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ВИКОРИСТАННЯ МУЗИЧНИХ І РУХЛИВИХ ІГОР У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ У ПОЧАТКОВІЙ ШКОЛІ

ГУЛЬПИ АННИ АНДРІЇВНИ

студентки 4-го курсу

Освітня програма 014 Середня освіта. Англійська мова і література
Ступінь вищої освіти: бакалавр

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2022

Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education
Department of Philology

UTILIZING MUSICAL AND MOTION LANGUAGE GAMES AT THE LESSONS OF ENGLISH IN THE PRIMARY SCHOOL

Bachelor's Thesis

Presented by: Hulpa Anna

a 4th year student

Professional Education program:

014 Secondary education. English language and literature

Thesis supervisor: Lőrincz Marianna, DSc

Second reader: Lechner Ilona, PhD
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Beregszász – 2022

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Зміст

Introduction

Many recent studies have focused on using games, music, and interactive technology in teaching foreign languages. The game is one of the most important means of intellectual and moral education for children. However, the major problem with using games and music in ESL classrooms is that teachers either underestimate their effects or do not know how to implement them in the curriculum. Thus, it is essential to examine how the basic implementation of music and games in the English classroom can increase students' motivation and bring better results.

During the previous decades, much more information on the given topic has become available in the academic literature (science and methodology journals and books), online, presented in conferences and talks. The connection between the usage of music and games and successful language acquisition has become one of the most significant goals in several kinds of research.

The object of the thesis: teaching English as a foreign language to young learners by means of games.

The subject of the thesis: utilization of musical and motion games in teaching English to young learners.

The purpose of the thesis is to analyze the expediency of using language games to enhance the cognitive and affective learning of young English language learners. This research is carried out to draw a comparison between two groups of students and prove the effectiveness of language games.

To achieve this goal, it is necessary to solve the following **tasks**:

A. to study the literature on the problem of using gaming techniques as a means of stimulating cognitive activity in young English language learners;

B. to analyze the different approaches to the classification of gaming techniques;

C. to highlight features of the use of gaming techniques in teaching English in primary school;

D. to show the ways to develop pupils` reading, writing, speaking, listening skills with the help of games; to give clear examples for using games at different stages of the lesson;

E. to organize and carry out a quasi-experiment involving testing the expediency of using language games among primary school learners at English lessons.

The theoretical value of the thesis: The psychological and linguistic foundations of the problem of teaching primary school learners with the help of language games were discussed. The conceptual framework of the problem was developed.

The practical value of the thesis: The practical value of games in language learning at all levels has been well documented. Apart from their motivational value as an enjoyable form of activity, they provide a context in which the language is embedded. This context is 'authentic' in the sense that the games create their world: for the duration of the game, it replaces external reality.

Methods of research: The methods of analysis, synthesis, classification were used for library research. In addition, a quasi-experiment, and a questionnaire method were used to generate empirical data.

The given thesis first gives a brief overview of the linguistic and psychological foundations of using language games and music during the lessons. It will go on to the types of games and their characteristics. Chapter 2 begins by laying out the theoretical dimensions of the research, explains its goals and objectives, and follows up with information about the procedure and results of the study.

Part 1

Linguistic and psychological considerations of the problem of using games in the instructional settings

This part of the thesis looks in detail at the linguistic and psychological aspects of the problem of using games in the instructional settings. It begins with the discussion of the definitions of the term "game", types of language games and their classification. Next, the problem of using language games in the educational process is considered. Finally, the focus is narrowed down to examining the characteristics of young language learners.

The lessons focused on the application of games and game situations, which quickly takes the attention of the entire class, are excellent ways of learning and teaching. Many assignments are included in the game. While playing games, pupils are placed in a setting that permits them to evaluate their skills while also causing them to enter the system.

Almost everyone, whether a young or old person, enjoys playing. Playing has always been an obligatory aspect of children's lives, and it continues to be so as they grow older. Children begin playing as early as infancy, but they continue to play throughout their youth, and the nature of their play changes, as they grow older.

When children reach 6 years old, their play activity evolves into games differing from play in which they are more organized and planned, and they typically involve various principles and a definite goal. In different games, players are obliged to communicate with one another for the game to work. The demand for speaking while playing games, as well as the relaxed environment that games provoke, encourages kids to speak up and their important communication skills, called fluency.

When the key language has been led in and stated, games can be used at any time in the course. They are both mind facilitation and an exercise, and as an opportunity to apply natural and as a method to achieve a purpose rather than an end in and of themselves. They can also be an assessment implement for teachers, allowing them to identify problem zones and take intended sphere corrective effect.

1.1. The definitions of the term "game"

A game is a structured process usually used for enjoyment, but it can also serve educational purposes. Games are different from work and art: work is done for a profit, and art expresses emotions, ideas, and thoughts. Although, some work and art can be considered games, for instance, professional sports, puzzles, or board games that involve artistic layout.

Goals, rules, challenges, and interaction are the most important components of every game. Players in games are generally performing mental or physical stimulation. The general functions of games are to develop practical skills, serve as a form of exercise, perform an educational, simulational, or psychological role. Some games have been known from as early as 2600 BC, and they are a universal part of the human experience and are present in all cultures.

We can use games in any part of the lesson, after the introduction and explanation of new language material. Games can be used in repetition drills, in improving memory skills. They help students to use the language freely. Games serve as a tool for diagnosis for teachers who can see challenging areas and help students fix these problems.

The positive impact of using games in language learning has been confirmed by scholars. Students are motivated to play games not only for fun but also to use the language they are learning subconsciously. Students use the language in the context of the game, which creates an authentic environment. Through games, we can also create activities where the repetition is meaningful. Moreover, games can be used repeatedly, and the same game will never repeat itself and will be enjoyable for learners. The most important function of games is interaction - students interact with each other freely and use the target language without realizing it.

Games create perfect conditions for children to both enjoy the activity and learn. On one hand, they feel secure performing the routine and following familiar rules, but on the other hand, games provide a chance to cooperate and compete, follow the rules, and at the same time to be unpredictable, enjoy, and have fun.

Some of the most important reasons for using games in the lessons are as follows:

- children experiment through games;

- they discover the world;

- they interact with the environment;

- they are fun to play;

- games increase motivation (become the stimulus);

- games help children use a foreign language on the spot;

- children enjoy speaking in the game.

Researching the works of many experienced methodologists and teachers, we can see that most of them talk about games as one of the early ways of teaching young learners. W.R.Lee states that most language games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central, not peripheral to the foreign language teaching program (Lee, 1979, p.2). Richard – Amato expressed a similar opinion believing that games are fun but warned against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages to using language games. "Games can lower anxiety, thus making the acquisition of input more likely" (Richard – Amato, 1998, p.147). They are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings (Hanser, 1994, p.118). They also enable learners to acquire new experiences within a foreign language, which are not always possible during a typical lesson. Furthermore, to quote Richard – Amato, they, "add diversion to the regular classroom activities," break the ice, "but also they are used to introduce new ideas" (Richard – Amato, 1998, p.147). In the relaxed atmosphere created by language games, students remember things faster and better (Wierus and Wierus, 1994, p.218). Further support comes from Zdybiewska, who believes games to be a good way of practicing a language, for they provide a model of what learners will use the language for in real life in the future (Zdybiewska, 1994). With the help of games, students learn how to speak more fluently because games are entertaining and distract them from the concept of formal education.

Lee mentions a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do"(Lee, 1979). Some teachers, unfortunately, use games as quick filler, but a lot of research reveals that games ought to be at the heart of teaching foreign languages. Rixon proposes to use games at all steps of the lesson. Although, we can only use them if they are chosen according to the aims of the lesson. During different stages of the lesson, the objectives of the teacher connected with a game may differ:

1. Presentation. Provide a good model making its meaning clear;

2. Controlled practice. Elicit good imitation of new language and appropriate responses;

3. Communicative practice. Give students a chance to use the language.

In addition to the stages mentioned above, games can be used as an entertaining and pleasant way to revise what has been learned. We must use games during English lessons because they motivate learners, make lessons interesting and engaging, and help students use foreign languages more fluently.

According to scholars, there are several definitions of the word "game". Ludwig Wittgenstein was one of the first academic philosophers who defined the term game. In his Philosophical Investigations, Wittgenstein showed that the elements of games, such as play, rules, and competition, all fail to adequately define what games are. He subsequently argued that the concept "game" could not be contained by any single definition, but that games must be looked at as a series of definitions that share a "family resemblance" to one another".

French sociologist Roger Caillois, in his book "Les Jeux et Les Hommes" (1958, Games and Men), defined a game as an activity that must have the following characteristics:

- fun: the activity is chosen for its light-hearted character;

- separate: it is circumscribed in time and place;

- uncertain: the outcome of the activity is unforeseeable;

- non-productive: participation is not productive;

- governed by rules: the activity has rules that are different from everyday life;

- fictitious: it is accompanied by the awareness of a different reality.

"A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." (Salen and Zimmerman, 2003).

"A game is an activity among two or more independent decision-makers seeking to achieve their objectives in some limiting context." (Clark C. Abt, 2002, p.80).

