

Ministry of Higher Education and Scientific Research

Ahmed Draya University-Adrar

Faculty of Literature and Languages

Department of English Letters and Language



Games and Songs as Aids to Teach and Learn English as a
Foreign Language

Adrar Middle Schools as a Case Study

A Dissertation Submitted in Partial Fulfillment of the Requirements for a Master
Degree in Linguistics and Didactics

Presented by:

Asma Hiri

Supervised by:

Mr. Lahcene
Benyagoub

Academic Year: 2014/2015

Dedication

To my dear Mother, my incessant source of inspiration, May Allah bless her.

To my beloved Father (May Allah bless his soul), who encouraged me from the beginning to carry on with this branch.

To my lovely sisters, brothers and my brothers' wives, who were always there for me.

To my dear friends, who believed in me, and pushed me to do my.

To my extended family, and every single person who participated in putting even one spot in this work,

To all my teachers, for their endless support and motivation.

Thank you.

Acknowledgments

I would like to take this opportunity to first and foremost thank Allah the Almighty for being my strength and guide in the writing of this thesis. Without Him, I would not have had the wisdom or the physical ability to do so.

*I express my gratitude to my respectful supervisor **Mr. Benyagoub Lahcene** for his guidance, support and his advice to write my research paper.*

*My sincere thanks to **Dr. Mostefaoui Aziz**, for his advice and documents he has given me to organize my work,*

I would like to extend my gratitude to all the teachers and students who participated in making this research paper possible.

I owe them too much, and without them this work would not have been fulfilled.

List of Tables

Table 1: Conjugating Irregular Verbs with Similar Past Simple and Past Participle Forms .24

❖ Tables of Teachers' Questionnaire

Table 1: The use of Didactic Games and Songs.....	36
Table 2: The Aim of using Games and Songs in the Classroom.....	36
Table 3: When to use Games and Songs.....	37
Table 4: Kinds of Grouping.....	38
Table 5: The Reactions of Students towards Games and Songs.....	38
Table 6: The Progress of the Students' Pronunciation.....	39
Table 7: The Progress of the Students' Grammar and Vocabulary.....	40
Table 8: The Influence of Games on the Students' Minds.....	40
Table 9: The Influence of Games and Songs on explaining Lessons.....	41
Table 10: Students' engagement while using Games and Songs.....	42
Table 11: Kinds of Games that are preferred to be used in the Classroom.....	42
Table 12: Kinds of preferable Songs.....	43
Table 13: Songs and the Target Culture.....	44
Table 14: The Nature of Games and Songs.....	44
Table 15: Difficulties faced by Teachers when using Games and Songs.....	45

❖ Tables of Students' Questionnaire

Table 1: Experiencing Games and Songs in the Classroom.....	46
Table 2: The Nature of Games and Songs.....	47
Table 3: Games and Songs as means of Understanding.....	47
Table 4: Preferable Organization.....	48
Table 5: Students' feeling when using Games and Songs.....	48
Table 6: The Usefulness of Games and Songs.....	49

Table 6.a: Positive Roles.....	50
Table 6.b: Negative Roles.....	50
Table 7: The use of Games and Songs to learn new Vocabularies.....	50
Table 8: The use of Games and Songs to correct Grammatical and Spelling mistakes	51
Table 9: Frequency of the Teacher’s use of Games and Songs.....	52
Table 10: The Presence/Absence of Difficulties when using Games and Songs.....	52

List of Figures and Graphs

Figure 1: Advantages of Games.....9

❖ Graphs of Teachers' Questionnaire

Graph 1: The Use of Didactic Games and Songs.....	36
Graph 2: The Aim of using Games and Songs in the Classroom.....	37
Graph 3: When to use Games and Songs.....	37
Graph 4: Kinds of Grouping.....	38
Graph 5: The Reactions of Students towards Games and Songs.....	39
Graph 6: The Progress of the Students' Pronunciation.....	39
Graph 7: The Progress of the Students' Grammar and Vocabulary.....	40
Graph 8: The Influence of Games on the Students' Minds.....	41
Graph 9: The Influence of Games and Songs on explaining Lessons.....	41
Graph 10: Students' engagement while using Games and Songs.....	42
Graph 11: Kinds of Games that are preferred to be used in the Classroom.....	43
Graph 12: Kinds of preferable Songs.....	43
Graph 13: Songs and the Target Culture.....	44
Graph 14: The Nature of Games and Songs.....	45
Graph 15: Difficulties faced by Teachers when using Games and Songs.....	45

❖ Graphs of Students' Questionnaire

Graph 1: Experiencing Games and Songs in the classroom.....	46
Graph 2: The Nature of Games and Songs.....	47
Graph 3: Games and Songs as means of Understanding.....	47
Graph 4: Preferable Organization.....	48
Graph 5: Students' feeling when using Games and Songs.....	49
Graph 6: The Usefulness of Games and Songs.....	49

Graph 6.a: Positive Roles.....	50
Graph 6.b: Negative Roles.....	50
Graph 7: The Use of Games and Songs to learn new Vocabularies.....	51
Graph 8: The Use of Games and Songs to correct Grammatical and Spelling mistakes	51
Graph 9: Frequency of the Teacher's Use of Games and Songs.....	52
Graph 10: The Presence/Absence of Difficulties when using Games and Songs.....	53

Abstract

One of the most frequent topics of research in the pedagogical field has been ‘games and songs in the teaching-learning process’. Much light has been shed on this topic. Nevertheless, the implementation of that vital tool is rarely seen in Algerian classrooms although it is a field which is linked to the motivation of students to overcome the hurdles of boredom and smoothly insert knowledge to the learners in a very quiet but effective way.

The engagement and student success in learning a foreign language will largely depend on motivation. The teacher thus has the difficult task of fostering this learning by setting up attractive sessions that encourage learning language and increasing the students’ engagement. The use of games and songs as a learning support seems to be an interesting approach to bring the taste and the pleasure of learning a foreign language and thus facilitating learning in middle school. Games and songs are major tools in motivating the students and taking responsibility for their learning. In addition, they are a vector of communication promoting exchange and interactions among students.

Like any educational support, games and songs have limitations and they deserve to have a place in Algerian society as a genuine tool for learning. They are sometimes seen as binding for the teacher, the question of assessment and the emphasis in writing.

Table of Contents

List of Tables	iii
List of Figures	v
Abstract	vii

General Introduction

1- Aim of the study.....	2
2- Research questions	2
3- Research hypothesis	3
4- Materials.....	3
5- Research structure.....	3

Chapter One: Literature review on Games and Songs as Teaching Aids

1.1. Introduction.....	.04
------------------------	-----

Section One: Games

1.2. What is a Game?.....	4
1.3. When to use Games?.....	5
1.4. The Potential Benefits of Games	6
1.4.1. Games are Motivating.....	7
1.4.2. Games create Positive Interactions.....	8
1.4.3. Games increase the Learners' Achievements.....	8
1.5. How to choose Appropriate Games.....	10
1.6. The use of games to teach and learn vocabulary.....	10
1.7. The use of Games to Teach and Learn Grammar	12
1.8. Games and the Four Language Skills.....	12
1.9. Games and Mind.....	13
1.10. Some fun Games used in the Classroom to enhance Learning Vocabulary, Grammar and Mind Training.....	13
➤ Puzzle.....	13
➤ Bang bang.....	14

➤ Sparkle.....	14
➤ Memory Challenge.....	15
➤ Bingo.....	15
➤ Grammar Blaster.....	15

Section Two: Songs

1.11. What is a Song?.....	17
1.12. Teaching Young Learners through Songs.....	17
1.13. Advantages of using Songs in the Classroom.....	18
1.13.1. Songs help create a Jolly Atmosphere.....	18
1.13.2. Songs bring out the Learners' Motivation.....	19
1.13.3. Using Songs enhances Language Learning.....	19
1.14. The Pedagogical Limits of the Song.....	20
1.15. Teaching the Language Skills through Songs.....	21
1.15.1. Listening.....	21
1.15.2. Speaking.....	21
1.15.3. Writing and Reading.....	22
1.16. The Use of Songs to Acquire new Vocabularies.....	22
1.17. The Effectiveness of using Songs to Teach and Learn Pronunciation.....	23
1.18. The use of songs to Teach and Learn Grammar.....	23
1.19. Songs and the Target Culture.....	24
1.20. Songs and Memory.....	25
1.21. Some Fun and Educational Songs.....	25
➤ On Sunday I like.....	25
➤ Our town.....	26
➤ We can play on a big bass drum.....	26
➤ My favourite day.....	27
1.22. The teacher's Role.....	28
1.22.1. Organizer.....	28

1.22.2.	Controller.....	28
1.22.3.	Assessor.....	28
1.22.4.	Corrector.....	29
1.22.5.	Participant.....	29
1.23.	Materials.....	29
	➤ Black Board.....	29
	➤ Handouts.....	29
	➤ Cards and Pictures.....	29
	➤ Tapes and CDs.....	30
	➤ Data show.....	30
1.24.	Conclusion.....	30

Chapter Two: Field of Investigation

2.1.	Introduction.....	31
------	-------------------	----

Section one: Research Design and Methodology

2.2.	Research Method.....	31
2.3.	Population and the Sample.....	32
2.4.	Description of the Participants.....	32
2.4.1.	Description of the Teachers.....	32
2.4.2.	Description of the Students.....	33
2.5.	Nature of the Study.....	33
2.6.	Description of the Questionnaire.....	33

2.6.1. Students' Questionnaire.....	33
a. Aim of the Questionnaire.....	33
b. Description of the Students' Questionnaire.....	34
2.6.2. Teachers' Questionnaire.....	34
a. Aim of the Questionnaire.....	34
b. Description of the Questionnaire.....	34
<i>Section Two Data collection, Results and Analysis</i>	
2.7. Analysis of Teachers' Questionnaire.....	36
2.8. Analysis of Students' Questionnaire.....	46
2.9. Discussion of the Findings.....	53
2.9.1. Discussion of the Teachers' Questionnaire.....	53
2.9.2. Discussion of the Students' Questionnaire.....	55
2.10. Recommendations.....	56
2.11. Suggestions for Further Research.....	57
2.12. Conclusion.....	57
<u>General Conclusion</u>	59
<u>Bibliography</u>	61
Appendix 1.....	65
Appendix 2.....	67

General Introduction

General Introduction

Language teaching and language learning go hand in hand, and the success of teaching definitely reflects the success of learning. Learning a new language is a hard thing to do because of a variety of obstacles, such as the lack of motivation, hating the language itself, or even not having enough time for it. It is crystal clear that learning a new language demands hard efforts and a lot of work and attention in order to use it correctly. Teaching English as a foreign language in Algeria is not something easy as many people think; it is a tough job with a lot of problems and difficulties that the teacher faces while teaching, as we have said before the lack of motivation which is one of the most important difficulties. Since English is a new language that students are not exposed to, they do not know it, and they do not hear it all the time, and many students claim that Arabic and French are enough for them, since English is not used in Algeria as French is.

Learning a foreign language should reflect the learners' level of development and language skills. The emotional and expressive dimensions and motivation are also important in the learning process. Thus children in their teens will be easily introduced to language through games and songs. A teenager will be more open to learning through his/her own interests (music, games, sports, movies ...). Learning a foreign language "immersion" is possible only if the learner has the opportunity to hear and speak the language taught regularly and consistently for many years. The advent of the information highway increases more and more interest in the use of educational games and songs in an initial learning context (from primary to university). Pedagogues show that the games and songs start creating conditions conducive to learning, including feedback, interaction and active participation of learners. Others point out that games have some impact on both cognitive learning and affective acquisition

According to a number of studies studies, games and songs motivate the learner, structure and consolidate knowledge, promote problem solving and influence changing behaviors and attitudes of young people. The definition, the place and role of play in the school have a long and checkered history. Various initiatives, whether individual or institutional, were taken in different educational systems: "play" in school is possible. Teachers incorporating the game in one form or another are not necessarily players themselves: it is the positive impact of the game on motivation and learning that has generally convinced to try it. Dramatic play and role play indeed promote student's

General Introduction

motivation, serve as leverage to learning and are valuable tools in a teaching-oriented approach towards the development of skills.

The introduction of games and songs in schools is not a recent idea. Proponents of new pedagogies highlighted the potential of the game to develop at a young age of exploration and problem solving abilities.

We were invited by a colleague of ours, who teaches English in a middle school. The lovely way her pupils reacted and the unbelievable responses they showed have teased us to quench our curiosity and decide to go through the theme of *the importance of games and songs in the process of teaching and learning English as a foreign language*. To tackle this topic, we shall rely on the state of current research in Algerian schools, particularly through a survey conducted in middle schools.

The present study aims to explore whether middle school teachers in Adrar city centre incorporate the use of didactic games and songs in teaching English to fourth year students. Furthermore, it seeks to investigate the learners' attitude towards games and songs, and whether they accept them and benefit from them.

Next, this study presents an attempt to investigate the teachers' use of games and songs as teaching aids to teach English in the middle school. Moreover, it investigates the efficiency of games and songs to enhance language learning from different angles. Based on that, the research paper will attempt to answer the following questions:

- 1- Do teachers use games and songs in their English sessions, and how do the students react to them?
- 2- Do games and songs help enhance language learning?
- 3- What advantages do teachers get from teaching through games and songs, in different aspects (language skills, grammar, vocabulary...etc), and do students get the message that their teachers want to convey using games and songs?
- 4- Do games and songs have a psychological impact on learners, and do they change their negative thoughts and behaviors towards learning?

General Introduction

Then, the research hypothesized that the incorporation of games and songs in teaching and learning English in the middle school affects positively the teaching-learning process. They help learners to acquire the different language aspects, besides helping the teacher making lessons easier and fun.

Furthermore, to achieve our aim, we shall use English books, theses and authentic articles from the internet that deal with the subject. Besides, we shall issue questionnaires and oral questions, by which we collect our data.

Moreover, our research paper is divided into two chapters. In the first chapter that includes historical aims, we shall tackle the use of games and songs in teaching and learning English, how they can be effective in school, and how they should be selected to promote language learning/teaching. Add to this the vital role of the teacher that helps increase the benefits from using games and songs in the classroom, and what materials he should use in order to apply games and songs in the classroom.

The second chapter which tends to have practical aims is divided into two sections. The first section deals with the research methodology which we use to design this research, with different descriptions to both participants and questionnaires. The second section will be devoted to a survey study done in middle schools throughout the town of Adrar. Miscellaneous questions will be carried out to draw up the real value of games and songs as far as the teaching-learning process is concerned. Then we collect data and results to be analyzed and discussed.

Eventually, our research will be crowned with a conclusion that will be given to seal up the research all in leaving doors open to eventual criticism and additional information for further analysis.

Chapter One

Games and Songs as Teaching Aids

1.1. Introduction

Games and songs are one of the most authentic and useful aids to teach and learn English as a foreign language. Many research works and experiments tackled this subject, and tried to show the great benefits of games and songs in the classroom. Most of the researches came up with a result that games and songs have a big impact on the teaching-learning process from different angles.

In this chapter, we try to run with the flow and demonstrate the effectiveness of using games and songs to teach and learn language skills, grammar, vocabulary ...etc, and how they can be a source of joy and a way of making learning and teaching just fun and exciting.

Besides illustrating how games and songs are efficient in the teaching-learning process, we try to provide some examples of games and songs that could be used in the classroom. They may seem hard, yet following the instructions well enough can offer better use.

Eventually, we try to mention some of the most important roles of the teacher in the classroom when using those activities, to be sure of following the rules, and how students can get as much benefits as they can from them and from the teacher himself/herself.

Section one: Games

1.2. What is a Game?

The word 'game' has gained many definitions from different perspectives. According to Richards and Schmidt (2010), "A game is an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language." (p.239)

Hadfield (1999) defines it as "activity with rules, a goal, and an element of fun" (as cited in Tuan and Doan, 2010, p 67.) Similarly, Lee (1991) defines it as "Games in the stick sense, which has a definite beginning and end, is governed by rules..." (p.3).

Hadfield and Lee have the notion that games should be governed by rules that should be respected by learners, in order to have better results.

According to Greenall (1990), “The term ‘game’ is used whenever there is an element of competition between individual students or teams in a language activity” (p. 6)

Celce-Murcia and Macintosh (1959) state that “Games are, by definition, fun, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more” (p. 56). Wright, Betteridge and Buckby (2006) also define game as “... an activity which is entertaining and encouraging, often challenging, and an activity in which the learners play and usually interact with others.” (p. 1).

As we can notice, all previous definitions agreed on games to be good activities which combine between fun, learning and competition.

1.3. When to use Games?

Choosing the appropriate circumstances or the right time to use games has a lot of advantages “According to many experienced textbook and methodology manuals writers, games are not just time-filling activities but have a great educational value” (Muhanna, 2012, p. 236) Games are often used as short warm-up activities when there is some time left at the end of the class, yet as Lee observes, games “should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do” (Yolageldili and Arikan, 2011, p. 222). Games ought to be the heart of teaching foreign language, they can be used as a fundamental part of language courses, at all stages of the lesson, provided that they are suitable and carefully chosen.

