

Педагогические науки

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EFFECTIVENESS OF USING GAMES IN TEACHING VOCABULARYP.Sh. Begbudieva¹, M. Abdullaeva²*Abstract*

Learning vocabulary is a difficult task so that teachers try as much as possible to facilitate it for their learners. One of the techniques that can be used is integrating language games. The goal of this research is to check the effectiveness of language games in facilitating learning as well as improving vocabulary. In other words, this study aims at exploring the relation between using language games and vocabulary development for learners.

Key words: games, teaching vocabulary, EFL, ESL, spelling, video.

Vocabulary learning is viewed as very important to language learning. . For example, EFL learners face difficulties to learn and to remember new words. As a result, language educators and teachers are searching for useful methods to be used to facilitate for them the learning of vocabulary. Without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language.

Teaching of vocabulary was neglected during 1940-1970 due to some reasons because some educationists believed that the focus of the language learning must be on grammar instead of vocabulary. One must know how the words work together in English sentence. Secondly, it was also believed by some of the linguists that the meanings of the words cannot be adequately taught, so, it is better to avoid teaching them. Third, some specialists were of the view that being exposed to too many words might lead the students to make mistakes in sentence construction. One useful strategy to encourage learning a foreign language is using language games. When using games in the classroom, it is beneficial for teachers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture students' attention; lower students' stress; and give students the chance for real communication.

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact, games can provide English as a foreign language (EFL) and English as second language (ESL) students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency.

This article aims to give a clear understanding of what, why and how games are used in the classroom.

Language games are not activities mainly aimed to break the ice between students or to kill time.

There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

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Steps of Playing a Game The next step, after choosing the appropriate game, is applying it in the class. There are three main steps involved in playing a game. The teacher can give learners the sign to start the game but after introducing it. After the game is finished or the time is over, a feedback should be provided.

Introducing the Game The introduction is the first step in playing a game. It is so important because it informs learners about what is going to happen. The outcomes depend on the manner in which the game is introduced. More specifically, if the teacher introduces the game in an appropriate way, he/she may achieve the desired objectives. As a result, for effective game, the teacher tries to make a clear and attractive as well as motivating introduction.

Managing the game once the teacher has introduced the game, he/she can give the learners the right to start. The teacher's role during the game play is observing what is happening. However, it does not mean that the teacher does not have any role. As it is mentioned above, he/she may act as a facilitator of learning or enthusiasm generator. For instance, if there is any problem occurs during the game, the teacher can stop it and solve the problem, and then allow them to continue.

Debriefing the game the last step in playing a game is providing a feedback. It is important because it is a kind of evaluation. During this step, the teacher discusses with learners the outcomes of playing this game. Moreover, it creates opportunities for discussion so that students use the language.

Word map. Students work in small groups to learn connections among words by brainstorming and organizing words according to a map that they design or a blank one that is provided by the teacher. For example, when asked to give words they thought of when they heard the word "faithfulness", low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words.

Crossword puzzles offer an entertaining way of reviewing vocabulary. Students can do the puzzles in class in pairs, as a race with other students, or at home as homework. The teacher can also design a "Word Puzzle," which is also called a "Word Cross", asking the students to cooperate in groups to find and circle the words that the puzzle contains. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the word with the correct spelling.

Word formation. Teacher should encourage students to enrich and expand their vocabulary. There are different ways to expand the vocabulary of the students. By studying the morphology, we know that it not only concerns with the morphemes of words, but also the word-formation. In English classes, teachers should help students to get to know the processes of word-formation. Morphological rules reveal the relations between words and provide the means in formation of new words. That is to say, these rules determine how morphemes are combined to form words. Nowadays, teachers in colleges have paid much more attention to the teaching of the morphological rules of English word formation in their classes.

Reading the word. Reading words aloud is also very beneficial. It makes a learner familiar with the word and also improves pronunciations of the learners. Sound can be an easy way to illustrate words that describe sounds, such as whistle, scratching, and tinkling. You can make the sounds yourself, or bring in tapes or CDs for students to listen to and write down the words that they hear.

Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles.

Use video to produce of target vocabulary. Select a video segment that contains a series of actions or visual detail. Provide the learners with a list of target vocabulary words and ask them to construct a paragraph that incorporates as many of the words as possible.

The study of vocabulary has occupied the central place in teaching-learning activities. If you spend most of your time studying grammar, your English will not improve

very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.

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