOL LEVEL**

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San Juan de Pasto
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The ideas and conclusions that are incorporated in the following degree work, belong at the sole responsibility of the author. Article 1 of the Agreement No.324 of October 11, 1966, emanating from the Honorable Directing Council of the University of Nariño.

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GAMES AS A STRATEGY FOR VOCABULARY TEACHING

Resumen

Este artículo discute cómo los juegos pueden usarse como una estrategia para mejorar la enseñanza de los verbos irregulares en la escuela primaria, ya que estos verbos se usan en una conversación diaria. Por lo tanto, los estudiantes deben aprenderlos para comunicarse con fluidez en el idioma. Los juegos sugeridos en este documento tienen como objetivo facilitar el proceso de aprendizaje del alumno, generando un aprendizaje de vocabulario exitoso y significativo. Además, se pueden usar como una forma de proporcionar un contexto en el que los estudiantes se sientan motivados y estimulados por usar el idioma. Además, esto generará un buen ambiente de aprendizaje, ya que los estudiantes aprenderán de sus pares, desarrollarán habilidades sociales y de cooperación, ya que interactuarán con otros y trabajarán en grupo para lograr objetivos.

Además, con el uso de juegos, se pretende transformar las formas tradicionales de enseñanza que normalmente se centran en memorizar. Al implementar los juegos en el aula, los estudiantes aprenderán de manera activa, autónoma y significativa utilizando el idioma a aprender y no solo eso, sino que los juegos también contribuirán a su desarrollo integral y reducirán factores negativos como la ansiedad, la inseguridad y la timidez. Con todo esto, se logrará una enseñanza y aprendizaje efectivos del idioma. Estos juegos no son difíciles de llevar a cabo en el aula, ya que no necesitan demasiada preparación de clase y los materiales son fáciles de conseguir. Además, brindarán muchos beneficios para los estudiantes y un impacto positivo en el campo de la enseñanza y el aprendizaje de idiomas.

Palabras clave: Juegos, Vocabulario, Estrategia, Idioma, Enseñanza, Aprendizaje.

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Abstract

This paper discusses how games can be used as a strategy to improve the teaching of irregular verbs at primary school level since these verbs are used in daily conversation.

Therefore, students need to learn them in order to communicate fluently in the target language. The games suggested in this paper aim to facilitate the student's learning process generating successful and meaningful learning of vocabulary. Moreover, they can be used as a way to provide a context in where students feel motivated and stimulated to use the target language. Besides, this will generate a good learning environment since students will learn from pairs, develop social and cooperation skills as they will interact with others and work in groups to achieve goals.

In addition, with the use of games it is intended to transform the traditional ways of teaching which are normally just focusing on memorizing. By implementing games in the classroom, students will learn actively, autonomously and significantly by using the target language and not only that, but games will also contribute to the integral development of the individuals and reduce factors such as anxiety, insecurity, and shyness. With all of this, an effective teaching and learning of the target language will be achieved. These games are not difficult to carry out in the classroom since they do not need too much class preparation and materials are easy to get. Besides, they will bring many benefits for students and a positive impact when it comes to the field of language teaching and learning.

Keywords: Games, Vocabulary, Strategy, Language, Teaching, Learning.

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The Use of Games as a Strategy to Improve the Teaching of Irregular Verbs at Primary School Level

INTRODUCTION

Teaching irregular verbs to children can be a difficult task unless the fact that children like playing is considered as an important part of their learning process. Games could be a key factor in this process.

Language is an essential aspect of human beings because it allows us to communicate and interact with others. One of the most taught languages around the world is English, spoken by more people every day around the world. Ariani (2010) states that “Nowadays, English as an international language becomes very important. Even now, we are on globalization era. English is used in many fields such as, Politics, Economics, Social, and Education” (p.12). However, learning a language is not an easy task owing to it involves understanding and using the foreign language in its spoken and written form.