"At its most elementary level then we can define the game as an exercise of voluntary control systems in which there is an opposition between forces, confined by a procedure and rules in order to produce a disequilibrium outcome." (Avedon and Sutton-Smith, 1981, p.7).

"A game is a form of play with goals and structure." (Maroney, 2005, p.2).

"There is no valuable mental development without games. A game – is a large bright window, through which flow the life-giving stream of imagination and conception to the child's inner world." (Suhomlinskii, 1982, p. 53).

"One of the most important ways of upbringing the children is the game. The grave and responsible game must take up a great position in the life of the child's group. And all teachers are obliged to know how to play" (Makarenko, 1990, p.48).

Numerous famous scholars define the game as a form of art. While playing games, players make up rules, new characters, create new worlds, solve problems, negotiate, use their imagination and creativity to reach the goal. Children naturally want to play, to imagine everything in their own way, to generate their world, and to participate in it. Playing games is a perfect way for children to grow and learn. Hence the educational process is impossible without games. It is very important to play games both during kindergarten period and especially in the first year of primary school to make learning more interesting and less stressful for children. Children will be able to satisfy the expectation from school - to learn and be entertained.

Children aged 7-9 have the most intensive development of all functions, which is why the necessity of games in this age group is very important. Games have become a type of activity managed by development. Using games in the educational process plays a crucial role in how children develop their personality, character, confidence, security, and social skills.

Therefore, educational games are games that are created to teach children about a certain subject(in our case English language), widen concepts, prop-up development, learn about a cultural or historical event, or help them in developing skills as they play. The purpose of any educational game is to achieve a didactic goal while keeping the entertaining value any game is expected to provide.

1.2. Types of language games and their classification

A game is a structured activity with participants, specific setup, rules, a goal, and it is supposed to entertain its participants. There are two types of language games: **linguistic** games and **communicative** games. In linguistic games, the goal of the game is linguistic accuracy: in the case of grammar games, using the correct grammatical forms. Communicative games have a different goal: to successfully complete the task, the participants must exchange information, fill in a picture or chart, or find two matching cards, rather than the correct production of language.

Although, in order to perform this task, students have to use language and, if planned by the teacher, it is possible to specify in advance what language will be required.

Language games are interesting for students of all ages. Hence all the games in primary school should be appropriate to the age of learners, tasks of the game must fit their level, instructions must be clear. Games are also task-oriented: English is an instrument for children to reach aims that are not directly language-related. Crafts or handmade activities in the target language are also an example of this, as are songs. But they are not games. We need to have a better definition of the games we use in the classroom. The difference between the language games and other activities in the EFL classroom is the presence of a visible set of rules which students must follow, and an element of strategy – children use required language together with other rules. Games can be competitive and motivating, but it is not essential. Children can also use their language skills strategically in collaborative games, where a team works together to achieve the same aims.

To develop children's analytical skills, the use of games is essential. Game rules help children make decisions, analyze, compare and choose. When working with lower-level students, some games look like 'fun' drills, where they only need to change one word in a phrase. Nevertheless, even in such situations, it is necessary for pupils to make individual choices based on specific language criteria, which depend on the rules of the game. If these rules are clear and the ultimate goal is well defined, it is a key to a successful language game. Games definitely should be fun and interesting, no matter if they are played in English or pupils' mother tongue.

Choosing appropriate games

Appropriacy is one of the factors to consider while discussing games. If teachers want to make them useful for the learning process, they should be careful when choosing games. Games must correspond to either student's level (age) or the material that is to be introduced or practiced if they are to bring desired results. Not all games are suitable for all pupils regardless of their age. For every age group, there should be different topics, materials, and methods of applying games.

Rogova differentiates the various types of games. She divided the language games into orthographical, lexical, phonetic, and alphabet games. Language games are intended for developing pronunciation, lexical and grammatical skills, and for practicing the usage of the target language in preparatory, pre-communicative stages of mastering the foreign language (Rogova, 1975, p.67-73).

Alan Maley also differentiates games into types in his book "Games for children" (1990). In this book, all games are organized according to areas that are important to a young child's experience: topics with which they can immediately identify regardless of language. The order of

topics is not random but has children as its central point. Each wider topic contains the information from the topic before, used in various, exciting ways. Thus, although 'colors' as a theme appears early on in the book, the reader will find games with colors in many other areas as well.

The teacher must know the types of games that can be used during the class to plan their lesson with a balanced rhythm. There are a lot of various types of games: board games, cards games, action games, ball games, games with music, etc. However, it is difficult to categorize many games. Therefore, Alan Maley has given each game a type based on its most outstanding feature – for example, although a board game includes dice rolling, the board itself is the primary focus.

1.3. Using language games in the educational process

Children enjoy English lessons more when they play games; they learn how to work in a team and compete with their peers without being stressed. Some teachers might say that it would be possible to use solely games during lessons. However, most schools and language courses must follow a specific curriculum (textbooks) and use games as additional activities to make lessons more engaging.

Teachers must analyze the content of their textbooks and decide if it's possible to achieve set goals using tasks from the book if they are appropriate and interesting for learners. Teachers may use games instead of some tasks, which are not suitable for a given lesson; if the game makes the lesson more interesting and interactive; if it helps to achieve the goals easier.

But, most importantly, games can make lesson planning easier. Once the teacher has played games a few times and feels comfortable with them, she will be able to insert them into her program with very little preparation, especially if she has made materials that can be used more than once. Games can serve as a valuable backup if a teacher goes through her material too quickly or if something unexpected happens, for example, the colleague is ill, and she needs to cover her class as well as hers. They can help to control the rhythm of the lesson and get a group of unmotivated children up and moving around, participating in the class, and being more receptive to the rest of the lesson.

Games can be used in many ways:

- to introduce new material;

- to practice what has been learned previously

- to introduce or to work on certain topics;

- to relax;

- to bring more energy into the lesson and so on.

One of the most important rules the teacher must follow is giving clear instructions. Students must understand what is expected from them. The teacher must also consider children's background knowledge, vocabulary, age, and relevance of chosen games. The teacher must clearly understand the actions required from the students - short or long answers, reproduction or production, individual or group answers, and so on.

The same game may not work in the same way with different groups of children. When choosing games, the teacher must consider the group's behavior, attention span, gender ratio, time of the day, lessons before or after, a regular day, or a special occasion. For example, more or less active games may be tiring after a PE lesson; a game that includes holding hands or certain role plays may be embarrassing for a group with mostly boys; games that include a lot of mental work may be tiring at the end of a school day. It is important to differentiate between "rousing" and "settling" games.

Rousers: these games are designed to wake a class up. They raise the level of adrenaline and excitement. Typical 'rousers' are movement games and games where there is an element of competition. Guessing games also tend to get children excited, as do games that require the children to speak. However, the teacher should remember that an active game may get excess energy out of one group actually and settle them, but it could backfire and excite another group so much that they go wild and lose control.

Settlers: games that calm a class down. Typical 'settlers' focus on listening or include some artistic skills (arts and crafts, drawing). Writing games also tend to settle a class, unless, of course, they are combined with other stirring elements, for example, running to the blackboard. Board and dice games can settle a group as well.

Sometimes it's hard to distinguish between 'rousers' and 'settlers'. Very often the teacher can turn a settler into a rouser and, vice versa, by just changing the setting or a certain rule of the game. Splitting class into groups or pairs can often turn settling activity into a rousing one.

Safety is another important aspect that must be considered before choosing a game. The teacher must analyze the space, chances of injuries, how dirty/ slippery the floor is if it is possible to sit on the floor. The teacher also must hold control of the situation, make children respect rules and boundaries. If the game gets out of control, the teacher must stop it, because safety always comes first.

It is important to ensure that children have fun while playing a language game, but we shouldn't forget that the language component must always come first. The teacher must choose games according to the needs and goals of the lesson. The objectives of the game must be clear, and it has to be tightly connected with the goals of the lessons. We cannot play games in English

lessons just for the sake of entertaining students. Every game must be carefully planned and structured, ensure coherence and take children further in their knowledge.

Having a wide variety of games is also a key to a successful lesson. There definitely will be favorite games that children will be asking for, but the teacher must remember that they mustn't overuse the same games (it's always comfortable to adapt the same game to different topics or objectives, but it decreases students' motivation).

1. 4. Total physical response

All scientists and teachers unanimously agree that it is necessary to start teaching foreign languages from an early age. Due to fast emotional, cognitive, and physical development, children acquire language skills at a significant speed. In modern education, there is a range of methods, approaches, and techniques that make teaching a foreign language to young learners effective. However, Total Physical Response (TPR) keeps first place among the most appropriate methods.

Total Physical Response is a language-teaching method based on combining the language and physical movement method developed by James Asher in the 1960s, a psychology professor at San Jose State University. TPR intents to teach language through speech and physical activity at the same time. "Motor activities are means to language learning" (1984). It is just like the way children acquire their native language. "TPR is a method, which is built around the coordination of speech and action, in other words, it is to teach language through activity" (Asher, 1984, p.73). It "introduces the language through the use of commands (imperative sentences) and has students demonstrate their understanding through action responses" (Asher, 1984, p.35). TPR is probably the most overt example of the "learning by doing" principle in language teaching as it aims to help learners acquire language through physical actions without explicitly teaching it. Asher believes that such a teaching strategy (he prefers "strategy" to "method") is fun and stress-free, which helps with long-term retention of what has been learned.

