# Abstract

Language acquisition for primary school learners is an important step in becoming effective pupils and communicators. Teachers cannot afford to oversee the significance of acquiring language skills from an early age. English as a second language is better acquired and used by primary pupils if teachers include games and play in their teaching. This paper tries to focus on the effects that games have on language learning and acquisition, motivation and self-esteem. Motivation and self-esteem are great factors in acquiring new language. Through games, teachers can enhance motivation and stimulate further interest. Also, using appropriate games, teachers can help students build self-esteem and self-confidence, such important elements when dealing with second language learning.     This     thesis investigated why games are a helpful tool in the teaching classroom and what methods could be used when teaching with the help of games. An overview of the ways in which games could be beneficial in the classroom has been provided and also the reasons to why they should be used. The results indicated that games should be used in a more conscious way and that learners can benefit from learning with the help of games.

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# INTRODUCTION

"How will we achieve to our national self-consciousness?

Only through education, education and once more education!!!" (Shavkat Mirziyoyev Miromonovich )

Nowadays the field of studying methodology of teaching foreign languages and usage of interactive methods like implementation of using various games while teaching is crucial. Since, in this developed century knowing foreign languages is a key of entering to the modern society. That's why our government is paying attention to widen the concept of learning foreign languages among Uzbek youngsters. In order to submit this task first of all, children should be taught by professional specialists. To tackle the first President of the Republic of Uzbekistan I.A.Karimov enacted a law regarding teaching and learning foreign languages in 2012 on December 10[1,37]. Since then foreign languages namely English has been taught from the first phase at schools. I should mention here that using various authentic games enriches pupils horizon and it becomes easy for them to learn foreign languages. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. So EFL, English as a foreign language, ESL, English as a Second language and foreign language teachers should all consider using games as a regular part of their classroom activities.

We should mention here that using various authentic games pupils horizon and it becomes easy for them to learn foreign languages. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. So EFL, English as a foreign language, ESL, English as a second language and foreign language teachers should all consider using games as a regular part of their classroom activities. Almost everybody loves playing whether they are young or old. From early childhood playing is an enormous part of most children's lives and it plays a big part of their development as well.

Children start playing as early as infancy but as they develop throughout their childhood they keep playing, and as they grow up and mature the nature of their play changes. When children enter middle childhood their play starts to change into games which are different from play in the sense that they are more organized and planned, and they usually include a variation of rules and a specific objective . When playing most games participants are almost forced into communicating with each other in order for the game to work. The need for communication during games, and the informal setting games provide encourages pupils to be unafraid to talk, which practices their fluency, a valuable communication skill. The national curriculum for foreign languages in Uzbekistan emphasizes the importance of learning languages and especially the importance of communication. Because of this fact it is vitally important for teachers to create a positive learning environment, and to try to spark interest amongst their students both in the foreign language and culture because that is important to a successful language learning process. Games help achieve these goals as they help satisfy the requirement of the national curriculum that language learning should been enjoyable for pupils. Children are said to be natural learners of a foreign language because they can learn it quickly and easily. But for teachers who have taught children this is not completely true: children are able to pick up language quickly; however they are likely to forget it quickly, too.

According to English writer Jeremy Harmer who describes young learners as being different learners than olderchildren, or adults. According to him, children respond to meaning even if they do not understand the individual words, learning from everything that surrounds them [13, 43-46]. According to Halliwell who adds that intonation, gesture, facial expression, and actions help to convey to children what the unknown words and phrases mean. By understanding the message, they understand the language. Halliwell associates second language learning to first

language learning, mentioning that they can interpret new sounds, new words, and structures in the same way as they acquired their mother tongue. Teachers must make sure they use gesture, intonation, and demonstration to convey meaning parallel to what they are saying [12, 76-81].The child becomes a very active learner, constructing knowledge from working with objects. Thus, the environment provides a setting for development through the opportunities it offers. Transferring this idea to the world of learning, we can think of the classroom and the classroom activities as offering opportunities for learning and development. Children from the age of eight or nine begin to develop a curiosity about the outside world. This curiosity is fed by the vast amount of information now available to them through TV and the Internet. Children today have a much greater superficial knowledge of the world than adults did when they were their age. This, again, can be utilized in the language classroom, using their natural curiosity to find out about other cultures and countries. Let's pretend games help children 'to rehearse for the real word and give them an opportunity to try out situations in order to learn to cope with them.' At this level, 'good teachers need to provide a rich diet of learning experiences which encourage their students to get information from a variety of sources.' Activities most suited at this stage are song, rhymes, stories, total physical response, dressing up, acting, group games, making things. Total physical response is very useful at this age, as children learn through their senses at this stage, not through abstract concepts. Jeremy Harmer believes that 'since children learn a lot of their language from commands directed at them ,second-language learners can benefit from this, too' [14, 34-36]. This means getting children to do or mime what the teacher says. Games must not be seen as a way of passing the time, because their purposes are multiple. Besides the major importance of games of spurring motivation and reducing the stress level in the classroom, games have a great advantage in the sense that children learn without knowing they are

learning. During games, children do not worry much about grammar mistakes, they are focused on what they are trying to convey. Apart from having fun, they will learn a grammatical rule just by playing an appropriate game.

# I. LITERATURE REVIEW

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. Lastly teachers need to assess how to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum. However, because of the limitations of the syllabus, games often cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop students' English proficiency of the target language.

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 and English as a second language students more than that. Among several strategies used to improve students' proficiency such as visual aids, drama, role-play, and so on, games are another useful strategy to promote students' language proficiency. This paper aims to give a clear understanding of what games are and why and how games are used in the classroom.

Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target Language. Well-Chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are 5 amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. "Games are

highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication."

## A. Methods of teaching by games

To increase the vocabulary we need media to be used. One of them is game. The definition of game is an activity that you do to have some fun. Games can make the students more focus in learning, because they do not feel that they are forced to learn. Games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they can give the students more opportunity to express their opinion and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Games can be media that will give many advantages for teacher and the students either. The useful of games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment  other useful of games are: Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children. Through playing games, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively. According to Moon who suggests a positive learning environment [3,63-67].

Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, etc. language classroom is noisy

with the language (English) is good because it will make the classroom more alive in English. Motivate pupils want to learn English by using interesting and enjoyable learning activities. E.g., project work, games, drama. It means learning by playing. Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested. Help pupils to develop personal reasons for learning English. For example by encouraging out of school class activities, e.g. pen friends, project, reading story books. Some instructions to teachers for teaching children to play games. Make learning English enjoyable and fun-remember you are influencing their attitude to language learning. It means teacher has to try in order to students are having fun in learning (learning by playing). Remember teacher is influencing their attitude to language learning. Do not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to students, teacher must give support to students while repaired their mistakes. Use a lot of gestures, actions, pictures to demonstrate what you mean. It means teacher has to try to accompany her explanation with media in order to students understand easily. Don't force the students to use the language directly, just give them examples by gestures. Talk a lot to them in English, especially about things they can see. Teacher must teach them by using English, especially about anything in their surroundings.

Play games, singsongs, say rhymes and chants together. It means teacher has skills in playing games, singsong etc. to make them enjoy and interest in learning. Tell simple theories in English, using pictures, acting with different voices. Do not worry when they use their mother tongue. You can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue. It means if the students use their mother tongue, the teacher translate to English and repeat again, again and again to make them always remember what teacher means. Constantly

recycle new language but do not be afraid to add new things or to use words they will not know. Teacher gives new language while remember the last topic. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving, it means teacher must demonstrate his teaching with several activities, sometimes teacher sit, stand up in front of or behind the students. Language learning is hard work. Effort is required at every moment and must be maintained over a long period. Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered. There are many kinds of games which can be used in teaching English. Of course, as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector and many others object surround them. It is better if the games are familiar for children, because they learn in a variety of ways, for example; by watching, by listening, by imitating and by doing things. It means children learn their knowledge through what they see, heard in their surrounding and then imitate it and imitating by doing things. Children can generally imitate the sounds they hear quite accurately and copy the way adults speak. It means they do imitation, memorization, practice and over learning, what the people are said. According to Bruner who says that language is the most important tool for cognitive growth and he also investigate how adults can help the children to solve their problem

[6 ,23-28]. So, teaching vocabulary-using games as methodology in learning – teaching process and the teaching materials for children which is related with their surround, it means the vocabulary which related and introducing things surround them such as family names, naming of alphabet, name of number, etc. Among numerous sources of children's interest in the language learning process, games seem to be very important. Obviously, there are a lot of other sources, such as pictures and stories. Pictures serve as a visual stimulus, while games use both visual and aural channels and activate language production and, sometimes, physical movement. Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task. Yet, games are sometimes perceived as entertaining activities, playing which children are not really  learning. There are teachers who fail to realize the importance of games, considering them not a wealth of various techniques and an opportunity for real communication but an uncontrolled and noisy waste of time. However, children in general learn better when they are active. Thus, when learning is channeled into an enjoyable game, they are very often willing to invest considerable time and effort in playing it. Moreover, in view of diverse learning styles and preferences the students display, benefits from games seem to cater for everyone as children find playing activities much richer language studying work than doing other kinds of practice. If games are properly designed, they may become an excellent and essential part of a children's learning  program.