For this reason, the process of learning a language should be meaningful for the learner seeing that it could stimulate his/her motivation. However, some language teachers make classes monotonous because sometimes they limit the lessons to textbooks. According to Philips (1993), as cited in Kupečková (2010) the process of learning should not be limited to textbooks. It has to go beyond. That is the reason why this study is important, considering that the teaching and learning process of a language should be significant for students. They need to feel committed to the process in order to succeed in learning a new language. According to Pivec and Dziabenko (2010), as cited in Talak-Kiryk (2010) “The learning process should be interesting, easy, and it should be fun to

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learn in order to achieve optimum results”. For this to take place, teachers need to create learning environments and learning opportunities, and develop engaging activities in the classroom in order to provide a good learning environment for students.

There are many strategies that teachers can implement in the classroom such as songs, videos, and games, among others that could make students achieve effective and successful vocabulary learning. The purpose of this paper is to present the use of games as a strategy to improve the teaching of vocabulary specifically irregular verbs, as they could facilitate the student’s learning process generating successful and meaningful learning of vocabulary.

OBJECTIVES

GENERAL OBJECTIVE

- To explore the use of games as a strategy for the teaching of irregular verbs at primary school level.

SPECIFIC OBJECTIVES

- To examine the applicability of games for irregular verbs teaching.
- To design a pedagogical proposal to reinforce and potentize the acquisition of irregular verbs through games.

JUSTIFICATION

Nowadays, English has become a relevant tool for the personal and professional development of the individuals as it opens doors to the world bringing many opportunities. That is why learning English is essential, seeing that it has become a necessity. For this reason, the governments and the institutions are looking for ways to provide quality

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learning of this foreign language at schools. In Colombia, The Ministry of National Education, has created programs in order to succeed and achieve this goal, such as the national program of bilingualism, in 2004, whose main objective is promoting the learning of English, as well as improving the quality of its teaching and reaching a high proficiency and level at this language. Besides, this program requires that students develop communicative skills in the target language, allowing better levels of performance in this language. Thus, it is expected that students, after graduating from school, achieve a level of English proficiency B1 (Pre intermediate). For this reason, it is extremely necessary that teachers look for new strategies to teach in a meaningful way and overcome this challenging task.

Taking into account that in Colombia schools teach English as part of the National Educative Program called “Colombia Bilingue”, the task to teach vocabulary is usually hard to accomplish.

Students do not practice vocabulary when they are out of the classroom as they are out of context of the target language. For this reason, it seems a long and time-consuming process for both, students and teachers.

Therefore, games can be used by teachers as a strategy to provide a context in where students will have to use the language to achieve a goal using it for communication purposes making students feel motivated and stimulated to use the target language. This will also generate an auspicious environment to learn and acquire knowledge due to the fact that students will learn from pairs, develop social and cooperation skills as they will interact with others and work in groups to achieve goals.

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Moreover, with games, the teachers will be able to transform the traditional ways of teaching which are normally just focusing on memorizing a set of rules that later students will forget. These verbs do not follow the normal pattern of inflection, and that is why this paper focuses on using games as a strategy to teach them due to their importance as they are used in a daily conversation and their learning will help students to communicate fluently. By implementing games in the classroom, the teaching and learning process will go beyond this and will make students learn actively, autonomously and significantly by using the target language and not only that, but games will also contribute to the integral development of the individuals and reduce factors such as anxiety, insecurity, and shyness. With all of this, an effective teaching and learning of the target language will be achieved.

LIMITATIONS

The possible limitations that could be found in this research would be the next:

- The English teacher of the institution could present disinterest and would not collaborate with the research.
- Some students could feel uncomfortable because of the presence of the researcher, and for this reason, they would not collaborate with the activities of the research.
- In the process of researching, the English teacher could change her methodology giving place to a non-natural researching space.
- Some students could not take the activities seriously and this would generate disorder and an uncomfortable environment for both, students and the researcher.