TPR was developed as an attempt to mirror how preverbal children acquire their mother tongue. Asher (1984) recalled his earlier observation that less than 5% of adult second language learners gain satisfactory final attainment while most 6-year-olds have reached a high level of native proficiency. According to his observations, young learners acquire language unconsciously by following examples (movements) without any specific instructions; children are not forced to produce language until they are ready - there is a period when they are like sponges; during this period, children respond to input by physical movements, with most of the

input being directives. By comparison, it is obvious that second language learners lack these critical elements, which at least partially explain why there is such a contrast in linguistic achievement between babies and adults.

As a result of these observations, Asher proposed TPR to teach a second language through students acting out instructions. The first edition of Learning Another Language Through Actions: The Complete Teacher's Guidebook (Asher, 1977) started the beginning of systematically implementing TPR in the classroom. Although it is often described as a straightforward teaching method, TPR is, in fact, rooted in theories of cognitive science and the behaviorist tradition of psychology. The implementation of TPR among learners of different ages and with a broad range of first language backgrounds has also been supported by Asher and his colleagues. According to Asher, the lack of success of L2 learners is partly due to the overreliance on the left side of the brain in most other teaching methods. Human brain functions are lateralized into both the left and right hemispheres, which are separated into different hemispheres. The right hemisphere is associated with synthetic, visual-spatial, emotional, and motor skills. The left hemisphere is associated with analytic skills and language. Although language shows strong left-brain dominance for most people, Asher argues that language acquisition with the left brain is "slow-motion learning" as each detail of speaking, which the learner is currently incapable of making, is practiced before s/he has internalized a holistic pattern of how language works. Having comprehended the meaning associated with observed actions in the right brain, a student's left brain can then gradually comprehend and decode the language system. Trying to learn a language with the left hemisphere will lead to a halting and stressful experience; it is difficult to retain the language knowledge for an extended period of time. However, learning with the right brain through action, especially at the beginning, allows learners to follow a more natural course of development and produce more sustainable learning outcomes.

Pedagogical Implications

At the beginning stage, TPR is typically used to introduce language to students before they are ready to speak. However, it can also be adapted to address various other needs at even more advanced levels. This section discusses how TPR can be applied in terms of pre-class preparations, classroom instruction, and post-class assessment.

1. Setting achievable goals before the lesson.

2.   To make sure students do not lose their interest, it is important to combine new language items with the old ones.

3.   No textbook is required until later.

4.   Visual aids, such as pictures and props, can be prepared as the class progresses.

The teacher will first demonstrate the action as she/he gives the instruction, and then students will be invited to do the same. Instructing only by words is effective when students are able to associate commands with actions. TPR should prioritize meaning over forms and should avoid providing first language assistance (translation). To reinforce spoken instructions, the teacher can have the students sit down after an exciting performance and show them the written commands on a card or project them on the screen.

In TPR, students are expected to listen to what their teacher says and to perform it. They are also required to monitor and evaluate their own progress. Those who feel ready to speak are encouraged to do so. This is when a sufficient basis in language has been internalized. Teachers are both models and directors. They provide learning opportunities. As TPR is incorporated into routines, the learners are immediately engaged with the language and react to it. As they learn, they will realize that they understand a lot of things and will gain confidence. The teacher takes on the role of the parent; giving prompts, setting patterns, playing games, and the student then responds physically to the prompt. In giving feedback the teacher responds positively to the correct answer, much in the way that a parent would. This reinforces the learning and encourages further steps. Although TPR is a powerful technique, it is most effective when it is followed by games, songs, stories, or demonstrations.

TPR assessment is straightforward - for beginners, the instructor simply observes the student acting out commands to determine whether s/he has a good comprehension of the target language. At the intermediate level, however, Asher suggests evaluating students through skits created and performed by students. Students are evaluated in terms of their fluency in the target language and the number of new sentences spoken. The extent of novel utterances is the index of students working out the linguistic system through input. At the advanced level, traditional language tests can be applied, and Asher (2009) provided evidence that students trained with TPR outperformed those from regular classes in all four skills of language use.

Foreign language teaching to young learners is a rapidly growing field all over the world. Language development is fast in the early years, and for the beginning level in foreign

language teaching, TPR is a suitable technique, that is built around the coordination of speech and action. It is used to teach language through activity. TPR activities will ensure that young learners can hear the new vocabulary in a meaningful context and respond nonverbally first. When these aspects are considered cumulatively, TPR is said to be the most effective technique, which can be used in foreign language classrooms for young learners.

1. 5. Musical and motion language games

In modern education, teaching English does not mean teaching the language only: educators must take into consideration the social and cognitive development of students. For teachers to successfully fulfill this task it is important to create a natural environment for children - worry-free, fun, challenging, catchy, and engaging. Listening to the songs and following the melody is a skill that comes at birth and makes children feel calm, accepted, and loved. Using songs in teaching English is one of the most useful tools. It comes naturally, does not create any stress or pressure, does not require any previous knowledge or memorizing, and can be used at different stages in the class.

Listening to songs is one type of listening activity that has a wide range of potential. Growing and learning both require music and songs. Children love to sing, and teachers naturally use songs to teach them concepts and language in a fun way. Songs have the advantage of engaging students and being fun. Their most important feature, however, is repetition. They contain language patterns, but also develop listening skills, pronunciation, and rhythm, and provide a fun atmosphere. Even if the teachers play songs multiple times a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities. Through songs, we can deliver and recycle a great deal of information about a language. They can be used at any stage of a lesson and there are many ways to incorporate them into a lesson. Sometimes, they are used just as gap fillers and warm-ups, sometimes as the main part of a lesson, but sometimes they are there to provide a fun atmosphere.

If well planned, applied, and evaluated, songs can become useful tools for language teaching and learning. Also, if the right songs are chosen, learning can become a fun and memorable experience. "In order to accomplish this, a division between different song types and their purposes needs to be made. House (1997) makes a distinction between traditional songs and songs written especially for young learners. She states that children are normally familiar with the former type, while the latter are, as their name suggests, specially written for a textbook to support certain vocabulary and grammar points. Similarly, Ur (1992) makes a distinction

between the specially-composed English teaching songs and the authentic ones. She explains that the first type of song is used to teach vocabulary and language structures, as well as to aid oral language production. The authentic songs, on the other hand, are a matter of cultural aspect and entertainment. Murphey (1992) presents a different typology of songs for young learners. He clarifies that there are jazz chants and Total Physical Response (TPR) or action songs. Jazz chants are rhythmic expressions in a situational context without background music. They develop listening comprehension skills and reinforce rhythm, intonation, specific language structures, and vocabulary. TPR songs require students to respond physically to what they hear and sing only when they are ready to do so".

Using the appropriate songs is of critical importance. Whether they are specially written for learning English or authentic, it is crucial to choose songs that suit children's level of English as well as their interest since, as widely accepted, children enjoy simple and catchy songs. The love of repetition and the need to move, common to all young children, make songs integral parts of English lessons.

A large number of activities can be used with songs. Songs can be adapted to any aspect of a language. Any activity that can be used with the four skills, vocabulary, or grammar can be modified to be used with songs. However, some activities work better with young learners than with older ones. "Listen and repeat" (Scott and Ytreberg, 1991) and "Listen and do" (Sevik, 2012) such as listen and draw, mime, dance, point, match, and color are types of activities that work well with young learners. Murphey states that young learners will enthusiastically accept any kind of song. It all depends on the teacher's imagination" (Murphey, 2016, p.63).

Playing musical and motion language games enhances academic achievement, self-esteem, national pride, identifying with one's culture, and general self-confidence. Musical games are a means of communication that crosses all barriers – language, culture, belief systems, age, gender, and nationality. It is an innate part of a person's being and depending on taste, it soothes and relaxes, inspires, and motivates. Used carefully in the learning situation, it can turn the beat of the learning process around. In sum, musical and motion language games exert a strong influence on young learners and their motivation to learn English.

1.6. Understanding Characteristics of Young Language Learners

For the successful teaching of English in primary schools, above all, the teacher needs to understand the young learners' characteristics, instincts, and interests in their cognitive,

linguistic, and emotional aspects. The above factors play a crucial role in lesson planning, engaging all learners in the learning process. The language teachers must consider them in order to achieve the objectives of a lesson.

1.6.1. Cognitive development

According to McKay (2006, p. 6-14), "children are in constant gradual development, continuing to learn through concrete experience, what can be called "learn through doing". As they acquire knowledge and intellectual skills, they cannot yet use meta-language, the ability to use language, to describe language.

The author also provides information about their abilities to write. Their ability to spell and remember words is gradually developed along with their writing skills. When children are 7-8, she also mentions they start to self-correct and to be able to convey meaning only through writing itself – when at school.

As Pinter (2011, p.9) explains Piaget's theory, at 6-7 years of age, children are at their pre-operational stage of cognitive development. It means they already can understand concepts, like counting, classifying according to similarity. They have an idea of past, present, and future but are focused on their present. But young learners cannot still analyze abstract concepts. At the age of 7, though, they demonstrate an "intellectual revolution" when they start thinking more logically.

