

# Application of Game Teaching Method in Children's English Teaching

Li Yin

Yinxing Hospitality Management College of CUIT, Chengdu City, Sichuan Province, 611743, China

**Keywords:** Children's English; Game teaching; Application form; Function.

**Abstract:** With the improvement of the reform and opening up in China, more and more attention has been paid to the subject of English. When teaching English to children, it is necessary to do a good job in curriculum design and improve the application of games in the curriculum. Only in this way can the difficulty of English learning be reduced, children's enthusiasm for English learning be stimulated, laying a solid foundation for their future development. Through the analysis of the application of games in children's English classroom, this paper explored more teaching forms and analyzed their functions in order to improve the games teaching quality of children's English teaching and to meet the children's English learning needs.

## 1. Introduction

In 21st century, English became one of the most needed basic skills. More and more parents are investing more in the study of second language - English while providing their children with a good life. Children's English learning must be combined with the children's age characteristics, and six learning functions including "looking, listening, playing, speaking, reading and writing" accompanied by multiple stimulating and repeated practicing can realize complete and continuous achievement of teaching objectives <sup>[1]</sup>. The use of games in class can stimulate students' interest in learning, cultivate their self-confidence, develop students' intelligence, relieve students' learning pressure, and make students experience the fun of "playing in learning and learning in playing".

## 2. The Application of Game in Children's English classroom

### 2.1. Memorize Words and Phrases

Sentences are composed of words, and words are the basic elements of English language; moreover, the number of words is the key to learning English as well. The memory of words is boring, so the use of games allows students to take the initiative, grasp the word naturally and also enjoy it. For example, when learning fruit words, the teacher gives the words first, after which the students have a preliminary grasp of these words, then they play the game of "index finger and small finger". When the teacher points the word with the index finger, the student reads with it. When the teacher pointed the little finger at the word, the student kept quiet. These two groups compete and reward groups that perform well in the game. This will help to develop students' ability of language reaction and memory, and make students understand and use these words through repeated exercises. For example, in learning human organ words, students are asked to take shorthand for a limited period of time, and then play a "quick reaction" game when the teacher says a word. The students get up quickly and point to the right place, so that memorizing the words becomes both tense and enjoyable [2].

### 2.2. Training and Mastering Sentence Patterns

The explanation of sentence pattern is rather dull. If the teacher only talks about the composition of the sentence, the student will feel dull and difficult to accept, and it is unable for them to use flexibly. Training sentence patterns in the game can arouse students' imagination and inspire them to express their ideas by using the sentence patterns they have learned. For example, when learn the sentence pattern of "What colour is it? It is.....", you can use the above to play "Little teacher" when you want to use them. The teacher first familiarized the students with the sentence pattern, and then

selected a student A to go to the stage to face the class. The student was appointed "Little teacher". And then choose a student B goes to the front of the blackboard. Little teacher raised a picture and asked, "What colour is it is?" Student B replied, "it is....", and the class answered, "No it isn't" until student B guessed the right answer. When the game is over, the teacher selects another student to repeat the game. Students go to the podium to show their enthusiasm, which can effectively stimulate their interest in learning English. Through such practice, students will keep the sentence pattern in mind and apply it flexibly.

In learning sentences, you can also play a "whisper" game. The teacher divided the students into groups of the same number, and invited the first one of each group to go to the front. The teacher quietly told him a word, such as "My grandpa is watering the flowers", and let him tell the second students quietly. By analogy, the last student in each group writes the sentences on the blackboard, which helps to strengthen memory. In the course of the game, the students have a high degree of concentration and overcome the difficulties of speaking and words.

### **2.3. Fostering the Sense of Language through Pronunciation and Intonation**

Language is the most important means of communication for human beings. Pronunciation is the key to speaking standard and fluent English. Therefore, pronunciation teaching is an important part of English teaching. In pronunciation practice, students can not only be trained to pronounce correctly and distinguish sounds, but also enjoy learning English [3].

For example, in learning English pronunciation symbols, you can play the game of "distinguishing similarities and differences" in class. After the students had mastered the pronunciation of [æ] and [ei], the teacher gave the word "apple, bake, pat, Kate, kangaroo, baby" on the blackboard and divided the students into two groups. Select a representative in each group to classify according to the teacher's pronunciation. In this way, the group of students with quick and accurate answers will win. The teacher then selects one student from each group, and gives different pronunciation words containing [æ], [ei] and classifies them, so that students can effectively master the two pronunciation by practicing them over and over again.

In addition to pronunciation, intonation and language sense training is also very important. Having good pronunciation, intonation and language sense will enhance English learners' confidence, interest and motivation. In children's English class, we can play reading poems and tongue twisters. The students are divided into four groups, which are followed by rhythms, singing and doing movements, and then conducting group competitions. Divide the students into 4 groups to practice with rhythm, sing and do movements, and then compete in groups. Students can not feel the pressure of learning, but the joy of learning. Through this practice, the content of the game will be kept in mind.