A number of linguists agreed on the idea that games should not be used to fill a gap in time class, or as a last option left, yet the whole lesson should be built on as a game, in order to gain the best result. As Lee (1979, p. 2) holds, games should be used as centric element to teach foreign language program and not just as a marginal. Yet, McCallum (1980, p. x), takes a medium opinion concerning the right time to use games. He states that games can be used at the end of the class, as he said a ‘dessert’, but this is not a fixed rule since the teacher can use them whenever he/she feels like it is the appropriate time.

1.4. The Potential Benefits of Games

Besides being fun and exciting, games have a variety of advantages on both teaching and learning English. Games help learners focus their attention and interest on learning the language. According to Wright, Betteridge and Buckby (2006, p02), learning a new language is a hard task that requires a lot of continuous efforts to be achieved, and that games work as assistants to help the learners learn.

Games also enable learners to try new experiences that cannot always be in a typical lesson. More support have been received from Zdybiewska (1984), who believes that “games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future” (as cited in Muhanna, 2010, p. 236).

Games have a powerful ability to reduce anxiety and build a kind of self-confident that improves the language learning more likely. Richard Amato (1996) believes on the ability of games to make learning and teaching better, yet he recommends focusing on the educational side of them more, he says that “even though games are often associated with fun, we should not lose sight of their pedagogical values.” (p. 10).

Richard here seems to be so serious about using games as being educational not fun. He says that games are more efficient as they enhance and innovate the learners’ motivation, lower students’ stress, and give the learners the chance for real communication, even though there has been a preconception that games are used just for fun, and not for educational goals.

This idea has received an opposition from Lee Su (1995) who says that:

There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through game. (“Creative Games for the Language Class”)

She tries to say that learning away from formality stays learning anyway, and games are just the right option to do that.

Despite the fact that the two opinions seems to be contradicted, they tend to explain to us, how games can be so beneficial and useful in the classroom. All the different points of view about the advantages of games help form the following common ones:

1.4.1. Games are Motivating

Motivation is one of the most important basics to learn a foreign language, Harmer (2001) states that “Motivation is some kind of internal drive which pushes someone to do something in order to achieve something.” (p.51). Williams and Burden propose that motivation is “ ‘state of cognitive arousal’ which provokes a ‘decision to act’ as a result of which there is ‘sustained intellectual and/or physical effort’ so that the person can achieve some ‘previously set goal’” (as cited in Harmer, 2001, p. 51).

As motivation is considered as a basic to achieve your goal to learn, motivating learners to learn, especially those who are introvert is one of the teachers’ concerns, and games are one of the best strategies to help them drop away the obstacles. Hansen points out that games are highly stimulating and entertaining, and they can give shy learners more chances to express their opinions and feelings (Tuan and Doan, 2010, p. 71.) Hansen is not the only one who sees games as a means to increase confidence, Wright, Betteridge and Buckby (2006, p. 2.) also hold that learners like to take part in the game, understand what their peers are saying, or writing, and to express their own opinions or to give the information they found, be they should speak and write as well, which gives the shy learners the opportunity to speak and share their opinions in English.

Games are so effective, they are interesting and they create the sense of competition and challenge among the learners , this also motivate teachers to provide more information, since learners welcome games and learn more when using them; this idea gained Sutton-Smith’s (1971, pp 28-29) support, when he points out that one of the main reasons that games are chosen to be the most effective educational tools for they adjust the learners’ motivation, they absorb the language more thanks to the competitive nature of games; besides, they use their efforts to learn with games more than normal courses.

Indeed, games have a magical ability to enhance the learner’s motivation and interest to create a role in the classroom for them, and help the teacher to do what he/she is

doing in a better way. McCallum (1980) suggests that “games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques” (p. ix)

1.4.2. Games create Positive Interactions

Games provide a great opportunity to create positive interactions among the learners in the classroom, because this what logically should be in any classroom. In this sense, Jacob and Kline (1996, pp 28-30) suggest many educational games, provided that they develop learners skills in interacting and work together, whether in pairs or in groups, and raise them on the notion of the ‘team spirit’. Games also enhance that learners’ desire of competing with the others in the classroom, and the will to win and be the best. This absolutely provides better learning, as McCallum (1980) says, that games “contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation” (p. ix.)

Furthermore, games give all the learners among whom those shy ones to take a role and be active. This gives better communication and the natural use of language takes a part. In fact, games work also as a magical link between learners, for they encourage learners to build positive relations, drop out any personal issues or struggles and distract them from thinking about any negative thing, and focus on the game. Also “games have a special role in building students’ self- confidence and they can reduce the gap between quicker and slower learners” (Boyle, 2011, p. 3.)

We cannot say that games make positive relationship among learners only, but between the teacher and the learners as well, because they love learning with games, they also love the one who proposed that on them which is the teacher. Learners love who make them feel safe and entertain them, and by using games in teaching, the teacher gains a lot of love and respect , because games remove the needless barriers and make the teaching-learning process more effective.

1.4.3. Games increase the Learners’ Achievements

Games provide learners with the opportunity to adjust their achievements, either in knowledge or language proficiency, leading to high scores. This idea gained much support from Riedel (2008) who claims that to teach this new generation of students (who feel bored so fast), teachers need untraditional strategies to apply in the classroom, and by

Chapter One: Literature Review on Games and Songs as Teaching Aids

using games as one of those strategies, things will start to change to the best and the learner's learning desire blooms, and high test scores occur .

Furthermore, games connect students with the real usage of the language to become skillful, with the assistance of games that enable "...the teacher to create contexts in which the language is useful and meaningful" (Wright, Betteridge and Buckby: 2006, p. 2). Indeed, teachers will have to give their students as much knowledge and information as possible. This cannot be happening without the learners' collaboration, which can be made by the use of games.

Another important point is that, learners' achievements have a great relation with their psychological part. The feeling of anxiety prevents the learner from making any progress. Because of being afraid for making mistakes and being punished, the learner refrains from participating or taking a role in the classroom, which prevent him/her from understanding the lesson and then cannot have any knowledge; well, games are just the great solution for such situations, as they reduce anxiety and increase self-confidence, because the learner here practices the language freely without being worried of anything.

The following figure may be helpful to generalize and combine all the games advantages:

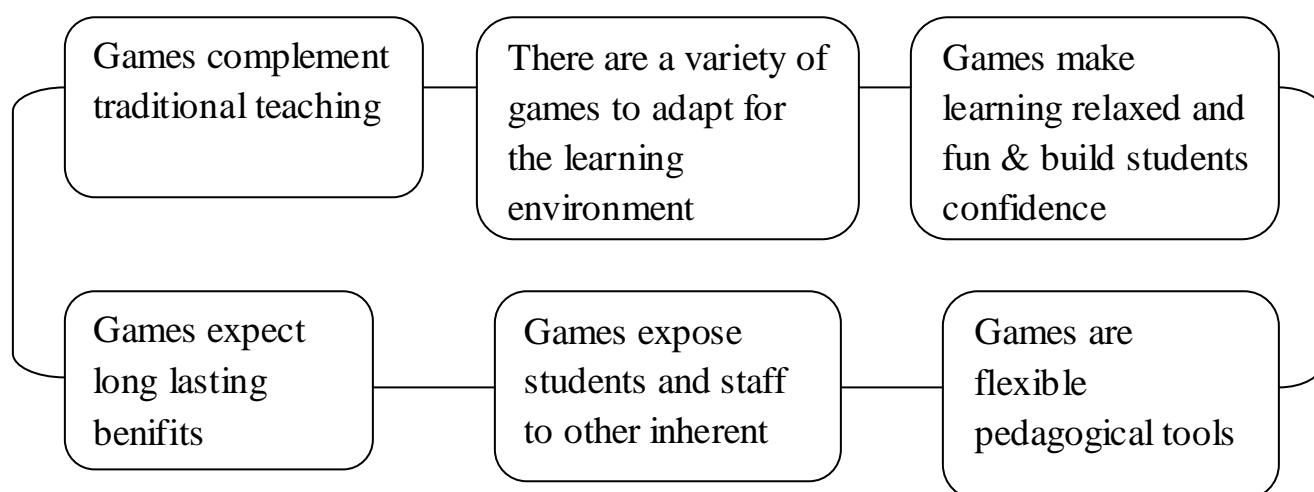


Figure 1- Advantages of games (Boyle: 2011, p. 4)

1.5. How to Choose Appropriate Games?

It is so exiting to use games in the classroom, but to pick the most suitable ones is so important. The teacher knows what is best for his/her learners, so when the teacher uses games in the class, his/her aim is not to pass time, or to have fun away from the lesson's content, yet using games in the class combines learning and entertainment together. Any game played in the classroom should fit the three attributes:

- 1- It must be fun
- 2- It must be age appropriate
- 3- It must have some educational merit” (Classroom Games for the Substitute Teacher).

According to Caillois (1957), “A game is 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” (as cited in Tuan and Doan 2010, p. 68.)

Feeling at ease with the game is one of the needed factors to benefit from it; learners must feel comfortable towards the game proposed to them. To achieve comfort, the teacher should select simple, easy and understandable games, that fit to their age and have a relation to what they are about to learn in the class, so that they spend time playing rather than learning how to play. What is meant to be said that “well-chosen games are invaluable as they allow students to practice language.” (“How to Choose a Learning Game”. 2014)

1.6. The Use of Games to Teach and Learn Vocabulary

One of the most important elements in language teaching and language learning is vocabulary, as Harmer (2001) says “If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and flesh” (p. 135).

According to Nation (2001, p. 188), vocabulary divided into two types: Receptive and Productive. Receptive vocabulary is what the learner knows, memorize and can recognize in a certain context; whereas Productive vocabulary is what the learner is able to utter and spell correctly. In fact, this is somehow not easy for the learner, because memorizing a huge amount of vocabulary and knowing how to use it in a certain situation require some efforts, and usually learning by heart makes the learner bored. however, we cannot ignore the benefits of the traditional way of teaching and learning vocabulary by revision and repetition, but games are the most suitable option to avoid boredom and encourage the learner’s vocabulary input; many experts of language teaching methodology also agreed that playing games is a good way to learn vocabulary.

Furthermore, vocabulary games focus more on helping learners develop their vocabulary repertoire, and the usage of words in their real context, because having the words without learning their meanings and where exactly they can be put is useless.

Another important point is that games provide learners with better communication, as Huyen and Nga claim that “vocabulary games bring real word context into the classroom, and enhance student’s use of English in a flexible, communicative way” (“Learning Vocabulary through Games”). Also they help learners learn totally new terms while they are engaging in the games and having fun, they enjoy doing this without even noticing that they are learning new things, this is the teachers’ aim from the beginning, which make him/her pleased and proud and fall in love with his/her job more.

Many teachers have the notion that providing their learners directly with vocabularies, by writing them on the board or by dictation, is so much effective because when the teacher, for instance, ask his students: ‘what did we learn yesterday?’ ‘Did you memorize the terms I gave you yesterday?’ ‘Give me what you have got’, the students answer correctly. This does not mean that the way the teacher uses is effective; it may be the fear of the punishment led them to learn by heart and absolutely forget about them later

after they pass the fear stage. However, when using games students get those vocabularies in the most welcome way, enjoying them and even exploring them in different sentences.

As a matter of fact, the psychological aspect has its part of importance too, and games provide the learner with psychological support he/she needs, as Huang claims that “learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication, heighten self-esteem, motivation and spontaneity, reinforce learning, improve intonation and build confidence” (“Learning Vocabulary through Games”). Besides, many experiences have shown that using vocabulary games bring relaxed atmosphere, with competition, motivation and creativity to make learning and teaching vocabulary more effective.

1.7. The use of Games to Teach and Learn Grammar

Like vocabulary, grammar is one of the most important basics of teaching or learning English language or any other language. According to Crystal (2004, p. 26), Grammar is a set of rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language”, and it is necessary for any learner . Grammar is often based on memorizing rules, structures and irregular verbs; this could be somehow frustrating and boring according to young learners, in fact, we cannot neglect the traditional way to teach them grammar, but creativity is required.

Young learners need something more active to learn, and scaffold their previous knowledge and capacity, and the best way to do so is by using games. Bekiri (2003) declares that the best way for teachers to help learners acquire new forms and lexis in a more efficient way is using games (“Playing with Questions-A Game for Young Learners”).

1.8. Games and the Four Language Skills

It may not be crystal clear how games could affect the four language skills (listening, speaking, writing, reading), however it could be noticed when games are used in the classroom. When the teacher provides his/her students with games to play, he/she gives

instructions, the students listen to them, focus on them, try to write some notes, or some general questions that are also provided by the teacher, they play, compete and discuss with each other, and try to show their abilities to solve the problem. Here the impact of games of the language skills can be well seen.

1.9. Games and Mind

Games have a magical effect on the learners' minds; they enhance the brain to act and think effectively to solve a problem or to answer a question. It does not mean that our minds do not work just when we use games, yet they stimulate the mind to interact in a very creative and pleasurable way.

1.10. Some Fun Games to be used in the Classroom

Many games have been approved to fit to the subject. For instance *the Puzzle* is one of the most suitable and desirable games. It is a problem solving game which makes you learn new vocabularies or explores what you already have. Puzzles also are good tools for mind training and enhancing the capacity or memorizing. Here are some examples of puzzles:

- 1- Using the letter grid below, how many words can you find? Each word must contain the central **H** and no letter can be used twice; however, the letters do not have to be connected. Proper nouns are not allowed, however, plurals are. There is at least one nine letter word. Advanced: 50+ words. Average: 25 words. All words can be found in the Oxford Word power dictionary. Here are a couple to start you off: **ache, heart ...**

R	C	O
E	H	S
R	T	A

- 2- Mr. and Mrs. Haines have three daughters and each daughter has two brothers. How many children do Mr and Mrs Haines have?

3- What occurs twice in a lifetime, but once in every year? Twice in a week but never in a day? (“Puzzles in English!” n.d.).

➤ **Bang bang** is an easy and useful game that enables learners to recognize and translate terms from their mother tongues to English language. It is played as follows:

Divide the classroom into two teams. Explain that they are cowboys and they are involved in a duel. One student from each team comes to the front. Get them to pretend to draw their pistols. Say "how do you say..." and he utters a word in their mother tongue. The first student to give the answer and then «bang bang», pretending to shoot his opponent is the winner. He remains standing and the other one sits down. The teacher gives one point for the right answer and 5 extra points if they manage to "kill" 4 opponents in a row.

Note: (Instead of saying the word in their mother tongue, it is possible for the teacher to use a picture or to say a definition as: "What do you call the large gray animal with a long nose? (Besides, the teacher can give up on the idea of the pistol if he wants.) (“Games & Activities for the ESL/EFL Classroom” n.d.).

➤ **Sparkle**: it is an easy spelling and vocabulary game. In this game the team spirit is manifested to drill spelling and vocabulary. The game can be played as follows:

This game tends to be a good practice of spelling words. The teacher orders the students in a line. The game leader calls out the first word. The first person in line calls out the first letter in that word. The second person calls out the second letter. The third person calls out the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say *sparkle*. The person who is "sparkled" must return to his or her seat. If a word is misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues. After a student is sparkled, the leader calls out a new word. The game continues until only one student remains standing. (“Classroom Games” n.d.).

Chapter One: Literature Review on Games and Songs as Teaching Aids

➤ **Memory challenge:** is a useful game that enhances the learners' output of a huge amount of vocabularies, and it has an influence on mind training, for it requires a strong memory to win. The games can be played as follows:

Order your students into pairs or small groups. Give them a time limit (e.g. 3 minutes) and ask them to write down as many words and sentences as they remember from the last lesson on topic. The pair or group that can remember the most items wins. ("Ten Good Games for Recycling Vocabulary")

➤ **Bingo:** is a vocabulary game, which encourages the learner to connect each term with its real meaning or definition. This game gives the learner the chance to use vocabularies they have in their real situation. This game can be played as follows:

The teacher pick up 10 words and write them on the board (phrases and/or expressions are allowed too) . Then each student chooses 5only items from the board and writes them down. The teacher then selects one of the items randomly, and presents a brief definition or synonym of the item but without mentioning the word. If students think they have the word the teacher described, they tick it. When a student ticks all of his/he words, he/she shouts BINGO!! The first student to shout BINGO wins the round. Additional rounds can be played with different sets of words. ("Ten Good Games for Recycling Vocabulary" n.d.)

➤ **Grammar blaster:** is a computer game, yet the teacher can change it to written game if using the computer may be unavailable. It helps the students to conjugate verbs, and structure sentences, and correct their grammatical mistakes. The game is played as follows:

The teacher offers his students with four sentences, only one of them is correct, for example *the past simple*:

- The raindrops **we re** large.
- The sun **we re** out too.

Chapter One: Literature Review on Games and Songs as Teaching Aids

- A rainbow **were** in the sky.
- Many colors **was** in the rainbow. (“Grammar Blast, eduplace.com” n.d.)

✓ *Nouns and pronouns*: choose the correct answer

Which pronoun can replace the bolded noun?