In order to counteract these possible limitations, the researcher must dialogue with

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the teacher to establish the conditions and requirements of both, the teacher in charge of the classroom and the researcher. Besides, the researcher must provide a space for students to ask questions about how the process of the research will be as well as the objectives of it. In this way, all the participants in the research will clarify their doubts and will comprehend the procedures that will be carried out in this study, thus avoiding possible inconveniences.

THEORETICAL – CONCEPTUAL FRAMEWORK

Language Teaching and Learning

Teaching represents a relevant aspect of the learning process due to the fact that it consists of supporting and guiding the learners in order to make them comprehend what they are being taught. According to Brown (2001), as cited in Iswardani (2008), “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or to understand” (p.7).

On the other hand, learning is an action done by the learner while the teaching-learning process is carrying out moreover it is also obtained by practice or experience. Kleim (1996), as cited in Iswardani (2008) affirms that “Learning can be defined as an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies”.

Language teaching and learning according to Chacon Pazmiño, & Tarapues (2002) “Is a complex process that needs continuous cooperation from both, the teacher and the student, as well as the interactive aspects of the same transcendence as the object of study, tasks, educational systems and teaching resources” (p.6).

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Importance of Vocabulary Learning

When it comes to learning a language, the learning of vocabulary is a relevant element because it allows students to understand words and be able to express themselves. For this reason, they need to have the right motivation in the process of vocabulary learning as it is not an easy task. Walters (2014) as cited in Alqahtani (2015) “it is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language”.

Vocabulary Teaching

As it was stated previously, teachers can make use of strategies such as songs, videos, or games. Thus they could make that the process of learning and teaching of vocabulary take place in a better and significant way. Nagy (1988) states that “much vocabulary instruction involves the use of definitions some combination of looking them up, writing them down, and memorizing them”.

However, the learning of vocabulary should go beyond memorization but this is a challenging task for students and teachers. According to Tovar (2017) “The main challenge for scholars and language instructors is that learners learn new words, use them accurately in different context, familiarize with their pragmatic use, and retain them in their long-term memory”.

Moreover, Přibilová (2006) states that “To help the learners understand it is important to visualize the item and get the pupils to repeat or use the item actively”. Games can achieve an active involvement of students.

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Games

As mentioned above, games can be used as a strategy for language teaching, due to the fact that it involves activities in which students learn in a meaningful way. Hidalgo, Caicedo, and Mora (2014) sustain that games can provide a good learning atmosphere in the learning of a language.

Besides, Guastalegnanne (2009) states that games “Are entertaining, interactive and communicative, in addition, they are attractive for all learning styles”.

Games own certain characteristics and elements such as a purpose or goal to be achieved, a number of participants, roles, and rules, among other elements. According to Sutton- Smith & Avedon (1971), as cited in Kipplel (1982) games need to have a purpose, procedure, rules, roles, materials, the number of participants, and interaction.

Furthermore, there are different types of games that can be used in language teaching. Sigurgeirsson (1995) as cited in Sigurðardóttir (2010), Classified the games in “games for dividing larger groups into smaller groups, introduction-games, group games, physical games, scavenger hunt games, educational games, theoretical expression games, drawing and coloring games, educational card games, word games, story games, and question games”.

Advantages of the Implementation of Games in the Classroom

Games are a really useful tool for teachers in the classroom as they facilitate and promote a better learning environment for students. According to Richard-Amato (1996), as cited in Mubaslat (2011/2012) “Games are effective because they provide motivation,

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lower students' stress, and give them the opportunity for real communication". Moreover, Guastalegnanne (2009) states that games "Serve to review topics that have been previously taught in class".

In the same way, Huyen & Nga, (2003), as cited in Hussein (2018) "vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way". This could represent an advantage for them because they will understand the input provided by the teacher generating significant language learning as well as promoting the interaction and communication in the classroom.

Moreover, games could also promote the learning independence of students by increasing their confidence. Langran and Purcell (1994) explain that the implementation of games in the classroom provides students with meaningful learning because it allows students to participate actively in the process of learning generating a positive impact to the extent that it promotes student's autonomous learning and simulate a real-life situation.

