USING INTERACTIVE GAMES WHILE TEACHING FOREIGN LANGUAGE TO YOUNG LEARNERS

Imanaliyeva S.S. [1]
[1] Abylay Khan Kazakh University of International
Relationship & World Languages.
(Almaty, Kazakhstan)

Abstract
The article discusses the mainstreaming of trilingualism in government education reform from the point of view of the policy of teaching young students foreign languages through interactive games. Examples of researchers in which a number of problems are solved are given, where games bring real situations to the classroom, which gives students the opportunity to use the language. Also, games are social activities that allow you to develop social skills, such as coexistence and collaboration. This shows that any game, including interactive, can be used not only as a warm-up or time filler, but also as part of a lesson or even a whole lesson, if it is, for example, an assessment.
Keywords: games, class, over language practice, pedagogical value, structured activity, self involvement, cognitive and emotional, associations with language.

Introduction

The current government's educational reform in terms of three-language policy makes the foreign language teaching to young learners a relevant question to research. Therefore, finding effective ways to conduct English lessons to young learners, taking into account their distinctive features is crucial part of language teachers' work. Before giving the drawbacks of using interactive games and ways to solve them, it is necessary to outline its importance while teaching English to young learners.

According to Rixon the term "young learners" defines children between 5 to 12 years old, which means that game is their natural way of learning. It should be born in mind that language learning is a challenging task requiring constant effort especially for young learners. Games encourage learners to direct their energy

towards language learning by providing them with meaningful contexts (Wright, Betteridge and Buckby) Therefore, it is important that teachers should not see games as time fillers or tools designed for fun only, but integrate them into their foreign language teaching programmes. It is possible to come up with many descriptions proposed by various researchers about the nature of games. Rixon [1, p. 3], for example, describes games as "form of play governed by rules." Likewise, Hadfield (1990; Quoted in Deesri, 2002, p.1) describes games as "an activity with rules, a goal and an element of fun." According to Haycraft [2, p. 94], "Games are an agreeable way of getting a class to use its initiative in English." However, games are described by Gibbs [3, p.3] as "games are activities carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objectives." [4] Games can motivate children greatly and they are activities which are usually familiar to children as regards structure, rules etc. Due to this familiarity they link back to the children's home background. As games are inclusive, they involve the whole class and can be suitable to different learning styles and personalities. They also include repetition, thus maximizing input, frequency of target items without making learners bored. A simple guessing game can be played numerous times with children despite possibly limited language (e.g. "Is it a …?"). The students will happily repeat the structure without getting bored as it is part of a game and has a real communicative function.

Methods

Games are simple structured activities which may involve little language but are meaningful to students and involve the whole self (cognitively and emotionally), thus creating strong associations with the language used.

As scientists state games bring real-life situations to the confinement of the classroom which provides learners with an opportunity to use the language. Finally, games are social activities which enable the development of social skills such as coexistence and collaboration.

It is believed that when cooperation and interaction are combined with fun, successful learning becomes more possible. To conclude, no matter how differently games are described, one cannot underestimate their pedagogical value both in teaching and learning a foreign language. [5]

Results

Realizing the importance of games may cause another question: when to use games. According to the research G. Yolageldili and A. Arikan, even though a lot of teachers understand the value and benefits games have, teachers are not sure enough to use them on the foreign language lessons. It is believed that games can be used only as time fillers when there is nothing meaningful left, mostly at the end of the lesson. However, Lee [6] proposes that "games should not be regarded as a marginal activity, filling in odd moments when the teacher and class have nothing better to do." Rinvolucri [7, p.3] clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction:

a) before presenting a given structure, especially to find out diagnostically how much knowledge is already known by the learners;

b) after a grammar presentation to see how much the group have grasped;

c) as a revision of a grammar area.

This shows that any game, including an interactive one, could be used not only as warm-up activity or a time filler, but also as a part of a lesson or even a whole lesson, if it is an assessment for example.

Discussion

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary, especially if you are teaching young learners. They are totally unpredictable, many young teachers while having a lesson with young learners witnessed the situation when children got frustrated since they did not understand the rules and lost the game; when the game "ended in a draw"; it was too easy or too difficult. McCallum (1980, pp. x-xi) suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipment and materials are not available in the classroom. Before explaining the rules to the class, the teacher should first understand how the game is played. Thus, the teacher should always be prepared to adapt the game to the givens of the class.

The usage of interactive games, as we have mentioned before, implements communication in class. To have a better understanding of how an interactive game works we should have a look at Communication Process Model (Table 1).

The model has a sender and a receiver of a message, while encoding, transmitting and decoding a message there can occur noise, which may prevent a receiver from understanding information. This can happen not only in everyday situations, but also in the classroom, while having an English lesson with young learners. Thus, it leads to misunderstanding and failure of a game and communication in general. Problems, or noise which may occur in the classroom while having interactive games:

- Unclear and long instructions;
- The level, topic and cultural context can be irrelevant to the particular class;
- Too competitive learners, who take the role of the leader and do not give a chance to shy and insecure students to participate;
- Unclear purpose and abstract goals;
- Inappropriate evaluation

When the message is clear the communication can be called successful (G.Brown), that's why before implementing any game to young learners the teacher has to take the following things into consideration:

- Short and clear instructions, followed by example with definite time limits;
- The level, topic and cultural context should be relevant to the particular class;
- There must be clear purpose and achievable goals;
- Ensure that shy or quiet students are not alienated and have an opportunity to take part.
- Debriefing, or the evaluation of results/ events in the game, is crucial to the game's success.