Mike lives in London.

- It
- He
- She
- They (ibid)

✓ *Sentence structure*: choose the correct sentence

- Where do oranges grow?
- Oranges grow on trees.
- Do oranges need much sun?
- Did these oranges come from Florida? (ibid)

All the mentioned games are just a small example from the huge number of vocabulary grammar games, that help the learner discover new vocabularies; know how to spell them, to correct grammatical mistakes, to conjugate and structure sentences, and how they use their previous knowledge to detect and explore them in the correct situation.

Section Two: Songs

1.11. What is a Song?

Like games, a song has been defined through different perspectives, According to Griffiee (1995) “the word song refers to pieces of music that have words...” (p. 3). Erika defines a song as “a short piece of music for solo voice.” She adds that the song contains words that are used to sing the song, which they called ‘lyrics’

Milek extended more when he said that “Few sounds put together make a melody- a melody which along with some words can create a beautiful whole called a song.” (“Using Songs as a Teaching Aid in a Classroom Setting” n.d.) Generally speaking, any song is a piece of art which composed of lyrics and the melody they go with.

Pedagogically speaking, the song receives the same definition, yet the characteristics are totally -or may be- different in order to fit the academic purposed.

1.12. Teaching Young Learners through Songs

Young learners especially teenagers have a very strong relationship with songs, really like listening to music, this can be noticed in our daily life, and they enjoy listening and repeating English songs mostly. Music has a great influence on teenagers’ lives; they have a great influence on their way of thinking, of dressing up, and in the way they make choices (“Using Songs as a Teaching Aid in a Classroom Setting” n.d.). From this point, teachers must profit from this advantage to apply songs in the classroom. Teenagers at this stage are somehow experiencing different psychological changes and this may influence the way they regard education, as needless, and also their interaction with teachers becomes somehow severe. Using songs help teenagers pass that anxiety towards learning since they love music. Young learners appreciate when the teacher makes an effort to prepare them something enjoyable and educational with songs.

Teachers as well, have all the chances to prepare beneficial activities with songs. Textbook, internet...etc are full of useful lyrics that give teachers the chance to exploit language in songs. In fact, teaching is not just about transmitting knowledge, it is rather how to transmit it.

1.13. Advantages of Using Songs in the Classroom

There is an expressive statement claimed by Griffiee (1995), he said that “No one knows why songs are powerful, but everyone knows from a personal point of view they are.” (p. 4). In this short statements, how great and powerful songs are, is manifested. According to Schoepp (2011), songs have gained an important role in the human experience. They also obtained a significant role in our language experience, and putting them together with classroom lessons, with have a great value.

Songs as an effective strategy in teaching English to young learners, have miscellaneous advantages that have psychological benefits.

1.13.1. Songs’ Role in Creating a Jolly Atmosphere

Songs definitely have the power to maintain a humorous atmosphere in the classroom, as Murphy claimed, that songs are variable and entertaining. Fai Li (1998, p. 8) provides a supportive idea to the previous one, when he suggests that “learning English through songs provides a relaxing atmosphere for students, who usually are anxious when speaking English in a formal classroom setting.” Because they tend to change the nature of the classroom, and provide learners with something new and creative different from what they get used to. Besides, they facilitate learning because they reduce the stress in the classroom.

Likewise, songs supply a safe and natural classroom for learners, and this absolutely inspires the learners’ creativity and their use of imagination in a relaxed classroom atmosphere. (Şevik, 2011, p. 1029). This provides a fun way to learn the language unconsciously, which means that learners learn the language without even paying attention that they are learning. Undoubtedly, “Songs have a place in the classroom for helping create that friendly and co-operative atmosphere so important for language learning, but they can offer much more” (Rosová, 2007, p. 16). According to Rumley (1999), songs play a major role in language learning, provided that they supply a safe and non-threatening context in where playing with language and learning as well are merged

thanks to their role to remove the barriers among classmates, while they sing, laugh and learn together.

1.13.2. Songs' effect on bring out the Learners' Motivation

Without the motivation to learn, no one can learn, and the more you are motivated the more you have the ability to learn, as Harmer (2001) states “highly motivated students do better than ones without any motivation at all” (p. 31). We can never say that young learners do not have the motivation yet they need something unique to bring out their desire to learn, and using songs is one of the best ways to do so. As Mario Papa highlights the importance of motivation and interest in learning a foreign language, he states that songs are among the different means to raise the interest and the motivation of young learners. Rumley (1999) argues that young learners enjoy songs that motivate them to experience successful activities participation, which instills positive attitudes, which their effects remain beyond the level. (Şevik, 2011, p. 1029).

Further more, many songs educate learners on positive social attitudes, like the songs concerning love, freedom and how to salute people...etc, because one of the good effects of songs is that they go out with the learner to the real life.

1.13.3. The use of songs to enhance the Language Learning

According to Edden (1998, p. 139), music and language are related to some extent, he says that using musical activities are entertaining, and they absolutely used as a plan b to develop the learners' language. Dakin (1992) believes that learning through songs is much better in facilitating learning than the usual way, as the teacher tend to explain the lesson directly (Rosová, 2007, p. 15), Murphy (1992) seems to have the same idea, when he claims that “ it seems easier to sing a language than to speak it” (p. 6.)

We cannot say that the traditional way of teaching is not effective, because it is the way that has been there since the emergence of the teaching-learning process, yet generations are different, and the current one is bored by nature, they need something

exiting to learn better, and singing is one of the helpful and effective strategies to avoid boredom and learn; in addition, making the lesson on a song form can provide better achievement, “Lessons are easier to learn when music in the vehicle” (“Ten Ways to Help Kids Become Enthusiastic Learners through Music” n.d.)

What is good about songs also, is that they fit the needs of students with different learning styles, because songs make them work as ensemble. Any kind of songs is useful to learn English in the classroom, for they help students learn unconsciously structures and foreign language patterns and items; they have a repetitive nature and an internal joy, and the magical relation between the content and the melody inspires the learner to internalize the language. We can say that “songs offer a good variety of language samples and prepare the students for genuine language they will face” (Şevik, 2011, p. 1028).

1.14. The Pedagogical Limits of the Song

There are a variety of available songs that are well enough to teach English; nevertheless, not all of them fit the academic aim. Teachers must select the appropriate songs that correspond to certain criteria:

- 1- The selected songs must be pertinent to the age of students and their language mastery. They have to be understood and easy, because when using songs out of criterion, students will feel bored and uncomfortable; hence, this will make the teaching-learning process frustrating. (“Using Songs as a Teaching Aid in a Classroom Setting”).
- 2- The songs must be relevant to the context of the lesson. It is much useful and beneficial to select a songs that “fit in which the curriculum or language point to be taught” (Millington, 2011 p. 139).
- 3- The songs must not contain that kind of music that distracts the students’ attention, so that they focus on the music and the rhythm forgetting about the main aim for introducing the song. Also, the teacher must keep in mind that the songs used in class are not to teach singing skills rather they are used to teach the language itself. (Şevik, 2012, p.12).
- 4- The songs’ lyrics should be interesting; they must excite the learners and motivate them. Because boring songs make them discouraged this may prevent them from learning. They also should be clearly pronounced so that learners can get the right

meaning and be able to solve the activities related to the songs. There is no harm to use any song (may be pop) the teacher feels it will be useful, yet the song's lyrics must not contain any inappropriate contents "Songs should be pre-screened for potentially problematic content, such as explicit language, references to violent arts or sex, or inappropriate religious allusions" (Ulate, 2008, p. 101).

1.15. Teaching the Language Skills through Songs

Songs are a combination between music and lyrics; this enhances the use of the four language skills. Rosová (2007) claims "Songs can be used in a lot of various ways. All the skills such as listening, reading, writing and speaking can be practiced." (p. 17). Listening in the first skill used when using songs, speaking in the second one, for when we listen to a song we try to mimic and repeat it as we have heard it, then we try to write the vocabularies we get from it, to understand them.

1.15.1. Listening

As we have mentioned before, listening is the first skill that works on us when we use songs in the classroom. It is so enjoyable when learning be songs which make our listening skill vivid as Millington (2011) states that songs "...help to improve listening skills because they provide students with the practice of listening to different forms of intonation and rhythm" (p. 135) he also added that English stress and rhythm are unique and songs are the best way to establish them. In this sense, Şevik (2012) agreed on the previous idea, when he states that songs with their enjoying nature can be the most effective aids to enhance the learners' listening skills (p. 10).

1.15.2. Speaking

Young learners enjoy when they listen to songs and try to repeat them as they have heard them. "Songs can serve as a very good and inexhaustible source full of informal spoken language that is used commonly in everyday English." (Rosová, 2007, p. 27). Why not, since these young learners are learning formal English, it is acceptable to provide them with songs with informal English so that it will be clear for them how and when to use it. This absolutely enhances their speaking skill.

Furthermore, when students try to repeat the song's lyrics, they always try to make it right, either for their own sake or to impress their teachers and classmates. They also try to sing them aloud to show how good they are. This certainly helps them explore their speaking skill without being afraid.

Since the songs provided by the teacher are easy and the students can understand them, after listening to them they try to discuss with one another about what they get from those songs, and also compete to answer the questions. This for sure helps to enhance their speaking skills.

1.15.3. Writing and Reading

After listening and repeating the song provided by the teacher, students try to write down the words they have grasped, in order to answer the question followed by the songs, this enables them to correct their grammatical and spelling mistakes and enhance their writing skill.

In order to stimulate the reading skill by songs, the teacher needs to prepare handouts or pictures, which encourage the learners to welcome reading (which is thought as being boring) since songs provide them with learning and fun in the meantime.

1.16. The Use of Songs to Acquire New Vocabularies

In teaching and learning English as a foreign language, vocabulary is a very

important element that should be carried. Songs are one of the most useful aids to learn vocabulary they also "...can provide the opportunity for vocabulary practice. They are usually based around a theme or a topic that can provide the context for vocabulary learning" (Millington, 2011, p. 135). To explain this statement we would take the following example: a song containing fruit names aims to teach different kinds of vocabulary concerning fruits and how they look like. Also *Head, shoulders, knees and Toes* song aims to teach students the body part, and *I can sing a rainbow* aims to review the students with different names of colors. (ibid, p.136).

Learners get different vocabularies from songs, once they learn new terms they try to use them, therefore, well selected lyrics is required to complement the target vocabulary (2011, p.136), because a well chosen song and especially a good one in introducing vocabulary, provides a meaningful context.

1.17. The Effectiveness of Using Songs to Teach and Learn Pronunciation

Pronunciation plays a vital role in English language teaching and learning. Miyak (2004) pointed out that “Pronunciation has been called the Cinderella of ELT...” (p. 77), It has been said that teaching pronunciation is considered as boring; therefore, songs come to change this notion to make teaching and even learning pronunciation fun. Rosová (2007) states that “Songs can be very helpful as far as learning pronunciation is concerned. They provide the authentic language with all its „traps” (p. 18) (such as connected speech, different pronunciation of the same sound, or difficult pronunciation of some words).

Songs make it easy for teachers to help their learners recognize and distinguish different difficult sound, and improve their production; this will give them the opportunity to be more aware of how important to have a clear and correct pronunciation in English, meanwhile practicing them while having fun.

There are several problems faced by students when trying to master the syllable distinction and stress, therefore songs are the perfect tool to solve the problem, as Grifee (1995) points out that “Words in songs fit the music, helping learners associate the number of syllables / stress in these words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced” (p. 6.).

1.18. The Use of Songs to Teach and Learn Grammar

Managing language rules, such as phrase structure and verb conjugating, can sometimes be boring, and when songs get into the subject it becomes something easy and fun, because they provide learners with a variety of tenses and grammatical structures.

Chapter One: Literature Review on Games and Songs as Teaching Aids

(Tuan and An, 2010,p. 24). we have been told by a teacher of ours, that singing the past and the past participle of the verb helps remember more than just trying to memorize them. She said that this should be done in a certain order. For example,

Infinitive	Past simple	Past participle
To teach	taught	taught
To catch	caught	caught
To think	thought	thought

Table 1- Conjugating Irregular Verbs with Similar Past Simple and Past Participle Forms.

All the verbs with the same ending are pronounced together in a form of a song so that they might be memorized.

Şevik (2011) states that “Songs may both be used for the presentation or practice phase of the grammar lessons ...” (p. 1029) it is true, and by which learners can memorize and produce a large range of language forms without even being aware, thanks to the use of songs,

1.19. Songs and the Target Culture

Mario Papa and Giuliano Iantorno (1979) claimed that “singing is certainly one of the activities which generates the greatest enthusiasm and is a pleasant and stimulating approach to the culture of foreign people” (cited in Rosová 16), which means that the use of songs open the door for the learners to see the target culture. Many studies also have shown a similar opinion about what has been said, when he claimed that the use of songs in the classroom brings with it the culture of the song as well, and that songs are means to overlook the cultures and compare them. (2007, p. 16).

Sometimes songs are used intentionally to tell something about the target culture, because they “...provide a rich source of culturally related elements” (Şevik 2011. P. 1030).

Blodget (2000) makes a clear statement about the use of songs to discover the target culture, pointing out that music comes from different geographical areas, cultural and social environment and they naturally present the culture that they came from. Jolly (1975) with the same point of view, states that the use of songs provides learners with a better understanding of the target culture. ‘Songs reflects culture’, this idea of course depends on the kind of songs used to achieve this aim; folk songs are one kind of those “...the use of traditional folk songs, rhymes and chants provides an opportunity to introduce children to aspects of target culture from the English-speaking world” (Saricoban and Metin, 2000). Songs are good tools to educate the learners about the culture of the language they learn.

1.20. Songs and Memory

Songs have a huge impact of enhancing the learners’ memory, which enable them to increase the capacity of their repertoire. According to Brand and Li, with their repetitive and rhythmic features, songs have been proved to be one of the best tools to reinforce learning and memory, to accommodate and develop vocabularies, grammar structure and pronunciation. (p. 75.) Tse (2015) seems to agree with the previous opinion; he observes songs as to be a ‘melioration of memory of text’, and may be an efficient way to excite language acquisition. (p. 87) .

Moreover, songs have a great influence on the learners’ minds. Research has shown that song (or music), make the brain more receptive and welcoming learning, because the music of the song “...Music connects the functions of the right and left hemispheres of the brain so that they can work together and make learning quick and easy” (Ulate, 2008, p. 97). By singing and memorizing in the same time makes the lyrics embedded in the long term memory.

1.21. Some Fun and Educational Songs

There are several kinds of music that may help the learners increase the amount of vocabularies they have, learning grammatical structures and correcting their spelling mistakes. The following songs may give a clear image on the idea

- *On Sunday I like...*: is a vocabulary song, that teach students, different terms like names of food, and the week days names:

On Sunday I like steak and chips

On Monday bread and cheese.

On Tuesday Coca- cola,

And pizza... Mmm, yes, please.

On Wednesday it's spaghetti,

And on Thursday eggs and fish.

On Friday I like sandwiches,

And ice- cream in a dish.

But Saturday it's my favourite day.

Oh, yes. It's very nice!

On Saturday it's chicken... Mmm,

Salad, bread, and rice. (“Using Songs as a Teaching Aid
in a Classroom Setting”)

- ***Our town*** : is a vocabulary songs, that enables the students to learn different names of buildings on their town:

There's a supermarket next to the bookshop.

And the church is next to the clothes shop

In front of the doctor's there's a bus stop.

Welcome to our town.

Our town, our town. Come and walk around.

Our town, our town. Come and walk around.

Our town, our town. Come and walk around.

Oh, we love our town.

Take a look at the map and you can see

There's a park and a school and a library.

A hotel, a bank and a factory.

Welcome to our town.

In the middle of the town is the bus station.

Opposite the café there's a fire station.

Next to the shops is the police station.

Welcome to our town. (ibid)

- ***We can play on a big bass drum:*** this song fit both learning vocabulary and grammar, it enables the students to discover some names of musical instruments, besides the use of can:

We can play on a big bass drum
The big bass drum, the big bass drum
Boom, boom, boom on the big bass drum.
Listen to us play it!

We can play on the violin
The violin, the violin
Fiddle- diddle- dee, on the violin
Listen to us play it!

We can play on the triangle.
The triangle, the triangle.
Tring, tring, tring, on the triangle.
Listen to us play it!

We can play on the piano,
The piano, the piano.
Plink, plank, plank, on the piano.
Listen to us play it! (ibid)

- ***My favourite day:*** just as the previous songs, this song is for learning both vocabulary and grammar. It encourages the learner to grasp class nouns, and how to use have/has got:

Hip hooray, hip, hooray.
It's my favourite day today.

We haven't got English. We haven't got French.
We haven't got Art or History.
We haven't got Maths. We haven't got Games.
We haven't got Music or Geography.

We haven't got RS. We haven't got Craft.

We haven't got Physics or Chemistry.

We haven't got IT. We haven't got PE.

We haven't got break or assembly.

So what's today? Well, it isn't Monday,

Tuesday, Wednesday, Thursday or Friday.

What's today? It's my favourite day.