1.6.2. Emotional development

Some authors believe that children at this age need to "experience overall success" and a sense of progression, as McKay (2006, p.14) and Shin and Crandall (2014, p.255). Brewster, Ellis & Girard (2002, pp.27-28) state they "have different emotional needs", however, they need to feel secure.

According to Cameron (2001, p.4) children also 'seek out intentions and purposes in what they see other people doing bringing their knowledge and experience to their attempts to make sense of other people's actions and language'. They benefit from having models and seek appreciation for what they do. They need support and scaffolding – the term is used to describe "interactional support that is given to learners while their language system is under construction. It enables them to perform a task at a level beyond their present competence" (Thornbury, 2006, p.201).

Children of this age get bored fast, and tasks must be varied and short to keep interested in them, Brewster, Ellis & Girard (2002), Cameron (2006), Shin and Crandall (2014), McKay (2006). One of the scaffolding features that help cope with this characteristic is to keep children aware of the purpose and goals of the tasks.

Concerning these facts, in particular, they provide the English teacher with the ability to not only understand the general characteristics of the young students but also recognize the qualifications they need as a primary school English teacher.

Young learners have a short attention span. So teachers should vary their methods and techniques to break the boredom. They should give varied activities such as handwriting, songs, games, etc. Children are very energetic, thus, teachers should try to ask them to play games, role play dialogues, and involve them in competitions. Children require praise, so teachers must always encourage them and praise their work. They differ in their experience of language. Teachers must be fair and not favor those who know some English at the expense of those who do not know. If some students are less shy than older learners they might be asked to repeat utterances, resort to mechanical drills. Children are imaginative - so it is important to use realia or pictures to teach new vocabulary related to concrete meanings. Young learners are imaginative, but they may have some difficulties distinguishing between imagination and reality. They enjoy learning through play. Young learners learn best when they learn through games. Thus games should be an essential part of your teaching. They enjoy imitating and being skillful in listening accurately and mimicking what they have heard.

1.6.3. Educational Development

The way YELLs process information in their native language (L1), as well as in the foreign language (L2) differs from adults. From an early age, children first begin to sort out words involving concrete objects. When introduced into the L2 classroom, they "need very concrete vocabulary that connects with objects they can handle or see" (2010, p. 81). In contrast, adult learners can cope with abstract ideas (ibid). YELLs do not comprehend abstract ideas such as grammar. Bourke (2006, p. 280) notes that young learners do not have a concept of ideas such as parts of speech, discourse, or phonology. Adult learners have the benefit of understanding these concepts through their knowledge of the L1. Any attempt to explain these abstract concepts at an early age will likely serve only to confuse YELLs. Howatt (1991, p. 293) found, in a study on the history of language learning, that learning which concentrated prematurely on these abstract forms "meant that linguistic forms became divorced from the meaning they were meant to convey".

In order to avoid dealing with abstract ideas, Cameron (2010, p. 530) recommends dealing with topics children find familiar, such as family and friends or school life. Since they have a clear mental image of these objects or activities, it is easier for them to process the information in the L2.

YELLs work to develop a clear mental image using the language they are given in the L1 as well as the L2. One way of doing this is through their use of private speech. This takes place when children mutter to themselves when undertaking various activities (Wertsch cited in Cameron 2001, p.5). As they get older, children develop a better understanding of language. Their private speech becomes 'internalized' (Cameron, 2001, p.7).

Research on private speech in the L1 has proved a "link between the use of private speech and academic achievement" (Cameron, 2001, p. 196). This is likely because the children think about the language, produce it, and hear it again. This will help to reinforce their mental image of the task at hand. The mechanism of internal speech helps children when working without the aid of a teacher. Its benefits can be further facilitated with a teacher's assistance through the use of scaffolding.

Scaffolding has come about through the research of Vygotsky and Bruner. Vygotsky originally developed the concept of the Zone of Proximal Development (ZPD). This theory suggests that "students should be judged on what they can do with the assistance of an expert rather than what they are capable of doing on their own" (2001, p.6). Learning a language within a student's ability to learn is preferable to learning a language they already know. "If… new language is within a child's ZPD, she or he will make sense of it and start the process of internalizing it" (ibid).

Vygotsky's research on ZPD influenced Bruner. He developed the theory of scaffolding, which is the language "adults use… to mediate the world for children and help them solve problems" (2001, p.8). This is an important idea in L2 training. By "directing attention on in remembering the whole task and goals on behalf of the 5 learners, the teacher is doing what children are not yet able to do for themselves" (2001, p.9). The students can be aided in their tasks until the language has become internalized. When this happens, the YELLs have developed a clear mental image using the language they are given, and no longer need the scaffolding.

One idea that has gained a lot of attention over the last several decades is the critical period hypothesis. This idea states that children up until the age of puberty can learn a second language with greater ease than older learners. This has led to an increase in younger children learning foreign languages.

Not all educators are convinced of the validity of this theory. Lightbown and Spada (2001, p.41) state that "for every researcher who holds that there are maturational constraints on

language acquisition, there is another who considers that the age factor cannot be separated from factors such as motivation, social identity, and the conditions for learning". While it lies outside the scope of this thesis to confirm or deny its validity, it is important to understand, because it has had a definite impact on the age many students begin English language training.

In terms of language pedagogy, it can therefore be concluded that there is no single "magic" age for L2 learning, both older and younger learners can achieve advanced levels of proficiency in an L2, and the general and specific characteristics of the learning environment are also likely to be variables of equal or greater importance.

PART II

Study of the effectiveness of language games in the lessons of English in primary school

In this part, the purpose of the research, the methods, the participants, materials, and techniques used to collect information are presented. The given study aims to observe the effect of using songs, games, and TPR on language acquisition and students' attitudes towards English lessons.

This part provides the background information, the research questions, the hypotheses, the aims, and the procedure of the study. The research was conducted to find out whether using musical and motion language games had a statistically significant impact on learners' test scores and attitudes towards English lessons. Thus, it was interesting to know whether language games improved learning gains of the primary school pupils.

2.1 Methodology

The research aimed to observe the influence of music and games on language learning, and check whether they create a positive environment in the classroom and enhance language acquisition. The study was devoted to the analysis of the application of games and music during English lessons in the primary schools in the Transcarpathian region and their impact on the effectiveness of language acquisition. The research aimed to show the importance of using different methods and approaches to help learners memorize vocabulary, improve pronunciation and gain better writing/spelling skills. The researcher wanted to observe how high levels of interest in the subject can improve overall academic results and motivate students.

As a result of the analysis of the relevant literature, several research questions were raised:

Research question number one: How can teachers use music and motion games in a 45-minute class time to improve students' academic results?

Research question number two: How can language games affect students' attitudes and motivation?

According to the above-mentioned research questions, the following hypotheses were proposed:

- **Alternative Hypotheses** (Ha1): There will be a statistically significant improvement in the pupils' achievements after being taught through motion and music games.

- **Null Hypotheses** (H01): There will be no statistically significant improvement in pupils' achievements after being taught through motion and music games.

- **Alternative Hypotheses** (Ha2): There will be a significant mean difference in pupils' achievements after being taught through motion and music games.

- **Null Hypotheses** (H02): There will be no significant mean difference in the pupils' achievements after being taught through motion and music games.

2.2 Data collection and analysis

McMillan and Schumacher point out that nonequivalent groups of pretest-posttest-control group design or comparison group design is very prevalent and useful in education. Because it is often impossible to randomly assign subjects, the researcher uses intact, already established groups of subjects, gives a pretest, administers the intervention condition to one group, and gives the post-test. The following is the research design used:

Nonequivalent Groups Pretest Posttest Control Group Design

Group	Pretest	Intervention	Posttest
A	O1	X	O2
B	O3	-	O4

Time

Source: McMillan and Schumacher, 2010, p.278

Where,

A : Experimental Group

B : Control Group

O1 : Pretest of experimental group

O2 : Posttest of experimental group

O3 : Pretest of control group

O4 : Posttest of control group

X : Intervention

− : No treatment

A questionnaire method (Appendix B) was also used to collect data on students' attitudes towards learning English. The language of the questionnaire was learners' mother tongue in order to avoid any misunderstandings on the learners' part.

Finally, statistical analysis was used to compare the means of the two groups involved in the quasi-experiment.

2.2.1 Participants

The quasi-experiment was held among two 4th grades in a local school in Transcarpathia. A total of 41 students aged between 8 and 9 participated in the experiment. There were 17 female students and 26 male students. All the students have been studying English for at least 3 years. The experiment was conducted during the first term of the 2020/2021 academic year.

2.2.2 Structure of the experiment

In order to facilitate the research, a quasi-experiment was chosen as a research method. A quasi-experimental study of non-equivalent pretest-posttest control group design or comparison group design was used in this research. The population and the sample of this research were the 4th-grade students of Velyki Komiaty public school in the Transcarpathian region. The treatment was given in 6 sessions. Different approaches to teaching the English language were chosen as a quasi-dependent variable. The instructional materials used in the quasi-experiment are presented in the Appendix A and Appendix D. Students in a treatment group were exposed to different games (active or passive), were given a chance to listen and sing relevant songs and had song lyrics, youtube videos and interactive games as their homework.The 4-A grade was a no-treatment group, while 4-B was a treatment group.