As we could see, it is possible to glimpse that the implementation of games in the classroom provides many advantages for teachers and students as they have a positive influence on the language learning process. Besides, games could make lessons less monotonous and more interesting and engaging for students. According to McCallum (1980), Lindsay and Knight (2006), as cited in Kupečková (2010) games can improve the learning environment for students. In addition, According to Crookall and Oxford (1990), games are used frequently by language teachers as they allow students to develop aspects and skills of the language such as grammar, speaking, listening, pronunciation, and vocabulary. Besides, games promote interaction, which is a crucial aspect when it comes to

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learning a language.

When using games in the classroom, the teacher should know how to implement them in the class. Games need good preparation and organization. Carrier (1985), as cited in Kupečková (2010) sustains that “the teacher must prepare the game thoroughly. Games may be good fun, however, they need to be carefully prepared and well organized. Before a game is used with a class, the teacher must be sure that the necessary facilities (for example the overhead projector) are available. When materials are used which have been prepared on a previous occasion (including commercial cards or board games), the teacher must make sure the contents are complete”.

The purpose of a game in the classroom is to provide a good atmosphere in the class, however they need to be carefully selected by the teacher. Hidalgo, Caicedo, and Mora (2014) state that the teacher should get to know his/her student's likes, needs, and interests in order to select the right games to be implemented in the classroom.

Besides, Langran and Purcell (1994), claim that in order to achieve a successful implementation of a game in the classroom, the rules or instructions of the game need to be clearly explained by the teachers before starting the activity. On the other hand, while the activity is taking place, the teachers should be very observant and be ready to provide help to the students when necessary.

As we could see, all the authors mentioned above concur that the implementation of games could be very beneficial for students because they bring a positive impact in the learning of a new language improving the student's learning process. Nonetheless, it is essential to take into account that they need to be very well organized and planned by the

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language teachers.

Previous Research

Various studies that have been done about the use of games in the classroom will be presented next. They show how games should be implemented and their respective results.

In research done by Talak-Kiryk (2010), called “Using Games in a Foreign Language Classroom”, a Spanish classroom in an American high school with teenagers from fourteen to eighteen years old was studied. The purpose of this research was to demonstrate that the use of games in the classroom causes a very positive impact on the learning process of students. The games used were adaptations of publications and student's ideas. The games implemented had the aim to reinforce skills such as spelling and vocabulary. The impact of using games in the classroom was very positive because students learned a lot and demonstrated satisfaction and enjoyment. The games applied in the classroom also provided students with opportunities to speak and participate actively in the process.

Another interesting study was carried out by Kupečková (2010), named “Game-like activities.” This study was done in a Czech school with students who were from eleven to thirteen years old. The class consisted of seven boys and nine girls. The aim of this study was to demonstrate how the games may be used in the process of language learning/teaching, which in this case was English. Games such as matching games, guessing games, and hidden words, among others, were used to reinforce vocabulary and spelling. The students participated actively owing to they were speaking and asking questions in the target language. Although, sometimes, the competitiveness of the students

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and the confusion at the beginning of the games were some negative factors that were noticed. That is why the author explains that when a teacher decides to implement a game, it is indispensable to know how to use a game in language teaching and steps to make a game work out successfully in the classroom. The conclusion that the author commented was that she would recommend the implementation of games in the classroom because they can create an engaging learning atmosphere.

An additional study was made by Kazuko (2003), named “Using Games to Teach English in a Japanese Junior High School”. It was done with 3rd-year students. The purpose of this study was to demonstrate that the use of games in the classroom can be adapted by teachers with existing class materials. The games that the author used were simple and short games that made students use the four language skills and practice what they have learned. The games had the purpose of reinforcing grammar and vocabulary. The conclusions that the author expressed are that he decided to implement games in the classroom as he noticed that the motivation of his students in the language learning process was not enough but with the implementation of the games in the class his student’s motivation and memorization of new vocabulary increased. He realized that using games is useful for teachers to effectively teach English. Moreover, the use of games provided students with the development of all skills, and most importantly, games promoted the understanding and production of the English language of his students. To sum up, the use of games in the English class can help to achieve the objectives of teachers and students generating a successful language learning effect.