, No school today. It's Saturday (ibid)

1.22. The Teacher's Role

As it has been mentioned that games and songs are good facilitators to language teaching and learning, however, the teacher's big role cannot be forgotten as also a 'facilitator' to games and songs in the classroom. Usually, students cannot engage themselves in playing a game or singing a song unless the teacher starts. The teacher has a vital role to enhance motivation, and creates interest, and his role changes from time to time according to the learners' needs. The teacher can be:

1.22.1. **Organizer:** one of the most important roles of the teacher when applying games or songs in the classroom is organizing his students; he may split them up into pairs, small groups or even let everyone works for his own, and what should everyone do. A good organizer knows also how to engage all his students, how can they interact with one another, and how can make them interested in what they do. (Harmer, 2001, p. 58)

1.22.2. **Controller:** the teacher's job here is to control what kind of games or songs the students may practice, and what instructions must be followed to achieve good results. Harmer points out that, the teacher can be controller when he transfers knowledge to his students (2001, p.58), and clearly explaining instruction to use games or songs is just like giving them knowledge.

- 1.22.3. **Assessor:** students need to know whether they are getting better or not, and what thing should be concentrate on more (Harmer, 2001, pp 58-59). The teacher here needs to show his students, for example, that their pronunciation, vocabulary...etc are getting better when they use games and or songs, besides, he should guide them, for instance, that this games should enhance your amount of vocabulary, or this song should help you correct your grammatical mistakes, i.e. telling your students ‘what is it about’ have a great impact on their achievement.
- 1.22.4. **Corrector:** students obviously, when they play a game or singing a song for the first time will make mistakes, the teacher must correct their mistakes and provide them with better ways to not repeat their mistakes again.
- 1.22.5. **Participant:** as Jeremy Harmer points out that the traditional image taken on teachers in such activities, is taking a step back, letting students work for their own and watching from a distance (Harmer, 2001, p 60). Yet, working closely, and participate with your learners in a playing a game or singing a song may reveal you more their needs and weaknesses, besides this will give the students more confidence to do it right, when they feel that teacher is near, and he can help them do it better.

1.23. Materials

According to Tomlinson (2011), language learning materials can be defined as: “anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being used ” (p. xiii-xiv). Instructional materials play an important role in applying games and songs in the classroom. There are a variety of available materials that teacher can pick up to fit the subject. The following list contains the most suitable tools:

- **Black Board:** where the teacher can write instructions, or the main patterns of the games or the song. Students as well, can share the board with the teacher, doing activities or drawing images related to a game or a song.

- **Handouts:** the teacher prepares handouts, contains the game or the song lyrics to be used in the classroom, this provides better use, and makes sure to avoid spelling mistakes. Games also can be printed in the handouts, each group may take a paper in order to follow the instructions of the teacher and play the game together.
- **Cards and Pictures:** especially colored cards and pictures help the students play many games. Like ordering sentences, or images related to the lesson topic.
- **Tapes and CDs:** to play songs, they make sure the students combine the lyrics with the music. Also they provide music and rhythm to attract the learners' interest.
- **Data show:** the teacher can raise the level a little bit by using data show. He can play a song with moving objects, or even to show a game that can be played with computer (like grammar blaster the mentioned above) where only the teacher uses the computer tick the students' answers ; this tool can be very useful to bring the students' interest to the song or the game.

1.24. Conclusion

Games and songs are good tools to teach and learn English as a foreign language. In this sense we provided some of their definitions from different and similar points of view. Then we shed the light of the efficiency of games in teaching and learning vocabulary, grammar and how to enhance the four skills and train the students' minds. Moreover, we spotted the effectiveness of songs on learning new terms, correcting grammatical mistakes, and learning how to pronounce correctly, and enhance the capacity of the students' memories. Then, we have addressed the efficiency of games and songs in enhancing the learners' motivation, language learning and the positive interaction in the classroom.

In addition, we picked up some good and educational games and songs that the teacher could provide to his/her learners, and how he/she could play an important role to make their use in an appropriate way.

The next chapter is devoted to the practical side of our research, which aims to analyze and discuss the collected data, in order to reach the final objective of this research.

Chapter Two

Field of Investigation

2.1. Introduction

As mentioned before, this research is conducted to reveal whether English teachers in middle schools deal with games and songs in their sessions, and what attitudes the learners show. In order to achieve our aim –and after we presented the literature review on the use of games and songs and their advantages- it is time to bring the research to the real world, to something more tangible, which is the practical part. Before getting involved in the practical side, the research design and the methodology are required; therefore, this chapter will be split up into two sections.

The first section will be devoted to explain the method used to carry out this study, to identify the population and the sample the research is concerned with. Then, we are going to describe the participants in this research, the study and the materials used to do this research. However, the second section will be specified to the data collected by the materials we used, their results and their analysis.

Section one: Research Design and Methodology

2.2. Research Method

The descriptive method has been selected as the most appropriate one to carry out our research, since “Descriptive research also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation” (“Research Methodologies” 2012). According to Richards, and Schmidt (2010) descriptive research is “an investigation that attempts to describe accurately and factually a phenomenon, subject or area. Surveys and case studies are examples of descriptive research.” (p. 164). In our case, the existing situation is the middle school students and middle school English teachers use and exploration of games and songs in the classroom. The descriptive method is, particularly, relevant here as it allows us to describe this state, to be able to develop guidelines for the efficiency of these tools, and their use.

Questionnaire has been chosen to be our tool fit this descriptive research. Questionnaire is the common used method in survey, and it contains closed-ended or open-ended questions, for which the candidates answer. According to Wilson and McLean,

questionnaire is “...is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse”(cited. in Cohen, Manion and Morrison , 2007, p. 317).

Besides the questionnaire, some oral questions were directed to some teachers and students, in order to support the questionnaire, and to clear the answer they have given.

2.3. Population and the Sample

Before making any research, the population and the sample must be identified. According to Best and Kahn (1998), “A *population* is a group of individuals that has one or more characteristics in common that are of interest to the research” (p. 14) Our population here –as we have mentioned before- represented in the middle school students, of Adrar city center; as the population is very large, we cannot – or it may be impossible- to apply our study on this huge number of individuals, so the best procedure to do is to select a sample. According to Best and Kahn (1998), “A *sample* is a small proportion of population selected for observation and analysis. By observing the characteristics of a sample, one can make certain inferences about the characteristics of the population from which it is drawn.” (p. 13). Our sample is represented in 4th year middle school, and more specifically, students of Omar Ibn Abdelaziz , Othman Ibn Affan, Abi Ther Alghafary, and Ali Ibn Abi Talib middle schools. Whereas for the teachers, our sample is taken from the middle schools of Hibaoui Moulay Hiba and Alamir Abd Elkader, in addition to the previously mentioned schools.

2.4. Description of the Participants

2.4.1. Description of the Teachers

Twenty (20) teachers are involved to answer the survey questionnaire. They are selected from various middle schools in Adrar city center. Their age is between twenty three (23) to about or more than fifty (50) years. However, male teachers are more than female teachers coincidentally. With regard to experience, ten (10) teachers have more than 5 years of teaching experience, nine (09) of them have less than 5, and only one has 5 years of teaching experience.

2.4.2. Description of the Students

Sixty (60) students were invited to participate in this survey. They are not equally selected among the middle school. The number of males and females is not counted, yet they are aged between 14 to 17 years.

2.5. Nature of the Study

This study is considered as quantitative. Numerical measures have been used and included in tables and graphs, in order to gather more information on the phenomena we are studying.

2.6. Description of the Questionnaire

The questionnaire used in this research is composed of different questions; all the questions are close-ended, which the respondents here have to choose from answers that are specified by the researcher. Survey questionnaires are handed out to both students and teachers in the middle schools of Adrar city center. The main feature of our questionnaire is that all the questions are related to the first one, i.e. if the student or the teacher answers yes/sometimes or yes/rarely, they can continue answering the other questions, yet if they answer no, they have to stop at that level; therefore, the percentage of those who answer no or never is eliminate from all the questions in both teachers' and students' questionnaires, except from the first question.

2.6.1. Students' Questionnaire

2.6.1. a. Aim of the Questionnaire

This questionnaire is designed to know whether middle school students have experienced learning English using games and songs, what are their attitudes towards these tools , what they feel when they practice them, and whether these tools help them develop their language from different aspects (skills, pronunciation, grammar....etc).

2.6.1. b. Description of the Students' Questionnaire

. Students' questionnaire contains ten (10) items, a personal question was done, and then omitted from the questionnaire, yet we have referred to it in the description of students. The questionnaire is written in English, although we have been advised to use

Arabic, but English is for us the best choice; therefore, most of the students' questionnaires have been handed out and explained personally to students in the classroom in order to provide correct answers, the students have been cooperative with us, helpful, and most of all happy to have this experience. The other students' questionnaires are explained by their teachers.

2.6.2. Teachers' Questionnaire

2.6.2. a. Aim of the Questionnaire

This questionnaire was given to middle school teachers of English, from the previously mentioned schools, in order to investigate if they use games and songs in their classrooms, do they observe any progress in their students' level after using them, what are their students' reaction towards those tools, and what difficulties can the teacher face when using them

2.6.2. b. Description of the Questionnaire

Teachers' questionnaire, obviously is written in English, as the students' questionnaire, the personal question is omitted, that referred to in teachers' description. It contains fifteen (15) items, all are close-ended, yet they are followed by some oral questions, some teachers add some additional information in the questionnaire, and they are taken into consideration. Some teachers do not understand the last question in the questionnaire Q15, and then it is our job to make it clear for them.

All teachers are cooperative with the questionnaire, yet some comments have been added, like (you are late, you should come early...), yet this does not break our determination to finish this work.

In this section we have tackled all what is about research methodology. We have described the nature of our research and study; also, we have described the questionnaires given to the teachers and the students, and the participants involve in the study

The next section will be devoted to analyze the questionnaires, discuss them, and open the door for further research on the subject.

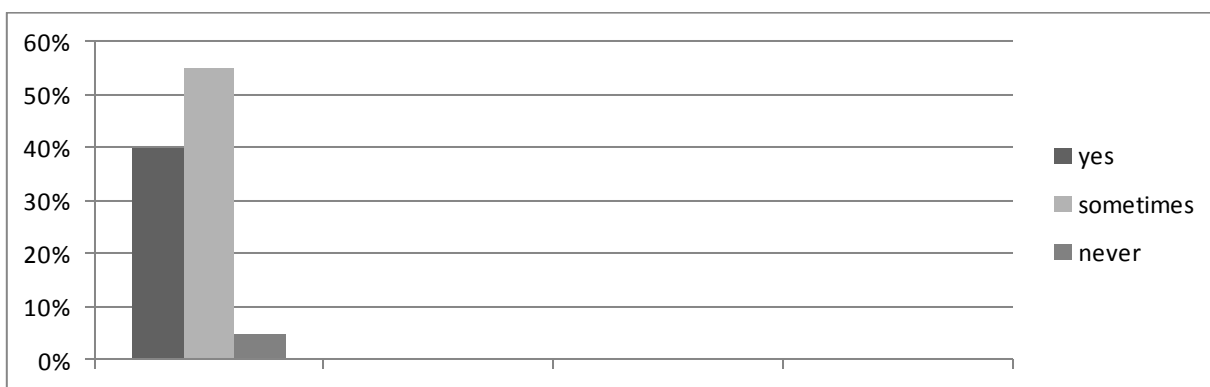
Section Two Data collection, Results and Analysis

2.7. Analysis of Teachers' Questionnaire

Answer1

Question01	Yes	Sometimes	Never
Do you use didactic games and songs in your classroom?	40%	55%	5%

Table 1- The Use of Didactic Games and Songs.



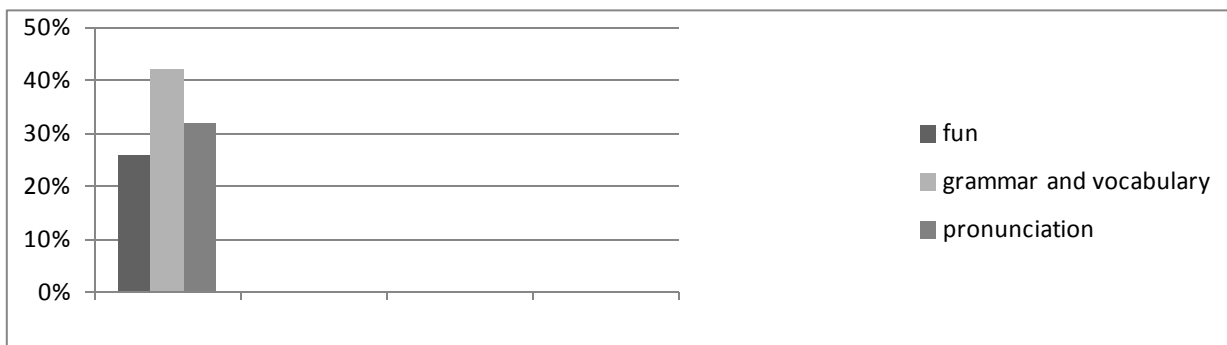
Graph 1- The Use of Didactic Games and Song

*40% of the teachers say they use didactic games and songs in the classroom, 55% say they sometimes use them, whereas 5% says she/he never use them.

Answer2

Question 02	Fun	Grammar and Vocabulary	Pronunciation
When using games and songs, what is your aim?	26%	42%	32%

Table 2- The Aim of Using Games and Songs in the Classroom



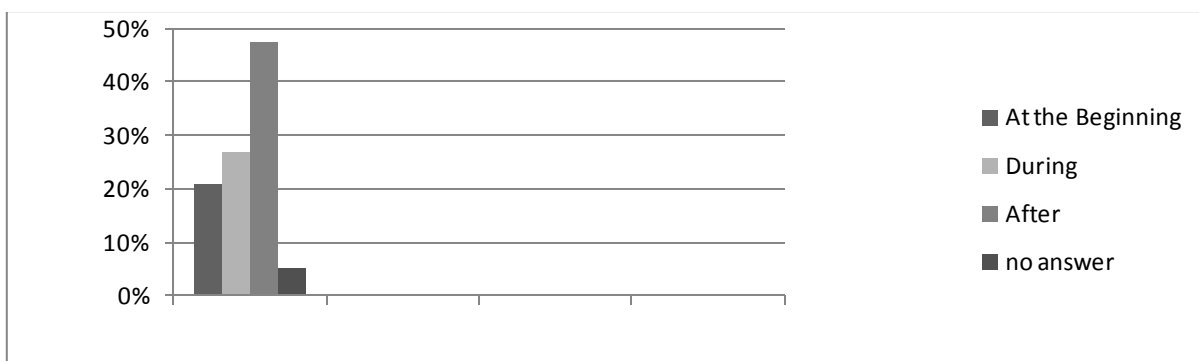
Graph 2- The Aim of Using Games and Songs in the Classroom

*26% of teachers say that their aim from using games and songs is to have fun, 42% of teachers claim they use games and songs to teach grammar and vocabulary, yet 32% of teachers say that they use them to teach punctuation.

Answer 03

Question 03	At the Beginning of the class	During the class	After the class	No answer
When do you use games and songs in class?	21.05%	26.32%	47.37%	5.26

Table 3- When to use Games and Songs.



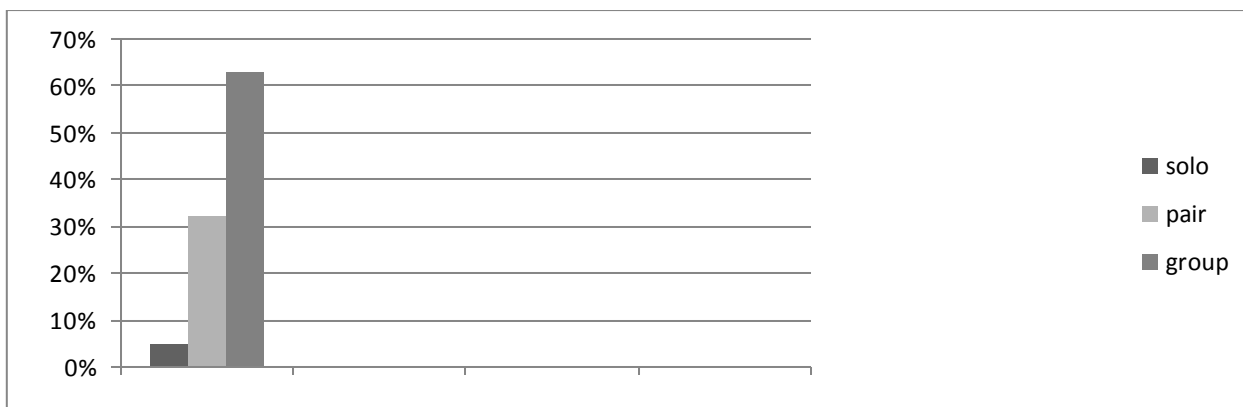
Graph 3- When to use Games and Songs.

*21% of teachers say that they tend to use games and songs as the beginning of the class, 27% of them claim that they use them during class, but 47% of them say they use them after class. One of the teachers did not answer, but she says that she may use them anytime, depends on the lesson.