The more variety we can introduce into teaching, the more likely we are to meet the needs of all the different learners. What is more, as children need to be motivated, exciting and relevant classroom exercises appear to be necessity if real understanding and acquisition is to take place. For games are activities with rules, a goal to achieve, and an element of fun; they seem to be challenging and interesting enough to keep the young students occupied and eager to complete the task. The majority of

activities, which are found in resourceful materials for teachers, are based on the belief that the games children enjoy and are interested in playing outside the classroom can be adapted and exploited for use in the English language classes. Furthermore, as they use English for real purposes, they make the children play and learn at the same time. Moreover, games help to create a context in which children's attention is focused on the completion of a task without realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to. However, it is always necessary to keep in mind the interests and needs of the learners. Games can provide a valuable learning experience in which the children practice and revise language only if they are carefully chosen, according to students' styles of learning. On the other hand, it is noteworthy that games like any other activity or tool can be overused when exploited too much so that the motivating element disappears rapidly.

**Creating, selecting, and adapting activities for children language learning**

Since children's concentration and attention spans are short, variety is a must. This means variety of activity, variety of pace, variety of organization. As already mentioned, children have an amazing ability to absorb language through play and other activities which they find enjoyable. That is why games seem to be a challenging and exciting tool to make the young learners motivated and satisfied with making progress in acquiring a language.

## Creating activities for children language learning

There are many reasons why creating activities for young children's language learning is very important. First of all, it is extremely valuable because it allows for meeting pupils' individual needs. Complete dependence on the textbook is not suitable for all students as they are of different levels and have different interests and diverse learning styles. Furthermore, the textbook being designed for a general audience may not fully match the students' specific requirements. However, creating materials for learning can be very time consuming and often needs resources, like photocopying facilities. Moreover, the most common barriers can also be the cost involved in realizing some conceptions, lack of handbooks from which to get ideas, lack of skills to design some activities. A good solution to overcome some of the difficulties mentioned above seems to be to involve pupils in preparing activities. They are full of ideas and enthusiasm. They can do some illustrations, they can prepare short stories and dialogues or riddles, and they can also make rhymes, chants, or short poems. It gives them a real reason for using language; and gradually, they can create activities for each other.

## Selecting activities for children language learning

Before choosing an activity for use with a class, it is necessary to consider some criteria which should be helpful in making decisions whether to use the particular activity, to reject it or to adapt it.

First of all, it is essential to provide a clear and meaningful purpose for using language which capitalizes on young learners' desire to communicate, for example, activities which involve a game, puzzling something out, or getting missing information from another person. All these make sense and are meaningful to young learners.

Next important criterion is to challenge the learners and make them think so that they are more engaged and so process the language more

deeply. There is sometimes a danger that activities are used because they work well or because learners enjoy them. What is important and should matter most is the language-learning value an activity has.

Another very significant point is providing activities which are enjoyable and interesting and which make children want to continue doing them so they get more practice, for example, creating monsters, guessing, and games with the winner or prize. However, it is important that these all have a clear language-learning purpose so that children are practicing and they are not done just to keep pupils amused.

Additionally, it is noteworthy to select activities which create a need or pressure for children to use English, for when the game is very exciting, pupils tend to use the them to report back to the class in English. This increases exposure to and use of the language.

Finally, it is meaningful to provide activities which allow children to be creative with the language and give them opportunity to experiment with it. This will help the young learners to test out their hypotheses about the language and assist the development of their internal language system.

It is necessary to remember that no activity can fulfill all the criteria simultaneously. Therefore, it is always vital to decide what the priorities are before choosing the activity.

## Adapting activities for children language learning

The process of adapting activities, which are found in the textbooks, is a good way of beginning to create teacher's own materials. There are many ways of adjusting the language or the task to suit the level of the pupils and teaching situation. For example, we can either simplify the language or the task or make them more          difficult and complicated. Moreover, we can use teaching materials from the textbook or prepare our own. In addition, we can make the activity more interesting for the children giving them some space for their own creativity.

Apart from meeting students' need, the process of adapting an activity is a helpful way of gaining fresh perspectives on our teaching. What is more, it also helps to stand back from our teaching and look at it in order to find out what works and what does not. It is also beneficial to get pupils' opinion as a check on our own perceptions.

To sum up, the main argument for adapting the materials is not only to ensure a better fit between our teaching and the needs of our students but also to stand back from the routine of our daily teaching and consider it from a different perspective.

## B .Importance of games in teaching.

Learning is one of the primary activities of pupils in the classroom. Successful learning is only on the right way to lead the process. Good learning atmosphere and method can guide the students to learn more and meaningful. To accomplish such condition, teachers must create varitype and attractive methods for the class.

The English instruction in elementary school is intended to endorse the mastery and development of the four basic abilities and skills. Those are reading, writing, speaking and listening as reflected in abilities and skill concerning language use so that the students are able to express simple expression with emphasis our vocabulary mastery in order to avoid to vocabulary infraction and attain better out comes, the teacher should choose an appropriate teaching method, which is suitable with subject matter in teaching learning process. The need to use various instructional media will be able to help students to increase their English vocabulary. Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language. The words are most commonly used are those a teacher should teach first.

But commonly and usually the way of teaching makes the students lazy and bored. The teacher needs something different to make students interested, mostly children, because they are very easy to get bored. Therefore, teacher needs something interesting which can make motivate them. It is based on the characteristics and attitude of the children that they are curious and often seeks something that the teacher notices them and shows appreciation for what they are doing. So, to motivate them teacher needs something new that can stimulate their curiosity. With the current analysis on communication in teaching language, using games

appears to hold a solution for many teachers. The communication activities somehow involves in a varied use of language.

It had been found in many schools, teacher use games activities as their teaching aid. The students really appreciate any kind of activities which provide excitement and fun. It will be easy to understand and practice of English. The writer chooses games as the simple illustrated media to facilitate students' method of learning, as we know children learn while playing games. It is easy to be understood and comprehended by students.

However, learning English vocabulary using games has an importance role for elementary teachers and students. The first, as students, they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by playing games that nowadays has been grown and developed in Uzbekistan. The third, teaching English vocabulary using games can help teacher in teaching learning process. Finally, they (teacher and students) can teach and learn English vocabulary using games.

Today's, many games are in our environment from traditional games up to modern one. They (games) have influenced on children life, not only positive effect but also the negative one. Playing games are something enjoyable for students. So, many students spend their time, just to play something useless with their friends and even they forget their duty as student.

But playing games as one of educational media is very important for English students and English teacher through playing games; teacher can teach vocabulary by playing games, so children / students can understand and absorb English language easily.

# C .Using the words.

In teaching to children, teacher has to use performance to teach vocabulary to them, because the children in literacy level are Performance, it means children learn language with accompanying action. In this level, teacher can use media, according to Nation in recited by Cameron is listed basic technique of explaining the meaning of new words by demonstration picture:

- Using an object
- Using a cut-out picture
- Using gesture
- Performance action
- Photographs
- Drawing and or diagram on the board
- Picture from books, TV, Video or Computer
- By verbal explanation:
- The important of vocabulary [8, 152-153].

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to comprehend the reading materials catch other talking, give responds, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those who address them, they will be unable to participate in conversation, unable to express some ideas, or unable to ask for information.

Considering the important of vocabulary role in learning foreign language. The mastery of this element should be ensured and develop. Otherwise, the vocabulary mastery of the children will be limited and consequence of it is that they will find difficulties in learning the skills of the language.

Although a considerable amount of vocabulary, learning is associated with primary language learning in early years. The acquisition of most the vocabulary characteristic of an educated adult occur during the years of schooling, and infects one of the primary task of the school as far as language learning in concerned, as to teach vocabulary. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor. Games can provide this stimulus.

The game context makes the foreign language immediately useful to the children. It brings the target language to life. The games make the reason for speaking plausible even to reluctant children. Through playing games, students can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Make your classroom a lively place through the use of attractive wall displays, displays of pupils' work, a bool corner, etc. language classroom is noisy with the language (English) is good because it will make the classroom more alive in English (practice).

Motivate pupils to want to learn English by using interesting and enjoyable learning activities. Ex; project work, games, drama. It means learning by playing.

Create warm and happy atmosphere where teacher and pupil enjoy working together. Teacher arranges good atmosphere in classroom and make the students interested. Help pupils to develop personal reasons for learning English. For example by encouraging out-of –school class activities, e.g. pen friends, project, reading story books. Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming.

Games are often used as short warm-up activities or when there is

some time left at the end of a lesson. Yet, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Games are used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

There are many criteria games as educational media for teaching English to children:

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.
- A game should be familiar by children.

The important things in teaching English vocabulary is how to make English learning fun for children with these excellent products

## D. The advantages of using games in teaching English

Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

There are many advantages of using games in the classroom:

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort.
- Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

Vocabulary games bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.

Games usually involve friendly competition and they keep students interested in learning the language.Games can help them (children) learn and hang on to new words more easily. The reasons of the writer in choosing games as educational media for teaching children are:Games make learning fun so your class and children are willing participants and not just there because they have to be.

Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than

just repeat things back mindlessly. Therefore, they want to know and learn more.Pupils get to use the language all the time during the games

They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to these games, it is fun. How do you expect your class or children to remember vocabulary if they never use it? Repetition is the mother of skill. The games lend themselves perfectly to quick bursts of revision. Using some of the games, you can revise a massive amount of vocabulary and grammar in a few minutes. If you use games to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel. Children have a short attention span (even more so these days with the style and pace of the media, and computer games), so injecting lively varied games into your classes to practice the language you are teaching will keep your children alert and enjoying themselves.

