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ԹԵՄԱ

Խաղային մեթոդները որպես ուսուցման

արդյունավետության բարձրացման միջոց միջին դպրոցում

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Անգլերեն

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Բաղդասարյան Գալյա

ՈՒՍՈՒՄՆԱԿԱՆ ՀԱՍՏԱՏՈՒԹՅՈՒՆ

Խնածախի միջնակարգ դպրոց

Աշխատանքը թույլատրված է պաշտպանության

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INTRODUCTION

In learning a language, both mother tongue and foreign language, vocabulary plays an important role. It is one element that connects the four language skills all together. Vocabulary should be integrated into the teaching of those four skills-listening, speaking, reading, and writing. Teachers cannot teach vocabulary independently, unless the learners especially children as young learners will get confused and maybe frustrated in learning English. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

In reality, English as a foreign language is taught separately from the language skills. The teacher gives the vocabulary, asks the learners to write it down in their notebooks, and then finally they have to memorize it for the next meeting. This traditional way is quite boring even makes the learners hate English language lesson. The teacher should give the materials through an interesting technique in order to make the learners enjoy the teaching-learning process. As Nation (in Linse, 2006:122) claims that “teachers should facilitate vocabulary learning by teaching learners useful words and by helping learners figure out meanings on their own”. Moreover, the learners are children who love to play and learn best when they are enjoying themselves.. They are not always aware that they are learning language.

The object of the work is teaching vocabulary as one of the branches of EFL.

The subject of the work is the use of vocabulary games in foreign language teaching.

The aim of the course work is to consider the importance of teaching vocabulary and to present vocabulary activities for implementation of them in enhancing vocabulary development of students.

The solution of the aim requires bringing forward a number of certain **tasks**:

- to study the nature of vocabulary;
- to present activities for applying in teaching vocabulary.
- To carry out these tasks we have used the following methods of investigation: description, observation and linguistic analysis.

1 . CONCEPT OF GAMES

There are many methods and techniques to make the English teaching learning process enjoyable and interesting. One of them is using game. A game is simplified, operational model of the real life situation that provides students with vicarious participation in a variety roles and events (Gerlach and Ely, 1980:380-381). While, Hadfield (1995: 5) claims that a game is an activity with rules, a goal, and an element of fun. A game has many benefits toward language learning. It offers students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman,1998). While playing games, the learners' attention is on the message, not on the language. Rather than paying attention to the correctness of linguistic forms, most participants will do all they can to win. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people (Horwitz, Horwitz and Cope,1986). In a game-oriented context, anxiety is reduced and speech fluency is generated--thus communicative competence is achieved. Games are also motivating since they are amusing and at the same time challenging. It introduces an element of competition into language-building activities. This provides valuable stimulus to a purposeful use of language (Prasad, 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998). An action research conducted by Huyen and Nga (2003), students said that they liked the relaxed atmosphere, the competitiveness, and the motivation that games brought to the classroom. On the effectiveness of games, Huyen&Nga's (2003) reported that students seem to learn more quickly and retain the learning materials better in a stress-free and comfortable environment. There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language (Toth,1995). Both of them can be applied in teaching to young learners. But, the teacher should keep in mind to avoid competition with preschool learners. It can be stressful and overwhelm them. Play games where everyone wins.

Games are not only entertaining, but also encouraging: they help to sustain interest and efforts. Many games, similar to drill exercises, cause much use of particular language items. The focus is put on a specific language form and its frequent occurrence in a short period of time: this

repeated occurrence of a particular language form is the contribution of drill exercises. The meaning of the language can be more vividly experienced through games which entail emotions. Drill exercises are quite mechanical, especially when compared to games. Thus, learning of particular language items through games is better imbibed than that based on perfunctory drills (Wright, Betteridge, Buckby 2010:2). Games are good exercises for brains. Pupils can enjoy a rest after the intensive work on monotonous structures and drills by playing a quick refreshing game. This not only promotes interactive teaching and learning, but also helps many students to overcome language obstacles and even psychological complexes. What is even more, the playing process (especially a group work) makes the class more united and the atmosphere more friendly, open and free and, however strange it is, more relaxed. Although children play against each other, they learn healthy completion and become better friends.

Why Use Games?