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Analysis of Findings

Based on the studies presented above, we can observe that the results that the studies showed are mostly positive. The use of games in the classroom could generate a very positive impact on the process of language teaching and learning as they provide an engaging learning environment. It was evident to notice that the games in the classroom should always have a purpose so that students can learn significantly and have fun and enjoy at the same time. Besides, when learning through games, students are not limited to memorization, however, they have to understand and produce what they have learned.

The games that were implemented in the previous studies had a purpose, objective or goal to achieve. Besides, they were very well organized and planned. Moreover, the researchers knew how to apply them giving, as a result, a successful implementation of the games in the classroom. It is also relevant to highlight the importance of being very careful and try to make sure everyone understands the dynamics and instructions of the game so that it can be carried out successfully. A problem appeared in Kupečková (2010) study when the students felt confused at the beginning of the game because they did not understand the instructions. For this reason, teachers need to be very careful and try to make sure everyone understands the dynamic and instructions of the game so that it can be carried out successfully. As Philips (1993), as cited in Kupečková (2010) explains “the activities should be simple enough to understand what is expected of them” (p. 7).

Another crucial aspect to be mentioned about Kupečková's study is that at the end of a certain game the students started to show competitiveness by saying things such as “*I guess more words than you did!*” or “*I am better than you!*”. For this reason, when a

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teacher wants to implement a game in the classroom, he/ she needs to know the students in order to select the game that better suits them, seeing that not all the groups are the same.

The results observed in the described studies are mostly positive. All of them suggest that teachers should implement games in the classroom as they have realized that games improve the teaching-learning process and make students feel engaged with the learning of a language and facilitate memorization.

METHODOLOGICAL ASPECT

Research Paradigm:

This study will use the qualitative paradigm because it is based on reality, is subjective, oriented to discoveries, exploratory, expansionist, descriptive and inductive. As well as in it is integrated the naturalistic observation and without control. Taylor & Bogdan (1986) as cited in Ospina, Ramírez, & Sandoval (2017) define it as “The one that produces descriptive data: people's own words, spoken or written and observable behavior”.

In addition, it is interested in understanding human behavior from the frame of reference of the person acting. Those characteristics are coupled to the objectives that are intended to achieve with this study and for this reason the qualitative paradigm will be selected.

The author of this study will observe a group of fifth grade students at I. E. Chachagui, to apply and to determine the effectiveness of using games as a strategy for the teaching of irregular verbs in the class.

After observing the behavior of students with the use of games for learning irregular

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verbs, the researcher will interact with the sample through interviews in order to obtain real results. The present research does look for a solution to the problematic of the difficulty that students present when it comes to learn irregular verbs because they do not practice the thought vocabulary outside the classroom. For this reason, the implementation of games are presented as a strategy to teach them. With the results, it will be possible to express that the use of games is a useful tool for teaching irregular verbs or not, and also this research expects to provide support to other studies related with the same line of study.

Research Type and Design:

The type of research that it is tented to be carried out is cualitative-etnographic since a specific group of students will be observed with the objective of determining and study how effective and applicable can games be in the teaching of irregular verbs.

Context: place where the research will be carried out

The research will be carried out in Chachagui Educational Institution located in the Municipality of Chachagui, specifically in front of the central park. Around this institution it can be found the mayor's office, the bank, the church, restaurants, shops and a supermarket. This is a public and small institution that holds students from preschool to fifth grade. Besides, the number of students in each grade ranges from 20 to 22 students in each. This institution has recreational spaces such as basketball and soccer fields, it also has a library, school restaurant, school store and a meeting room. In addition, this public institution has a creative and cultural approach in which family, personal and social values are fostered.