The philosophy of encouragement incorporated into these games allows all students, including the less good ones, to gain in confidence. Usually this doesn't just mean they get better at your subject, but in all subjects. This makes everybody, including you, more motivated and optimistic, and you can really make a difference by helping your pupils have more self-esteem so they succeed in all areas of life.

You do not need many materials to play these games (in some cases you need only your regular blackboard or classroom props). Once you have used the games once you will need virtually no preparation time at all!

You will be able to give stimulating fun classes while keeping your evenings free for yourself and your own hobbies, family and friends. Teaching vocabulary using games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

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.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching (foreign) languages.

Games can be used at all stages of the lesson. But teachers must be sure that games provided, are suitable and carefully selected by the teachers.

Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

### E. Using games

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about

learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful.

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practice language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging. According to Ersoz who states that games can be used to give practice in all language skills and they can be used to practice many types of communication [4, 67-73].

According to Huyen who identifies the advantages of using games to learn vocabulary in the classroom:

a) Games add relaxation and fun, so the learners retain words more easily.

b) Games involve friendly competition, so it keeps learners interested and motivated.

c) Vocabulary games bring real world context to the classroom [18,103].

According to Mei who emphasizes similar points by saying that it encourages active learning, as well as collaboration and interactivity. Interactive learning techniques also hold memory, performance and social benefits [22,81]. According to I-Jung the benefits of using games in language-learning include that games are learner centered, encourages creative and spontaneous use of language and foster participatory attitudes of the learners[19, 12].

According to Kim who states more general advantages of using games in the classroom and they include:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.[20, 67-68]

Students learn through experimenting, discovering and interacting with their environment. Students need variation to increase their motivation. By using games students already have a context in which the use of the target language is immediately useful. This learning situation is similar to how mother tongue speakers would learn without being aware they are studying.

## When to use games ?

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.
- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.

There are several types of games they are: card games, board games, simulation games, and party-type games. When choosing games a teacher does not have to have a multitude of games up his/her sleeve, but rather creativity at taking existing, familiar or popular games and adapting it to the classroom to aim for maximum student involvement. Many games require modification in use when the students' needcare taken into consideration. It is also important to note that a game doesn't need to involve a lot of movement or excitement or cheering, but it does need to be intellectually challenging.

Teachers can use a variety of extra incentives to keep the energy in the classroom going during games with: group or team competition, using small prizes depending on age (stickers, stamps, reward points etc.), using dice to determine amount of points or using fake money or playing cards as point system (every time a student answers correctly he/she receives a card or note). Students could be given a sticky ball to throw at vocabulary words, grammar structures etc. that are written on the board and then asked to use them in sentences. Or alternatively they could answer a question and throw at a target on the board to win points. A paper airplane or bean bag could also be used in a similar way. Small whiteboards can be used in spelling competitions and be sent around in the team. Students love to play rock-paper-scissor and it can be adapted for various functions within games. Games could also be based on real-life sport such as baseball or basketball. The teacher can draw a playing field/court on the board and each time a student/team answers a question they can move to the next base or score a goal. Interactive games such as hot seating or role play can also be used. Teams can, for example, do "shopping", where they have to buy a certain amount of things with their money, while at the same time practicing dialogues and vocabulary. Another popular game is Taboo; where a student from each team sits with their back to the board, the teacher writes a word on the board and the rest of the team must explain the

word without using/saying it. The first team to guess the word correctly wins.

A similar game that can be adapted for the classroom is 30 Seconds. An ABC game can also be used where students have to give a word beginning with the next letter of the alphabet. Or a similar game is Chain spelling, where a student is asked to spell a word and then the next student must say and spell a word beginning with the last letter of the previous word. With newly arrived students' teachers can use a school or campus treasure hunt.

Games and fun activities are a vital part of teaching English as a foreign language. Whether you're teaching adults or children, games will liven up your lesson and ensure that your students will leave the classroom wanting more.

Games can be used to warm up the class before your lesson begins, during the lesson to give students a break when you're tackling a tough subject, or at the end of class when you have a few minutes left to kill. There are literally hundreds, probably thousands, of games that you can play with your students. EFL games are used to test vocabulary, practice conversing, learn tenses - the list is endless.   This list of ten classic ESL games every teacher should know will help get you started and feeling prepared. Having these up your sleeve before stepping into the classroom will ensure your lessons run smoothly, and, should things get a little out of control, you'll be able to pull back the attention of the class in no time.

**Whole Class games**

Some games such as interview activities, bingo, jeopardy, and board.

- An interview activity to practice the "Where are you from?" and "I'm from ~." structures might start by handing out slips of paper with eight to ten different **country names**. Students can then be given a worksheet with all the country names written on the left and told that their goal is to get a

student signature for each country by mingling with their classmates and asking the target question. Jeopardy is more of a review activity because it focuses on listening and does not give students lots of speaking practice. The easiest thing to do is have students make groups of four to five, write categories and stars for each answer on the board, and explain that groups will get three points for a correct answer after the first clue, two points after the second clue, and only one point after the last clue. You will need five or six categories and perhaps five answers per category. If you would like to focus on a particular tense, simply use that tense for at least one clue per answer. You can choose the first category but after that, the group who provides the correct answer first should choose the category. - Board games are often best played in small groups but if introducing a very challenging game, it may be a good idea to play as a class first. A group of students can be represented by a game piece and students can work together to answer questions. In the class following this, students can play the game in groups for further practice.

**Games in Small Groups**

There are also lots of games that can be played in groups of about four.students.

- Board games where students move pieces and answer questions or form sentences based on images make for good practice activities.

- Card games such as Go Fish, Memory, and many more can be adapted for classroom use. When you are teaching comparatives, card games can be an invaluable tool. You can also use simple card games to test comprehension by making up decks of cards with letters for example. Have students spread all the cards face up on their desks, you then say a letter aloud, and the first student to slap the correct card gets to keep it. Repeat until all the cards are gone and the student with the most cards at

the end of the game wins. To make this more challenging, you can tell students that if they slap the wrong card, they have to take one card out of their pile.

## Pair work Games

There are many of pair activities students can do to practice English. This will take a lesson to explain and practice but once your students are familiar with it, can be played as a twenty to thirty minute activity. Battleship is best used to practice tenses. The worksheet consists of two identical seven by seven grids, one above the other. The first box in the upper left is kept blank, the first row is filled in with phrases such as "play soccer" and "study English", and the first column is filled in with words such as "I, You, He, We, They, The students." Students should secretly draw their "boats" on the grid. Typically one boat should have five squares, one boat should have four squares, two boats should have three squares, and one boat should have two squares. Boats can only be drawn vertically or horizontally. On the board practice the structure that students will use for the activity for example "I played soccer. You studied English." until every row and column has been practiced and then instruct students to say "Hit", "Miss", or "You sank my ship!" when appropriate just like in the original game. Students can usually play two or three times before moving on to another activity.

Again, there are lots of different games out there that can be used in the classroom. Be creative and have fun! Ensuring your students have the necessary instructions and practice before starting any activity will make it more enjoyable and beneficial for your students.

### The importance of using games in teaching English for young learners

Games are one of the most effective tools in teaching English for children, so what are the reasons for this?

Firstly, games help children to reduce stress during their studying. They make children funny, happy, interesting and comfortable when they are played games, which will help children concentrate on the lesson and learn better. Moreover, children will remember English words according to games the most effectively.

In addition, games help children to interact with other members in the class. In fact, games create the opportunity for them to make friends with other members in the class. They become friendly and have a close-knit relationship. After playing games, they will learn experiences, share knowledge and exchange skills with their friends, which makes children learn well.

Moreover, games also help children to enhance listening skill. For example, when the teacher gives rules of games in English. In fact, If children don't focus on teacher's instructions they won't understand the rules and can't play the games. So, children have to concentrate on the teacher's instructions to understand what the teacher says and do as teacher guides, which helps children improve English listening skill. Furthermore, when the children are played games they will have the chance to increase the cooperation. They will cooperate with your friends to try their best to win the games. In addition, At the end of game, the children have the opportunity to evaluate other groups, which rises the cognitive ability of children. Moreover, games also help students to improve their listening skills. for example, the teacher often use the target language to give the rules of games, which helps students to try to listen and understand what the teacher instructs.

Games are very useful for young learners, but to use games the most effectively the teacher should choose the games that are useful for children, Especially, games must be related to the lesson and suitable with children. For example, Hangman- this is a great game to help children practice new words and spelling skills. This game is very

good for the teacher to teach vocabulary for children.

Games are very effective in teaching English for young learners. Being an English teacher it is very necessary for you to use games in teaching English for students.

I have never used course books in my classes, so games have always been part of my lessons and, to tell the truth, they have turned to be an extremely successful teaching strategy.

Which are the factors we should take into accounts when we decide which game to play?

When it comes to choosing a game for a lesson there are three aspects I always take into account:

- Age and level of the students
- Target language (grammar structure, vocabulary, functional language, etc.)
- Stage of learning (teaching, reviewing, assessment) I usually adapt board games, party games, quizzes and word games for my students' needs.

How we should introduce a game?

1. Explain the rules by using simple sentences and numbering them.
2. Write on the board key language and/or important instructions.
3. Ask each learner to repeat one rule.
4. Ask for the translation of some rules to be sure that all the students have understood.

