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Teaching English through Games and Songs

-The Case of First Level at Mohammed Ben Salem Middle School in Ain Sefra-

A Dissertation Submitted in Partial Fulfilment of the Requirements for a Master Degree in Linguistics

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Dedication

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

*To my beloved **Grandparents**, my **Uncles**, Their **wives** and **Daughters**, to my **Aunts** who encouraged me from the beginning to carry on with this branch. In addition, a special thanks to my uncle **Cherfaoui Mustapha** for his support and help.*

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Abstract

Language learning is a hard task, which can sometimes be frustrating and demotivating. It is clear that a constant effort is required to understand, produce and manipulate the target language. Teaching English as a language at first level in Algeria is sometimes a hard job to perform because of the number of impediments the teacher may encounter. The difficulties that teachers meet are most of the time the lack of motivation for the students to learn English since they are not exposed to hear and practise English everywhere and all the time.

To take up this challenge, teachers must permanently have recourse to songs and games to enhance the learners' desire to learn the language. It is obvious that a student is always a student no matter how old he/she is. Students learn better, when they have the feeling that they are making progress. This happens when the atmosphere in the classroom facilitate it.

Therefore, the main objective set out to this research work is to assess the impact of songs and games in ELT. In order to reach this aim, the researcher has opted for certain methodology, which entails the use of exploratory case study. For data collection, a questionnaire for first level middle school students and another one for teachers are used.

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General Introduction

General Introduction

Language teaching and learning go hand in hand, and the success of teaching definitely reflect 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 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, due to the lack of motivation. Moreover; English is a new language that students are not exposed to, they do not know it, and 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 motivations are also important in the learning process. Thus, children in their teens will be easily introduced to language through games and songs.

According to a number of studies, games and songs motivate the learner, structure and consolidate knowledge, promote problem solving and influence changing behaviours and attitudes of young people.

Songs are easy way of learning without being bored and learning should not really become boring. Games therefore, are relevant for adult classes too, provided they are adapted to the learners' level. Students in the first level need to have fun in language learning.

Therefore, the present work aims to analysing the use of games and songs in teaching English language. The present study, attempt to answer the following questions:

1. Do teachers use games and songs in their English sessions, and how do students react to them?
2. And do they help to enhance language learning?

Frome these questions, the following hypotheses have been raised:

1- The incorporation of games and songs in teaching and learning English in middle school effects positively the teaching-learning process.
2- They help learners to acquire the different language aspects, besides helping the teacher making lessons easier and fun.

Moreover, our research paper is divided into two chapters. The first one 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. Additionally, the vital role of teachers help to increase the benefits from using games and songs in the classroom.

The second chapter, 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 Mohammed Ben Salem Middle School in Ain Sefra. 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 collected data followed by analyzed and discussed results.

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

Chapter One
Literature Review

1.1. Introduction

One of the most realistic and valuable aids for teaching and learning English as a foreign language is games and songs. Many studies and experiments have been conducted on this topic, with the goal of demonstrating the significant benefits of games and songs in the classroom. The majority of the researchers concluded that games and songs had a significant impact on the teaching –learning process from several perspectives.

In this chapter, we try to go with the flow and show how games and songs can be used 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.

We strive to present some of games and songs that might be utilized in the classroom, in addition to demonstrating how games and songs are effective in the teaching-learning process. They may appear difficult, but following the directions carefully can result in better results.

Finally, we try to discuss some of the most significant duties of the teacher in the classroom when employing those activities, in order to ensure that rules are followed, and how students can benefit as much as possible from them and from teacher himself.

SECTION ONE: *Games*

1.1 What is a Game?

The word 'game' has gained many definitions from different perspectives.

According to Hadfield (1999),"a game is an activity with rules, a goal and an element of fun… Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term" (p.3)

This definition highly evaluate the importance of games in teaching. It adds to teachers' techniques in teaching that games serve not only as an "amusing activity", but as a technique to carry out tasks to learners amusingly as well.

Likewise, Lee (1991) defines it as "Games in the stick sense, which have a definite beginning and end, are governed by rules…" (p.3). Games are not played in anarchy. They have rules, and it is vital for players to understand these regulations prior to the start of the game so that they can play it smoothly without commuting.

Hadfield and Lee believe that in order to achieve better results, games should be guided by rules that are represented by learners.

Greenal (1990) state that "the term 'game' is used whenever there is an element of competition between individual students or teams in a language activity "(p.6). When there is a 'competitive element', all of the preceding principles are essential. Furthermore, games are highlighted in this situation to build students' unity in cooperation by requiring them to do their best to complete tasks or possibly code any conditions set forth in games for their team spirit.

Wright, Betteridge and Buckby (2006), also defines 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 can be seen, all preceding definitions agreed that games are enjoyable activities that mix learning, competitiveness, and enjoyment.

1.2 Classifications of Games

Classifying games into categories can be difficult because categories often overlap. Hadfield (1999) explains two ways of classifying language games. First, language games are dividedinto two types: linguistic games and communicative games.

- Linguistic games focus on accuracy, such as supplying the correct antonym.

- Communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Second, Hadfield (ibid) classifies language games into many more categories. Together with the classification of games as linguistic games or communicative games, some games will contain element of more than one type.

Sorting, ordering, or arranging games. For example, students have a set of cards will different products on them, and they sort the cards into products found at a grocery store and product found at a department store.

Information gap games: In such game, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information.

Guessing games: These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions. In which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

Search games: these games are yet another variant on tow-way information gap games, with everyone giving and seeking information. Find someone who is a well-known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid, and help classmates complete theirs.

