

ABSTRACT

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The Sims with their realistic animation, complex scenarios and impressive interactivity, computer simulation games might be able to provide context-rich, cognitively engaging virtual environments for language learning. However, simulation games designed for second language learners are in short supply. As an alternative, could games designed for the massmarket be enhanced with support materials to allow students to enter and make use of them for learning? This classroom-based investigation looked into whether the best selling game “The SIMS” could be rendered pedagogically beneficial to young learners by means of supplementary materials designed to meet criteria for foreign language learning. The mixed-technique study will significant improvements in vocabulary knowledge, as well as a generally positive reaction to the modifications among users and will better to use this technique for young learners.

Key words: Game, ELT, Teacher, Sims