Answer 04

Question 04	Solo work	Pair work	Group work
What kind of grouping do you use for your learners when applying games and songs?	5%	32%	63%

Table 4- Kinds of Grouping.



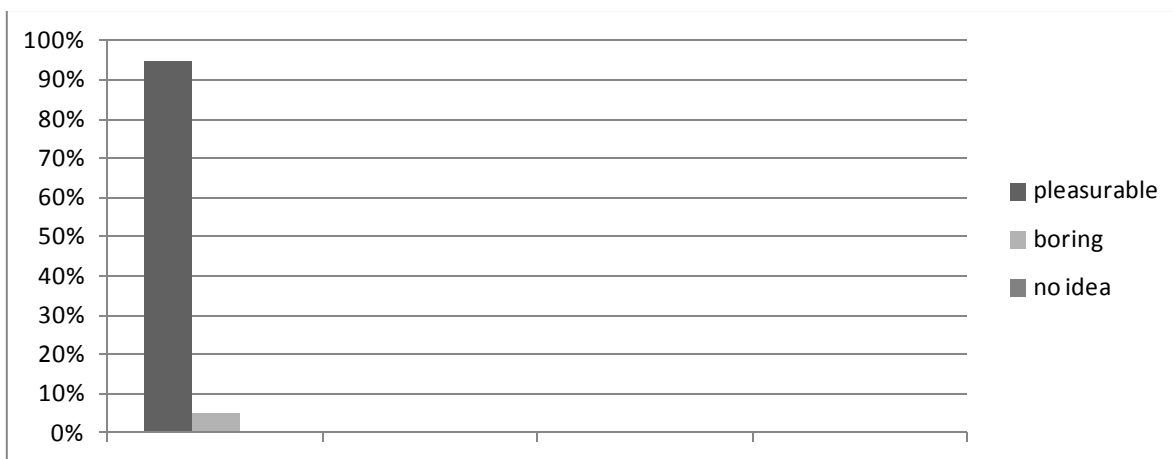
Graph 4- Kinds of Grouping.

*As the table and the graph show, 5% of teachers say that she/he prefers to make her learners work in solo, 32% of them make their learners work on pairs, yet 63% of them prefer to organize their students on groups. 10% of teachers answer both pair and group work.

Answer 05

Question 05	Pleasurable	Boring	No idea
How do your students find games and songs in class?	95%	5%	0%

Table 5- The Reactions of Students towards Games and Songs



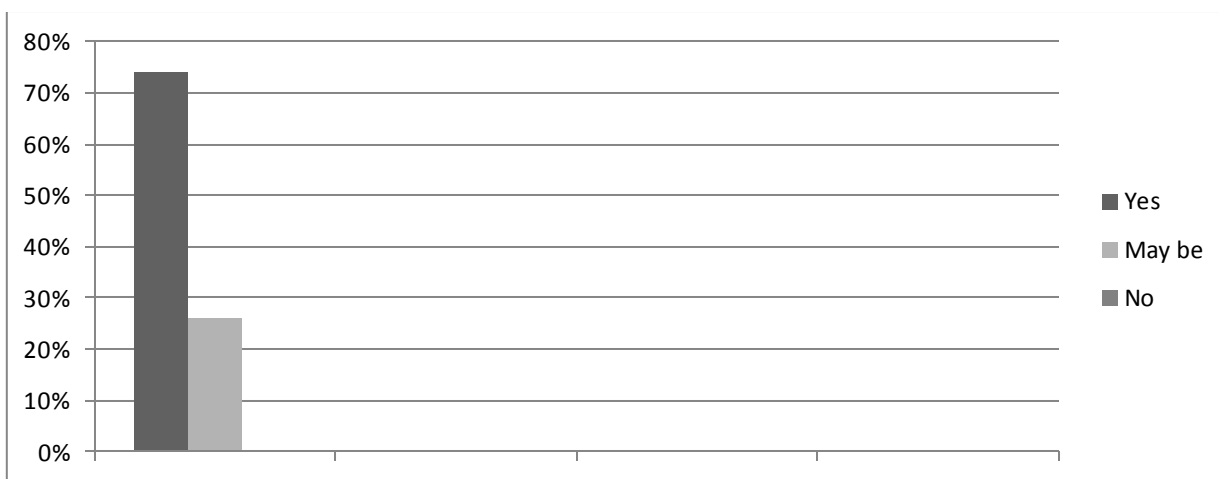
Graph 5- The Reactions of Students towards Games and Songs

*95% of the teachers say that their students find games and songs pleasurable, 5% of them say that their students find them boring, whereas no one answers no idea.

Answer 06

Question 06	Yes	May be	No
Do you feel any progress in your students' pronunciation after using songs?	74%	26%	0%

Table 6- The progress of the Students' Pronunciation



Graph 6- The Progress of the Students' Pronunciation

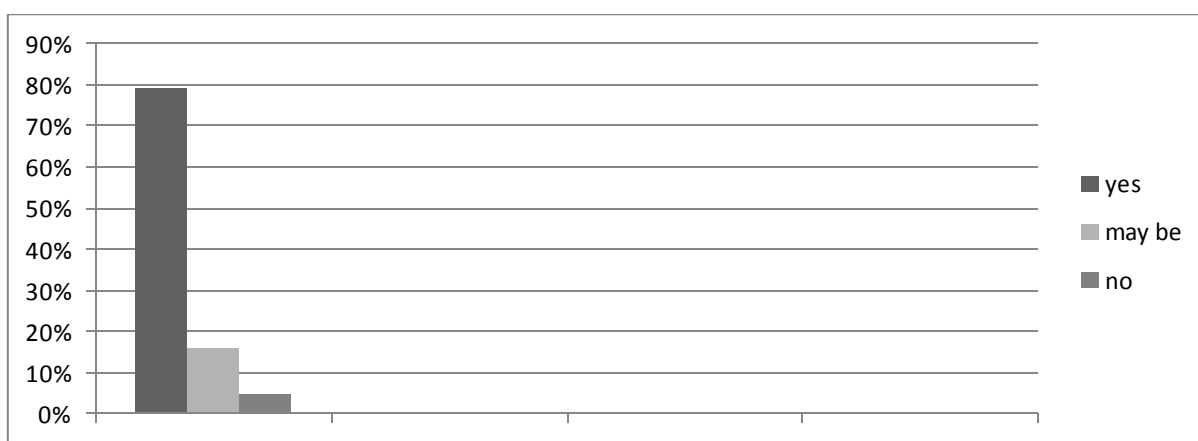
*As the table and the graph show, 74% of teachers answer yes, that their students' pronunciation gets better after using games and songs in class, 26% of them say may be, yet no one says no. one of the teachers who answered yes, adds under his answer: "a big

deal". When we ask him why you think so, he says that according to his experience, songs are one of the most effective tools to correct and enhance the learners' pronunciation.

Answer 07

Question 07	Yes	May be	No
Do you notice any progress in your students' grammar and vocabulary after using games and songs?	79%	16%	5%

Table 7- The progress of the Students' Grammar and Vocabulary



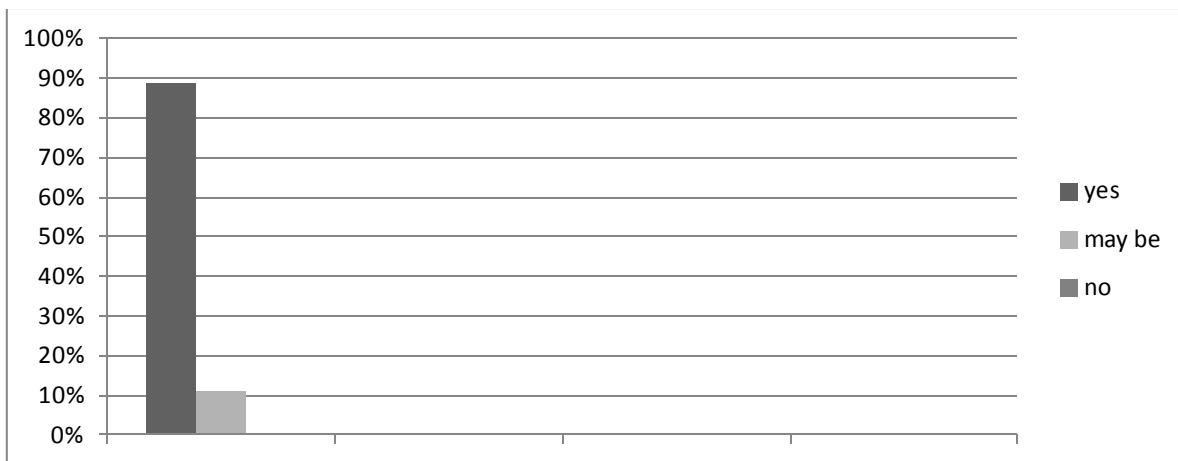
Graph 7- The progress of the Students' Grammar and Vocabulary

*79% of the teachers claim that they touch a noticeable development in their student's grammar and vocabulary after using games and songs in the classroom, 16% of them say there may be some progress, yet 5% say no, they do not notice any progress in their students' grammar and vocabulary level after using games and songs.

Answer 08

Question 08	Yes	May be	No
Do you think that using games trains your students' minds?	89%	11%	0%

Table 8- The influence of Games on the Students' minds



Graph 8- The influence of Games on the Students' minds

*89% of the teachers support the idea that games help training their students' minds, 11% of them say that games may train their student's minds, yet no one answers no.

Answer 09

Question 09	Yes	May be	No
Does the use of games and songs facilitate the explanation of your lessons?	74%	16%	10%

Table 9- The influence of Games and Songs on explaining Lessons



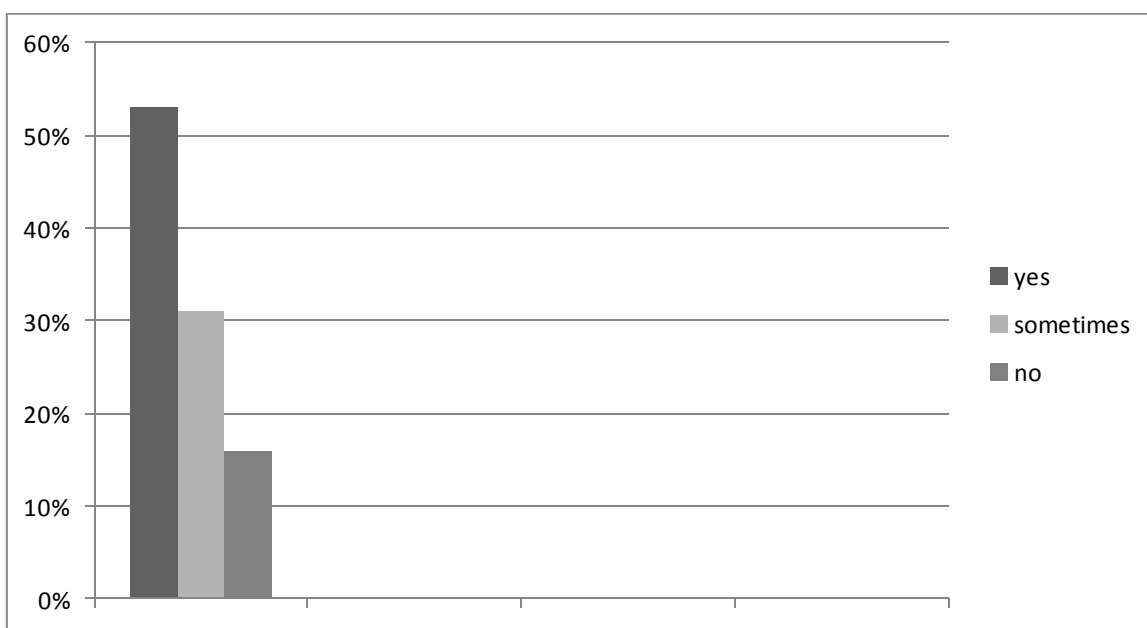
Graph 9- The influence of Games and Songs on explaining Lessons

*74% of the teachers agree on the use of games and songs as means to facilitate the explanations of lessons, 16% claim that games and songs may be used to make the explanation of lessons easier, whereas 10% of them disagree on the idea as a whole.

Answer 10

Question 10	Yes	Sometimes	No
Does the use of games and songs engage all your students without exception?	53%	31%	16%

Table 10- Students' engagement while using Games and Songs



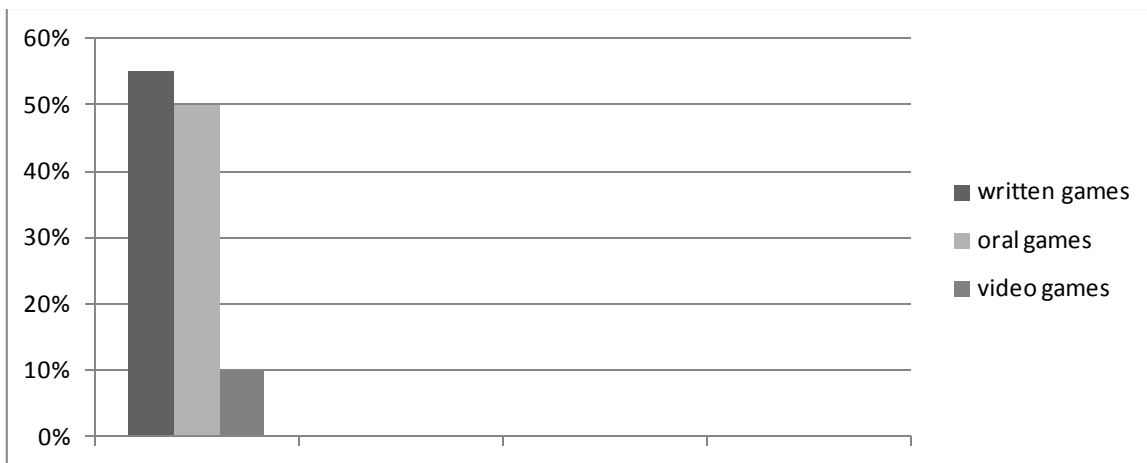
Graph 10- Students' engagement while using Games and Songs

*As the table and the graph above show, 53% of teachers claim that using games and songs engage all the students in the classroom without exception, 31% say that sometimes games and songs engage all the students. On the other hand, 16% of them disagree with the previous idea.

Answer 11

Question 11	Written games	Oral games	Video games
What kind of games do you prefer the most?	53%	42%	5%

Table 11- Kinds of Games that are preferred to be used in the Classroom



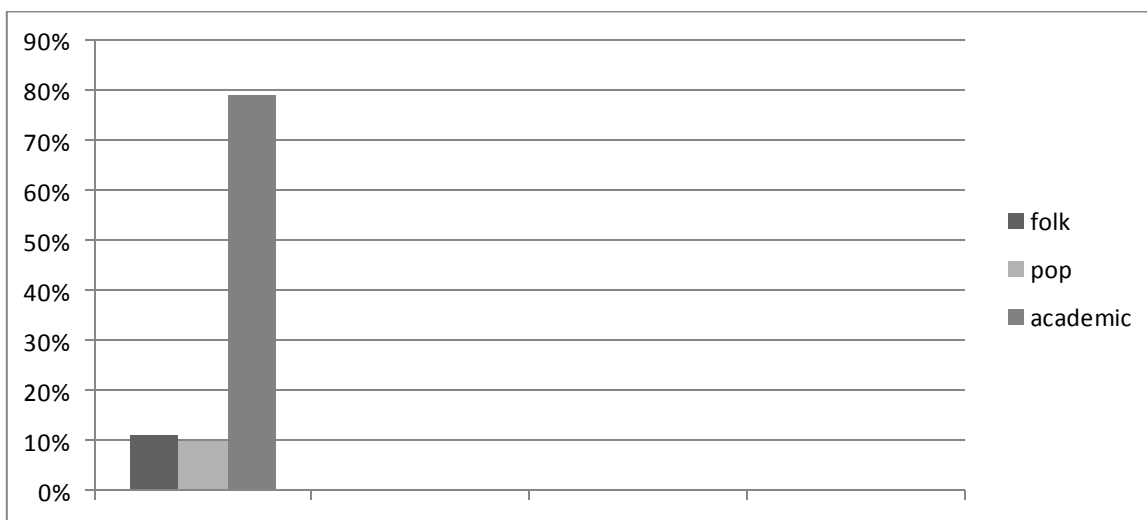
Graph 11- Kinds of Games that are preferred to be used in the Classroom

*53% of the teachers say that they prefer to use written games in the classroom, 42% of the said they prefer using oral games, yet 5% prefer using video games.