Matching games: as the name Implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

Labeling games: these are a form of matching, in that participants match labels and pictures.

Exchanging games: in these games, students swap cards, other objects, or ideas. Similar to sharing and grouping games. Many card games fall into this category, such as the children's arcade game Go Fish.3.

Board games: Scrabble4 is one of the most popular board games that specifically highlights language.

According to Lee (2000) (cited in Pham, 2007), games have been classified into ten kinds:

- Structure games which provide experience of the use of particular patterns of syntax in communication
- Vocabulary games in which the learners' attention focused mainly on words
- Spelling games
- Pronunciation games
- Number games
- Listen-and-do games
- Games and writing
- Miming and role play
- Discussion games

Another classification of games by McCallum (1980) consists of seven kinds:

- Structure games
- Vocabulary games
- Number games
- Spelling games
- Conversation games
- Writing games
- Role play and dramatics

It is shown that the classifications of games from the above linguists are common in a way that each kind of games focuses on a language item or a skill for the purpose and the content of the lesson. Therefore, teachers should be careful of choosing the most suitable game for each lesson so that learners and teachers can benefit the most from these games.

The book of Game for Language Learning New Edition arranged by Andrew Wright, David Betteridge and Michael Buckby (1997:211), stated that there are at least 13 types of games, they are:

a. **Picture games :**

Here the use of picture plays a major part. Broadly, they involve comparing and contrasting pictures, considering differences or similarities, considering possible relationships between pictures such as narrative sequences and describing key features. It is hoped that someone may identify them or represent them in similar way.

b. **Psychology of games:**

It consists of variety of games, which might all lead to a greater awareness of the working of the human and senses. This is an area of interest for each person, in which there are much individual variations of opinion and experience. It encourages concentration and language use.

c. **Magic Tricks:**

Language can sometimes be exemplified in a concise and memorable way through magic tricks. From the point of the language learning, this is marvellous. Magic always attracts attention and invites comments. There is a potential large occurrence of other languages- the hidden language of the game.

d. **Caring and Sharing Games:**

This game demands and encourages trust and interest in others. There are some difficulties in overcoming the learner's shyness or reluctance to share personal feelings and experiences with other class members. As a result, their problems in learning will be known after they have a discussion with their friends.

e. **Card and Board Games:**

These games have been included as adaptation of several well-known card games and board games. Snakes and ladders and happy families are the examples of these games. A map game (search) is included and also an adaptation of a gift game (present, and rewards and punishments).

f. **Story Games:**

Story games, by their nature, provide a work for learners to speak and write at length instead of engaging in short exchanges. It is necessary to correct certain errors, and then makes a written or mental note of the errors during the story telling. In order to make the story long, the students should interrupt during the story-telling process done.

g. **Sound Games:**

Sound effects can create in the learner's mind an impression of people, places, and actions. This inevitably leads to individual interpretations, and individual interpretations lead to a need to exchange points of view and to express opinions and ideas.

h. **Word Games:**

These games are initially focused on the word rather than the sentence such as spelling game (as, for example, in Dash it and Hang it), meaning game (as in Definitions or The odd man out) words for sentence-making game (as in A-B, B-B, or Make a sentence). However, learners are required in many cases to go beyond the initial focus and to communicate in full sentences, sometime to pursue ideas and argue at some length. The aim of this game is to make students be able to identify words covering its spelling and meaning.

i. **True /False Games:**

This is one of the great families of games. Essentially, someone makes a statement, which is either true or false .The game is to decide which the correct one is.

j. **Memory Game sweeter were we were :**

Essentially, these games challenge the player's ability to remember.

Surprisingly, perhaps, this simple basic challenge can lead to many games and variations. The inevitable subject differentiates between what players remember in the discussion, in which opinions and information are exchanged.

k. **Question and Answer Games :**

Question and answer games are designed to context in which the learners want to ask questions in order to find something out. The example of question and answer games is general knowledge quiz.

l. **Guessing and Speculating Games:**

Essentially, in guessing and speculating games, someone knows something and the other must find out what it is. They are all based on simple ideas .It is possible to play many of them by making short unconnected guesses. Played in this way, the games are useful for the less sophisticated learners and /or learners whose English is limited.

m. **Miscellaneous games :**

These games consist of fortuneteller games, what is his pocket games, and predicaments that mostly invite students' intuitions.

1.4. The Benefits of Using Games in The Classroom

Games have a range of benefits for both teaching and learning English, in addition to being entertaining and interesting. Games assist learners focus their attention and interest on learning the language. According to Wright, Betteridge and Buckby (2006), " 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 " (p 02).

Games also allow students to attempt new things that aren't always possible in a traditional classroom setting. Wright, Betteridge and Buckby (1984) also stated that " language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work." (p 02)

" Games help the teacher to create contexts in which the language is useful and meaningful. " (p02)

A little different opinion from Richard Amato (1996), when he said that:

" even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in foreign language teaching and learning. Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication." (p 10)

Yet, there has been much prejudice that games are just for fun, not for educational purposes.

While, Kim (1995: 23), disagrees with so far opinion, he 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 games.