Before the beginning of the experiment, both groups were given a pre-test to identify their level of vocabulary, reading, and spelling (Appendix B), as well as a questionnaire to find out their attitude towards English lessons and how motivated they were.

During the experiment, the no-treatment group was exposed to a traditional approach offered by text-books and programs of local Transcarpathian schools.

On the other hand, the treatment group was exposed to a variety of games, some songs, TPR was frequently used for the period of the research. Students were given interactive homework through youtube videos and educational platforms.

At the end of the experiment, both groups were given an identical post-test to evaluate the comprehension of the studied material. They were also given a new questionnaire to evaluate their motivation and attitude towards English lessons.

2.2.3 Research findings and discussion

In a no-treatment group 22 students took the pre-test. There were 6 girls and 16 boys. They showed average results and generally had a positive attitude towards English lessons. The results are shown in Diagram 3.1.
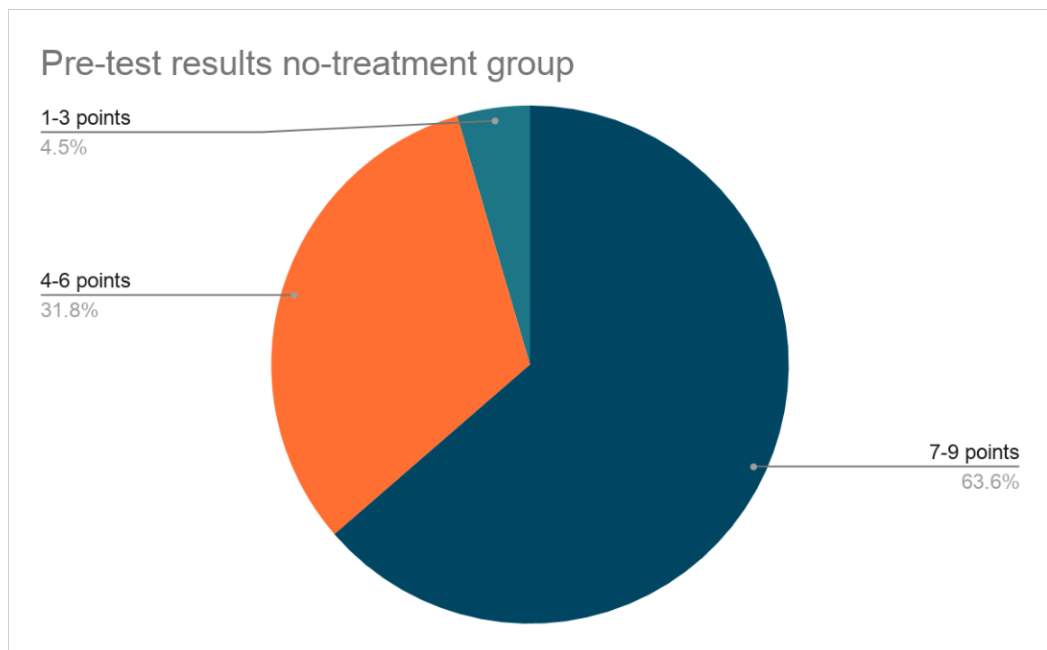

Diagram 3.1. Pre-test results

Table 3.1. Pre-test no-treatment group. Attitude towards English lessons

	😊	😐	🙁
I like English lessons	15	5	2
Reading comes easy to me	14	1	7

Writing comes easy to me	10	10	2
Speaking comes easy to me	9	8	5
Listening comes easy to me	10	8	4
I understand what the teacher says in English	14	6	2
I find English lessons interesting	18	4	0
I like doing my homework in English	8	8	6

19 students participated in a treatment group (9 girls and 10 boys). The results of a pre-test were not very different from the results of a no-treatment group. The results are presented in Diagram 3.2.
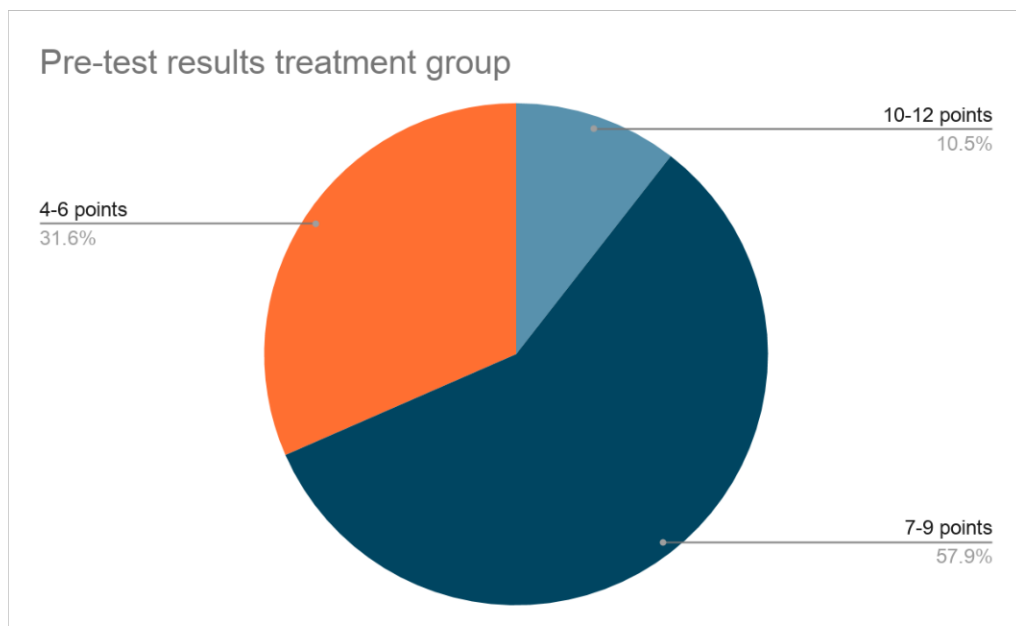

Diagram 3.2. Pre-test results. Treatment group

Table 3.2. Pre-test treatment group. Attitude towards English lessons

	😊	😐	☹️
I like English lessons	13	6	0
Reading comes easy to me	13	5	1
Writing comes easy to me	8	7	4
Speaking comes easy to me	8	8	3
Listening comes easy to me	9	7	3
I understand what the teacher says in English	15	3	1
I find English lessons interesting	17	2	0
I like doing my homework in English	5	9	5

During the experiment, the treatment group was introduced to a variety of musical and motion games to stimulate interest, motivate students, and help them learn and memorize new vocabulary and grammar structures.

According to the school curriculum, students of both groups were studying new vocabulary about hobbies and interests, revised Present Simple, Present Continuous, and Past Simple tenses, and were learning how to talk about their likes and dislikes. Students of a no-treatment group followed textbook assignments, suggested by the teacher's book.

Students of a treatment group did many activities that included motion/miming games (like Charades). In every lesson, children were introduced to a song or a chant. They received a list of key vocabulary items or grammar structures. The learners were asked to listen and learn this

song/chant at home. From the first lesson, the atmosphere in the classroom started to change - students were more engaged in activities, even passive ones or the ones with a low level of English language were trying to participate. The teacher encouraged the pupils to use English as much as possible.

After 6 sessions of treatment, post-tests were conducted in both groups. Results are shown in Diagram 3.3.