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Population and sample:

Population:

This research will be developed in the municipality and small town of Chachagui in the Nariño department in Colombia. In this municipality, there are three institutions, some public and some private; but the one that has been chosen as the object of this study is the Chahagui Educational Institution located in front of the central park of this town.

In the present scholar year, this institution holds about 420 students. They are distributed in different grades offered by the institution from preschool to fifth grade. The school has 18 teachers who are in charge of the students being one of them an English teacher.

Sample:

There are three fifth grades nominated as 5-1, 5-2 and 5-3; the selected group to be the sample is 5-3 grade, composed of 20 students, consisting of 13 girls and 7 boys, their ages are between 10 and 11 years old and their socioeconomic status is low-medium belonging to the strata 1 and 2.

DATA COLLECTION: Techniques and instruments:

Taking into account the qualitative nature of this research, the techniques that will be used in it will be an observational study and interviews to students and the English teacher. In the first place, an observational study will be carried out which will intend to establish what is the natural environment in which the sample is located; also, it will help to establish the methodology, techniques and strategies the English teacher uses to teach the

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irregular verbs to the fifth grade students. After that, an interview to the English teacher and the students will be applied with the aim of making a triangulation of the evaluation criterion in which it is intended to relate all the points of view of the parties involved. The conclusions of this triangulation will show if the use of games was effective for students to learn the irregular verbs and it will also be possible to determine the difficulties students had.

Analysis techniques and data interpretation:

In order to analyze and interpret data three steps will be carried out: first, constant comparing to see frequent data, classify data and identification of the common results; second, the codification of data and third, theoretical sampling.

Validation criteria

They show the validity and reliability of the study and they determine if the project is viable or not. In this research, triangulation is one of the criteria to compare data from direct observation in class and interviews of the English teacher and fifth grade students.

Ethical Aspect

The principal of the school will receive a letter giving him information about the aim of the research as well as setting that students will be treated anonymously.

Pedagogical Proposal

After having revised the theoretical and practical foundations to game implementation, this paper will suggest some games for fifth grade students that have as a purpose the successful learning of some irregular verbs. The games will follow some

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principles proposed by authors mentioned above.

Most of the students present difficulty when it comes to learning verb tenses. According to Simpson (2015), “when grappling with the English language, particularly at lower levels, many learners struggle to use appropriate verb tenses. With so many functions, forms, rules, and exceptions, selecting the proper verb tenses can be challenging”.

Besides, students at primary school level also present difficulty when it comes to identifying the written form, the meaning and the right pronunciation especially of the irregular verbs in the present, past and participle forms because that kind of verbs do not follow the basic rules as the regular verbs do and have different endings. However, students need to know that irregular verbs are indispensable in the learning of a foreign language considering that they allow them to communicate in the target language because they are commonly used in a conversation.

Fifth grade student’s ages oscillate between 10-11 years meaning that they are still children therefore still enjoy playing games. Because of that, as teachers, we can facilitate their process of learning the irregular verbs by making use of games to learn them in a fun and meaningful way, getting rid of the limitation of the student's memorization, because it does not provide engaging learning. Nagy (1988) states that “much vocabulary instruction involves the use of definitions some combination of looking them up, writing them down, and memorizing” (p.5). Memorization is an essential aspect of the vocabulary learning process, however students also need to internalize the written form, meaning, pronunciation and know how to use them in the present, past and participle forms. The use of games could

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make students internalize the irregular verbs in the long-term memory giving, as a result, meaningful learning.

Two games that could stimulate the students' internalization and retention of the written form and pronunciation of some irregular verbs will be presented next.

In fifth grade of primary, students need to learn and memorize some irregular verbs. Approximately, there are 130 irregular verbs. But the 20 most essential and basic irregular verbs that are commonly used in a conversation will be presented. The following chart shows the 20 basic irregular verbs according to the Bilingual Institute (2015).