Answer 12

Question 12	Folk	Pop	Academic
What kind of music do you prefer using?	11%	10%	79%

Table 12- Kinds of preferable Songs



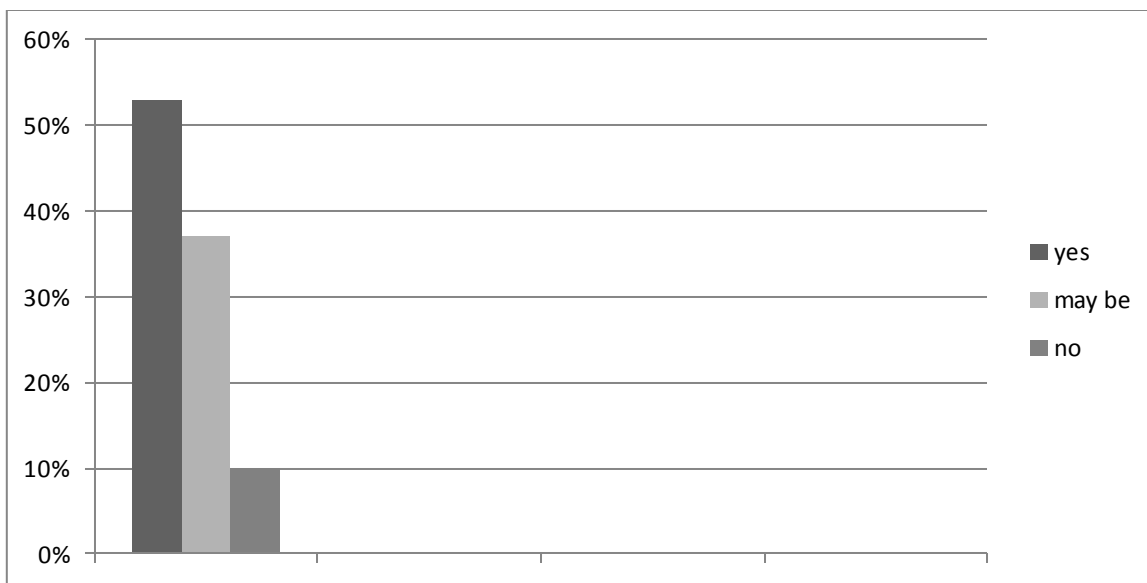
Graph 12- Kinds of preferable Songs

*11% of the teachers state that they prefer to use folk songs to teach their students, 10% say they like to use pop songs, whereas the majority of the teachers for about 79% stated that they prefer using academic songs. One of the previous teachers adds that he prefers both folk and academic songs.

Answer 13

Question 13	Yes	May be	No
Does the use of songs give your students ideas about the target culture?	53%	37%	10%

Table 13- Songs and the Target Culture



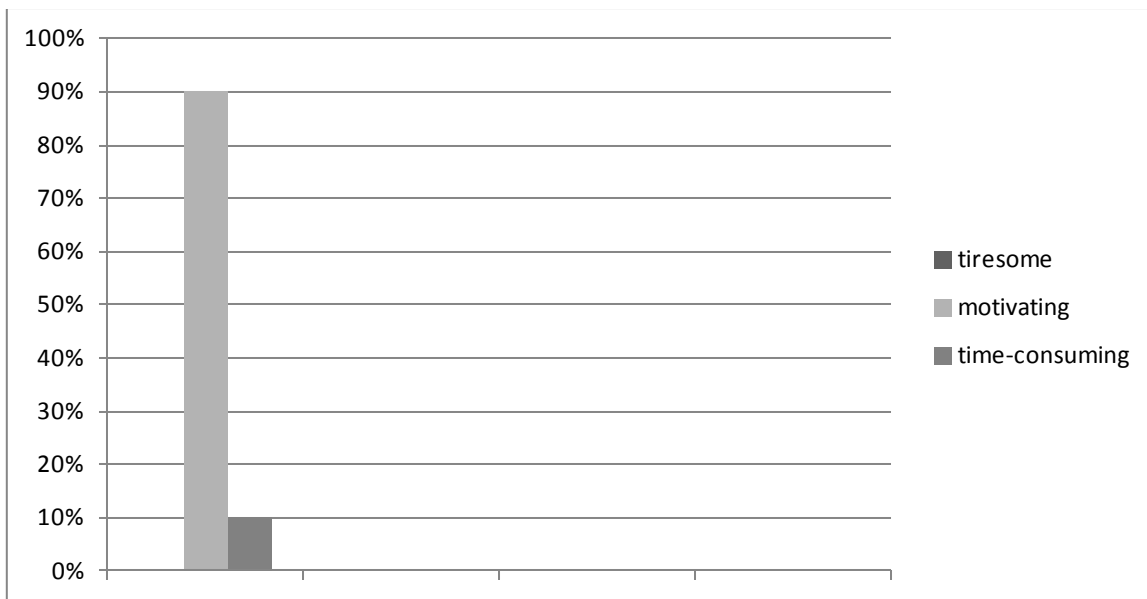
Graph 13- Songs and the Target Culture

*53% of the teachers declare that the use of songs in the classroom gives the student an idea about the target culture, 35% say that this may be sometimes, yet 10% did not support the idea.

Answer 14

Question 14	Tiresome	Motivating	Time-consuming
Are games and songs :	0%	90%	10%

Table 14- The Nature of Games and Songs



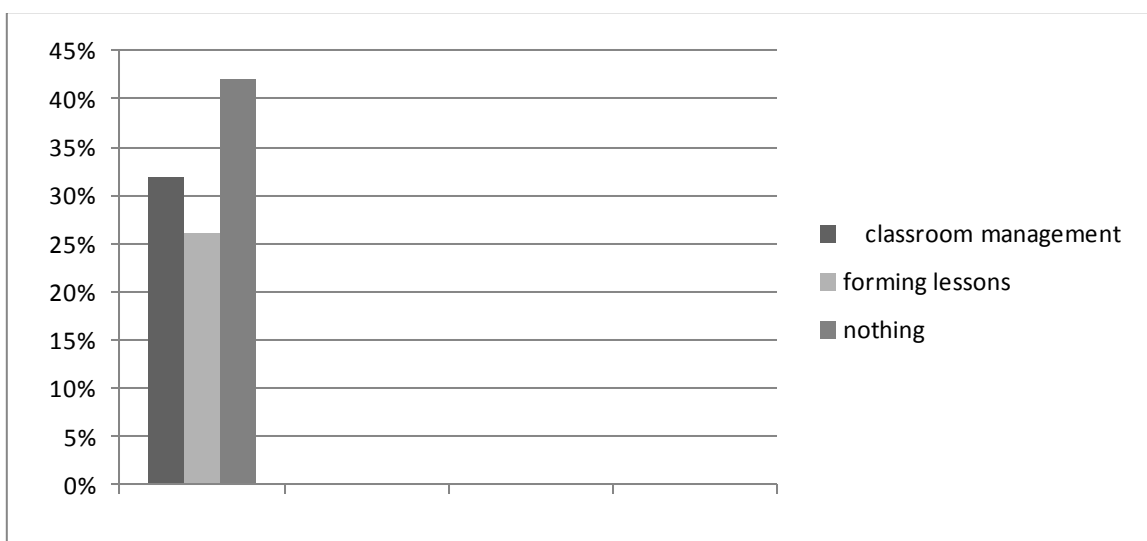
Graph 14- The Nature of Games and Songs

*No one of the teachers –means 0%- say that games and songs are tiresome, the big majority, for about 90% of the teachers claim that games and songs are motivating, yet 10% of them say that they are time-consuming.

Answer 15

Question 15	Classroom management	Forming lessons	Nothing
What difficulties do you face when using these activities?	32%	26%	42%

Table 15- Difficulties faced by Teachers when using Games and Songs



Graph 15- Difficulties faced by Teachers when using Games and Songs

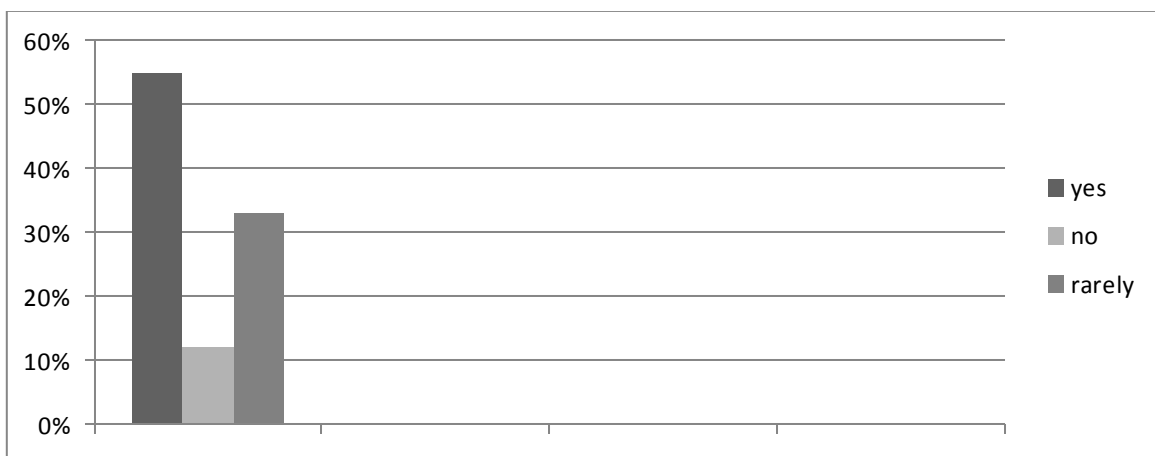
* Actually, most of the teachers did not understand this question from the beginning, till we explained it, especially what we meant by ‘forming lessons’. The latter means building the whole lesson on a game (s) or song (s). 32% of the teachers state that they face the difficulty of managing the classroom when they use games and songs, 26% of them say that forming the lesson becomes difficult for them when using games and songs, but 42% of them claim that they do not face any difficulty when using them.

2.8. Analysis of Students’ Questionnaire

Answer 01

Question 01	Yes	No	Rarely
Do your teacher use games and songs in class?	55%	12%	33%

Table 1- Experiencing Games and Songs in the Classroom



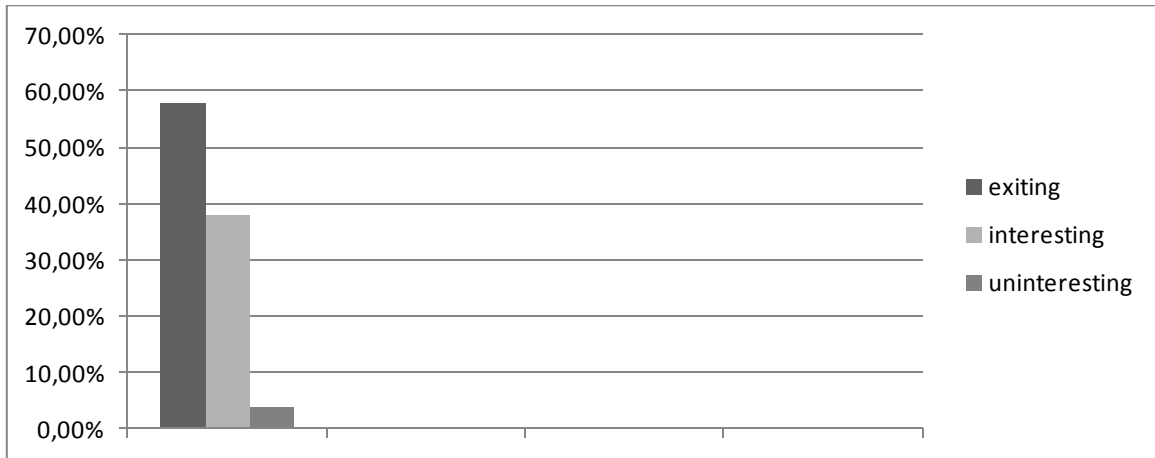
Graph 1- Experiencing Games and Songs in the Classroom

* As the table and the graph show, 55% of students say that their teacher use games and songs to teach them, 12% of them say that their teacher do not use them at all, yet 33% of the students say that their teachers rarely use games and songs in the classroom. This absolutely means that most of teachers apply games and songs in their classes.

Answer 02

Question02	Exiting	Interesting	Uninteresting
How do you find them	58%	38%	4%

Table 2- The Nature of Games and Songs



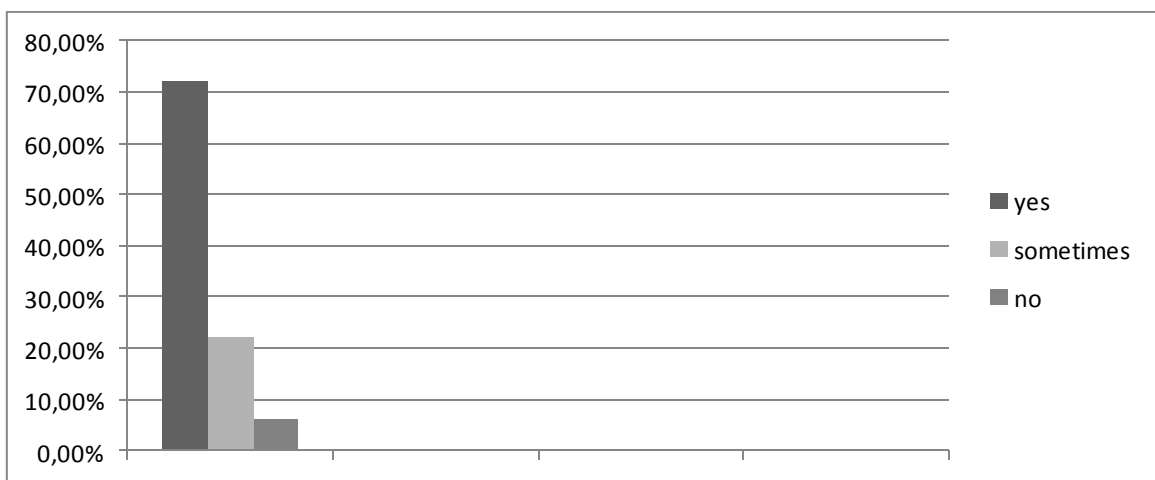
Graph 2- The Nature of Games and Songs.

*58% of the students claimed that they find games and songs exiting, 38% of them say that they find games and songs interesting; whereas 4% say they find them uninteresting.

Answer 03

Question 03	Yes	Sometimes	No
Do games and songs help you understand more?	72%	22%	6%

Table 3- Games and Songs as means of Understanding.



Graph 3- Games and Songs as means of Understanding.

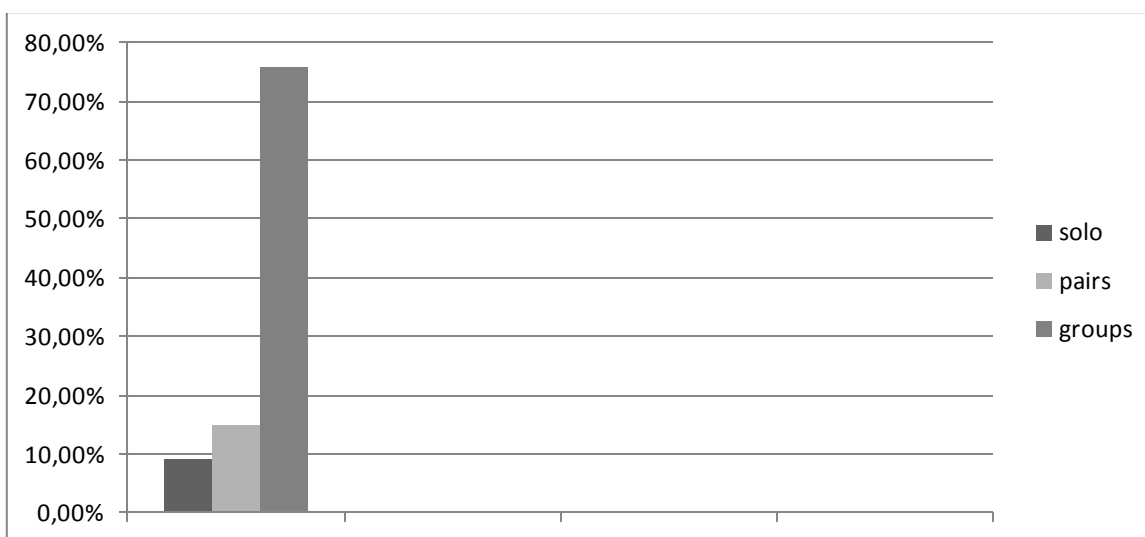
Chapter Two: Research Methodology, Data Collection and Discussions

*72% of the students state that games and songs help them understand the lessons more, 22% of them say that games and songs sometimes help them, yet 6% of them disagree on the idea.