## F. The results of using games in learning process

Among numerous sources of children's interest in the language learning process, games seem to be very important. Obviously, there are a lot of other sources, such as pictures and stories. Pictures serve as a visual stimulus, while games use both visual and aural channels and activate language production and, sometimes, physical movement.

Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task. Yet, games are sometimes perceived as entertaining activities, playing which children are not really learning. There are teachers who fail to realize the importance of games, considering them not a wealth of various techniques and an opportunity for real communication but an uncontrolled and noisy waste of time. However, children in general learn better when they are active. Thus, when learning is channeled into an enjoyable game, they are very often willing to invest considerable time and effort in playing it. Moreover, in view of diverse learning styles and preferences the students display, benefits from games seem to cater for everyone as children find playing activities much richer language studying work than doing other kinds of practice. If games are properly designed, they may become an excellent and essential part of a children's learning program.

- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort.
- Games help students to make and sustain the effort of learning.
- Games provide language practice in the various skills - speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use

The more variety we can introduce into teaching, the more likely we are to meet the needs of all the different learners. What is more, as children need to be motivated, exciting and relevant classroom exercises appear to be necessity if real understanding and acquisition is to take place. For games are activities with rules, a goal to achieve, and an element of fun; they seem to be challenging and interesting enough to keep the young students occupied and eager to complete the task. The majority of activities, which are found in resourceful materials for teachers, are based on the belief that the games children enjoy and are interested in playing outside the classroom can be adapted and exploited for use in the English language classes. Furthermore, as they use English for real purposes, they make the children play and learn at the same time. Moreover, games help to create a context in which children's attention is focused on the completion of a task without realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to. However, it is always necessary to keep in mind the interests and needs of the learners. Games can provide a valuable learning experience in which the children practice and revise language only if they are carefully chosen, according to students' styles of learning

On the other hand, it is noteworthy that games like any other activity or tool can be overused when exploited too much so that the motivating element disappears rapidly.

Since children's concentration and attention spans are short, variety is a must. This means variety of activity, variety of pace, variety of organization. As already mentioned, children have an amazing ability to absorb language through play and other activities which they find enjoyable. That is why games seem to be a challenging and exciting tool to make the young learners motivated and satisfied with making progress in acquiring a language.

There are many reasons why creating activities for young children's language learning is very important. First of all, it is extremely valuable because it allows for meeting pupils' individual needs. Complete dependence on the textbook is not suitable for all students as they are of different levels and have different interests and diverse learning styles. Furthermore, the textbook being designed for a general audience may not fully match the students' specific requirements. However, creating materials for learning can be very time consuming and often needs resources, like photocopying facilities. Moreover, the most common barriers can also be the cost involved in realizing some conceptions, lack of handbooks from which to get ideas, lack of skills to design some activities. A good solution to overcome some of the difficulties mentioned above seems to be to involve pupils in preparing activities. They are full of ideas and enthusiasm. They can do some illustrations, they can prepare short stories and dialogues or riddles, and they can also make rhymes, chants, or short poems. It gives them a real reason for using language; and gradually, they can create activities for each other.

Selecting activities for children language learning

Before choosing an activity for use with a class, it is necessary to consider some criteria which should be helpful in making decisions whether to use the particular activity, to reject it or to adapt it.

First of all, it is essential to provide a clear and meaningful purpose for using language which capitalizes on young learners' desire to communicate, for example, activities which involve a game, puzzling something out, or getting missing information from another person. All these make sense and are meaningful to young learners.

Next important criterion is to challenge the learners and make them think so that they are more engaged and so process the language more deeply. There is sometimes a danger that activities are used because they

work well or because learners enjoy them. What is important and should matter most is the language-learning value an activity has.

Another very significant point is providing activities which are enjoyable and interesting and which make children want to continue doing them so they get more practice, for example, creating monsters, guessing, and games with the winner or prize. However, it is important that these all have a clear language-learning purpose so that children are practicing and they are not done just to keep pupils amused.

Additionally, it is noteworthy to select activities which create a need or pressure for children to use English, for when the game is very exciting, pupils tend to use the mother tongue. Because of the natural urge to win, they may cheat and use their first language. Therefore, the activity should be designed so that it would require children to use English at some stages, for example, by recording their answers or getting them to report back to the class in English. This increases exposure to and use of the language.

Finally, it is meaningful to provide activities which allow children to be creative with the language and give them opportunity to experiment with it. This will help the young learners to test out their hypotheses about the language and assist the development of their internal language system. It is necessary to remember that no activity can fulfill all the criteria simultaneously. Therefore, it is always vital to decide what the priorities are before choosing the activity.

The process of adapting activities, which are found in the textbooks, is a good way of beginning to create teacher's own materials. There are many ways of adjusting the language or the task to suit the level of the pupils and teaching situation. For example, we can either simplify the language or the task or make them more difficult and complicated. Moreover, we can use teaching materials from the textbook or prepare our own. In addition, we can make the activity more interesting for the children giving them some space for their own creativity.

Apart from meeting students' need, the process of adapting an activity is a helpful way of gaining fresh perspectives on our teaching. What is more, it also helps to stand back from our teaching and look at it in order to find out what works and what does not. It is also beneficial to get pupils' opinion as a check on our own perceptions.

To sum up, the main argument for adapting the materials is not only to ensure a better fit between our teaching and the needs of our students but also to stand back from the routine of our daily teaching and consider it from a different perspective.

## III. RESEARCH PLAN

## A. Statement of purpose

In this degree project, teaching with the help of different games will be discussed and compared to teaching without the usage of games. In addition to this, the focus will be on games in education and what they can contribute with, in the learning classroom as a learning tool. The purpose with this research is show in what way games can benefit learners and educators and what benefits they provide the learners with. To be able to understand the benefits of using games in language learning, I interviewed 2 teachers who have focused their teaching on teaching with the help of games. In addition to this, a small-scale research synthesis will be conducted where former studies are summarized, compared and contrasted. Therefore, the research questions are as follows:

1. In what way should games be used in language teaching?

2. What are the benefits of using games in language teaching?

## 1.The Goal of the research

The aim of this research was to develop a training course to improve the English with games of primary class pupils particularly. This study aims to know the effect of using educational games on learning a foreign language. The study will answer the following questions:

1. Is it useful to use games in teaching English Language?

2. Do games create an interactive environment in the classroom?

3. Do games facilitate learning a foreign language?

4. Is there a relation between learning theories?

5. Do games encourage students to solve unstructured problems, communicate, navigate, and evaluate and use the second language effectively?

6. Do games encourage students to learn independently as well as work collaboratively?

7. Does the use of educational games enhance creativity; improve design skills and the ability to present information using the second language?

8. What effect does educational games use have on students' motivation?

9. Do games influence students' achievement?

## 2. The objective of the research

The aim of the study was to examine the effectiveness and usefulness of task based games approach in teaching to primary school pupils. The purpose was also to learn about learners' preferred games. The questions that should be answered at the end of the experiment are such as:

1. What is the effect of applying games as methods of teaching English at primary schools?

2. Does game enhance significantly the learners' knowledge of learning English?

3. Does the curriculum of the school include game-based activities which promote adopting game-based approach on teaching English?

4. What are the reasons behind using or avoiding game-based teaching?

## B. Methods

Class number 1-A of 16th-school took part in the experiment. There were 17 pupils in the class. The level of the pupils was beginner. The subject taught was vocabulary in context. Students had been studying the subject since September. The researcher followed the curriculum and chose the topic according it in order not to waste teacher's and students' time. There were held 3 lessons in February-March, 2018. The topics of the lessons were vegetables, domestic animals, wild animals and fruits. Besides there were held pre-test and post-test in order to collect the data for the experiment. Another tool of the research was a questionnaire. The students were given it on the last day of class. It was a questionnaire written in English whose aim was to find out background information about the samples and measure somehow the response to the teaching model.

There was an observer, who sat at the back of the classroom monitoring what was previously prepared in the lesson plans. The observer was also asked to answer the questions in the questionnaire.

### 1.The subjects of the research

As it was mentioned above, the research was accomplished with first class pupils. Pupils had beginner level. Here are some details about pupils.

| № | List of pupils | Age | Gender | Educational level |
|---|---|---|---|---|
| 1. | AbdullayevaMohinur | 7 | Female | Beginner |
| 2. | AbdurahmonovMustafo | 7 | Male | Beginner |
| 3. | BerdiqulovFariz | 7 | Male | Beginner |
| 4. | BerdiyevaRoziya | 8 | Female | Beginner |
| 5. | BotirxonovRahmatxon | 7 | Male | Beginner |
| 6. | DavronovaZiyoda | 8 | Female | Beginner |
| 7. | KomilovBexruz | 8 | Male | Beginner |
| 8. | MetinovAnsor | 7 | Male | Beginner |
| 9. | MexrijjidinovLaziz | 7 | Male | Beginner |
| 10. | MurodkulovaParvina | 7 | Female | Beginner |

| 11. | MuxtorovaJasmina | 7 | Female | Beginner |
|-----|------------------|---|--------|----------|
| 12. | Muxtorova Sabrina | 7 | Female | Beginner |
| 13. | NasriddinovHasan | 7 | Male | Beginner |
| 14. | NasriddinovHusan | 7 | Male | Beginner |
| 15. | NasriddinovaMalika | 8 | Female | Beginner |
| 16. | ObidjonovAnisjon | 7 | Male | Beginner |
| 17. | ObidjonovAzizbek | 8 | Male | Beginner |

## 2.The materials of the research

In order to collect data, the following instruments have been used:

**Questionnaire**

Learners are an excellent and reliable source of feedback on any method of teaching. The information given by them is not an example but rather on the whole process of learning. Usually, they are aware of what they are learning and how they are learning. The outcome defined by them would give us a clear picture of what the teacher or researcher predicts and assumes. Hence it is necessary to administer a students' feedback questionnaire and they appreciate when they are consulted and the open approach of the teacher would motivate them further. The entire process would enhance the learning process positively.