Learners are normally inquisitive to know all the details of the learning process. They are more often interested in teaching procedures. Teachers must be prepared to point out the reasons for which this or that activity is conducted. In case of the usage of games, it is sometimes necessary for the teacher to be prepared to justify the choice of a particular game, sometimes even the usage of games in general, in terms of their efficiency. The learners should know about the successful consequences if the language is used appropriately. It is preferable that the teacher should highlight factors that made him/her use games: memorability, the frequency with which the language item occurs and meaningful use of language. Every teacher knows that we all have various emphases in the ways we learn and perceive. Learning styles are not assumed to be exclusive, since even the same person may have different preferences in learning styles. For instance, one can choose to be creative at one time and analytical at others. No matter how different the preferences for a certain learning style are, all learners probably have at least one. Any class consists of different types of learners and hence different types of preferences exist within one class. Teachers have a wide range of games to choose from when considering various teaching styles. Examples of those styles are as follows:

- ✓ Visual= “I see what you mean”. This is connected with visual memory. Some people are best responsive to information which is seen: graphs, diagrams, writing and pictures. In this matter colour, size and design should be paid attention to.
- ✓ Auditory= “I hear what you are saying”. There are people who respond to information much better when it is heard.
- ✓ Kinaesthetic= “I’ve put it together, at last”. This is connected to gestures some people might prefer to move, touch things in order to learn efficiently.

- ✓ Creative= “Let’s have a go” Even if it is still the beginning, there might be people who will need to use the language creatively.
- ✓ Analytical= “Let’s stop messing about and get down to the basic rules”and analyze some patterns. Some people have strong analytical skills and look for rules, they might like to analyze language forms.
- ✓ Cooperative = “It’s really fun to work with other people”, it makes it more interesting, when the task is done in a group. For some people it is not a matter of being more interesting, but it is easier to have and be able to use the help of group members.
- ✓ Individual = “I like to be left alone to get on with it.” In contrast to the style described above, this one is for people who find it much more efficient to work themselves. They might want to avoid troubles caused by others.They might not work as fast as them, for instance or might just prefer to work separately and take all the responsibility on themselves only.
- ✓ Serious “I don’t want to mess about, but get down to the real business of learning”. This style is for the people who opt for rather sober approaches toward things, especially toward learning. This learning style has some similarities with analytical and individual ones, but there is something typical to this style only: it is the in-depth approach to things. When choosing a game for people preferring this learning style, one should search for ‘humourless’ games that don’t intend to amuse or busy pupils, but are of rather serious ‘intensions’. This serious style of learning is not about taking the competition in games seriously, instead, in concerns the so-called demanding approaches to learning.
- ✓ Amusing = “I like a good laugh”, “Don’t take it all so seriously.” If the game-process has some humorous elements, it might add lightness to the whole experience. This is preferable for the people who concentrate better in an amusing atmosphere.
- ✓ Dramatic = “I love a good story”. Some people grasp new information better when it is associated with drama and storytelling (Wright, Betteridge, Buckby 2010).

Vocabulary was an area which was arguably neglected in foreign language teaching for a number of years, but it now seems very much back on the agenda. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies.

Vocabulary Teaching is clearly more than presenting new words. Of course, this may have its place but there are other issues, too. For example, students see a lot of words in the course of a week, some of them are used often, others are not. Should we teach some words and not teach

other? Is there any way in which we can encourage students successful to really learn a word? Why are some students successful at vocabulary learning but others are not? If we know the answer to the question, the work of teaching and learning a word would be easy. Vocabulary is the knowledge of words and word meanings. As Steven Stahl puts it, ‘Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world’ (Stahl,2005). According to Michael Graves, there are four components of an effective vocabulary program:

- wide or extensive independent reading to expand word knowledge
- instruction in specific words to enhance comprehension of texts containing those words
- instruction in independent word-learning strategies, and word consciousness and word-play activities to motivate and enhance learning (Graves, 2000).

According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990), Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

- Reading vocabulary
- Listening vocabulary
- Writing vocabulary
- Speaking vocabulary

Nations and Waring (2000, as cited in Adger, 2002) on the other hand, classify vocabulary into three categories: high frequency words, general academic words and technical or specialized words. When students have a great vocabulary, the latter can improve all areas of communication, namely speaking, listening, reading and writing.

2 EFFECTIVE VOCABULARY INSTRUCTION

Effective vocabulary instruction emphasizes direct instruction. For example, presenting both key words that help ELLs understand difficult text and multiple meaning words that require students to use context to figure out the meaning will be necessary. By using direct instruction, teachers can incorporate relevant vocabulary into the before, during, and after reading stages of instruction .

BEFORE READING – Tap students' prior knowledge and identify anchor or familiar words for new vocabulary words.

- Pre-teach words before students read the material
- Introduce graphic organizers that show relationship among words
- Show realia, actual objects, pictures, picture books to introduce vocabulary
- Teach students how to use the structure of words

DURING READING - Define words in context, using sentences from students' reading material

- Help students find the context clues that will help them determine the meaning of an unknown word as they read
- Use graphic organizers to help students process the content
- Talk through the words as students hear these during oral reading

AFTER READING – Focus on a limited number of key words, particularly interrelated words, to increase the depth of their understanding and concept development

- Reinforce new words through activities, discussion and assignments following students' reading
- Have students incorporate the new words into students' writing assignments
- Help students integrate new words into their speaking and writing vocabularies
- Display word walls and other graphic organizers with the new vocabulary and definitions

3. ROLE OF TEACHER

There are games which are teacher-led and there are those in which the teacher's role is mainly a passive one: Peter Watcyn-Johns states 3 things the teacher is usually responsible for:

- ✓ preparing the material in sufficient quantities,
- ✓ explaining clearly what is to be done,
- ✓ checking answers or managing the scoring in the end of the game or in the process of playing (Watcyn-Jones 1993).