Diagram 3.3. Post-test results. No-treatment group

Table 3.3. Post-test no treatment group. Attitude towards English lessons

	😊	😐	☹️
I like English lessons	15	5	2
Reading comes easy to me	13	4	5

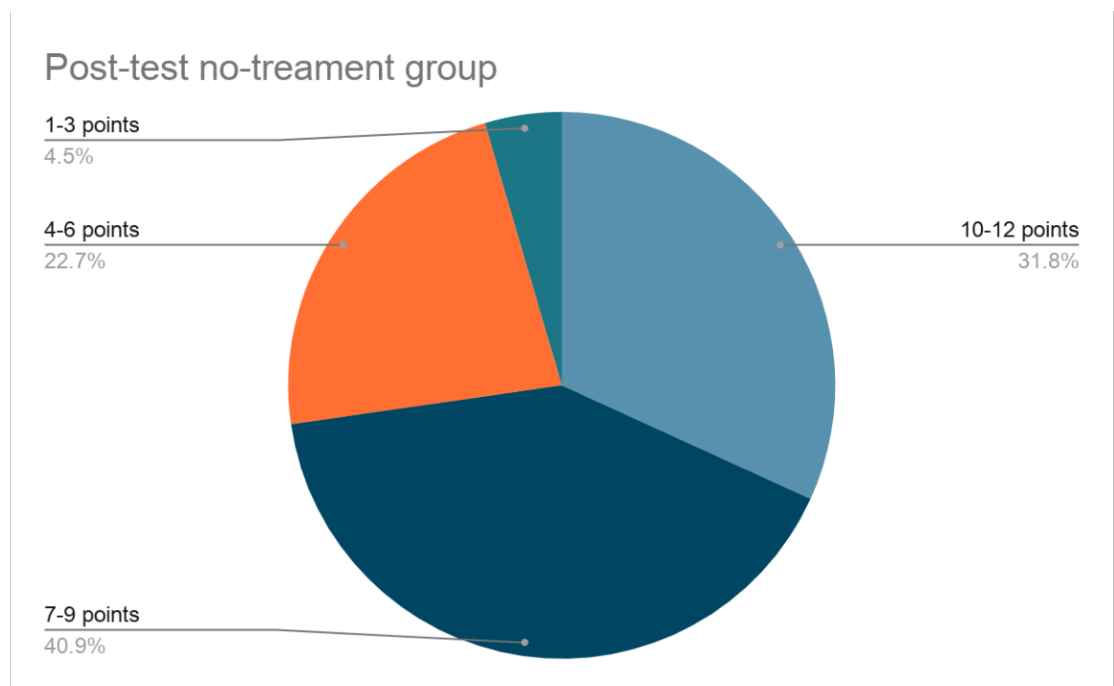|			
Writing comes easy to me	9	12	1
Speaking comes easy to me	9	8	5
Listening comes easy to me	9	9	4
I understand what the teacher says in English	14	6	2
I find English lessons interesting	19	3	0
I like doing my homework in English	7	9	6
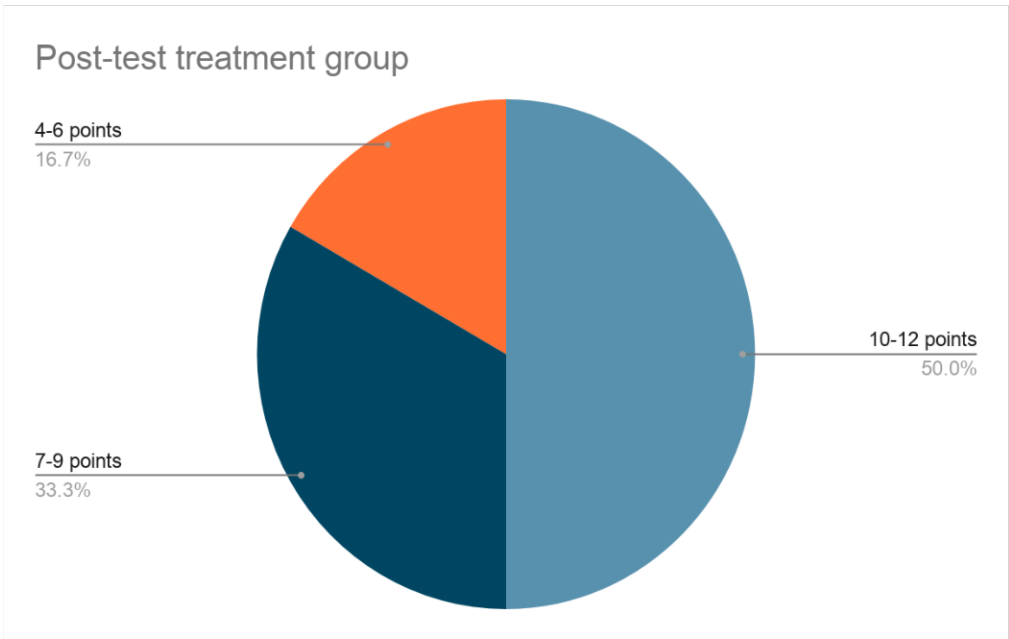
Diagram 3.4. Post-test results. Treatment group

Table 3.4. Post-test treatment group. Attitude towards English lessons

	😊	😐	☹️

I like English lessons	18	1	0
Reading comes easy to me	15	5	1
Writing comes easy to me	10	8	1
Speaking comes easy to me	9	9	1
Listening comes easy to me	13	4	3
I understand what the teacher says in English	15	3	1
I find English lessons interesting	19	0	0
I like doing my homework in English	13	5	1

Table 3.5. Results of paired sample t-test

Variable	Pre Test		Post Test		Mean difference Pre and Post Test No-treatment group	Mean difference Pre and Post Test Treatment group
Using Songs and games during the lessons	Mean No treatment	Mean Treatment	Mean No treatment	Mean Treatment		
	6.95	7.32	7.9	9.05	1.23	1.73

Concerning the results of a paired sample t-test in the experimental group, the mean score of students' achievement in the pre-test of the no-treatment group was 6.95 (see Table 3.5), with the standard deviation being 1.9418. Meanwhile, the mean of the student achievement on the post-test of the no-treatment group was 7.9, with a standard deviation being 1.9839. Additionally, the output data showed that the mean difference of achievement between pre-test and post-test in the no-treatment group was 1.23, with a standard deviation of 1.3810.

Concerning the result of a paired sample t-test in the treatment group, the mean score of students' achievement on the pre-test of the control group was 7.32 (see Table 3) with a standard deviation of 1.8079. Meanwhile, the mean of the students' achievement on the post-test of the treatment group was 9.05, with a standard deviation of 1.9323. Additionally, the output data showed that the mean difference of achievement between pre-test and post-test in the treatment group was 1.73, with a standard deviation of 0.7847.

Since the Sig. value (2-tailed) of achievements were less than 0.05, it could be stated, that the null hypotheses (H01 and H02) were rejected, and the research hypotheses (Ha1 and Ha2) were accepted. This means that there was a significant improvement made by the treatment group.

The results of this study indicate that the use of games and music in ESL classroom motivates students, stirs their interest towards the language they are learning and brings better results. It can thus be suggested that teachers should implement games into their everyday teaching and not to underestimate their importance. This research may serve as a base for future studies.

Conclusions

All contemporary methodologists, teachers, and coaches keep emphasizing the significance of using motion and music games with young learners. With the development of technology and resources, it is a must for a primary school English teacher to be familiar with different approaches and use games during any stage of the lesson.

In designing the given study, the primary concern was to observe if there was any relationship between the use of motion and music games and the level of achievements and attitude in the primary school English classroom. The objective of the study was to examine the importance of games for effective foreign language teaching and the motivation of young learners.

The game is an essential element in developing a young person. Language games are a valuable means to provide foreign language practice. Such sources of entertainment as music and motion games may be appropriate for learners' learning process, subconscious, and fun in primary school. Not only do they make a lesson more interesting because of authentic language and breaking the routine, but they also develop language skills in many fields. Without a doubt, musical and motion language games may bring certain benefits to the classroom. The selection of relevant games and exercises used in a lesson of English is also worth mentioning. Although there is no ideal method in foreign language teaching, games can strengthen learner motivation.

Following the aims of the thesis, a quasi-experiment was conducted to observe whether using musical and motion language games had a statistically significant impact on learners' test scores and attitudes towards English lessons. Thus, the researcher wanted to know whether the application of language games resulted in the learning and attitudinal gains of primary school pupils.

The data analysis was based on the results of the tests. The students' scores were divided into two groups: Group A (the scores of the pre-test and post-test of the students who followed the regular program) and Group B (the scores of the pre-test and post-test of the students who learned through alternative approaches). Paired sample t-test was used to see whether there was improvement between the pre-test and post-test for each group.

A quasi-experiment was conducted at the end of the first term. The results could be affected by the quarantine and the absence of some students. Pre-tests and post-tests were given during the lesson and were considered as programmed tests.

After conducting the quasi-experiment, the hypothesis of the study was proved - implementing games in the English classroom not only improved the academic results of young learners but also created a positive environment in the lesson. They motivated students to actively engage during the lessons and increased their interest in dealing with English.

Based on the results and interpretation, the following conclusions could be drawn. First of all, the results of the t-test showed that using motion and music games statistically improved learner achievements. This could be seen from the results of a paired sample t-test where the treatment group demonstrated higher scores than the no-treatment group on the pre-test and post-test.

Second, after analyzing the questionnaire, it was observed, that students of a treatment group became more interested and motivated after three weeks of the treatment. The results of the given study demonstrated the relevance of using language games in the English lessons and as part of home-work.

Резюме

Більшість сучасних науковців і педагогів наголошують на важливості використання рухливих та музичних ігор з дітьми молодшого шкільного віку. З розвитком технологій та ресурсів вчитель англійської мови початкової школи зобов'язаний ознайомлюватися з різноманітними новітніми підходами та з легкістю використовувати ігри на будь-якому етапі уроку.

Метою бакалаврської роботи було дослідження взаємозалежності між використанням мовленнєвих ігор на уроках іноземної мови та результатами навчання та ставлення до уроків учнів початкової школи. Метою дослідження було перевірити ефективність ігор та музики для успішного навчання та мотивації учнів молодших класів.

В даній роботі вивчалися різні типи ігор та досліджувалася ефективність їх використання у навчанні англійської мови учнів молодшого шкільного віку.

Для досягнення мети було необхідно провести дослідження у формі опитування та експерименту та проаналізувати результати.

Робота складається зі вступу, основної частини, практичної частини - дослідження - та висновків. У вступі коротко обґрунтовується значення гри як ефективного засобу навчання і виховання. Вказується на мету роботи, об'єкт, предмет, завдання; надається практичне і теоретичне значення роботи.

