Dear colleagues,

After considering the notion of play from pedagogical point of view, here we are at the point which may be most useful for our course. Whether you practice teaching children English or some other foreign language, I believe that we all accept the thesis that language acquisition is the easiest if it is conducted through play. Therefore, today we focus on the connection between language teaching and game as a teaching method.

**GAMES IN THE TEACHING OF ENGLISH - DEFINITION AND TYPES**

 A GAME IS:

 - an activity with rules, a goal and an element of fun or *A MEANINGFUL FUN ACTIVITY GOVERNED BY RULES.*

 - a mostly inclusive activity since it involves all the children and they cater *to different learning styles and different personalities*, also it is an activity which is naturally *repetitive*, so eg. input is maximised and frequency of target itsems is not boring, it has a real communicative function. A game is considered a valutable tecqunique which includes 3 principal elements competition, rules, and injoyment.

 Language games are simply structured activities which may involve little language, but meaningful for students and involve the while self (cognitively and emotionally) thus creating strong associations with the used language.

 There are different classifications of these games, such as the following ones:

**TYPES OF THE LANGUAGE GAMES**

a) linguistic games b) communicative games

(focus on accuracy) (based on succesfull exchange of

 information)

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 a) Sorting, ordering, arranging games

 b) Information gap games

 c) Guessing games

 d) Search games

 e) Matching games

 f) Labelling games

 g) Exchange games

 h) Board games

 i) Roleplay games/dramas

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 a) movement games (learners are physically active)

 b) task based games (pairs work on meaningful task in the way they enjoy, learners obey rules and practice English)

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 a) Competitive (learner tries to be the first to reach the goal)

 b) Cooperative (learners try to reach the same goal together, they help each other)

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 a) fleshcards games

 b) ball games

 c) action games

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a) movement games / “rousers”

b) board games / craft activities

c) drawing games

d) guessing games

e) role-play games

f) singing games

g) team games

h) word games

**HOW DO GAMES INFLUENCE LANGUAGE LEARNING?**

 Games have a positive and effective influence:

 a) games MOTIVATE sudents to GET INVOLVED in learning,

 b) encourage SPONTANOUS use of language,

 c) create relaxing atmosphere,

 d) create meaningful context,

 e) decrease students anxiety to speak,

 f) promote collaboration among students.

 They are valuable for a child begining to learn a foreign language. They need some time to adapt to sounds and rhymes; they need EXPOSURE TO INPUT define experiment in producing and the privilege of the „SILENT“ time/period, so games are important tool for children to listen and comprehand language without requiring production

 They enhance any part of the lesson, used to present, to practice, recycle/revise or assess new language.

 They develop listening, speacking, reading, and even writing skills.

The advantages rely on a variety of tools, flexible plans, make lesson less monotonous, raise students motivation and as a result a student produces language subconsciously.

 The variety of tools may refer to the following:

**Materials / Equipment list for Preschool Centres**

 *a) Activity area: Dramatic*

 1. Home Area

 2. Dress up Clothes

 3. Prop boxes

 *b) Activity Area: Fine Motor*

 1. Building toys

 2. Puzzles

 3. Manipulative

 *c) Activity Area: Creative*

 1. Drawing

 2. Painting

 3. Collage

 4. Three dimensional

 5. Tools

 6. Storage

 *d) Activity Area: Block*

 1. Block

 2. Accessories

 3. Storage space

 *e) Activity Area: Reading*

 1. Factual Books

 2. Nature/science books

 3. Race and culture books

 4. Fantasy books

 f) *Activity Area: Large Muscle*

 1. Stationary equipment

 2. Portable equipment

 *g) Activity Area: Sand/Water*

 *h) Activity Area: Science*

 1. Natural Object

 2. Living things

 *i) Activity Area: Math/Number*

 *j) Activity Area: Music/Movement*

 *k) Activity Area: Technology Centre*

**Frequency of games**

 They should be applied regularly, but they should not become a meaningful habit.

 They should be applied whenever necessary but shoved also keep „*the elements of surprise and variety in the classroom“*

**ROLES**

 The teacher – students relationship is very important,

**THE ROLE OF THE TEACHER**

 *– MODEL*

- clear instruction, little demonstration

 *- MODERATOR*

 - minimum participation (observing, analysing, helping)

 - activity in center taking notes, providing on student feedback

 *- JUDGE*

 - difficult: to judge and stimulate students.

**THE ROLE OF THE STUDENT**

 It depends on the game demands, conditions: the size of the class (number of student). the cultural background, the MOMENT must be suitable (Monday – Friday)

 The students’s level in language (beginner, intermediate, advanced)

 The students’s level in age (children, teenagers, adults)

 The students’s manners (serious minded, light-hearded)

 The students’s situations (complex situation or high motivation)

**ARTS AND CRAFTS**

 TODAY, there is a need for more than just teaching the language => rather THE LANGUAGE is just ONE element in a process of helping them to develop as „whole persons“.

 It is an EDUCATIONAL not just TREANING PROCESS

 Teaching children means taking part in activities that promote personal development and learn the language.

 It is possible because children

 – make things

 - make meaning

 - explore shapes, colours THROUGH the medium of foreign language

 - learn by doing.

**THE ROLE OF LANGUAGE IN ARTS AND CRAFT**S

Children do the following:

– LISTEN (OR READ) INSTRUCTIONS

 - (associate new / with new experiences)

 - USE EXISTING LANGUAGE SKILLS

 - receive and give praise and encouragement

 - describe, evaluate, express feelings and ideas

ART is not just a hobby. Its fundamental aspect includes all these isssues

 *(human behaviour + intellectual + exploration + expression + comunication)*

Children (4 – 12) are very young learners

 - early stages of awareness of texts

 - respond to individual happenings

 - need adult guidance

 - have less manual precision

 but – EACH CHILD is individual.

SOME TEACHERS may offer excuses for not using art in the classroom.

 1. But, I’m not an art and crafts teacher’

 Teachers do not need artistic skills just openness to art

 2. But THERE IS ALREADY TO LITTLE TIME FOR ENGLISH!

 It is better to let child get familiar with language than race through a marathon in which you finish the course but no children are there with you!

 3. But the MESS!

 Cleaning up the mess is a wonderfull opportunity for language in use.

 4. But I HAVEN’T GOT THE MATERIALS!

 Few special material are required

 5. IT MEANS MORE PREPARATION TIME!

 The loger invilved time the greater motivation for children.

 **IS THERE AND WRONG / GOOD and BAD in Art?**

 Art and design refer to PHYSICAL MANIFESTATION of THINKING AND FEELING

 *It is simply communication! (can’t be right or wrong)*

RESPONDING TO CHILDREN’S WORK may include some of the following utterances:

Do not say : What’s this? (a child is not a photographer)

If you want to compliment, say:

 *What a lovely picture!*

 *What an interesting idea!*

 - to start conversation!

 *Tell me about your picture…*

 - respond to quality

  *I love…*

 *They are so…*

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