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 Enhance Learners' Motivation

Motivation is one of the most important basics to learn a foreign language. According to Harmer (1998), motivation is some kind of internal drive that encourages somebody to pursue a course of action....The motivation students bring to class is the biggest factor effecting their success" (p 03)

As motivation is assumed as a basic to achieve your goal to learn, motivating learners to learn, especially those who are shy is one of the teachers' concerns, and games are one of the best strategies to help them drop away the obstacles. Wright, Betteridge and Buckby (2006), 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." (p 02)

Games are extremely effective because they are engaging and create a sense of competitiveness and challenge among students. This encourages teachers to deliver more material because students enjoy games and learn more when they are used; this idea gained Sutton-Smith's (1971) 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." (pp 28-29)

In fact, games have the magical potential to increase a learner's desire and interest in order to give them a part in the classroom and to assist the teacher in executing his or her job more effectively.

1.4.2. Games Create Positive Interaction

Games are a terrific way to encourage positive contact among students in the classroom, which is exactly what any classroom should have. In this sense, Jacob and Kline (1996) suggest many educational games, teach students how to communicate and collaborate in groups, whether in pairs or in groups, and instill in them the concept of "team spirit" (pp 28.29). Games also increase students' motivation to compete with their classmates in the classroom, as well as their goal to win and be the best. This absolutely provides better learning, as McCollum (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 allow all learners, including those who are shy, to take on a role and participate. This improves communication, and the usage of natural language plays a role.

1.4.3. Games Increase the Learners' Achievement

Games allow students to change their outcomes, whether in terms of knowledge or language skills, resulting in high ratings. This idea gained much support from Riedel (2008) when he claims that we are teaching a new generation of students, which requires unconventional teaching strategies be put into practice in the classroom. And when

schools use the games, the students benefits speak for themselves.... a greater desire to learn and higher test scores.

Further support comes from Wright, Betteridge and Buckby (2006) "....the teacher to create contexts in which the language is useful and meaningful" (p.2). Teachers will, in fact, be required to provide their students with as much knowledge and information as possible. This will not be possible without the participation of the students, which can be achieved through the use of games.

1.5When to Use Games

Games are often used as short warm-up activities when there is some time left at the end of the class. According to Lee (1979) "games should not be regarded as a marginal activity filing in odd moments when the teacher and class have nothing better to do" (p.3). Games should be incorporate into classroom instruction rather than being used as a warm-up exercise.

Rinvolucri ((1990) clarifies that a game can be used in any of these three stages while using them as a part of grammar instruction:

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

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

c) as a revision of a grammar area (p .3).

Teachers should be well aware of their roles while using games in their classes. Since it is rather difficult to find a game that meets all the needs of the learners, careful preparation of the teacher is necessary.

McCallum (1980) suggests that the teacher should organize the game before the instruction. The teacher may need some extra equipment or materials to play the game and most of the time these equipments and materials are not available in the classroom (pp. x, xi). Before explaining the rules to the class, the teacher should first understand how the game is played.

1.6. Using Games to Teach Grammar

Grammar is one of the most crucial aspects to teaching or studying any language, including English. According to Crystal (2004)" grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning."(p.26). Grammar is frequently dependent on remembering rules, structures, and irregular verbs, which can be irritating and tedious for young students. While we cannot ignore the traditional method of teaching grammar, creativity is essential.

Young learners require something more active to learn that will build on their prior knowledge and abilities. And the best way to do that 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).

1.7. Using Games to Teach Vocabulary

Vocabulary is one of the most important elements in language teaching and learning, as Harmer (1993) says " If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh" (p.153).

According to Oxford Advanced learners Dictionary, Vocabulary means: list of words with their meaning. By definition, vocabulary is all the words of language. Vocabulary functions as a cornerstone without which any language could not exist. Speaking would be meaningless and perhaps impossible having only structure without vocabulary. The word vocabulary generally represents a summary of words or their combinations in a particular language. Vocabulary teaching is one of the most important components of any language class. There has been increased focus on teaching vocabulary recently, partly as a result of " the development of new approaches to language teaching, which are much more word-centered" (Thombury, 2004: vi).

Games can be used to teach vocabularies to young learners for many reasons. According to Wright, Bitteridge and Buckby (1997) " games can be found to give practice in all the skills (reading, writing, listening, and speaking) and for many types of communications (e.g. encouraging, criticizing, agreeing, explaining" (p.1). In various subjects, games are used to help children understand and recall vocabulary.

Beginner learners should grasp vocabulary so that they can understand the language more easily. Having an effective teaching approach is one strategy to assist students in learning vocabulary. One option for the teacher to give the materials to the kids in a creative way is to undertake some interesting activities. As Brumfit, (1995) states, "

Children play and children want to play. Children learn through playing. In playing together, children interact and in interacting they develop language" (p.142). Through games, all children can get the opportunity to succeed in learning, Children are very fond of games. If they learn through games they will enjoy and relax in learning. As stated by Paul (2003), " they will take what they learn through games and use it in daily life" (p.49).

By those opinions above, we can say that using vocabulary games create a pleasant atmosphere, with competition, motivation and creativity to make learning and teaching vocabulary more effective.

There are two steps that must be kept in mind when implementing game to teach vocabulary to young learner by the teacher, grouping the students and giving explanation and instruction about the game.

Grouping the Students: Scott & Yureberg stressed the importance of making young learners sit together in a group because they like to have other peers around them. Sitting the students together encourage cooperation, but this does not mean that they have to be in groups all the time while they are working. Phillips noted that having a group of more than five students will result in counter-productivity where chaos might emerge. Next, learners could be asked to choose a name for their group to be written on the white board to record their scores. Grouping techniques of this kind will help in creating a cooperative and competitive atmosphere among the members of the groups.