Answer 04

Question 04	Solo	Pairs	Groups
How do you like to be organized when using games or songs in the class?	9%	15%	76%

Table 4- Preferable Organization



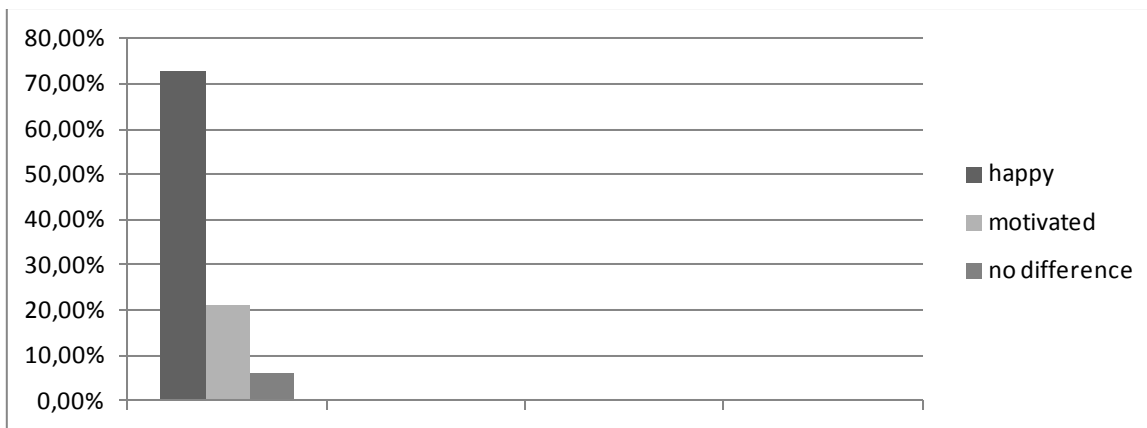
Graph 4- Preferable Organization

*As the table and the graph show, 9% of the students say they prefer working alone when the teacher use games or songs in the class, 15% said they prefer to work on pairs, yet 76% of them state that they like to be organized as groups when using games or songs.

Answer 05

Question 05	Happy	Motivated	No difference
How do you feel when you practice games and songs in class?	73%	21%	6%

Table 5- Students' feeling when using Games and Songs



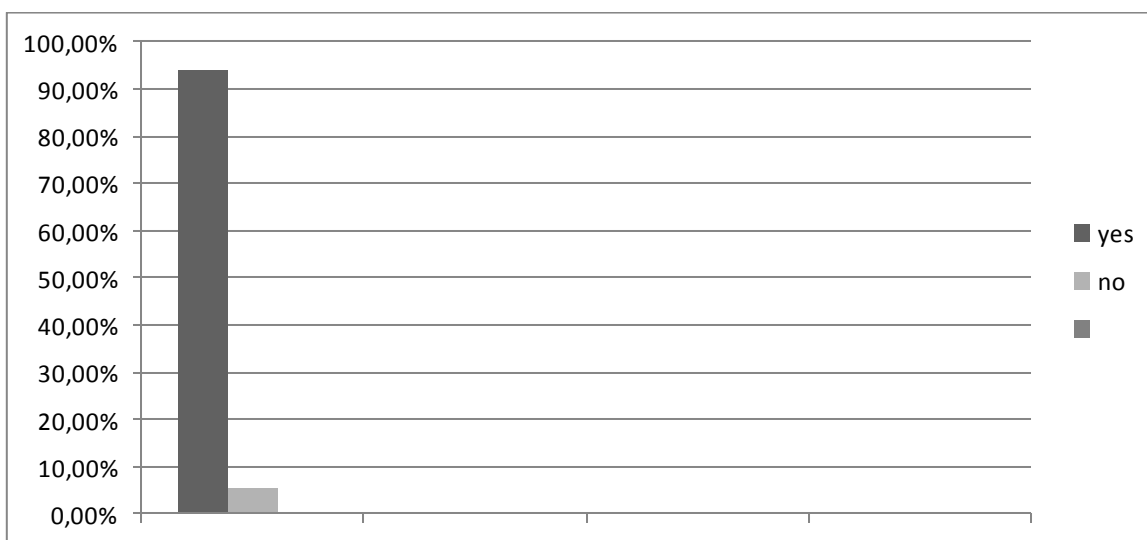
Graph 5- Students' feeling when using Games and Songs

*73% of the students declare that learning with games and songs makes them feel happy, 21% of them say that it makes them feel motivated. On the other hand, 6% of students say that they feel no difference when using games and songs. When we asked the students this question most of them shout 'happy', and then we realized the great impact games and songs have on the student psychological side, the latter itself has an impact on their learning.

Answer 06

Question 06	Yes	No
Do you think that games and songs are good in class?	94%	6%

Table 6- The Usefulness of Games and Songs



Graph 6- The Usefulness of Games and Songs

Chapter Two: Research Methodology, Data Collection and Discussions

*94% of students agree on that games and songs are good in class, yet 6% of them disagree on the idea. Since the big score goes to ‘yes’, this means that student benefits from games and songs.

Yes (94)	
*1 They help me learn easily	12%
*2 They are fun	20%
*3 Both	68%

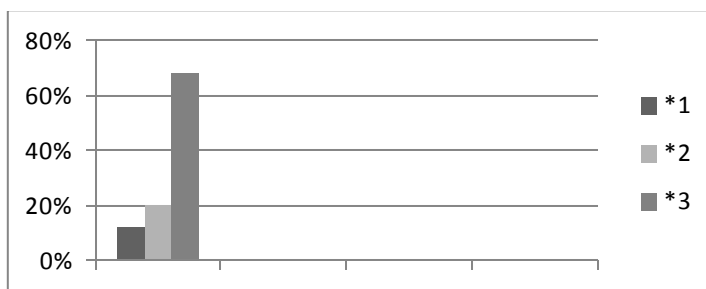


Table 6-a- Positive Roles

Graph 6-a- Positive Roles

No (6)	
*1*They waste time	67%
*2*They are not helpful	33%

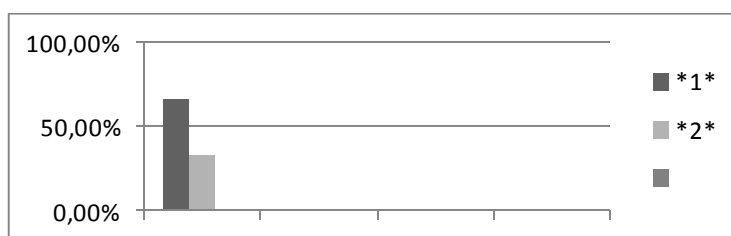


Table 6-b- Negative Roles

Graph 6-b- Negative Roles

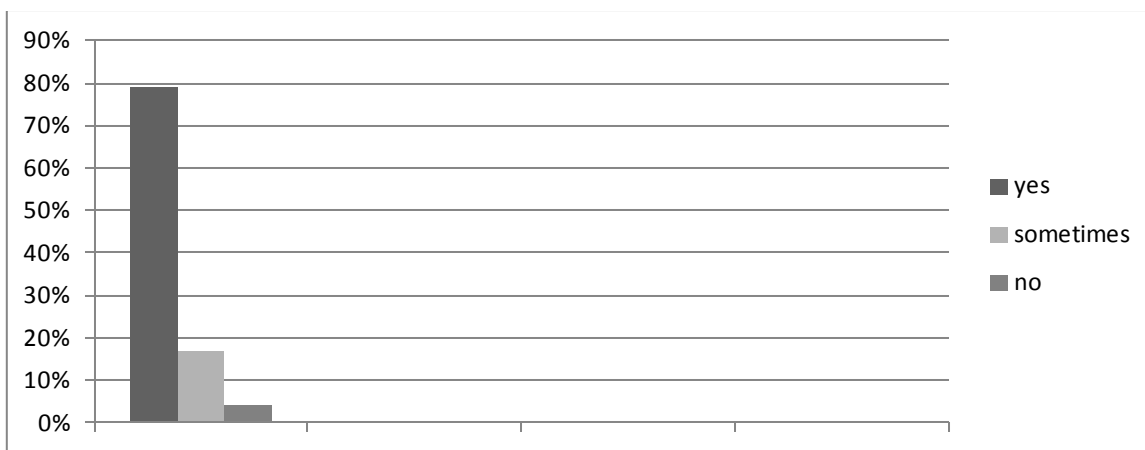
*As the table 06-a- and the graph 06-a- above show, 12% of those who answer yes say that is because games and songs help them learn easily, 20% of them say that because they are fun, yet 68% say because they both help them learn easily and being fun. This means that games and songs combine between learning and entertainment

* As the table 06-b- and the graph 06-b- show, 67% of those who answer no, say that games and song are just a waste of time, yet 33% of them say no because in their opinions, games and songs are not helpful. This can have many causes, like isolation, lack of understanding (especially for the instruction of games), or may be because they simply do not like it.

Answer 07

Question 07	Yes	Sometimes	No
Do games and songs help you learn new vocabularies?	79%	17%	4%

Table 7- The use of Games and Songs to learn new Vocabularies



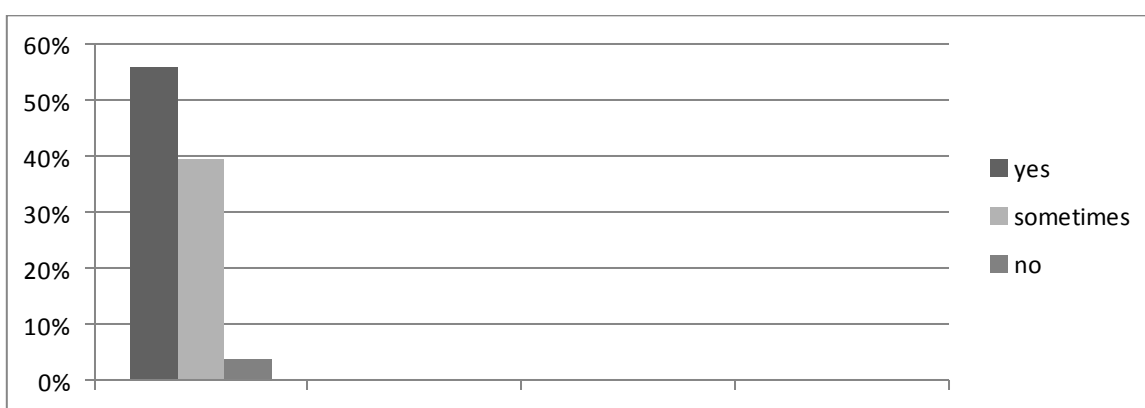
Graph 7- The use of Games and Songs to learn new Vocabularies

*As the results show, 79% of students claim that using games and songs in the classroom help them learn new vocabularies, 17% say that they sometimes help them, yet 4% of them say that they do not help them at all. Since the big score goes to ‘yes’ this add nothing to my work except that games and songs provide learners with new terms and vocabularies.

Answer 08

Question 08	Yes	No	Rarely
Do games and song help you correct your grammatical and spelling mistakes?	56%	40%	4%

Table 8- The use of Games and Songs to correct Grammatical and Spelling mistakes



Graph 8- The use of Games and Songs to correct Grammatical and Spelling mistakes.

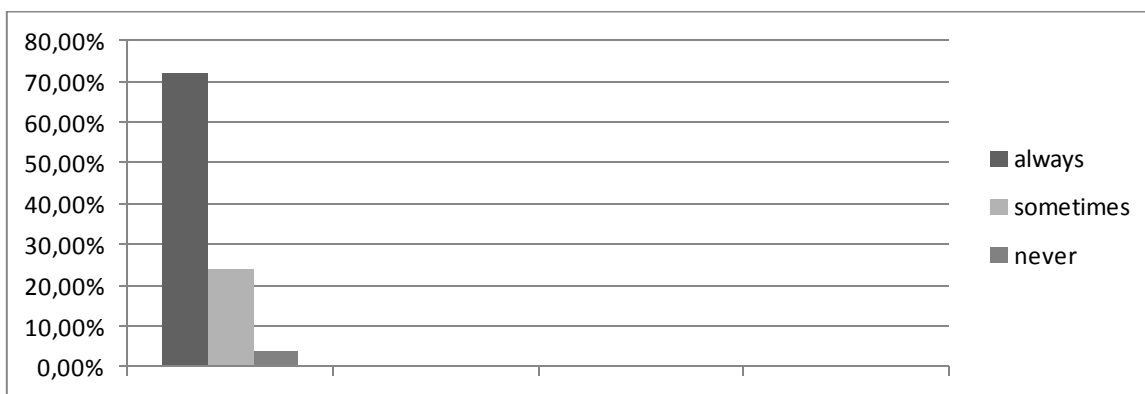
*56% of the students support the idea that games and songs help them correct their grammatical and spelling mistakes, 40% of them say that it sometimes happens with them, yet 4% assert that games and songs do not help them correct their grammatical and spelling

mistakes at all. This means that games and songs help learners correct their grammatical and spelling mistakes through an effective and entertaining way.

Answer 09

Question 09	Always	Sometimes	Never
How often do you wish your teacher uses games and songs?	72%	24%	4%

Table 9- Frequency of the Teacher's use of Games and Songs.



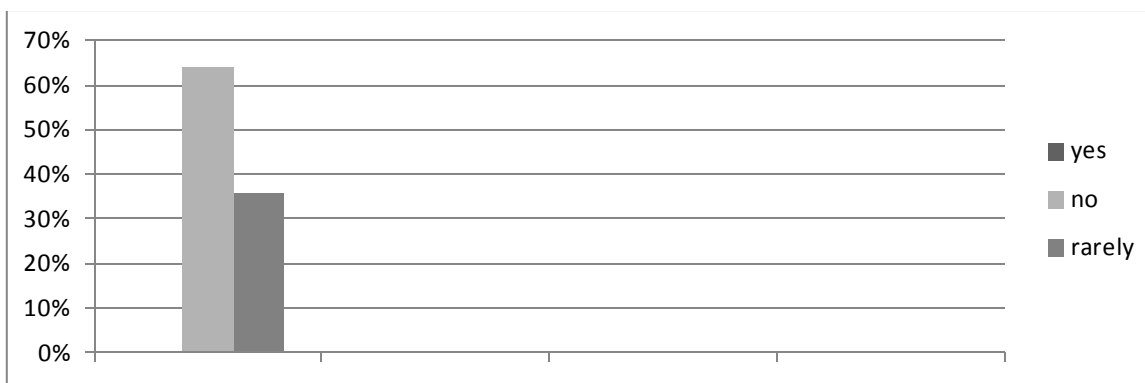
Graph 9- Frequency of the Teacher's use of Games and Songs.

*As the result of the ninth question show, 72% of the students claim that they wish if their teachers always use games and songs in the classroom, 24% say that they would like if their teachers use games and songs sometimes in the classroom, yet 4% of them wish if their teachers never use them. This means that students as they enjoy games and songs, they would like them to be applied in every session.

Answer 10

Question 10	Yes	No	Rarely
Do you find any difficulties with games and songs in class?	0%	64%	36%

Table 10- The Presence/Absence of Difficulties when using Games and Songs



Graph 10- The Presence/Absence of Difficulties when using Games and Songs

*As the table and the graph show, no student (0%) says that she/he faces difficulties when using games and songs in the classroom, 64% of them claim that they do not face difficulties, whereas 36% say they face them rarely. This can give a clear idea that games and songs can be on the hand of every student, if the instructions given by the teacher are well followed.

2.9. Discussion of the Findings

2.9.1. Discussion of the Teachers' Questionnaire

Analysis of the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching with games and songs, their aim, and their observations on their students in the classroom when using them. Each fact discusses one of the answers above (same number for the answer and the fact):

- 1- Approximately, all the teachers are interested in applying didactic games and songs in the classroom. This implies that teachers are conscious about what tools are appropriate to break the teaching-learning routine.
- 2- Most of the teachers use games and songs away from the notion of fun, but to achieve educational purposes. Besides, few teachers use games and songs to combine between study and entertainment. This reveals that even though teachers do use games and songs and each one has their own objectives.
- 3- Most of teachers would like to use games and songs in the classroom, but not at the expense of the study time left. They believe that games and songs are a good opportunity for the students to relax after an exhausted session. After asking one of

- the teachers who believes in this idea, she says that after the class they tend to be noisy and games prevent them from disturbing me and other classes, and help them learn something at least.
- 4- Most of teachers opt for dividing their students into groups when applying games and songs, believing in the notion that working in groups enhances the learners' desire. Besides a number of students as well of teachers believed that working in pairs is more suitable and beneficial. When we asked one of the teachers who chose 'solo' as an answer, he said that working in groups and pairs makes noisy and undisciplined classroom, but working in solo is the best choice for me and for my learners.
 - 5- The biggest number of teachers noticed that using games and songs provided their learners with pleasure, which enhanced the chances of learning to be more achieved, few of them noticed the opposite. This led us to ask one of the teachers who answer 'boring'; he said that most of his learners who do not enjoy games and songs are those who do not like to share their information with others and prefer to work by themselves.
 - 6- Since almost all the teachers notice a progress in their students' level of pronunciation after using songs, this confirm the efficiency of the rhythmic feature of songs in enhancing the way students pronounce words.
 - 7- As approximately all teachers noticed a progress in their students' grammar and vocabulary, this can mean nothing but that games and songs are strong enough to make a change, break the routine of boring memorizing to memorizing with joy, which increase the possibilities for the students' grammar and vocabulary to be enhanced.
 - 8- Most of teachers depend on games as a means to make their learners use their brains in a more effective way, and then this leads to enhance the capacity of memory, and even makes the brain active in other fields, and stimulates the students' creativity.
 - 9- The biggest number of teachers appreciates the use of games and songs to be facilitators, for they catch the learners' interest to absorb information.
 - 10- Most of teachers observe that their students, when applying games and songs enjoy them, and so they try to engage on them. Yet, some notice the other way around, this does not mean that there is something wrong with games or songs; thus, the problem may be on the presentation of those tools, or even with the student himself.