At the end of post-test correction, the researcher's feedback was given to them and in turn they were asked to give their responses. Feedback questionnaires collected from the pupils show that they are able to learn better through games rather than traditional method.

**Peer Observation**

In order to have better information from the observer:

- The observer attended 2 classes.

- The observer was given a kind of a questionnaire with 14 questions based on relevant features of teaching based games approach used for the current research.

- The first three questions (*See appendix 2*) aimed basically at getting more information of the students, part of the research.

- The rest of the questions had the intention of measuring the students' interest, if the class was teacher-cent red or student-cent red, students' autonomy, use of L1 and the skills developed.

- The last question was for further free comments from the observer.

This instrument was chosen in order to have a better and more accurate picture of what was being researched. This is an investigator triangulation, in which the observer contributes to the findings and gives the research study greater reliability.

As it was mentioned above, the observer was given a questionnaire. Most of the questions were semi-open and were prepared in order to check validity since it was necessary to verify if during the class, those observed were using characteristics of the approaches to be researched.

There was one open question to write further comments and give the observer the chance to write every idea he considered relevant and therefore have a more consistent data collection. It is important to highlight that the observer was sitting at the back trying to avoid disturbance to the sample.

### Formal evaluation

Although the formal evaluation does not always reflect what the students really learn and acquire, it has helped to have a quantifiable idea of their achievement.

To address the effects of teaching based games, the researchers tried to prepare tasks which made learners able to use vegetables in their daily communication as well as improve their vocabulary skills.

For the purposes of this study, two instruments were used and the needed data was collected. First, Placement Test was administered to determine the proficiency level of the students. Then, the second instrument which was prepared by the researcher was employed to assess

the participants' performance in was post-test which consisted of twenty multiple choice items.

### 3.The procedure of the research

As it was mentioned above, to collect data to accomplish the current research, it was necessary to do the following:

a. Prepare the lesson plans using teaching based games framework.

The classes usually followed the teaching based games framework: Pre task, Task Cycle and Language Focus with certain kind of flexibility and adaptations:- In the Pre task, student always had a warm up activity related to what was coming next. So students were always interacting from the beginning of the class as soon as the instructions were given.

- In the task cycle, simple tasks were used. Some activities which were prepared for the production stage for the first sample were used as the main task.

b. Prepare questionnaires for students and teacher.

c. Prepare pre- and post-tests

Activity 1: "VEGETABLES"

Class description**:** 17 pupils at the age of 7-8 Level: elementary materials: 5 sets, each consisting of 10 cards with pictures of vegetables and 10 cards with names of vegetables

**Aims:** to practice the vocabulary students learnt during the previous lesson to practice asking questions "What have you got?" and answering them "I have got….."

Procedure**:**

- Learners, in pairs, get a set of 20 elements.

- There are 10 elements with names of vegetables on one side and they are colored red on the other side.

- There are also 10 elements with pictures of vegetables on one side and they are colored blue on the other side.

- Learners have to match the right word with the right picture.

- The rules are the same as for playing MEMORY.

- At the end, the T asks: Azizbek, what have you got?

- And, Azizbek answers: I've got a onion, red pepper, potato and tomato.

Activity 2: "What's in the box?"

Class description: 17 pupils at the age of 7-8 Level: elementary

Materials: big cards with pictures of fruits on them and 1 big boxAims: to practise the vocabulary students learnt during the previous lesson to practice asking questions "Is it a…" and answering them "Yes, it is/No, it isn't"Procedure:

The Teacher shows cards with pictures of fruits on them and asks: "Is it a peach?"etc., and students answer: "Yes, it is/No, it isn't"

- The Teacher chooses 1 student to come up to the front, take one card without showing it to the others and put it into the box.

- The rest of the group asks questions: "Is it a…?", and the chosen student answers: "Yes, it is/No, it isn't."

## 4.Data Analyses

There were three step procedure as follows: the first step is schema building. At this step, some topics are introduced to the students, a context is set and the new vocabularies in the task are introduced. In the second step controlled practice are used. For example students could listen and read some conversations and then practice them in pairs. Finally, they practice the conversations again without memorizing it word for word.

The third step involves a lot of listening practice. For example, students should listen and match the conversations with some pictures. At this step students faced some authentic conversations.

In steps 1 to 3, the participants were involved in more controlled practices, but in step 3 they could engage in a more free practice. Some of them could create their own language first. It was like inter-language but

overtime they could speak more closely to native speakers. In the last step pedagogical tasks were introduced.

In class-room teaching task is given in the following three stages:

1.Introduction to topic: Before giving a task the topic has to be introduced to the pupils. Researcher can also give instant example of vegetables. What is this? What color is it? And pupils answered: it is a carrot? It is orange…

In this stage researcher can also raise question in order to enquire the understanding of pupils about the topic. It has to be interactive session for the researcher and the learners. For example if the researcher would like to teach the use of words then name of vegetables are introduced to the learners by asking them variety of questions related to it.

2.Illustration: In order to make learners understand about the vegetables examples have to be given to the learners. Illustrations are based on the language and sentences based on their discourses. As these learners are already aware of the vegetables they need the proper understanding about the various vegetables and their colors..

3.Feedback: It is one of the important stages where researcher discusses about his observation to the learners. Researcher gives feedback on the basis of the beginner learner's performance. Once they have finished the task the researcher does the analysis and gives his/her observations about the learner's performance. Themes were assigned to the students in three different ways.

### III. Data Collection

This chapter will mainly deal with the practical part of this research work. It is devoted to investigate about the hypotheses presented in the general introduction. To serve the hypotheses needs, the empirical touch will be sustained from: 1) a teachers" questionnaire and a pupils" interview to collect data about their attitudes towards vocabulary and their concerns of language games, 2) a test made under our observation in three sessions to measure the degree of influence of using language games for the vocabulary acquisition. Firstly, we are going to state the research design used (sample population and the research tools) and then to interpret and analyze the data obtain.

To be successful in implementing a communicative approach to young learners, teachers should not only know how to apply it but also understand young learners' characteristics. According to Brown who proposed that the outstanding characteristics of beginners are curiosity, activeness, having a short span interest, preferring working in group[5, 38-40].

Cconsidering these characteristics, it can be stated that young learners have a short period in concentrating in learning; however, they are curious and prefer the active activity. Consequently, teachers have to consider selecting an appropriate method that helps promote English learning and be suitable for students' characteristics.

A number of effective teaching techniques are used to stimulate beginners' interests. Using games in classroom is one of recommended techniques. According to Lee who stated that to use games in classroom can support English learning in many perspectives. That is it provides opportunities for target language practice, encourages students to communicate by using all four language skills, and creates a real life situation for using language. However, to implement games in English class, teachers should consider numerous factors. One is choosing

appropriate games to a group of learners [21, 78-79].

According to Ampaipan who proposed six criteria for selecting games. There are a number of students in class, places: inside or outside class, level of age: children, teenagers or adults, level of English proficiency: beginner, intermediate or advanced learners, duration and the content: English skills, the difficulties of language[2, 88-91]. In addition, teachers should further consider how to implement games to class. According to Reese who suggested that games can be used in English class for two purposes. The first is to activate background knowledge in presentation stage such as, matching picture with target vocabulary. Secondly, it is used to practice English skills or learn particular grammar in practice stage such as, using spelling games to teach vocabulary [23,119].

From the above evidence, it can be assumed that teaching English through games is one of the effective techniques. It can help pupils improve both vocabulary knowledge and ability to communicate. The present study; thus, investigated the effects of teaching English through games of grade first pupils at 16th -School. This mainly focuses on the students' improvement in vocabulary knowledge and ability to communicate in English. In so doing, two research questions are set to frame the study: Do games help improve students' English performance and what are pupils' attitudes toward teaching English through games?

### Participants

By means of purposive sampling, 17pupils in grade first were selected as the participants in this study. It was a mixed-ability class. The participants have been studying English for first years.

### Research Instruments

Two research instruments were employed: a test and a questionnaire.

**A test (Pre-Post test)**

In order to investigate the learners' improvement in terms of their vocabulary knowledge and ability to communicate in English, a test was

used. The same test version was administered twice as pre and posttests. The test content covers four topics: Domestic animals, wild animals, vegetables, fruits . The test was designed by the researcher under the supervision of the advisor. Then it was given to an external rater with a test specification in order to examine its content validity.

## A questionnaire

The questionnaire with three-point scale: 3 = strongly like, 2 = moderate, 1 = dislike was used to investigate the students' attitudes toward learning English through games. It consisted divided into 2 parts: attitudes towards teaching activities including using games, and attitudes towards types of games used in teaching English.