These might sound very simple and easy to do, but these are not the only things the teacher does, of course. These go along with conducting the whole lesson, finding or coming up with an appropriate game or an activity for the given topic, so that the lesson turns into an enjoyable time of the day. In addition to these, the whole responsibility for the game results (how fair it was, the extent of productivity of the game, etc.) lies on the teacher. Besides, any teaching process assumes an approach, pedagogical in general and psychological in particular. Especially when working with children, any action, any word or even a look may be crucial. There are games in case of which pupils work at their own pace, i.e. independently of the teacher. The teacher should set up a time. Once the game has started, he/she should walk around the room and monitor the process and progress of work being done by the children and listen to them. While doing this, the teacher should also pay attention to the degree to which the work is shared: is it equally divided or is the leader doing the whole work. Keeping control over the discipline is always important, but this does not mean that the teacher should interfere or help the working process, unless absolutely necessary. Almost all the games have a competitive essence and this is what draws the pupils' attention. It is a well-known fact that a runner reaches the finish-line faster if he/she knows someone else is running simultaneously. Competence motivates, excites, makes active and gives impulse. Thus, have your pupils enjoy all these by themselves. On the whole, the role of the teacher cannot and should not be underestimated.

Play with No Advance Preparation

It's commonly accepted that language games require little or no advance preparation. We do not particularly agree on this. Having observed practical cases, considerably more enthusiasm can be noticed in completing home tasks when learners know that they are to play a game at the next lesson. This is a way to give them a specific short-term aim in learning the proper topic: be it a given vocabulary, a tense structure, a set of idiomatic expressions or some other game. Learners, especially at young age, are fond of practical knowledge. They probably do not differentiate between the active and passive layers of vocabulary. Thus, when they are said to learn a random thematic group, it would not be enough to tell them that they will need those words at some point of

their lives. So their usual response to this would be looking through those words, without paying attention to their meanings and not even memorizing them. Learning in this case would be boring and, therefore, not much affective. However, when the child knows about a possible award, he/she feels motivated to learn the whole thematic group with proper pronunciation, definitions and synonyms, even with some derivatives and usages.

In short, when assigning children to study verb forms or a given vocabulary list, it is a good option to tell them that they are to play a game at the next lesson. Any learning process can be made interesting, if properly motivated.

Furthermore, a game, if given without advance preparation, lacks a probable nervous state of mind among learners, something that is typical to any preparation process. Games are meant to make the whole process easier and more interesting, not more stressful because of competition, for instance.

Games that are played without advance preparation are just like pop quizzes. These "not prepared for" games give the instructor opportunity to examine the knowledge gained by the learners from this or that lesson. This is a good way of observing the results. When checking a homework assignment, a pop-game would be a good alternative. It is a way to make not only the learning, but also the checking process interesting and motivating.

4.ACTIVITIES FOR TEACHING VOCABULARY

Activity 1: Connections +

Procedure:

Step 1: Using a student's set of vocabulary cards, demonstrate the —Connections + activity on the board. Choose one vocabulary card from the student's deck to start with and write the word on the board. Under the word draw a picture that represents the word. Explain the connection between the picture and the word to the class. Ask the students what the last letter of the word is. After hearing the correct response, find another word from the student's set of vocabulary cards that begins with that letter. Write that word on the board along with a picture that represents the word under the word. Explain to the students that the first word is connected in two ways, by a picture and by the last and first letter of the next word. Put the students in groups of 3-4 students. Explain that each group will have 10 minutes to try to make as many —connections as possible.

Step 2: One student from the group chooses a vocabulary card to start and writes the word on the sheet of paper. Under the word a student from the group draws a picture that represents the word, thus connecting the word with a picture.

Step 3: All of the members of the group work together to find another word from their vocabulary cards that starts with the last letter of the previous word. When a word is found, they write the word along with a picture which represents the word. They continue doing this for about 10 minutes or until the teacher stops the activity.

Step 4: Ask each group how many connections they have made and write the number on the board. Congratulate each group for a job well done.

Step 5: Put two groups together and have them take turns explaining their —connections' sheets to the other group.