### **2.4. Improve the Use of Games**

Children can improve their English application level through games, so teachers should enrich the game form in English teaching. For example, the sensory reaction method is to take certain measures to stimulate the various senses of the children, so as to give full play to the functions of the senses. "Seeing, listening, moving, speaking used in it can enable children to acquire a second language in the game. It is the model imitation game. Teachers use parts of the body to mimic the shape of letters or form letters from blocks, asking children to guess which letters they are, and encouraging them to mimic the shapes of letters in all parts of the body. The game can also be nicknamed "Photography". The play of drums and flowers, that is, making English word cards with several children gathered in a circle, and began to pass on word cards; during this process, it accompanied by familiar English children's songs, so that to let them learn and review the words in the process of transmission. Password game let the child listen to the teacher command and make the corresponding correct response and action; For example, the teacher issued the instruction "jump, run, open the door, touch your nose, draw an pear, shake hands, pick up the book", and when they get the order, they do the same thing like "jump, run, open the door,touch your nose, draw an pear, shake hands, pick up the book". The faster the teacher gives instructions, the more he can understand and react, and the faster he or she responds, the better knowledge he has mastered. The

train game asked each child to send a letter card and shout out his or her own alphabet, and, with the accompaniment of music, put the children in line to drive the train in order. It's inevitable that children make mistakes, but they will be familiar with the order and pronunciation of 26 English letters in the course of minor adjustment [4].

In addition, children's English teachers should actively use the form of alphabetical guessing games to guide their children to learn English. For example, parents or teachers should make the word "jump" in the oral form, but with small pronunciation. A child can guess the meaning of a word by observing the pattern of mouth. If there is any difficulty, the teacher can imitate the word more than a few times or act with it. This game is generally used to teach letters or simple words, and the teacher can do a little exaggeration in oral form; children in the process of the game only review and consolidate the letters and words. It can also cultivate the ability of careful observation and quick reaction. In the process of adopting situational games, teachers can make simple English plays, such as "bus driving game," in which a student plays "driver". Another student plays "ticket seller" and the others are "passengers" who can buy tickets and pay in English. Bus stop, such as a student's home station, can be dropped off and so on. In this process, students should use simple sentences and words as far as possible. Teachers advocate the use of gestures and other body language, with little speaking of Chinese. The game is suitable for older students. To create a full and good foreign language environment for students, parents can put interesting English labels on their home furniture and utensils, such as "mirror" in mirrors and "cup" in cups. Put "desk" on the table to impress your child by seeing English words everywhere.

### **3. The Role of Games in Children's English Classroom**

First, we should arouse students' English learning enthusiasm and initiative. Enthusiasm and initiative play a direct impact on students to master knowledge. The use of games can fully mobilize their enthusiasm, initiative and creativity. In children's English class, the game makes full use of pictures and recordings to arouse students' curiosity and desire to explore new things, as well as enlighten and guide students to think actively and practice actively.

Second, we should cultivate students' interest in learning English. For children, due to the lack of language environment, if they learned like "mumbo-jumbo" at the beginning of English, they will lose the interest. Russian educator Ushensky pointed out: "learning without any interest and forced to take place will stifle students' willingness to master knowledge." The use of lively and interesting game teaching is suitable for children's psychological development level, and can effectively cultivate their interest in learning.

Third, we should enhance students' self-confidence and cooperative spirit in learning English. In the game, each student has the opportunity to show himself and be respected, so that the students gradually build confidence in the English classroom. The game requires the participation and cooperation of many students. In the process of the game, the students will feel the importance of cooperating with others, so as to cultivate their team spirit.

Fourth, making English classroom lively, can help to improve students' independent thinking ability, contingency ability and language expression ability. Game teaching will combine teaching and learning, can mobilize students' emotions, create a good learning atmosphere, promote each student to actively participate, think positively, and actively express their ideas in language, so that to create a relaxed and pleasant classroom atmosphere, and the whole classroom will become lively.

Fifth, we should develop students' intelligence. The application of teaching games breaks the traditional phenomenon of "arbitrariness" of teachers or the phenomenon of blind "full of questions" in the name of respecting students' subjectivity. This is helpful to broaden the perspective of students' thinking, encourage students to think from different angles and put forward their own ideas, so that to become the key to unlocking students' potential intelligence.

### **4. Conclusions**

The use of games in children's English teaching is a method to enliven the classroom atmosphere.

Attention should be paid to the fact that games should be related to the contents of the curriculum objectives and should not be separated from the knowledge focus of the curriculum. We must strengthen and consolidate the knowledge learned in the game, and be good at innovation and combine with various teaching methods. At the same time, the game is an auxiliary means of classroom teaching, and the classroom time is limited, so teachers should grasp the scale and time of the game in the classroom teaching, so as to live without disorder. Only in this way can we achieve the goal of game application in children's English teaching, enrich the contents of English classroom, stimulate children's enthusiasm for English learning, and lay a solid foundation for their future study.

## References

- [1] Xu Xiuling. The Application of Game Teaching Method in Primary School English Teaching [J]. Extracurricular Education in China, 2016(08): 96.
- [2] Xie Yi. The Application of Item Teaching Method in Children's English Teaching in Higher Vocational Colleges [J]. Journal of Mudanjiang Institute of Education, 2014(03): 74-75.
- [3] Cai Lanzhen, Meng Hua. The Application of English Immersion Game Teaching in Children's Training Course [J]. English Plaza, 2015(06): 137-139.
- [4] Sun Sulian. Methods and Games of Children's English Education [J]. Public Science and Technology, 2012, 14(06): 191-192+154.