The present study was an experimental research conducted in February-march in the2018 year. Before the experiment, a pre-test was administered to the participants. 40 minutes was allowed for pupils to complete the 20 item test. Then the experiment was conducted. Pupils were taught with 4 lesson plans covering different topics. Each lesson plan was written based on the three procedures: presentation, practice and production stages. Games were implemented in a practice stage in all lesson plans. The games used in this study were classified into two types: conversation games and vocabulary games (See Table 1). After the experimental phase, participants were given a post-test and the questionnaire.

**Table 1: Lesson plans and types of games included.**

**Period Topics Games Types of games**

| Period | Topics | Game | Types of games |
|---|---|---|---|
| 1-4 | Domestic animals | Whole class games | Vocabulary |
| 5-8 | Wild animals | Searching questions and answers | Conversation |
| 9-11 | Vegetables | Quick questions and answers | Conversation |
| 11-14 | Fruits | Games in small groups | Vocabulary |

## Data Analysis

To find out students' improvement in vocabulary knowledge and ability in communication, the obtained data were analyzed by means of the SPSS program. Specifically, Pair sample t-test was computed to investigate significant differences between students' pre and post test scores. Additionally, to explore students' attitudes toward learning English through games, descriptive statistics (mean and S.D.) were calculated on students' responses in the questionnaire.

# IV. RESULTS AND DISCUSSION

Findings and discussions are presented in the order of these research questions:

1. Do games help improve pupils' English performance?
2. What are pupils' attitudes toward teaching English through games?

Regarding the first research question, it was found that the participants have some improvement in English. As shown in Table 2, the mean score of pre-test was 45% and after the experiment, the mean score of test was 68%. The result shows the significant difference at a 18% level. Therefore, it can be stated that pupils had improvement in vocabulary knowledge and ability to communicate in English after learning English through games. Even there was an increase in a pupils' means score, the statistical test shows a little increase. This might be because of several reasons. One reason is that there was of a limitation in terms of time in the experiment phase. During the first semester, pupils had to participate in sports competition. Consequently, in the experimental period, they had learned English only 40 minutes per class. Moreover, pupils do not ready to study because they were tired from sports rehearsal in the morning. The time limitation and learners' readiness were found to have some influence on the learners' when they were in class. According to Todd who stated that the amount of allocated time is the important factor that affects pupils' learning. In the periods of doing activity, if allocated time is limited, the amount of academic learning time will also be limited; therefore, pupils will be unsuccessful in their learning [24,67-69].

**Table 2: Mean Scores before and after the experiment**



In terms of attitudes towards learning English through games, the obtained data shown that the learners do not strongly like nor dislike learning English. They prefer to learn English at the moderate level However, pupils were likely to have positive attitudes towards learning English through games which can be assumed from Table 3. The results illustrated that the average mean scores of attitudes toward games used in teaching English was 95%. This falls into the strongly like level. This can be interpreted that pupils like to study English through games. Games used in this study were classified into two types: conversation games and vocabulary games. The means scores of three vocabulary games revealed that pupils tend to prefer these types of games; moreover, whole class games obtained the highest means scores. In addition, the mean scores of conversation games shown that students preferred four out of two games at the strongly like level. Only searching questions and answers and quick questions and answer game were at the moderate level.

# 4B.Post-Presentation Results

**Table 3: Attitudes towards types of games used in teaching English**

| No | Statements | Mean | Levels of preference |
|----|------------|------|----------------------|
| 1 | Whole class games | 95% | Strongly like |
| 2 | Games in small groups | 89% | Strongly like |
| 3 | Searching questions and answers | 67% | Neutral |
| 4 | Quick questions and answers | 58% | Neutral |
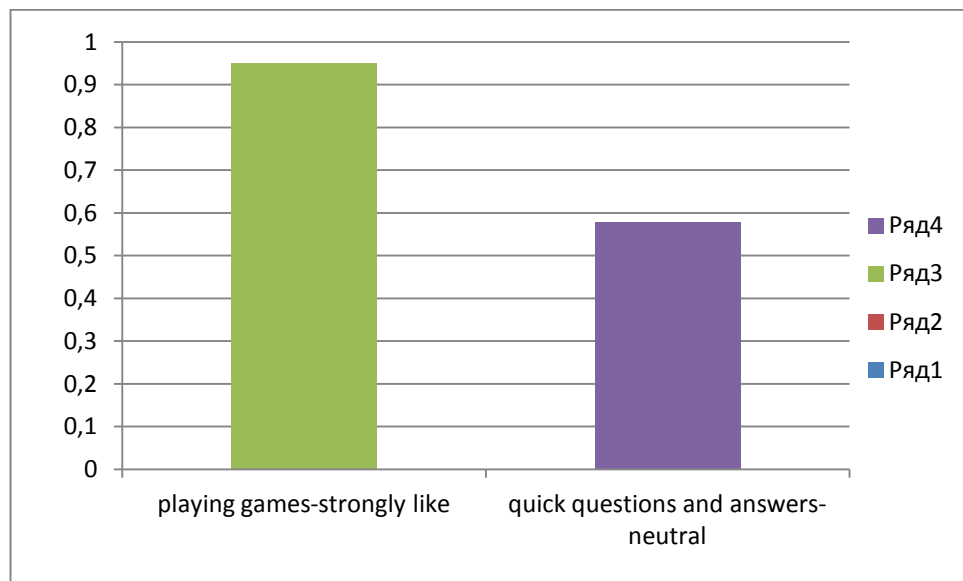


To further investigate the attitudes toward teaching activities, it was found that among the six teaching activities, playing games received the highest score. Table 4 shows that whole class games , games in small groups obtained the high mean scores and they were at strongly like level. However, playing games obtained the highest mean scores 95%. This can be interpreted that students are likely to prefer learning

English through games rather than other teaching activities..

**Table 4: Attitudes toward teaching activities**

| No | Statements | Mean | Levels of preference |
|----|------------|------|----------------------|
| 2 | Reciting vocabulary | 67% | Neutral |
| 4 | Vocabulary dictation | 58% | Neutral |
| 5 | Playing games | 95% | Strongly like |
| 6 | Repeating conversation | 89% | Strongly like |

Considering the data in Table 3 and 4, it was that students are likely to prefer games used in this study; in addition, when comparing among different teaching activities, students showed the highest preference on learning English through games. As a result, it can be assumed that students in this group have positive attitudes toward learning English through games.

## SUMMARY

As shown in Table 1, games are beneficial to the participants in learning English. The data reveal pupils' improvement in ability to communication in English and their vocabulary knowledge after learning English through games. The findings of this study are consistent with the previous research which divided 17 pupils studying in grade first at 16th-primary school into two groups. The results revealed that students who learnt English through games had a greater improvement in speaking skills than pupils learning with teacher centered method. Learn English through active games, passive games and traditional activity. The results indicated that pupils in first group obtained higher retention on English vocabulary more than the other groups. The findings from previous research can be supported that learning English through games is a significant effective technique. In addition, games can be implemented in any English skills depending on what researcher would like to improve.

According to results in Tables 2, 3, and 4, it can be interpreted that pupils are likely to prefer learning English through games; moreover, all games which are employed in English class are greatly satisfied by pupils. Therefore, using games is one effective alternative treatment which encourages the active learning atmosphere as well as stimulates pupils interest in an English class.

## C. Results of Student's Questionnaire.

The results of Student's Questionnaire were following according to the given questions:

1. What is teaching method?

The overall answer for this question was that it is some methods that teacher use during the lesson and should have prepared before the lesson.

2. What is the difference between classical and game methods?

The most answers were that classical teaching methods used to be in previous time and modern ones are being used nowadays.

3. What teaching methods do you know and use during your English lessons?

According to their answers the researcher could see that modern game methods are only being used at the lessons, as it is the demand of modern life. In their answers the students recited presentations, lyrics, watching films, role playing, pair works and group works.

4. What do you think which of the methods are more effective: classical teaching methods or modern game methods?

About 95 % of the students answered that game methods are effective and interesting. Only 5 % of them mentioned that classical teaching methods were also useful in some cases.

## D. Results of Teacher's Questionnaire.

The results of Teacher's Questionnaire were following according to the given questions:

1. What type of games teaching methods do you know and use during your lessons?

The overall answer for this question was group work games and method. Their answers showed that they try to use direct methods at the lessons.

2. What type of modern game methods do you know and use during your lessons?

The most answers were that presentations, role-play, pair work and group works.

3. What do you think would it be effective to use complex teaching methods?

According to their answers the researcher could see that modern game methods are convenient for them to use because it is of great interest of students'.

4. What do you think which of the methods are more effective:game methods, modern teaching methods or complex teaching methods?

About 55 % of the teachers answered that modern game methods are effective and interesting. Only 10 % of them mentioned that classical teaching methods were also useful in some cases. And 35 % of them answered that using complex teaching methods would be more effective.

**Games.** The advantages and disadvantages of using games in teaching vocabulary especially to young learners are as follows:

The advantages: The first advantage of applying some games in teaching learning process was the students could be more interested in learning the material. When the students were interested in learning the material, they would give more attention to the lesson given. That condition gave a good chance for both the teacher and the students. On the occasion the teacher could deliver the material very well and the students could understand what they had learned on that day.

The second advantage of applying some games in teaching learning process was the teacher didn't need to explain too many materials. The teacher just explained the materials needed by the students because they can understand the material on that day by doing the games. The games could give the students more chance to understand the materials given because through playing they can learned something without realized that.

