## Title:

## FORESTASTIK GAME: A FUN WAY TO LEARN VOCABULARY

Author 1 Ishwaar Singh a/l Manjit Singh, Author 2 Zuraini Palal
University Of Technology Malaysia
Faculty of Education, Universiti Teknologi Malaysia, Skudai, Johor

Lecturer 1 Dr Mahyuddin Bin Arsat & Lecturer 2 Dr Muhammad Abd Hadi Bin Bunyamin Email address mahyuddin@utm.my & mabhadi@utm.my

Highlights: Forestatik game is a tool designed to acquire vocabulary through fun learning. This tool has speakers as sounds, realia, clay production, quizzes and riddles to allow pupils to acquire the necessary vocabulary for CEFR A1 and A2 level. It is a unique game that will attract attention to play and learn as well with its colourful realia. It helps to reduce the cognitive load and reduce the affective filter so that learning can take place.

Key words: vocabulary, fun learning, cognitive load, affective filter

## Introduction

Forestatik game is a tool designed to allow pupils to acquire vocabulary in a fun manner. Most pupils find it to b very dull to learn vocabulary. Therefore,, Forestastik game provides pupils with an alternative to acquire vocabulary in a fun way.

Forestastik game applies many forms of aids such as realia, flashcards and speakers to promote effective learning of vocabulary. This brings about a new form of energetic learning to replace the dull and boring methods.

The Forestastik game has its own rules and guidelines that pupils can use to learn vocabulary. It promotes independent learning as the teacher only facilitates the process. As one student checks for the answers, the rest also actively involve to learn from other people.

1

Its new and vibrant concept makes it a plus point as no any form of game has been introduced. Therefore, pupils will be interested to try something unique and learn vocabulary at the same time using the aids that have been prepared.

# How forestastik game works



The middle part is where the game is. Each person must choose a starting point which has different routes. Note that each player has the freedom to pick any route they want. To complete a round, they must pass thorough 5 obstacles. For each obstacle, they must pick a card from either one of the pocket of the Forestatik game.

The card picked has different instructions for them to do. Majority of the cards contain pictures of animals, insects and plants as shown below.



The pupil who pick the card must spell the name of the animal correctly. If he spells it correctly, he gets to keep the card. If he spells it wrongly, he must return the card into the pocket. The person with the highest number of cards will be the winner. A person will be selected. He is called the Master. He holds the answers and will decide if the answers are correct or wrong.

Some cards contain specific instruction to use the speaker. Pupils must press the speaker to listen to the audio. The audio can be a short story that pupil must listen to and understand or it can be a riddle that they must solve using the realia provided.

Other flashcards has instruction of using clay to build a model of the animal. This helps to enhance their gross and fine motor skills. They also learn to picture the image in their mind and relate it with the vocabulary.





#### **Contents**

#### <u>Advantages</u>

- Collaborative learning
- Fun learning with friends
- Reduce anxiety level to revise the learnt vocabulary

• Learning takes place at their own desired pace

# The Importance to education

- Teachers: A new method to attract students to learn vocabulary instead of using the textbook or merely pictures without any purpose
- Students: Help the students to visualizing the vocabulary, take part in the learning and also make the learning process more fun and attractive. Promotes independent learning among pupils. Peers learn with peers (Peer coaching)

# Commercial Value

• Can be commercialize by promoting this Forestatik game to the school especially for the primary school.

# Acknowledgement

The authors would like to thank the School Of Education Universiti Teknologi Malaysia for their support in making this project possible and the innovation exhibition becomes the platform to promote this project to others.

#### References

- Fauziah Hassan & Nita Fauze Selamat (2017). Why aren't students proficient in English language: The teacher's perspective. Retrieved from http://www.melta.org.my/index.php/11-melta-articles/216-why-aren-t-students-proficient-in-esl-the-teachers-perspective
- Latsanyphone, S., & Bouangeune, S. (2009). Using L1 in teaching vocabulary to low proficiency level students: A case study at the National University of Laos. *English Language Teaching*, 2(3), 186-193.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Radzuwan b. Abd Rashid (2011). Vocabulary learning among less proficient young adults using children's stories. *Mextesol Journal*, 35(1).