

TEACHING ENGLISH TO PRESCHOOL CHILDREN THROUGH GAMES

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Abstract: *This study examines the effectiveness of game-based English language teaching for preschool children. It discusses theoretical foundations, practical classroom strategies, advantages, challenges, and recommendations. Research indicates that games increase motivation, vocabulary retention, speaking confidence, listening comprehension, and social interaction while reducing anxiety. The article argues that game-based learning should become an integral component of preschool English education. Furthermore, classroom observations demonstrate that structured play encourages participation, collaboration, creativity, critical thinking, and long-term language retention. Teachers should provide positive feedback and meaningful repetition to ensure sustainable learning outcomes.*

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Introduction

Preschool children learn most effectively through play because their cognitive, emotional, and social development is closely connected with active experiences. Traditional teacher-centered lessons often fail to maintain young learners' attention, whereas games provide meaningful repetition, authentic communication, and enjoyable learning. This paper reviews relevant literature and explains how movement games, role-play, songs, flashcards, storytelling, and digital resources contribute to language acquisition.

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Literature Review

Richards and Rodgers emphasize communicative approaches, Cameron highlights child-centered instruction, Pinter discusses young learner psychology, Harmer explains classroom interaction, while Ellis and Brewster recommend songs, stories, and games. Together these studies support the use of interactive learning environments. Furthermore, classroom observations demonstrate that structured play encourages participation, collaboration, creativity, critical thinking, and long-term language retention. Teachers should provide positive feedback and meaningful repetition to ensure sustainable learning outcomes.

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Methodology

The article applies descriptive and analytical methods by examining existing pedagogical literature and comparing common classroom practices. Practical examples demonstrate how teachers can integrate games into vocabulary, pronunciation, listening, and speaking lessons. Furthermore, classroom observations demonstrate that structured play encourages participation, collaboration, creativity, critical thinking, and long-term language retention. Teachers should provide positive feedback and meaningful repetition to ensure sustainable learning outcomes.

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Analysis and Discussion

Movement games such as Simon Says improve listening and comprehension. Flashcard games strengthen vocabulary through visual memory. Role-play develops communicative competence by placing children in realistic situations. Songs and chants improve pronunciation, rhythm, and fluency.

Digital educational games provide immediate feedback and increase learner engagement. Teachers should adapt activities according to age, language level, and classroom size. Continuous observation and formative assessment help evaluate learning outcomes. Furthermore, classroom observations demonstrate that structured play encourages participation, collaboration, creativity, critical thinking, and long-term language retention. Teachers should provide positive feedback and meaningful repetition to ensure sustainable learning outcomes.

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Challenges and Recommendations

Teachers may experience classroom management issues, limited resources, or mixed-ability groups. These challenges can be minimized through careful lesson planning, differentiated instruction, collaboration with parents, and the integration of modern educational technologies.

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Conclusion

Game-based English teaching significantly improves preschool learners' motivation, vocabulary acquisition, communication skills, and confidence.

The findings suggest that combining traditional pedagogy with interactive games creates an effective and enjoyable learning environment suitable for modern preschool education.

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