The disadvantages: The first disadvantage of applying games in teaching learning process was by attracting student's interest to games, all

of them were active and made noisy. Sometimes they too much moved and spoke. That condition made the teacher difficult to control them.

Memorizing new vocabulary words can be boring for many students, but learning them through word games can make the task fun for both students and teachers. Word and language games not only make class time go faster, they improve students' rates of learning and retention. Still, effective vocabulary teaching isn't all fun and games. When considering language games as part of a lesson plan, teachers should be aware of a few potential pitfalls.

Many teachers see using games in the classroom as a way to engage students and encourage them to learn while having fun. In many cases this is exactly what games do but, like every other teaching tool, there are disadvantages to using games in the classroom. Knowing about these disadvantages can help us think more carefully and deliberately about including games in your lessons.

5. What is the effect of using complex teaching methods?

It is obvious, that none of methods indicated above are suitable for all people representing audience. First, people are different and second, methods have pros and cons. This creates demand for the use of complex techniques to teach English, name combine methods, or develop new strategies or techniques based on some parts of both traditional or non-traditional teaching methods. Well, learning is done by realistic scenario. It is important beforehand to choose appropriate role, this should be done by teacher of course. Methods of brainstorm and cluster are the most frequently used methods in our country. Brainstorming with a group of people is a powerful technique. Brainstorming creates new ideas, solves problems, motivates them to be more active and more interested to the learning process.

No doubt complex methods will increase in popularity in the coming years, but whichever method or combination of methods you follow, if you

know your students and put their needs first, many English language teaching methods will give you useful ideas for your classes.

# V. Final  Reflection

This research shows that there were increased scores that students received in the final test as compared to the initial test. Based on the data, we can conclude that games can help children acquire new language and memorize words. Using games in teaching English can create learning conditions and motivate students to learn. Games help students remember new language easier and develop their self-esteem, such an important factor in language learning. The traditional methods can be transformed into fun activities by introducing games. Therefore, the teacher's methods should be various and stimulating for children.

Games have a great impact on self-confidence and motivation as well. Students feel more confident to speak and to express themselves in a friendly and game-like atmosphere. Sometimes, teachers face with situations in which students do not have the confidence to enunciate new words or to use them in front of the class. Children are more likely to say the new words when they play a game. Motivation is also influenced by games. The questionnaire has demonstrated that, together with self-confidence, motivation is shaped by the games that are conducted in the classroom. By playing the right games, children are also motivated to learn at home, and even research on their own for new information.

Games not only liven up the class, but also provide great material for learning and motivation. They help students achieve better results in English, and build-up their self-esteem. Their implications are higher than providing fun moments during a class. Games encourage students to learn, to participate in an activity and to motivate all students to acquire a new language, not only those who are already interested in doing so.

My practice work is connected exactly with my research paper. My practice work was undertaken in 16th-school located in Samarkand, region of Samarkand. It was opened long time ago. The teaching practice lasted for sixty days and consisted of two parts: passive and active practice.

Passive practice began from the 1 February finished on April 2. During my practice work I observed English lessons of the class 1 "A" and 4''B'' conducted by the teacher Muqimova Aziza.I learnt several teaching methods, learning styles, analyzing learners', level of the knowledge, material designing and others. Active practice was held February twelve till April two that I directly participated in teaching process and conducted my own lessons.

Before starting my active practice work, I had put the main aims of the English language teaching. Because, the aims are influenced by the tasks of all-round development of a personality and upbringing of pupils. According to my passive practice work, I tried to teach pupils with different interesting methods. In order to reach the cultural aim, I taught them how to develop their outlook with the help of new traditions and different life styles.

During the practice, I conducted some demo lessons on the themes " Wild animals", "Vegetables" " Sports day", "Holidays" and "Fruits". First of all, I paid attention that lessons should be well organized. That's why, I made lesson plans, I wouldn't loose time management and achieve the main goals from the lesson. Teaching materials also play significant role that I made the knowledge accessible to learners with the help of visual cards, pictures, book, videos, audios, electronic teaching materials.

My teaching practices and experiences as an English teacher at primary school was very impressive. During the practice, I learnt the methods of teaching foreign language and studied the games, objectives, techniques of instruction, and methods of training and teaching foreign language material.

My practice work was very interesting. I learned the most necessary methods which is connected with our job. The school was very wonderful place that made me happy. Also, teachers were very kind, good nature and mainly they were very knowledgeable. Our research were with primary

school pupils. That's why lessons were very interesting. I to be sure, the first method for teaching primary school children, it is game. Using game for teaching children is very effective way. Because, children are said to be natural learners of a foreign language because they can learn it quickly and easily. But for teachers who have taught children this is not completely true: children are able to pick up language quickly; however they are likely to forget it quickly, too.

I understood it, that children today have a much greater superficial knowledge of the world than adults did when they were their age. At this level, I understood that good teachers need to provide a rich diet of learning experiences which encourage their pupils to get information from a variety of sources. I used activities most suited at this stage like song, rhymes, stories, total physical response, dressing up, acting, group games, making things. These were very important part of my teaching. Total physical response is very useful at this age, as children learn through their senses at this stage, not through abstract concepts. I believe that since children learn a lot of their language from commands directed at them, second-language learners can benefit from this, too. This means getting children to do or mime what the teacher says.

Also, I learned that games can focus on various skills, grammar, listening, speaking, writing, reading, pronunciation, so they can be extremely complex. Games also help me to create contexts in which the language is useful and meaningful. During games, children do not worry much about grammar mistakes, they are focused on what they are trying to convey. Apart from having fun, they will learn a grammatical rule just by playing an appropriate game.

During my practice work, I understood it that through playing games, pupils can learn English they way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively.

I tried to motivate pupils to want to learn English by using interesting and enjoyable learning activities. E.g., project work, games, drama. It means learning by playing.

I tried to create warm and happy atmosphere where me and pupil enjoy working together. I arranged good atmosphere in classroom and make the pupils interested.

Help pupils to develop personal reasons for learning English. For example by encouraging out of school class activities, e.g. pen friends, project, reading story books.

I observed it, teacher should not worry about mistakes. Be encouraging – make sure children feel comfortable, and not afraid to take part. It means teacher does not blame directly to pupils, teacher must give support to pupils while repaired their mistakes.

Also, teacher should use a lot of gestures, actions, pictures to demonstrate what you mean. It means teacher has to try to accompany her explanation with media in order to students understand easily. I did not force the students to use the language directly, just give them examples by gestures.

In conclusion, each good teacher should be have enough information about teaching foreign languages. I want to be good teacher. That's why, I try to learn all methods and approaches from this course.

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# VI.APPENDICES

# Appendix 1

PUPILS' QUESTIONNAIRE

1.What is the class games for you? (circle the answers you want)

A)interesting  B)enjoyable C)normal D)boring

2.Was the game-lesson boring?

A) Yes B)no

3) Did the game-lesson go quickly?

A)yes B)no

4)How did you feel during the lesson? ( Circle the answers you agree with)

A)Positive  B)relaxed C)normal D)stressed E)negative

5) Do you like listening to music or learning poems by heart?

A)always B)usually C)sometimes D)seldom  E)never

6)Do you like more English or Uzbek songs and poems?

A)Uzbek  B)English

7) How often do you listen to English songs or read English poems?

A)very often  B)often  C)sometimes D)seldom  E)never

8)Do you like playing games?

A)always B)usually C)sometimes D)seldom  E)never

# Appendix 2

## List of games used in this study

**Game One**

Game type: movement game

Aim: Learning English alphabets

Materials: a small soft ball

Procedures:

1. The children stand in a circle. The fIrst child holds the ball and starts the first round. Achild may say one, two, or maximum three letters of the alphabet before passing the ballto the next child. For example, child 1 says *ABC,* child 2 says *D,* child 3 says *EFG* child -+says *HI.*

2. The child who says the letter Z wins the round and gets a point. He or she then starts anew round. The game continues until a child has three points.

Instead of the alphabet, the children count saying numbers, colours, days of the week, etc.

**Game two**

Aim: Learning and revising vocabulary

Materials: One copy of vocabulary and one copy of pictures, cards, glue and scissors.

Procedures:

1. Divide pupils into groups of four (depends on the number of pupils in class)

2. Each group receives a copy of vocabulary and a copy of pictures

3. Some pupils prepare set of vocabulary cards while others prepare picture cards.

4. Each group places their sets of cards face down on the table in two piles.

5. pupils take it in turns to tum over two cards and say the word card and name of thepicture card. If the picture corresponds to the word, they keep the cards: if not. Theytum them face down and the next pupil has a tum.

6. the player with most cards at the end of the game is the winner.

**Game three**

Game type: Simon says

Aim: Listening; action verbs; parts of the body

Procedures:

1. Clear space in the classroom. The children stand facing you in a large semicircle

with enough space to move comfortably. You stand a few meters away from them,

so that they can all see you.

2. call out a command such as Simon says: touch your nose.

the child must do what you say.

3. Call out a second command, e.gclap your hands, this time leaving out Simon says.if children do the action they are out.

4. The last child left in the game becomes the new caller.

5. Children have to sit on a chair; you can sit next to the noisy children

Simon says must be played at a fast pace.