1	say	said	said
2	make	made	made
3	go	went	gone
4	take	took	taken
5	come	came	come
6	see	saw	seen
7	know	knew	known
8	get	got	got/gotten (US)
9	give	gave	given
10	find	found	found
11	think	thought	thought
12	tell	told	told
13	become	became	become
14	show	showed	shown
15	leave	left	left

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16	feel	felt	felt
17	put	put	put
18	bring	brought	brought
19	begin	began	begun
20	keep	kept	kept

These games follow a model proposed by Simpson (2015) which contains a class-preparation, rules, and roles of the participants that fit with the principles that the authors mentioned above had proposed and explained. Moreover, these games provide students with opportunities to produce the language in order to make evident that the student internalized, therefore, understood the meaning of the vocabulary taught. Besides, the game suggested might also develop all four language skills in students.

The first game that will be presented next is an adaptation of a game proposed by Simpson (2015) for the Chachagui educational institution in Colombia. Specifically, for the fifth grade of primary that holds 22 students in the class and where there are not enough or good sources to work with. In general, the students present lack of interest to learn a new language.

This game does not require much pre-class preparation, and it will provide students with meaningful learning of the written form, meaning and pronunciation of the irregular verbs in the present, past and participle forms. All of this, with the purpose that students do not limit to the memorization but go beyond and learn significantly.

The game needs a pre-class preparation that is, a game needs to be very well planned and organized by the teacher. Carrier (1985), as cited in Kupečková (2010)

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maintains that “the teacher must prepare the game thoroughly”. In concordance with that principle, the teacher will need to get prepared with the materials that he/she is going to use.

In this case, the materials that the teacher will use are: 20 copies of the list of the 20 irregular verbs in the present, past and participle forms, two rolls of masking tape, cards that contain the 20 irregular verbs already conjugated in the present, past and participle forms but each irregular verb conjugation should go on separate cards. Besides, the teacher will need another identical set of cards but of a different color for the other team. Moreover, the board.

For this game, the rules and conditions will be that students will be divided into two teams of 10 students on each since in fifth grade there are 20 students. Each team will make a line form in front of the right and left side of the board. The teacher will be standing in the middle of the board, holding both sets of cards and the masking tape for each team. When the teacher says go, the first three students in the line will have to run up to the teacher and get the set of three cards and the masking tape so that they can stick the cards in the correct place on the board. Then, using the masking tape, they will need to place the three cards with the irregular verbs in the appropriate verb form. Once the three students have done that, they will have to run to their line, pass off the masking tape to the next three first students in the line and move to the back of the line. Once a team has placed all the 20 irregular verbs in the correct verb forms, they will have to correctly pronounce them in order to win the game and get a good grade (5), the losing team will get a not so good grade (3).

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The procedure of this game will be the following:

- Before starting the game, the teacher will give a list with the 20 irregular verbs in the present, past and participle forms to each student.
- Then, the students will look for the meaning of each verb in the present form.
- Later, the teacher will pronounce each irregular verb in the three forms and repeat them as much as necessary.
- After, the teacher will ask students to repeat after him/her the pronunciation of the irregular verbs in each tense twice with the purpose to reinforce that new knowledge. The teacher should talk about the purpose of the game that the students will play so that they understand its importance.

With that being said, the game can start, and the teacher should follow the principle that says that the rules of the game should be clearly explained before starting the game.

Langran and Purcell (1994) claim that in order to achieve a successful implementation of a game in the classroom, the rules or instructions of the game need to be clearly explained by the teachers before starting the activity. For this reason, the teacher should explain carefully the rules when the students come to the class.

After explaining the rules, the students should start to complete the activity. When a team has finished the task, the teacher should revise if each irregular verb is placed in the correct verb tense and listen to the pronunciation of the verbs in the three forms. If the students have errors, they are allowed to correct them while the other team continues to work on the task. The team that completes the task correctly will win and get a very good

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grade (5). As we could see, this game will encourage students to improve the learning of the written form, meaning and pronunciation of the irregular verbs.