Giving Explanation and Instruction about the Game: It is important to explain the game to learners in order to achieve the desired outcome and fulfill the goal behind its implementation, Teachers should give clear explanations and instructions about them so that students understand

how to play and practice the list of vocabularies intended to be learned. If the teacher did not explain the rules and instructions of the game, choosing games as a method to explain vocabulary to learners will be a waste of class time. As a result, there will be no outcomes.

Games, as stated before, help students in learning their vocabulary effectively without boredom and they will acquire the lessons easily.

1.8. Using Games to Teach Pronunciation

Pronunciation is an essential part for successful communication and, therefore, discrete areas of pronunciation should be addressed in class where it is possible.

In order to create an environment where students can speak more confidently and enjoy communication, we believe using games and activities are effective. In particular, they can be helpful for students who have a negative impression of their own pronunciation because games and activities usually do not require them to speak in full sentences. According to Gilbert (1994) explains that " pronunciation features such as intonation, emphasis and pausing are 'discourse signals' which are helpful for listeners to understand the flow of conversation" (p.43). Wong (1987) also concludes that " because native speakers rely on the rhythm and intonation of English in order to process speech, it is important to teach such features of pronunciation and guide learners' attention to them" (p.21).

By engaging in pronunciation games and activities, students can become more self-aware of how much they are able to communicate.

1.9. Games and The Four Language Skills

It's not apparent how games affect the four language skills (listening, speaking, writing, and reading), but it's noticeable in the classroom.

When a teacher gives his or her students games to play, he/she gives instructions, and the students listen to them, focus on them, and try to write down some notes or general questions that the teacher has also provided. They then play, compete, and discuss with one another, and try to demonstrate their ability to solve the problem. The impact of games on linguistic skills may be seen clearly here.

1.10. How to Choose an Appropriate Game

Teachers should be careful about choosing games if they want to make them advantageous. First of all, the teacher should decide on the purpose of a game. A game may seem appropriate and useful. However, to use games in classroom, it is equally important that before playing, the rules of the game are clearly explained and well understood by the students. There should be only a few, well-explained rules. Demonstrations also can be helpful because it can help students understand the game and help them follow the rules.

In a nutshell, as mentioned by 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 "**

There are many kinds of games designed for different levels as well as topics, so that students with different language proficiency levels can enjoy and gain the best results from them.

1.11. Some Fun Games Can 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 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.)

» Memory Challenge: is another game that could be used to teach vocabularies to learners. Students have to sit in pairs or form small groups. Each group is given three minutes to write down as many words as they can remember from their previous lesson e.g. animals. The group that recalls most words will win the game.

» Pictionary: is another example of games that could be used to teach vocabulary to learners. The class have to be divided into two teams. Each team will sit on the opposite side of the classroom. One student from both teams will be asked to come to the board where the teacher will give out a word or phrase for the student to be drawn on the board as a clue. The team who can guess the word will get the point.

» 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 **were** large.
- The sun **were** out too.
- A rainbow **were** in the sky.
- Many colors **was** in the rainbow. (" Grammar Blast, ed up lace. com" n.d.)

* Nouns and pronouns: choose the correct answer

Which pronoun can place the bolded noun?

Mike lives in London.

- It
- He
- She
- They

» Flash Cards: The words bellow can be cut out and put on cards or folded and used for a game.

1- Divide students into teams.
2- Put the following on the board:

/s/	/z/	/iz/

3- Have a student from each team choose card and read it out loud.
4- Then have the student write the word on the board in the appropriate column.

Boys	**Cheques**	**Closes**	**Cooke**
Damages	**Earns**	**Faces**	**girls**
Graduates	**hates**	**Hours**	**James's**
Lessons	**Lives**	**Loves**	**Messages**
Minutes	**Paints**	**Phrases**	**Places**
Products	**Sandwiches**	**Things**	**Wants**

(Created by Flickhappy.en.islcollective.com)

All the mentioned games are just small example from the huge number of vocabulary, grammar, and pronunciation games, which 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

1.12. What is a Song?

Like games, a song has been defined through different perspectives. A song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song on.

According to Griffee (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 called 'lyrics'. Milek extended more when he said that " Few sounds put together make a melody- a melody which along with some words can 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.

1.13. Advantages and Benefits of Using Songs in The Classroom

There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, the teacher can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms they may constitute a powerful subculture with their own rituals, Furthermore, through using traditional folk songs the base of the learners' knowledge of the target culture can be broadened.

There is an expressive statement claimed by Griffee (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 statement, how great and powerful songs are, is manifested.

One advantage of using songs in the basic learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help basic learners many skills, like listening skills and pronunciation, therefore potentially helping them to enhance their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. Songs almost always contain authentic, natural language, This often contrasts the contrived, stilted language found in many student texts, Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language, With

careful screening, an extensive library of usable songs for language learning can be compiled,

2. A variety of new vocabulary can be introduced to students through songs. Looking to boost student vocabulary with useful phrases, vocabulary and expressions. Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.
3. Songs are usually very easily obtainable, local sources may be available including the students themselves. There's always the internet which can connect you with songs downloads in all but the most obscure languages.
4. Songs can be selected to suit the needs and interest of the students, In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.
5. Grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs.
6. Time length is easily controlled. Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.
7. Students can experience a wide range of accents. A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well

represented by songs from different regions and in a variety of types and formats. Gospel, soul, R&B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too.

8. Students think songs are natural and fun. Well actually they are. Fun, even silly songs abound in English. Some singers actually made a career out of them. They make offbeat, fun changes of pace with classroom use.