**Game four**

Game type: Movement game

Aim: Learning names and greetings

Materials: soft ball and noise maker (drum or whistle)

Procedures:

1. All pupils stand in a semi-circle between cha.irs. You are in the middle.

2. Go up to a child, shake hands, and say *Hello, my name is ...... .*

3. You and the child now introduce yourselves to other children. Then

the rest of children introduce themselves to each other.

4. After they have introduced themselves, the children stand in two straight lines facingeach other. One child throws a soft ball to another saying *Hello. /'m ..... * Child .2 says*Hello, ....How are you?* Child 1 replies *I'm fine, thank you.* Child .2 throws the ball toanother child and repeats the same thing.

(Lewis &Bedson, 1999)

**Game five**

Game type: Memory game

Aim: learning and revising spelling of words

Materials: small box full of English letters, and a number of pictures stuck on a paper ofA4, as illustrated in the example below.

Procedures: pupils divided into groups of four, each group was given a box of lettersand pictures. They are asked to work together and label the pictures using letters in thebox. The first group finishes is considered to be the winner.

## Appendix 3

**Teaching materials**

**Date :** 26.02.2018

**Form** : 1"A"

**Student:** IbodullayevaLatofat

**Teacher of the class:** Mukumova Aziza

**Methodist :** Abduvakhobova U

**Theme :** Vegetables.It is carrot.

**Aim of the lesson:** to learn how to say vegetables, their colours, sizes, body parts and things that they can do;

-To learn how to say the nouns in the plural

**Equipments :** pictures, computer, cards, the DVD of the book, flashcards: a carrot, a pumpkin , a tomato, a potato, an onion, a bean and etc.

| Step | Name of the step | Time | Teacher | Pupil | Blackboard |
|------|------------------|------|---------|-------|------------|
| 1. | Organization Moment | 3 minute | Good morning pupils. Sit down. How are you ? | Good morning teacher. I am fine Thank you ! | |
| 2. | Warming up | 5 minute | Now, you should sing our song about domestic animals. | Pupils say turn by turn " domestic animals" | DVD, computer |
| 3. | Checking the homework | 5 minute | Our last theme was domestic animals yees, are you ready for your | Pupils Answer to words which is connected last theme. | |

| | | | hometask? | | |
|---|---|---|---|---|---|
| **4.** | Explaining new material | 15 minute | Today, our theme is "Vegetables". According to the new theme pupils should learn about vegetables | Pupils are obligated to pay attention in order to get all information | Pictures, flashcards, cards |
| **5.** | Practice of new material | 7 minute | I give some interesting game about vegetables. | Pupils say words according to theme; I am a potato I am brown, I am a tomato, I am red and etc. | |
| **6.** | Extra class activity | 5 minute | I give one interesting game about vegetables | Pupils coloring pictures from their textbooks | |
| **7.** | Evaluation | 3 minute | I put numerous marks for the pupils who participate in the actions and doing tasks. | | |
| **8.** | Home task | 2 minute | I give one song about vegetables according to the theme. | | |
| **9.** | End of the lesson | | The lesson | Good bye | |

| | | | is over. Good bye my dear pupils | , teacher!!! | |
|---|---|---|---|---|---|

## Activity 1: "VEGETABLES"

**Class description:** 10 students at the age of 7-8 Level: elementary Materials: 5 sets, each consisting of 10 cards with pictures of vegetables and 10 cards with names of vegetables

**Aims:** to practise the vocabulary students learnt during the previous lesson

* to practise asking questions "What have you got?" and answering them "I have got....."

**Procedure:**

▪ Learners, in pairs, get a set of 20 elements.

▪ There are 10 elements with names of vegetables on one side and they are colored red on the other side.

▪ There are also 10 elements with pictures of vegetables on one side and they are colored blue on the other side.

▪ Learners have to match the right word with the right picture.

▪ The rules are the same as for playing MEMORY.

▪ At the end, the T asks: Azizbek, what have you got?

▪ And, Azizbekanswers: I've got a onion, red pepper, potato and tomato.


**Teaching materials**

**Date :**26.03.2018

**Form** : 1"A"

**Student:** IbodullayevaLatofat

**Teacher of the class:** Mukumova Aziza

**Methodist :**Abduvakhobova U

**Theme :**Unit12 Fruits I like apples

**Aim of the lesson:** to learn how to say fruits, their colours and sizes.

-To learn how to pronounce fruits

**Equipments :**pictures, computer, cards, the DVD of the book, flashcards:

| Step | Name of the step | Time | Teacher | Pupil | Blackboard |
|---|---|---|---|---|---|
| 1. | Organization Moment | 3 minute | Good morning pupils. Sit down. How are you ? | Good morning teacher. I am fine Thank you ! | |
| 2. | Warming up | 5 minute | Now,we listen song and sing song. Ok? | Pupils sing song which is connected with fruits | DVD, computer |
| 3. | Checking the homework | 5 minute | Pupils who is ready for your hometask? Ask words according to pupil's last theme. | Pupils learn by heart new words about "vegetables" | |
| 4. | Explaining new material | 15 minute | Today our theme is "Fruits". According to theme pupils should learn words about Fruits | Pupils are obligated to pay attention in order to get about pupils | Pictures, flashcards, cards |
| 5. | Practice of new material | 7 minute | I give some interesting activities in order to theme. | Pupils answer to the question according to their interests. For example: I like banana. It is yellow, | |

| | | | | I like apples. It is red, green and yellow. And etc. | |
|---|---|---|---|---|---|
| **6.** | Extra class activity | 5 minute | I give one interesting game about fruits. | Pupils participate in turn by turn. | |
| **7.** | Evaluation | 3 minute | I put numerous marks for the pupils who participate in the actions and doing tasks. | | |
| **8.** | Home task | 2 minute | I give new words which is connected with theme | | |
| **9.** | End of the lesson | | The lesson is over. Good bye my dear pupils | Good bye, teacher!!! | |

**Activity 2: "What's in the box?"**

**Class description:** 10 students at the age of 7-8 Level: elementary

**Materials:** big cards with pictures of fruits on them and 1 big box

**Aims:** to practise the vocabulary students learnt during the previous lesson

to practice asking questions "Is it a…" and answering them "Yes, it is/No, it isn't"

**Procedure:**

- The Teacher shows cards with pictures of fruitson them and asks: "Is it a peach?"etc., and students answer: "Yes, it is/No, it isn't"
- The Teacher chooses 1 student to come up to the front, take one card without showing it to the others and put it into the box.
- The rest of the group asks questions: "Is it a…?", and the chosen student answers: "Yes, it is/No, it isn't."
- The first person to guess what's in the box comes to the front, chooses the next item, and puts it into the box.

**Activity 3: "What color is it?"**

**Class description:** 10 students at the age of 7-8 Level: elementary Materials: big cards with pictures of different colors and 1 big box

**Aims:** to teach names of colors to practice asking questions "Is it …" and answering them "Yes, it is/No, it isn't"
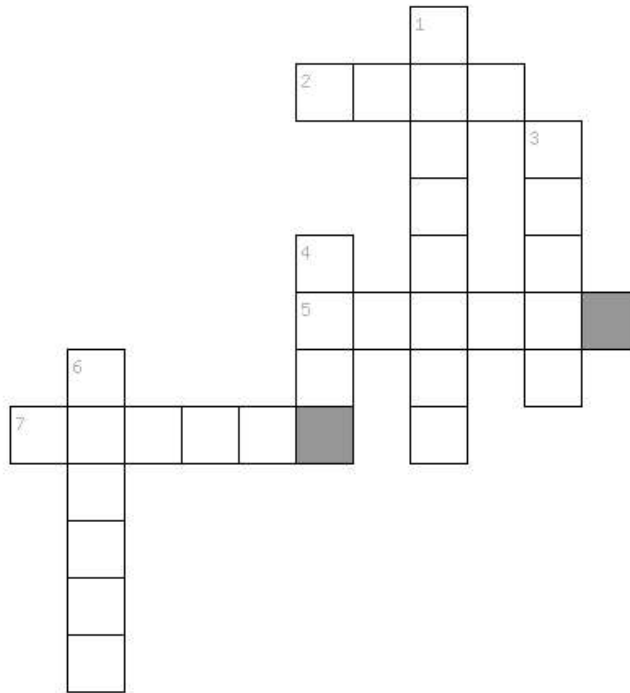
**Procedure:**

- The Teacher shows cards with pictures of colors on them and asks: "Is it green?"etc., and students answer: "Yes, it is/No, it isn't"
- The Teacher chooses 1 student to come up to the front, take one card without showing it to the others and put it into the box.
- The rest of the group asks questions: "Is it a…?", and the chosen student answers: "Yes, it is/No, it isn't."
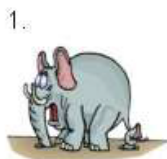
# Appendix 4

## Crossword

Down

1.


3.


4.


6.


Across

2.


5.


7.

## Three Hints Animal Quiz

Please listen and write down what each animal CAN (= O ) and CAN'T (= X) do.

|    | run | jump | swim | fly |
|----|-----|------|------|-----|
| 1. |     |      |      |     |
| 2. |     |      |      |     |
| 3. |     |      |      |     |
| 4. |     |      |      |     |
| 5. |     |      |      |     |
| 6. |     |      |      |     |

Now, please match the animals to the numbers!



Frog (# _____)



Sparrow (# _____)



Kangaroo (# ____