A second game that will reinforce the knowledge that students acquired in the first game will be presented next. This game will make students practice the pronunciation and identification of the 20 irregular verbs in the present, past, and participle forms.

This game also follows the principle of the pre-class preparation and the explanation of rules before starting the game. For this reason, the materials that the teacher will have to prepare and use are: three sheets of paper with present, past, and participle forms written on each of them. Each student will need to have a copy with the three forms. For this reason, it is important that the teacher makes enough copies for each student.

The rules and procedure of this game are the following:

- The students will make small groups of 4, in total there will be 5 groups of 4 students on each.
- The teacher will pass each group the three sheets of paper.
- Later, the teacher will read aloud some sentences that will contain the 20 irregular verbs in the present, past, and participle forms and repeat them twice.
- The teacher will give a few minutes to students so that they can decide the tense of the irregular verb.
- After that, one student in each group will be asked to stand next to his/her desk with the correct tense of the irregular verb in the sentence. If a student holds up an incorrect tense card, the group of the student will be eliminated

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of the game and get a (3) and the same will go for the other groups that get eliminated just the last group of students who give the correct verb tenses of the 20 irregular verbs in the sentences will win the game and get a very good grade (5).

- Once the instructions have been clearly explained, the teacher should pass three sheets of paper to each group of students and start the game.

The games presented above, have been suggested for the purpose of improving the teaching of irregular verbs for the fifth grade of primary students of Chachagui educational institution. As it can be evidenced, these games are not difficult to carry out and they do not need too much class preparations and also the materials are easy to get for the teachers. Moreover, they can be used as an evaluative activity. In addition, they can create a good learning environment, promote active learning, peer teaching and collaborative learning. Considering that the learning of this kind of verbs can be long, time-consuming, and it may become boring for many students. But developing and reinforcing this knowledge through games can make this task fun for both students and teachers and could be beneficial for the learner's memorization and long-term retention.

CONCLUSIONS

As a conclusion, we can say that it is recommended that teachers consider the implementation of games in the classroom as it is expected that they could possibly help teachers to improve their teaching methodologies when it comes to vocabulary teaching specifically irregular verbs. Moreover, the use of games can also be beneficial for students because they will make them learn in a meaningful way, facilitating their learning process.

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Besides, games have more purpose than creating fun in the class, and they also could be useful for teachers to teach English effectively.

In addition, games could help student's memorization, retention, and motivation and that is what students need to develop in order to have meaningful learning. Besides, the use of games in the class also promotes the student's active participation in the process of learning and the use of all the language skills. Besides, the interaction and production in the target language are also stimulated, giving, as a result, an increment in the student's confidence, motivation and interest to learn a new language leaving behind the traditional learning.

Another relevant aspect to take into account are the limitations of the implementation of games in the class seeing that in general, a group of students in a class can be very numerous, therefore, noisy and not easy to control representing a big challenge for teachers. For this reason, it is crucial to highlight that teachers need to follow the principles and parameters mentioned and explained by the authors in this paper in order to succeed in the implementation of the games in the class.

It is hoped that this study contributes significantly to the field of language teaching and learning. Besides, as this study contains a pedagogical implication, it will be a good idea to apply the strategies suggested by the author of this paper in an experimental study where it is hoped to see if the strategies proposed in this paper could work in the real life context.

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GAMES AS A STRATEGY FOR VOCABULARY TEACHING**ANNEXED****INTERVIEW FOR THE TEACHER**

1. What methodology do you use to teach the irregular verbs?
2. Which are the main difficulties of students to learn them?
3. Have you ever tried games to teach them?
4. Are students able to create sentences using them?
5. Do students pronounce and recognize them in a correct way?

INTERVIEW FOR THE STUDENTS

1. How many irregular verbs do you know?
2. Do you like learning them? Yes/No why?
3. Why do you think it is important to learn them?
4. Do you like games?
5. What kind of games?
6. Would you like to learn irregular verbs through games?