Conclusion:

This activity helps to improve the learners' receptive and productive knowledge of the vocabulary items. By students interacting, cooperating and sharing ideas within their groups, this activity can help to increase learner motivation (Dornyei, 2001). The groups usually become quite competitive as they try to form more —connections than the other groups. They enjoy listening to other group's —connections and explaining their own. This activity works well with classes of all sizes.[4]

Activity 2: Boardgame

Board games are a great way for students to explore new vocabulary words, put to use vocabulary they already know, and practice spelling and pronouncing those words. (By the way 'board games'

means that objects are included in the gameplay; not all of these have actual boards.) To play these games, students may need to be able to describe, explain, categorize, or give examples of words.

How to Play the Vocabulary Board Game

- 1 Students draw pictures for their vocabulary words in the boxes or write the first and last letters with little lines for the letters in between (i.e. v _ _ _ _ _ y)
- 2 Put students in groups of 2-3 students.
- 3 This game is great for after students have become familiar with the words for a unit.
- 4 Students decide who will go first using the die or playing Paper, Scissors, Stone.
- 5 Students take turns rolling the die and moving their playing piece along the squares.
- 6 The student says the vocabulary words for each picture. On the final word, the student has to make a sentence.
- 7 If a student forgets a word, they have to stop there and say the word 5x and play goes to the other student.
- 8 You can define what each roll of the die means: 1 = Go one space; 2 = Get up and do two jumping jacks; 3 = Go three spaces; 4 = Go four spaces; 5 = Go back one space; 6 = Get up and do six jumping jacks.

Benefits of the Vocabulary Board Game

- Working in small groups means each student gets to say the words or sentences many times. Students aren't waiting around long for their turn.
- The teacher is freed up to go around and work with individual students who might need help.
- Adding in some get-out-of-your-seat and move activities for certain dice rolls means students are getting their blood flowing which helps keep the energy up.
- Students become more fluent with the words, having recalled them from memory so many times.

Activity 3: Brain Power Words

1. This is a strong academic vocabulary activity that takes a little bit of time, but would really help get the words past the superficial level of understanding.
2. Ask small groups of students to preview sections of a text and identify difficult words.
3. For long chapters, assign different sections to different groups.
4. Students place a Post-it next to the words in the text they identify as potentially difficult.
5. After identifying the words, the group goes back and uses context clues to hypothesize what the words might mean.

6. Clues of substitution: A known word would make sense in the context and is probably a good definition.
7. Clues of definition: The word is defined in the text (many textbooks do this).
8. Clues of opposition: Words “not, unlike” etc. are excellent clues to what a word is not and thus help define the words.
9. After the Brain Power Words list is identified and definitions sought, the students check their work with the teacher.[15]

Activity 4: The Concept Cube

Students receive six-square pattern on tagboard that can be folded up and taped into a three-dimensional cube, which will be 4” on each side. You can create these digitally at the [ReadWriteThink](#) website.

You can print out a blank cube and have students print the responses below, or complete it online and then print it out.

Before folding, students write clearly in each square following the directions below.

Each student is given one challenging vocabulary word from a recent reading and asked to:

- Write the assigned vocabulary word in one square.
 - Write a synonym (word or phrase) in another square.
 - Write an antonym (word or phrase) in another square.
 - Write a category or categories it could belong to.
 - Write the essential characteristics of the concept of this word.
 - Give one example.
 - Cut, fold, _____ and _____ tape _____ the _____ cube.
- Roll the cube and read what comes up on the “top”; the student must tell the relationship of that word or phrase to the original word.
- After students know their own cube without any errors, they exchange with a peer.

CONCLUSION

Teaching Vocabulary is the base of any language learning. Neither oral, nor written speech is possible without learning a certain amount of vocabulary. In other words, to master a language means to acquire a certain number of words and word combinations which can be understood in listening and reading, and used in speaking and writing. Thus, vocabulary is one of the significant aspects of a language to be taught in schools. In order to be able to have a rich vocabulary, not only do students need to learn as many words as possible, but they also need to remember them because, in fact, learning is remembering. Unlike grammar learning which is based on a system of rules, vocabulary knowledge implies accumulating individual items. It is a learning process that relies primarily on memory.

From the viewpoint of psychology each word in vocabulary is a complicated phenomenon which stimulates perceiving and understanding the speech. As stimulators of speech there are two aspects of the words: on the one hand we hear, listen to the words and see them in written form, and a person gives an answer with the help of words on the other hand. There exist one more aspect (the third) : word-action aspect. The pronunciations and writing (spelling) of words are realized by actions (by brain activities). Thus, the assimilation of words by a learner depends on the activity of the higher nervous system.

However, games are fun and they make the learning process closer to the acquisition process, which makes students learn in a more natural way. Games can encourage, entertain, teach, and promote fluency and communicative skills. It has high motivation because it is amusing and interesting. Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account. In conclusion, learning vocabulary through games is one effective and interesting way that can be applied in any classrooms.

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