- 11- The big scores go to written and oral games that are the most used ones, either alone, or combined, since they are easy and available; yet, when we ask one of the teachers who choose video games, why this choice, it need special materials, he says that this is ‘digital generation’, they need something more creative and near to what they like. The latter reveals the idea that games do not only enhance the learners’ creativity and the teacher’s as well.
- 12- Since the big score goes to ‘academic songs’ as the most preferable ones in the classroom, this means that most of teachers tend to stick on the pedagogical system rather than being more open-minded.
- 13- Most of the teachers believe that songs especially pop and folk songs give an idea about the target culture (English in this case), because they present their regions from where they came.
- 14- This means that games and songs are good choices to adjust motivation, even though games and songs may sometimes be time-consuming, they are good choice to adjust motivation, not only for the learner to learn, but also for the teacher to teach.
- 15- This means that games and songs usually easy, flexible do not cause any difficulty for the teacher to apply, basing a lesson on them, or ordering the classroom to play them can be hard sometimes.

2.9.2. Discussion of the Students’ Questionnaire

On the basis of students’ questionnaire, we deduced many important points; each point reflects each answer (the same number for both):

- 1- Most students experience games and songs in the classroom. This corresponds to what teachers said before.
- 2- Games and songs are good tools to incite students to search, to look for answers and then learn more.
- 3- Games and songs facilitate the lessons and provide students with more understanding, with their easy composition and instruction they convert a whole long lesson to a piece of art.
- 4- Most students like to work together; they claim that working together while using games and songs is ‘amazing’. This gives them the opportunity to interact with one

another, discover and exchange information. Those who prefer to work alone are mainly isolated, or do not like to share their ideas with other.

- 5- The use of games and songs bring happiness and joy to the learners, and we know from a personal experience, that feeling happy and at ease help you learn and benefit more from the information provided.
- 6- Students welcome learning with games and songs, because they combine between learning and entertainment, and make study different and unique.
- 7- Games and songs are also good tools for the student to learn new vocabularies and explore them in building new sentences. In order to reach this goal, the game or the songs must be easy, or followed by translations and explanations from the teacher.
- 8- Most of students feel that their grammatical and spelling mistakes can be corrected with games and songs, this can mainly deal with the psychological side rather than educational side of games and songs, for as we mentioned before, they create a nice atmosphere in which learning and correcting mistakes occur.
- 9- As being teenagers, students express their desire to be always taught by games and songs, this reveal us how much they are beneficial, and how using them can change the students' levels to the best.
- 10- Since most of students find games and songs easy, and they do not face any difficulties while using them, this can lead us to nothing but that games and songs are the most suitable, easy and desirable tools of study the students want.

Finally, what we obtained from the data collection, results and discussion, is that games and songs are one of the best tools of teaching and learning that can be used in the classroom.

2.10. Recommendations

Based on the results of this research, here are some recommendations proposed to teachers of English language in middle schools, in order to help their learners benefit more from the lessons they take in the classroom:

- Even though textbooks of English contain some games and songs, however, they are not enough to teach all the language aspects, the teachers should provide their students with new games and songs.

- While using games and songs, teachers must give their students some space to interact freely, because the main objectives of these tools are to combine learning, teaching and entertainment.
- Before starting any game or song, the teachers must provide their students with instructions of how to play the games or what the rhythm of these songs is; besides they must supply them with activities and questions related to that game or the song.
- Teachers should make the students participate in choosing the appropriate games and songs. This can help the teacher learn more about his/her learners and what they like and dislike. This may contribute to create a friendly atmosphere which makes students engage in the activity and express themselves freely.

2.11. Suggestions for Further research

As we stated before, our population represented in Adrar city centre middle schools. Our sample is the fourth year students, which we have picked up only 60 students from. Similarly, we choose 20 teachers from all the middle schools teachers of English. The results we found are positive, and represent what we wanted to reach from the beginning. Yet, these results cannot be generalized on all the teachers and students of middle schools in Adrar city center. Therefore, we suggest further researches from other researchers based on other populations and samples from other different schools, in order to discover whether the results we obtained can really reflect Adrar city center middle school as a whole, or only the schools we have chosen, or may be only the samples we have selected. Also we suggest choosing larger population than we have used. Besides, we tackle is this research the use of games and songs to teach mainly all the language aspects, the upcoming researches may focus on one aspect or two only, in order to gain more precise results.

2.12. Conclusion

In this chapter we have tackled both the research design and methodology by which we have done our research. We tend to identify the population and the sample selected from the population that we depend on to do our research, then we describe the materials we used in our investigation and our aim from them, and the participants we rely on.

Chapter Two: Research Methodology, Data Collection and Discussions

Besides, in the second section of this chapter, we have presented the collected data and the results obtained from students and the teachers' questionnaires, and then we discuss them step by step. Moreover, we discuss the main findings obtained from both questionnaires.

Finally, this chapter provides some recommendations proposed to middle school teachers of English, and then we let the door open for further research.

General Conclusion

General Conclusion

Games and songs as aids to teach and learn English as a foreign language, have gained a lot of interest from many researchers, and have become the central point of several studies. These studies tried to identify the efficacious function of games and songs in the English classrooms, and on that basis they tried to provide teachers with the best strategies and materials to use them, in order to gain as much benefits as possible, and the teachers' efforts to use these tools in the appropriate way are required.

Among all those research works, the purpose of this research is to highlight the importance and the effectiveness of games and songs in the teaching-learning process.

Through this research we hypothesized that if middle schools English teachers are to motivate their students, to encourage them learn better, and to develop their language from different facets and even to enhance their interactions with one another, they need to use games and songs in their classes.

On the whole, the obtained results from the data analysis confirm our hypothesis, and the positive findings can be set in the following points:

- (1) Teachers are interested with games and songs in their sessions, and their students react positively towards them, they enjoy them, and welcome them as routine breakers, and learning facilitators
- (2) Using games and songs help enhancing language learning through their different features that makes language more fun than what it has been usually.
- (3) As young learners enjoy playing and singing, games and songs motivate learners to absorb the outcomes, master and memorize as much as language patterns as possible.
- (4) Games and songs have a great impact on the learners' psychology, they, and create cheery atmosphere, which bring relaxation and this absolutely stimulate students to welcome learning. They also create positive interaction among the classmates, and eliminate all the negative thought about learning.

All the previous confirmations, have shown the significance of the implementation of games and songs in the English classrooms, and how teaching and learning instead of being boring can be entertaining.

Eventually, our research is limited to certain sample, 60 students and 20 teachers, which cannot reveal the whole truth about our subject. Besides, our sample does not

General Conclusion

involve all the middle school in the city center of Adrar; therefore, further research and studies should be done to investigate the applicability of the findings on larger samples of students and teachers from middle schools. The specification on the aims can be taken into consideration as well, so the results may be more precise.

References

Books

- Avedon, E. M. & Sutton-Smith, B. (1971). *The study of games*. London: John Wiley & Sons.
- Best, J. W and Kahn, J. V. (1998). *Research in Education*. (8th ed.). USA
- Celce-Murcia, M. & Macintosh, L. (1979). *Teaching English as a second or foreign language*. Newbury House Publishers.
- Cohen, L., Manion, L, & Morrison, K. (2007) *Research Methods in Education*. (6th ed). Routledge : NY
- Edden, J. (ed.) (1998). *Language and Music in Bearne, Eve*. Use of Language Across the Primary Curriculum. Florence, KY, USA : Routledge
- Greenall. S. (1990). *Language games and activities*. Hulton educational publications Ltd, Britain
- Griffee, D. T. (1995). *Songs in action*. Hertfordshire: Phoenix. pdf
- Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd ed.). Longman Handbooks for Language Teachers .Longman University press. Print
- Lee, W. R.. (1991). *Language teaching: Games and Contests*. Oxford: Oxford University Press. Pdf
- McCallum, G. P. (1980). *101 word games: For students of English as a second or foreign language*. Oxford: Oxford University Press
- Murphy, T. (1992). *Music & Songs. Resource books for Teachers*. Maley, A. (ed). Oxford University Press
- Richards, J. C., Schmidt, R. (2010). *Dictionary of language teaching and applied linguistics*. (4th ed.).London: Longman. Pdf
- Rumley G (1999). ‘*Games and Songs for Teaching Modern Languages to Young Children*’: *The Teaching of Modern Foreign Languages in the Primary School*. London: Routledge, pp. 114–124
- Tomlinson, B. (ed.) (2011). *Materials Development in Language Teaching*. (2nd ed.). Cambridge University Press. Pdf
- Wright, A., Betteridge, D., & Buckby, M.(2006). *Games for language learning*. (3rd ed.) New York: Cambridge University Press. Print

Published Theses

- Kömür, S., Saraç, G., & Şeker, H. (2005). *Teaching English through Songs*. Practice in Muğla Muğla: University. Turkey. Issue 15. Pdf

- Rosová, V. (2007). *The Use of Music in Teaching English*. Masaryk University. Brno: Czech Republic. Pdf
- Tuan, L. T & Doan, T. M. Nguyen (2010). *Teaching English Grammar Through Games*. . *Studies in Literature and Language*. Vol. 1(7), pp. 61-75. ISSN 1923-1555.
- Yolageldili, G & Arikan, .(2011). *Effectiveness of Using Games in Teaching Grammar to Young Learners*. *Elementary Education Online*, 10(1), 219-229.

Journals

- Alemi, M. (October, 2010). Educational Games as a Vehicle to Teaching Vocabulary. *The Modern Journal of Applied Linguistics*. 2(6).. Pp 425-438
- Aslanabadi, H & Rasouli, G . (2013). The Effect of Games on Improvement of Iranian EFL Vocabulary Knowledge in Kindergartens. *International Review of Social Sciences and Humanities Journal*. University of Tabriz. 6(1), 186-195
- Bekiri, R. Playing with Questions-A Game for Young Learners. *The Internet TESL Journal*. 9(8). Available at <http://iteslj.org/Lessons/Bekiri-QuestionGame/>
- Games & Activities for the ESL/EFL Classroom (*I-TESL-J*). (n.d.). Retrieved from <http://iteslj.org/c/games.html>
- Huyen, T. T. N & Nga, T. T. K. Learning Vocabulary Through Games: The Effectiveness of Learning Vocabulary Through Games. *Asian EFL Journal*.
- Jacobs, G. M., & Kline-Liu, K. (1996). Integrating language functions and collaborative skills in the second language classroom. *TESL Reporter*, 29(1), 28-30
- Jolly, Y. S. (1975). The use of songs in teaching foreign languages. *The Modern Language Journal*, 59(1/2), 11-14. Available at <http://dx.doi.org/10.2307/325440>
- Li, A & Brand, M. Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland .Chinese ESL Learners. *Contributions to Music Education Journal*. Vol.36, No. 1, 73–84.
- Muhanna, W . (2012). Using Online Games For Teaching English Vocabulary For Jordanian Students Learning English As A Foreign Language. *Journal of College Teaching & Learning – Third Quarter*. Al-Bayt University, Jordan. 9(3), 235-244
- Millington, N. T. (2011). Using songs Effectively to Teach English to Young Learners. *Language Education in Asia*. Vol (2), Issue 1.
- Riedle, C. (2008). *Web 2.0: helping reinvent education*. Available at <http://www.thejournal.com/articles/21907>
- Saricoban, A., & Metin, E. (2000, October). Songs, verse and games for teaching grammar. *The Internet TESL Journal*, Vol. VI. No.10. Retrieved from <http://iteslj.org/Techniques/Saricoban-Songs.html>
- Schoepp, K. (2001). Reasons for using Songs in the ESL/EFL Classroom. *The Internet TESL Journal*. 7(2). Available at <http://iteslj.org/Articles/Schoepp-Songs.html>

- Şevik, M. (12 December, 2011). Teachers Views about Using Songs in Teaching English to Young Learners. *Educational Research and Review. Academic Journal. Turkey. 6(21)*.
- Şevik, M.(2012). Teaching Listening Skills to Young Learners through Listen and Do” Songs. *English Teaching Forum. Vol (3)*.
- Tuan , L. T & An, P. T. V. (2010).Teaching English Rhythm by Using Songs. *Studies in Literature and Language. 1(2)*, 13-29.
- Tuan, L. T. (February 2012). Vocabulary Recollection through Games. *Theory and Practice in Language Studies Journal. National University of Ho Chi Minh City, Vietnam. 2(2)* .
- Ulate, N.V. (2008). Using Songs to Improve EFL Students' Pronunciation. *National University: Costa Rica. 2(4)*.

Articles and Magazines

- Blodget, T . (2000). Teaching the Target Language Through the Lyrics of Melodic Music. Retrieved March, 03, 2015, from <http://www.songsforteaching.com/musicapaedia/teachingtargetlanguagethroughlyrics.htm>
- Boyle, S. (2011). Teaching Toolkit: An Introduction to Games based learning. *UCD teaching and learning/resources*. Retrieved on 04/2015.
- Crystal, D. (2004, April 30). In word and deed. *tes connect magazine*, 26
- Hamid, K. T . Research Methodology in Accounting. *Academia. edu*. Retrieved May, 12, 2015, from http://www.academia.edu/2003378/Research_Methodology_in_Accounting
- Grammar Blast. (n.d.). *Houghton Mifflin Company* .Retrieved January, 15, 2015, from http://www.eduplace.com/kids/hme/k_5/quizzes/
- Kim, L. S. (1995). *Creative Games for the Language Class. Forum, Vol. 33. March1995*. Retrieved November, 11, 2014, from <http://dosfan.lib.uic.edu/usia/EUSIA/forum/vols/vol33/no1/P35.htm>
- Koprowski, M. (n.d.). Ten Good Games for Recycling Vocabulary. Retrieved March, 10, 2015, from <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.htm>
- Milek, K. (n.d.). *Using Songs as a Teaching Aid in a Classroom Setting*. Retrieved December, 2014, from <http://www.sp4suwalki.internetdsl.pl/publikacje/piosenki.htm>
- Miyake, S. B. (2004). Pronunciation and Music. Retrieved April, 22, 2015, from <https://www.jrc.sophia.ac.jp/pdf/research/bulletin/ki24/miyake.pdf>
- Puzzles in English. (n.d.). *World-English*. Retrieved April, 16, 2015 from <http://www.world-english.org/puzzles.htm>

- Research Methodologies. (30 September 2012). Retrieved June, 02, 2015, from <http://fr.slideshare.net/multithinker128/research-methodologies-14523663>
- Shapiro, J. (2014, August 22). How to Choose a Learning Game: The MindShift Guide to Digital Games and Learning. *KQED News*. Retrieved April, 16, 2015, from <http://ww2.kqed.org/mindshift/2014/08/22/how-to-choose-a-learning-game/>
- Shih, P. (n.d.). Ten Ways to Help Kids Become Enthusiastic Learners through Music. Retrieved March, 09, 2015, from <http://www.songsforteaching.com/teachingtips/TenWaystoHelpKidsBecomeEnthusiasticLearnersThroughMusic.php>
- Ten Field Day and Classroom Games. (n.d.). *Education World*. Retrieved March, 10, 2014, from http://www.educationworld.com/a_lesson/lesson/field_day_games.shtml

Appendices

- Appendix 1
- Appendix 2

Written games

oral games

video games

12- What kind of music do you prefer using ?

Folk

pop

academic

13- Does the use of songs give your students ideas about the target culture?

Yes

may be

no

14- Are games and songs :

Tiresom

motivating

time-consuming

15- What difficulties do you face when using these activities?

Classroom management

forming lessons

nothing

Thank you.

Students' Questionnaire

Dear Students,

I will be so happy if you answer the following questions, by putting a tick (✓) in the right box. I hope if you do your best, because it is so important for my research. If you answer the first question with (no), please do not answer the other questions:

1- Does the teacher use games and songs in class?

Yes

no

rarely

2- How do you find them?

Exciting

interesting

uninteresting

3- Do games and songs help you understand more?

Yes

sometimes

no

4- How do you like to be organized when using games and songs in the class?

Solo work

pair work

group work

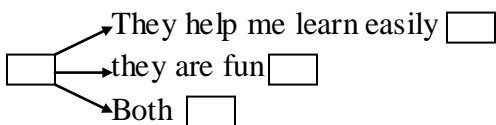
5- How do you feel when you practice games and songs in class ?

Happy

motivated

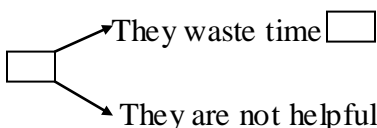
no difference

6- Do you think that games and songs are good in class :

Yes 
They help me learn easily

they are fun

Both

No 
They waste time

They are not helpful

7- Do games and songs help you learn new vocabularies?

Yes

sometimes

no

8- Do games and songs help you correct your grammatical and spelling mistakes?

Yes

sometimes

no

9- How often do you wish your teacher uses games and songs?

Always

sometimes

never

10- Do you find any difficulties with games and songs in class?

Yes

no

rarely

Thank you ^^