Clarifying the mentioned above points, I may say that short instruction followed by demonstration provides learners with limited language knowledge to receive a clear image of what to do, because scaffolding is one of the main principles of an effective language learning. Another important factor while implementing any language material including an interactive game is the level, topic and cultural context relevancy, which is as much crucial as instructions, if you do not want to be failed and misunderstood. Furthermore, clear objectives and goals must match

the difficulty level of the game and ability level of the students, and should obviously be evaluated, because learners may be frustrated if they do not see results. The last, but not the least factor to consider is that games are particularly valuable for a child beginning to learn a foreign language. Children just beginning to learn a new language need some time to adapt to the language, its sounds and rhythms. They need exposure to input before they experiment with producing language. Some children will gladly experiment with production but some can be shy and require more time. This 'silent' time/period should be offered to the children and they should never be pressured into producing language. Games, therefore, offer an important tool which allows children to listen to and comprehend language without requiring production. They can participate fully in all the activities without being pressured to produce language. Thus, teachers should ensure shy or quiet children are not apart from the game. For this the game roles and duties should clearly state.

Conclusion

Summing things up we may state that games have a great pedagogical value providing language teachers with many advantages when they are used in foreign language classes. The review of the studies related to language games indicates that games are crucially important in foreign language teaching and learning in a variety of areas. In conclusion, new requirements and standards of education dictate the conditions of using dynamic and effective approaches in English language teaching to young learners. Thus, interactive games can be beneficial to young learners, if we consider drawbacks which may occur while using them.

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Иманалиева С.С.

Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері Университеті, Алматы, Қазақстан

ЖАС ОҚУШЫЛАРҒА ШЕТ ТІЛІН ҮЙРЕНУДЕ ИНТЕРАКТИВТІ ОЙЫНДАРДЫ ПАЙДАЛАНУ

Аңдатпа

Мақалада интерактивті ойындар арқылы жастарға арналған шет тілдерін оқыту саясаты тұрғысынан мемлекеттік білім беру саласындағы реформалардағы үштілділіктің негізгі тұжырымдамасы қарастырылады. Бірқатар мәселелерді шешетін зерттеушілердің мысалдары беріліп, онда ойындар оқушыларға тіл үйренуге мүмкіндік беретін сыныпқа нақты жағдайларды әкелетіндігі талданады. Сондай-ақ, ойын - бұл әлеуметтік өмірді дамытуға мүмкіндік беретін әлеуметтік іс-шаралар, сол тәрізді бірлесе өмір сүру мен ынтымақтастық. Бұл кез-келген ойын, соның ішінде интерактивті, тек дайындау немесе уақытты толтырушы ретінде ғана емес, сабақтың бір бөлігі ретінде немесе тіпті егер бұл, мысалы, бағалау болса, пайдаланылуы мүмкін екенін көрсетеді.

Тірек сөздер: ойындар, сынып, жоғары тілдік тәжірибе, педагогикалық құндылық, құрылымдық қызмет, Менді тарту, когнитивті және эмоционалды, тілмен ассоциялар.

Иманалиева С.С.

КазУМОиМЯ имени Абылай хана. Алматы, Казахстан

ИСПОЛЬЗОВАНИЕ ИНТЕРАКТИВНЫХ ИГР В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ МОЛОДЫМ ОБУЧАЮЩИМСЯ

Аннотация

В статье рассматривается актуализация трехязычия в правительственной реформе образования с точки зрения политики обучения иностранным языкам молодых учащихся с помощью интерактивных игр. Приводится примеры исследователей, в которых решены ряд задач, где игры приносят реальные ситуации в классную комнату, что дает учащимся возможность использовать язык. Также игры - это социальные мероприятия, которые позволяют развивать социальные навыки, такие как сосуществование и сотрудничество. Это показывает, что любая игра, в том числе интерактивная, может использоваться не только как разминка или заполнитель времени, но и как часть урока или даже целого урока, если это, например, оценка.

Ключевые слова: игры, класс, над языковая практика, педагогическая ценность, структурированная деятельность, вовлечение Я, когнитивное и эмоциональное, ассоциации с языком.

Авторлар туралы мәлімет:

Иманалиева С.- Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері Университетінің докторанты. Алматы, Қазақстан.
e-mail: bobreke@mail.ru

Сведения об авторах:

Иманалиева С.- докторант Қазахского Университета Международных Отношений и Международных Языков имени Абылай хана. Алматы, Казахстан.
e-mail: bobreke@mail.ru

Aauthor's date:

Imanaliyeva S.- a doctoral student at Abylay Khan Kazakh University of International Relationship & World Languages. Almaty, Kazakhstan.
e-mail: bobreke@mail.ru