These are just a few of the numerous reasons why songs are beneficial in language classroom. They are authentic, easily accessible, give vocabulary, grammar, and cultural aspects, and are enjoyable for pupils. In and out of the classroom, they give entertaining speaking, listening, vocabulary, and language exercise.

1.14. The Pedagogical Limits of The Song

There are many songs available that are suitable for teaching English; however, not all of them are appropriate for the academic goal. Teachers must choose appropriate tunes that meet specific 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 contest 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 student' 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 combine music and lyrics, allowing students to practice all 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 previously said, when we employ songs in the classroom, the first ability that we use is listening. It's a lot of fun to learn songs that improve our listening skills, 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). Songs may encourage extensive and intensive listening, and inspire creativity and use of imagination in a relaxed classroom atmosphere. While selecting a song the teacher should take the age, interests of the learners and the language being used in the song into consideration. To enhance learner commitment, it is also beneficial to allow learners to take part in the selection of the songs.

1.15.2. *Speaking*

Young students enjoy listening to songs and attempting to repeat them after they have been heard. Rosová (2007) stated that " Songs can serve as a very good and inexhaustible source full of informal spoken language that is used commonly in everyday English." (p.27). Because these young students are learning formal English, it is okay to present them with songs that contain informal English so that they understand how and when to use it. This significantly improves their ability to communicate.

When students try to repeat the lyrics of the song, they always try to get it correctly, either for themselves or to impress their professors

and peers. They also try to sing them out loud to demonstrate their ability. This allows learners to practice their speaking skills without fear.

Because the songs offered by the teacher are simple and easy to grasp, after listening to them, the students try to talk to one another about what they learned from the songs and compete to answer the question. Sur speech abilities are improved as a result of this.

1.5.3. *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 to the songs, this enable them to correct their grammatical and spelling mistakes and enhance their writing skills.

In order to stimulate the reading skills by songs, the teacher need to prepare handouts or pictures, which they encourage the learners to welcome reading since songs provide them with learning and fun in the meantime.

1.16. Using Songs to Teach 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. (Tuan and An, 2010. P.24)

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 songs.

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determined roles on the procedure. Apart from them, it mainly depends on the creativity of the teacher.

At the primary level of singing the song, the prosodic features of the language is emphasized. At the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques. Some examples of these techniques are:

*Gap fills or close texts

*Focus questions

*True-false statements

*Put these lines into the correct sequence

*Dictation

*Add a final verse

*Circle the antonyms/synonyms of the given words

*Discuss

1.17. Using Songs to Teach Vocabulary

Several teachers of English and researchers have tried to find the strategies and techniques for teaching and learning English vocabulary because they are aware of the importance of learning vocabulary which is the basis for learners' performance in other language skills including speaking, listening, writing, and reading (Alemi and Tayebi. 2011).

Music plays an important role for every step of human life. It reflects the culture, history, folklore, and current idiom of countries. Singing is an important tool for building student' confidence. It gives students a degree of fluency before they have succeeded in speaking. Words usually occur in context in lyrics; the sound of new words is easily remembered through the melody of the song. While listening to the song, students will hear several new vocabularies many times.

Songs are one of the most useful aids to learn vocabulary, as Millington (2011) said, 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 " (p.135). To explain this statement we would take the following examples: a song contains fruit names aims to teach different kinds of vocabulary concerning fruits and how they look like. Also head, shoulders, knees and Toes songs 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.

1.18. Using Songs to Teach 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 nation 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).

Teachers can use songs to help their students detected and distinguish distinct difficult sounds and enhance their production, giving them the opportunity to become more aware of the need of having a clear and perfect English pronunciation while also 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 this words, with memorable rhythms. Songs contain endless examples of weak syllables, helping to convince learners of the way English is pronounced " (p.6)

1.19. Some Fun and Educational Songs

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

» ***My favourite day:*** just as the previous songs, this song is for learning both vocabulary and grammar. It enourages 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 is n't Monday,

Tuesday, Wednesday, Thursday or Friday.

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

No school today. It's Saturday (ibid)

»**Hello Song:** is a fun and simple way to help children greet each other in English. It teaches children how to answer the question, " How are you " .

Hello, Hello, how are you?

Hello, Hello, how are you?

Hello,

Hello,

How are you?

How are you today?

***

I am fine; I am great

I am fine;

I am just great

I am fine, I am great

I am very well today!

Great!

***

Hello, Hello, how are you?

Hello, Hello, how are you?

Hello, Hello, How are you?

How are you today?

***

I am hungry; I am tired

I am hungry; I am tired

I am hungry; I am tired

I'm not so good today.

Ah, well I hope you feel better soon!

***

Hello,

Hello,

How are you?

Hello,

Hello,

How are you?

Hello,

Hello,

How are you?

I'm very well today!

Here is a list of some fun and enjoyable songs can be uses in the classroom:

Song title	Purpose
If you happy and you know it	Body organs
Johny Johny yes Papa	Vocabularies
Finger Family	Family members
Five Little Ducks	Numbers
Days of The Week	Days
Old Macdonald had a Farm	Animals and sounds
The ABC Song	Alphabets
Five Little Monkeys Jumping on the Bed	Numbers

Good Manners Songs	Adjectives, verbs and prepositions
We are The Word	Present tense
Last Night I Had the strangest Dream by Simon and Garfunkel	Past perfect
Let it be – Beatles	Present tense

1.20. Conclusion

Learning through games and songs can be recommended for teachers to enhance learning English. Because of learning through games and songs will make the atmosphere in the classroom more comfortable to learn English and easily understandable. 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. Moreover, we spotted the effectiveness of songs on learning new items, correcting grammatical mistakes, and learning how to pronounce correctly. 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

Research Design and Procedure

2.1. Introduction

As mentioned before, this research is conducted to several 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 word, 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:

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 Richard, and Schmidt (2010) descriptive research is ″an investigation that attempt 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 opened-ended questions, for which the candidates answer, According to Wilson and McLean, questionnaire ″…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 analyze ″ (cited. In Cohen Manion and Morrison, 20007, p.317).