Основна частина роботи поділяється на два розділи. В першому розділі розкриваються лінгвістичні і психологічні засади застосування ігор у навчанні іноземних мов, досліджуються особливості процесу навчання учнів молодшого шкільного віку. У другому розділі детально описується мета, засоби та способи, хід дослідження та представлені його результати.

Список використаної літератури складається з 37 джерел, більшість з яких - англійською мовою. Також впродовж написання роботи використовувалися аутентичні пісні та ігри для вивчення англійської мови. Застосовувалися методи аналізу, синтезу та класифікації. Серед емпіричних методів було застосовано квазі-експеримент й анкетування. У роботі висвітлюється питання використання різних типів ігор на уроках англійської мови як іноземної.

У висновках вказується, що гіпотеза, висунута у дослідженні була доведена: учні, які навчалися за допомогою ігор, пісень, музики, віршів показали кращі результати та були більш мотивованими до виконання завдань.

Ключові слова: мовленнєві ігри, урок англійської мови як іноземної, музичні ігри, учень, учитель, початкова школа.

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APENDIX A

Games: examples

Phonetic games

"I hear – I don't hear"

Goal: to form the skills of phonemic hearing.

Instructions: pupils are divided into groups. The teacher pronounces a word. If the word has a short vowel sound or long vowel etc., pupils raise their right hands. If there are also consonant sounds, the pupils raise both hands. The teacher can write the mistakes on the blackboard to explain them after playing the game. The team, which made fewer mistakes, is the winner.

"True or false"

Goal: to develop phonetic hearing, to form skills for understanding sound differences.

Instructions: teacher names the words, phrases, or sentences. Pupils raise their hands when the teacher reads the emphasized sounds in sound patterns. Then the teacher asks pupils to read definite words, phrases, sound patterns, words, or sentences. If a pupil reads well, others lift their hands with green cards, if it's wrong – with red cards. The team which after counting the points will estimate correctly the absence and presence of mistakes will be the winner.

"Which word sounds?"

Goal: to form and improve the skills of defining adequate letter-sound correspondence.

Instructions: The teacher gives pupils 10 to 20 words. The teacher starts reading the word at a certain speed randomly. The pupils should do the following actions:

1. To find the words which the teacher pronounces in the list and put numbers next to the words.

2. To point out the words which the teacher reads.

3. To spell the words, which are not on the list. They can find them in dictionaries, if a pupil doesn't know them, they must find any spelling mistakes.

Spelling games

"The scattered letters"

Goal: to form the skills of combining the letters in the word or phrase.

Instructions: teacher writes the word on the sheet of paper with capital letters, and doesn't show it to pupils then he or she cuts it. Then he \she says: "I had a word. But I messed up the letters. Now they are scattered." Teacher shows pupils letters and puts them on the table or floor: "Who will find this word first?" The pupil, who writes the word correctly, will be the winner.

The winner can choose the new word, and cut it, and then they will scatter all letters. And the game starts again.

"Word pairs"

Goal: to develop spelling skills.

Instructions: Firstly, a teacher can tell pupils that this game was created by Lewis Carroll, the author of the well-known book "Alice in Wonderland". The teacher writes one word on the paper. A pupil should write another word below which has the same amount of letters. The pupils should step-by-step turn the word above to the word below. Then they should choose another word, which can be written in the same way as the first one, except for 1or 2 letters, and write it under the first word. Then this word will be turned to another. They can change only one or two letters every time. They should continue while they make a word, which can be changed only with one letter, and turn to the word below. For instance: scare – spoil; smell – graze; whale – train; score – spell; smile – grape; scale – Spain; while – grain etc.

"The picture"

Goal: to check well how students remember target vocabulary.

Instructions: The teacher gives every player pictures of animals, food, transport, and so on. Pupils are divided into two teams, and one representative of each team comes to the blackboard and writes all the objects in the pictures. Then he should read the words and show the picture. The team, which writes all the words as quickly as possible and without any mistakes, will be the winner.

Games to work with the alphabet.

"5 cards"

Goal: to learn the alphabet.

Instructions: teacher shows every pupil 5 cards with letters of the English alphabet. The pupil, who will name the letters correctly and without pauses, will be the winner. Another way of playing this game: the teacher gives all the pupils five letters, they go to the blackboard and name all the letters.

"The first letter"

Goal: training focused on learning the alphabet.

Instructions: Pupils are divided into two teams. The teacher names three words one after another to each team. The learners must name the first letters of these words as quickly as possible. The team, which does the task correctly, will be the winner.

"Letters – cards"

Goal: to form the skills of connection orthographical signs with lexical meanings.

Instructions: The teacher gives pupils 3 – 4 cards with small or capital letters.

Option 1

The teacher shows the pupils pictures and names the objects in the pictures in English, and they should raise cards with the first letters of the named words. The teacher collects the cards with correct answers. The participant, who doesn't have any cards in the end, will be the winner. The teacher can make the game more difficult by showing cards in silence and the pupils name them aloud, and after that, they raise the necessary cards with letters.

Option 2

The teacher gives pupils 3 – 4 cards with pictures with familiar words. The teacher shows the letter and pronounces the sound, the pupils should show the cards with the objects, which begin with this letter, and name these objects in English.

Option 3

The teacher shows letters in silence or names them aloud without showing them, which will make the game more complicated. The teacher will give points for every correct answer. The team, which gets more points, will be the winner.

Lexical games

"The numerals"

Goal: to unite the ordinal and cardinal numbers.

Instructions: pupils are divided into two teams. One student names ordinal or cardinal numbers. The first team and then the second team should name the previous and the second one – the following (according to the ordinal or cardinal numbers). The teams get points for every mistake. The team, which gets fewer penal points, will be the winner.

"Auding the pictures"

Goal: to activate the vocabulary of the learned topic, to develop conversational skills

Instructions: the participants are divided into pairs. Every pair is given pictures with clues. With the help of these cards, pupils must act out the pictures. The pair, which will prepare the dialogue first and act it out correctly, will win.

"Teakettle" (English game)

Goal: forming and developing the contextual guesses.

Instructions: the first participant leaves the room. During this time pupils should choose several homonyms and think the sentence. When that boy or girl enters the classroom, pupils pronounce the sentence one by one, which has the word "teakettle" in place of homonyms.

For example: "She said good teakettle when she went to the little shop teakettle the bank to teakettle some sweets". The word "teakettle" must be replaced by such words as "bye, by, buy". The participant should guess the meaning of the sentence: "She said goodbye when she went to the little shop by the bank to buy some sweets".

Grammar games

"Action description"

Goal: to improve the usage of verbs in spoken language.

Instructions: the players are divided into pairs. One of the players acts out the verb, another player should comment on the actions, using the learned verbs.

"Game with a ball"

Goal: to improve the usage of verb forms in spoken language.

Instructions: pupils are divided into two teams. The participant of the first team should make a sentence with a definite verb. Then they throw the ball to the participant of another team and tell their sentence omitting the verb. The player, who catches the ball, repeats the sentence and fills in the verb. All the actions repeat again.

"Presents"

Goal: to review the vocabulary of the topic, to improve the usage of learned verbs in the Future Simple in spoken language.

Instructions: teacher divides pupils into two teams and writes two lines of words:

1) names of animals\fruits\vegetables\toys etc.;

2) the list of verbs.

The players should say what they will do with presents using the verbs from the list. Every participant should make one sentence. The team, which completes the task as quickly as possible without mistakes, will be the winner.

Active games

During these games, the children are physically active. Movement games are exciting and need to be closely monitored because sometimes teachers can face problems with pupils' behavior while playing such types of games. Some examples are "Simon says", "Do what I say and not what I do", "Duck. duck, goose".

Card games

Children count cards, collect, give away, exchange or sort. The cards can have a special meaning or value in a game or just serve as symbols for objects or actions. Cards are often components of other game types as well. Pupils can play cards in pairs or in teams. They stimulate speaking activity, attention, logic, etc. Examples: "Go fish", "Memory".

Board games

There are a lot of various board games which involve moving markers along a path. Some of them are used for learning grammar or any other topic. Teachers can make board games by themselves or print them from the Internet. Children can make board games fun and creative.

Pupils use six-sided dice for playing these types of games. Examples: "Snakes and ladders", "Scattegories", "Pictionary".

Dice games

Dice games are very adaptable. The teacher should remember that the dice don't need to have just numbers on the faces. They can have colors, letters of the alphabet, numbers. Furthermore, dice can be not only six-sided either. There are some special shops, where teachers can find 12-sided dice or even round dice with a weighted ball in the middle. Little learners may roll one dice, but older - can play games with more than 2 dice at the same time. One of the modern use of dice is "Storytelling cubes".

Drawing games

Drawing games are special because they span a gap between key functions of the brain. Firstly, drawing involves sensitivity and creativity towards the world. In contrast, the pupils must be able to understand instructions and describe their piece of art.

Drawing games are especially helpful with shy children who are unwilling to talk. But the teacher should remember that a picture is a very personal thing and some pupils might not be ready to describe their pictures. In such cases, they will certainly respond to the questions with "Yes" or "No" answers. Drawing games is a good way to practice listening e.g. "Draw an alien".

Guessing games

In guessing games, the aim is to guess the answer to a question of some kind. It can be different actions, words, meaning, songs, etc. For example "20 questions", "Celebrity heads".

Role-play games

Role-play games can be seen as simple, guided drama activities. It is the act of imitating a particular character and somebody's behavior who is different from yourself. The language input can be quite exactly defined or very open depending on the language level, confidence of the class, and curiosity. Role plays stimulate pupils' imagination and are tests of real communication ("In a supermarket", "In the street").

Team games

Any of the games mentioned above can be team games if they involve collaborative teamwork e.g. quizzes, Pictionary, Charades, Jeopardy.

APPENDIX B

PRE TEST

Vocabulary

I. Circle hobbies   (5 pts)

collecting coins   collecting stamps   reading   dancing   kitchen
living room playing the musical instrument   having a shower   cooking painting   doing
sports   scale modeling   watching TV quizzes

II. Put the words in the correct order.   (3 pts)

1. you   like   do   what   doing   _____?
2. like   I   cartoons   watching   _____.
3. your   does   Mum   taking photos   enjoy _____?
4. she   yes   does   _____.
5. does   Dad   your   coins   collect   _____?
6. doesn't   he   no   _____.

III. What do they like/ enjoy doing? (4pts)

Mary   Jack   Tom   Lisa

1. Mary _____.
2. Jack _____.
3. Tom _____.
4. Lisa _____.

Grammar

.Circle the correct answer to fill the gaps (6pts)

1. Tom _____ to the cinema last week.

a) goes   b) went   c) is going

2. My family _____ in the forest every summer.

a) is walking   b) walked c) walk

3. Yesterday Helen _____ in the swimming pool.

a) swim   b) is swimming   c) swam

4. I _____ piano now.

a) am playing   b) play   c) played

5. My mother _____ an apple pie two days ago.

a) cooks   b) cooked c) is cooking

6. We _____ oranges yesterday.

a) eat   b) eats   c) ate

7. John _____ cartoons every evening.

a) watches   b) is watching   c) watch

8. My Dad _____ toy planes when he was 8 years old.

.   collects   b) is collecting   c) collected

II. Match infinitive with its past form (6pts)

to play	cooked
to cook	made
to make	played
to have	maked
to swim	had
to ride	swam
	haved
	rode

Listening

Listen to the song. Circle activities, that kids like doing (4pts)

https://www.youtube.com/watch?v=lfLGtb258fM

Listening to music	Flying a kite	Cooking	Watching movies	Reading comic books	Playing volleyball
Swimming	Singing songs	Camping	Playing soccer	Riding a bike	Reading magazines

Writing

1. I. Answer the questions. (8 pts)

   1. What is your hobby? Is it fun? Is it interesting?

   _____

   2. What do people collect?

   _____

   3. What do girls usually like doing?

   _____

   4. What do boys like doing?

   _____

POST TEST

Vocabulary

.Where can you do these activities? (6pts)

play hide-and-seek watch a quiz show play hopscotch go fishing do scale modeling go camping play chess play football roller skate play computer games have a picnic pick up flowers		
at home	at the playground	in the forest

II.   Unjumble the words (6pts)
         TCAORNO _____
         IZUQ_____
         LCHAELNN _____
         LFIM _____
         SWNE _____
         MMEPROGRA _____
         THCMA _____
         DEGUI _____

Grammar

.Put the verb in brackets into correct form
1. My Mum enjoys _____ (to watch) films.
2. My Dad _____ (to collect) model cars.
3. We like _____ (to spend) weekends in the forest.
4. Last week we _____ (to have) a picnic on the river bank.
5. My sister and I _____(to swim) in the river.
6. My Dad _____ (go) fishing.
7. My Mum _____ (make) sandwiches.
8. Later we _____ (play) badminton.

II. Every sentence has one mistake. Correct them.
1. My friend enjoys to play hide-and-seek.
2. I rided a horse last summer.
3. Yesterday we make a cake for my Mum's birthday.
4. Does you enjoy playing chess?

Listening

Dan: Hi girls, what are you drawing?
Ann: Hello, Dan. I'm drawing my pony collection.

Kim: And I'm drawing my doll collection.
Dan: I think collecting ponies and dolls is boring.
Ann: But we like dolls and ponies!
Kim: And what do you collect, Dan?
Dan: I don't collect anything. My hobby is scale modelling.

.Listen to the dialogue. Mark T(true) or F(false)   (6pts)
1. Dan is drawing.   T   F
2. Dan is talking to two girls.   T   F
3. Girls are drawing their collections.   T   F
4. Dan likes ponies and dolls.   T   F
5. Girls think that ponies and dolls are boring.   T   F
6. Dan enjoys scale modeling.   T   F

Reading and Writing

.Read an email from your pen-friend and write a reply (6pts)

Hello there,
Thank you for your email. I enjoyed my Christmas vacation, too. I played with my toy car collection and started scale modeling.
Do you have hobbies? What do you like doing in your free time? Do you collect anything or do you play sports?
Have a good day,
Mike.

Start you email with

Hi Mike,

Thank you very much for your email. I have many hobbies.

_____
_____
_____
_____
_____

Appendix C

Ставлення до уроку англійської мови

	😊	😐	☹️
Мені подобається урок англійської мови			
Мені легко читати			
Мені легко писати			
Мені легко говорити			
Мені легко сприймати на слух			
Я розумію, що говорить учитель			
Мені цікаво на уроці			
Мені подобається робити домашнє завдання			

APPENDIX D

Games and activities used during English lessons in treatment group.

1. **TPR**

    Every lesson a new portion of vocabulary was introduced through flashcards and TPR. Together with the teacher students repeated and acted out new words.

0. **Charades**

    It became one of students' favourites to revise hobbies/free time activities. One student was called up front, the teacher would whisper an activity in their ear, student had to act it out for the rest of the class to guess. For the revision lesson the class was split into teams and the activity was turned into a competition.

0. **Spelling BEE.**

    The aim is to teach students spelling through fun activities. When new vocabulary is introduced, the teacher spells words out as well - firstly, pronouncing the word, then spelling it and at the end pronouncing the word once again. Students must follow the same routine.

    Students work in pairs asking each other to spell target vocabulary.

    As homework the students are given online Hangman, Spelling Bee and vocabulary games.

    https://www.gamestolearnenglish.com/hangman/

    https://www.gamestolearnenglish.com/spelling-bee/

    https://www.gamestolearnenglish.com/vocab-game/

    For revision lesson students participate in Spelling Bee competition.

0. **Videos for homework.**

    The students were given videos to watch as a part of their homework. They had to watch videos and repeat phrases and sentences.

    https://www.youtube.com/watch?v=N1o4oOXLOZc&t=18s

    https://www.youtube.com/watch?v=bYeZKzHV0Hs

    https://www.youtube.com/watch?v=lfLGtb258fM

0. **Memorising chants**

    https://learnenglishkids.britishcouncil.org/grammar-chants/i-going-out

    In this activity students watch and listen to the chant, read it out loud with the teacher and look through vocabulary. Their homework is to learn the chant by heart and then to chant it in the group of 4. There are also online activities to complete. For students without internet access printed copies are provided.

0. **Songs**

https://www.youtube.com/watch?v=MjIvzM8WHmA

https://www.youtube.com/watch?v=lfLGtb258fM

0. **Grammar games**
- Pastball - the teacher throws the ball saying infinitive of the activity, student must catch and say the past form.
- Present Continuous Charades - one student acts out the activity, the rest of the class must guess by asking "Are you ….ing?" The student must answer "Yes, I am" or "No, I'm not". After practicing 1st and 2nd person two students come up front. One is acting out, the other is answering. "Is he/she ....ing?" - "No, he/she isn't", "Yes, he/she is"

0. **Home project "Hobbies in my family"** - students must create a poster featuring their family members and their hobbies.

APPENDIX E

Comparing results of pre-test and post-test on no-treatment group

Ставлення до уроку англійської мови

	😊		😐		☹️	
Мені подобається урок англійської мови	15	15	5	5	2	2
Мені легко читати	14	13	1	4	7	5
Мені легко писати	10	9	10	12	2	1
Мені легко говорити	9	9	8	8	5	5
Мені легко сприймати на слух	10	9	8	9	4	4
Я розумію, що говорить учитель	14	14	6	6	2	2
Мені цікаво на уроці	18	19	4	3	0	0
Мені подобається робити домашнє завдання	8	7	8	9	6	6

Comparing results of pre-test and post-test on treatment group

Ставлення до уроку англійської мови

	😊		😐		☹️	
Мені подобається урок англійської мови	13	18	6	1	0	0
Мені легко читати	13	15	5	5	1	1
Мені легко писати	8	10	7	8	4	1
Мені легко говорити	8	9	8	9	3	1
Мені легко сприймати на слух	9	13	7	4	3	3
Я розумію, що говорить учитель	15	15	3	3	1	1
Мені цікаво на уроці	17	19	2	0	0	0
Мені подобається робити домашнє завдання	5	13	9	5	5	1

NYILATKOZAT

Alulírott, Hulypa Anna angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.   _____

                                                                Hulypa Anna