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

2.3. Population and 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 Ain Sefra city; 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 1st year middle school, specifically, students of Mohammed Ben Salem middle school. Whereas for the teachers, our sample is taken from the same middle school.

2.4. Description of The Participants

2.4.1. Description of The Teachers

Two (02) teachers are involved to answer the survey questionnaire. They are working in Mohammed Ben Salem middle school in Ain Sefra. One of the teachers who is a male is forty-nine (49) years old, and he has been teaching English for twenty-seven (27) years, however, a female teacher of thirty-three (33) years old and she has been teaching English for eight (08) years.

2.4.2. Description of The Students

Twenty (20) students were invited to participate this survey. They belong to the first group of the first level in the middle school of Mohammed Ben Salem in Ain Sefra, The group contains thirteen (13) males and seven (07) females, yet they are aged between 12 to 16 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 Mohammed Ben Salem middle school in Ain Sefra.

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 is divided into two (02) parts, the first part is contained personal questions, and the second one contains eight (08) items. The questionnaire is written in English; therefore, 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.

2.6.2. Teachers' Questionnaire

2.6.2. a. Aim of the Questionnaire

This questionnaire was given to Mohammed Ben Salem middle school teachers of English, 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 Teachers' Questionnaire

Teachers' questionnaire, obviously is written in English, and it is also divided into two parts, the first part is contained personal questions, and the second part contains eleven (11) items, all are close-ended, one of the teachers add some additional information in the questionnaire, and they are taken in consideration.

The teachers were 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 wok.

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.

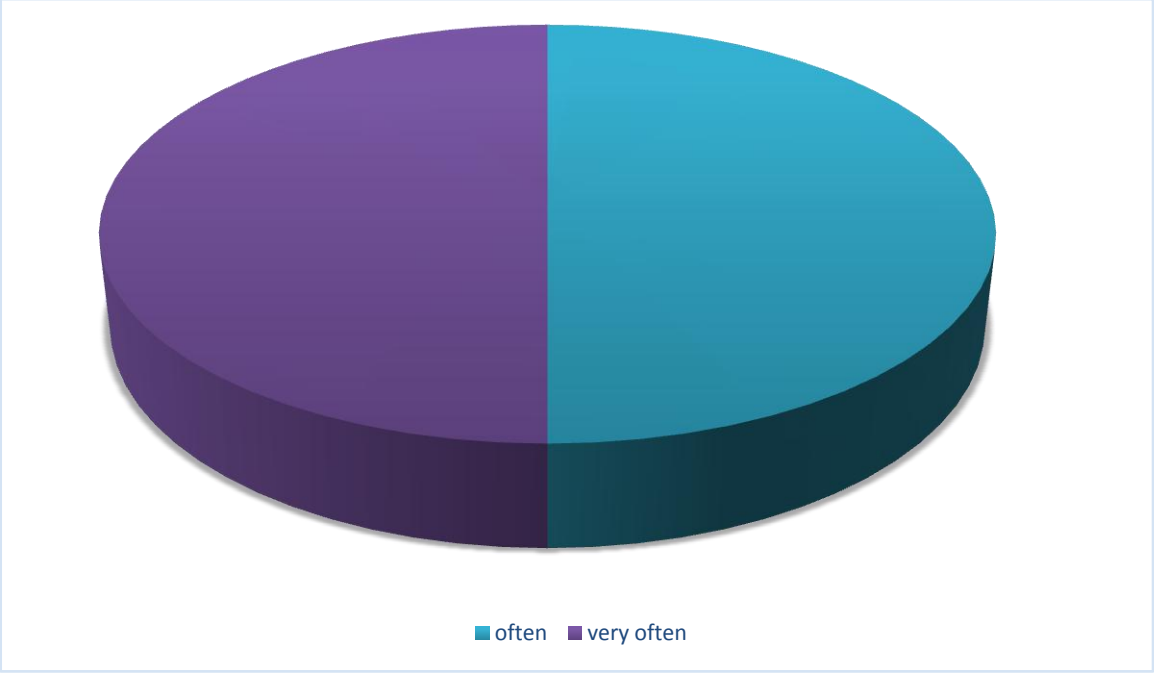
Section Tow: Data collection, Results and Analysis

2.7. Analysis of Teachers' Questionnaire

Answer 1

Question 01	Very often	Often	Never
Do you teach games and songs in your class?	**50%**	**50%**	**0%**

Table 1- The Use of Games and Songs.



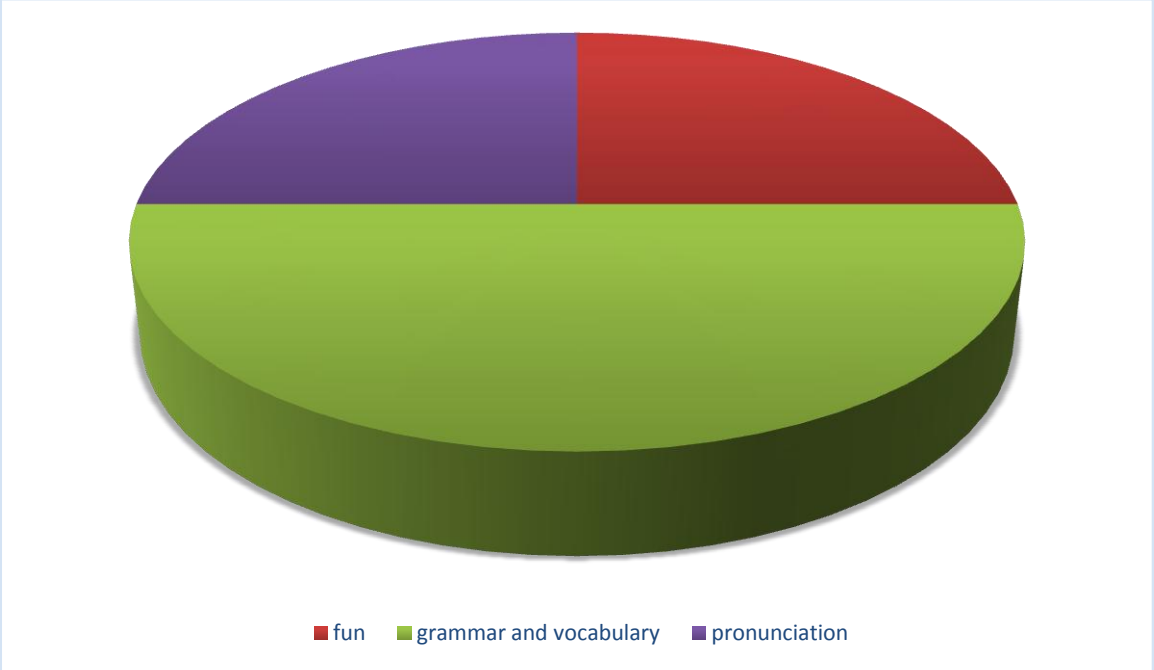
Graph 1- The Use of Games and Songs.

*50% of the teachers say they often use games and songs in the classroom, whereas, 50% of them say they very often use them.

Answer 2

Question 2	Fun	Grammar & vocabulary	Pronunciation
When teaching games and songs, what is your purpose?	**25%**	**50%**	**25%**

Table 2- The aim of Using Games and Songs in The Classroom.



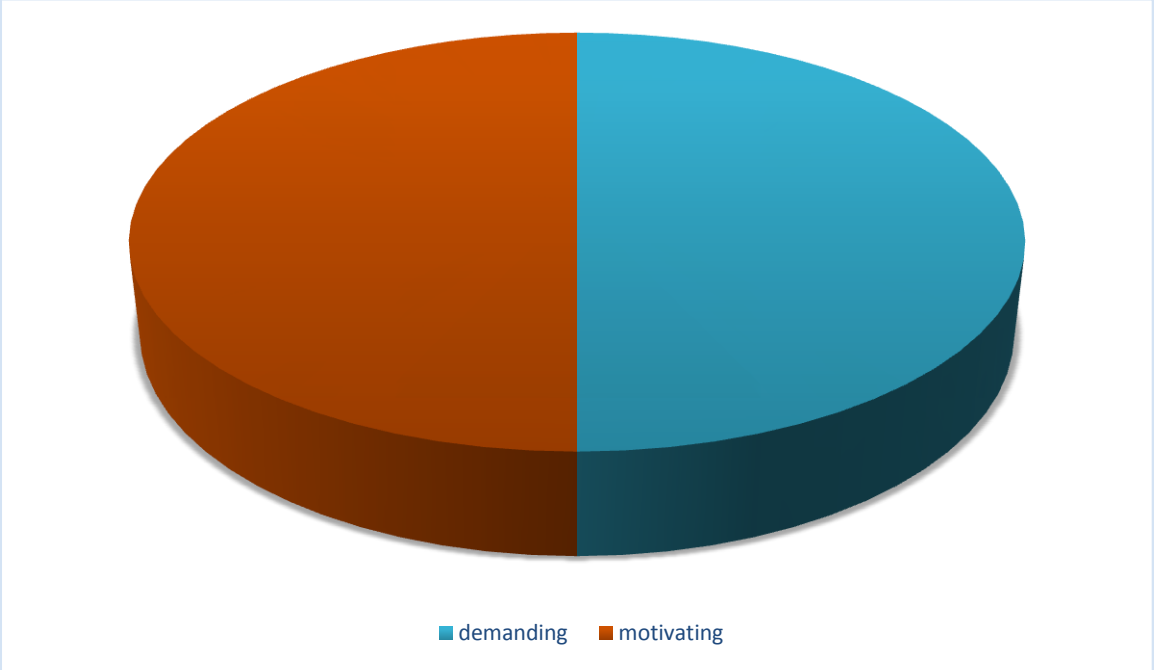
Graph 2- The Aim of Using Games and Songs in The Classroom

*25% of the teachers say that their aim from using games and songs in the classroom is to have fun, while 25% of them claim that they use games and songs to teach pronunciation, yet 50% of the teachers say that they use them to teach grammar and vocabulary.

Answer 3

Question 3	Demanding	Boring	Motivating
Are games and songs?	**50%**	**0%**	**50%**

Table 3- The Effect of Games and Songs on The Learners.



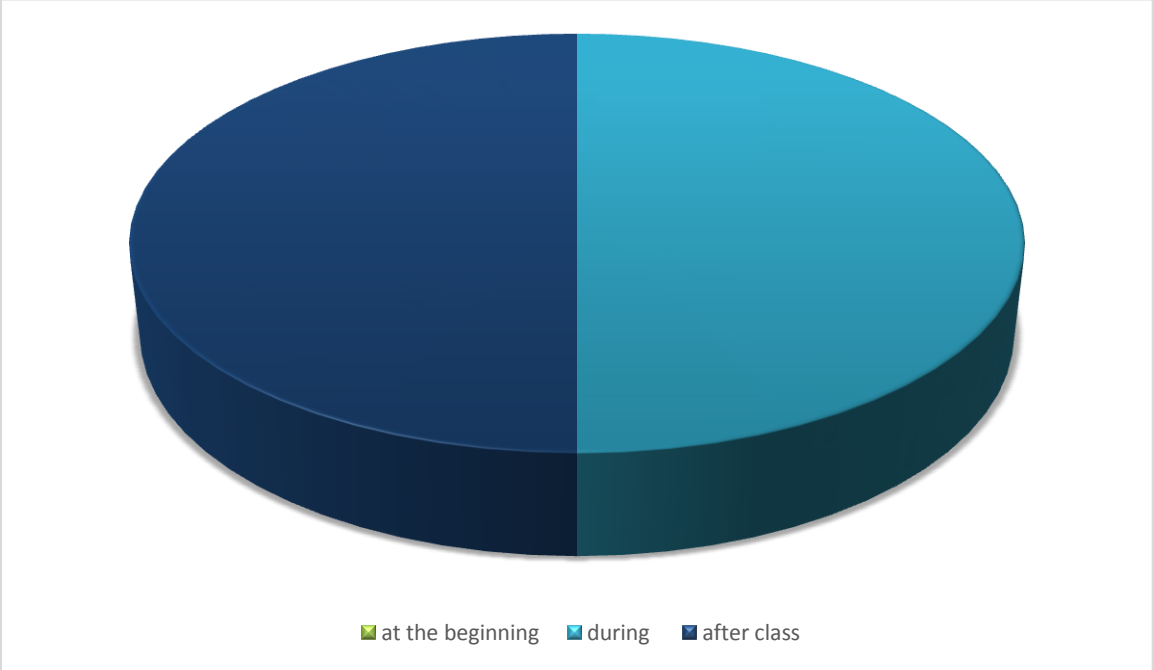
Graph 3- The Effect of Games and Songs on The Learners.

*50% of the teachers say that games and songs are demanding by the students, and 50% of them say that they are motivating.

Answer 4

Question 04	At the beginning	During class	After class
At what moment of the lesson do you use them?	**0%**	**50%**	**50%**

Table 4- When to Use Games and Songs.



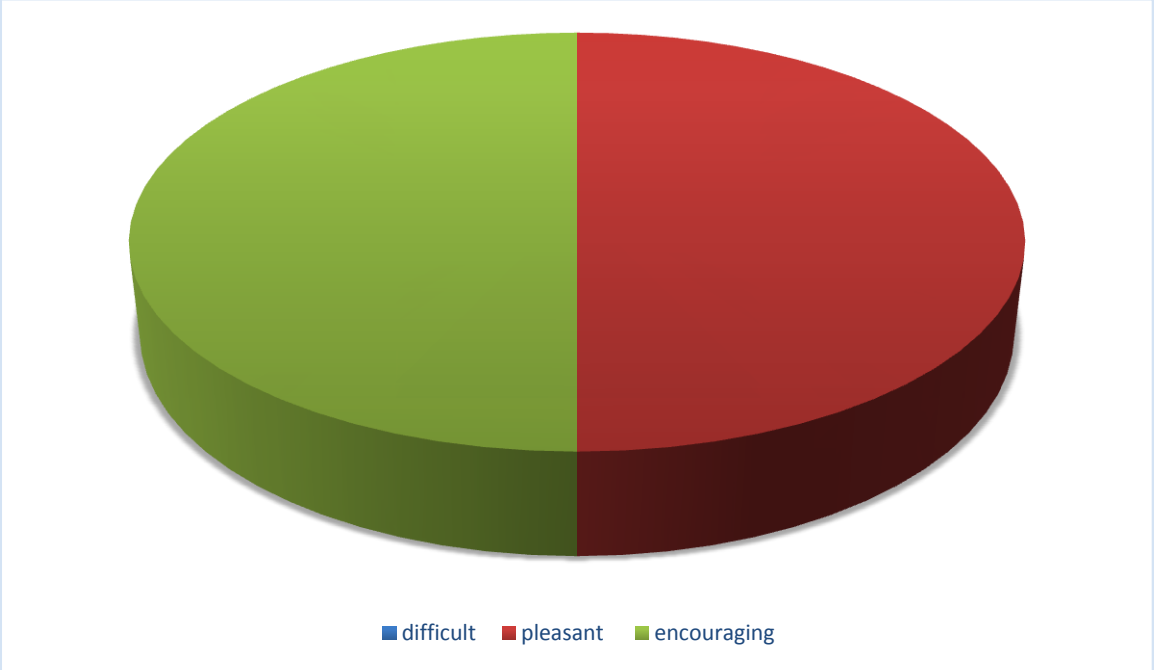
Graph-4 When to Use Games.

*50% of the teachers use games and songs during the class, while 50% of them use them after class.

Answer05

Question 05	Difficult	Pleasant	Encouraging
How do learners find games and songs?	**0%**	**50%**	**50%**

Table 5-Games and Songs for Learners



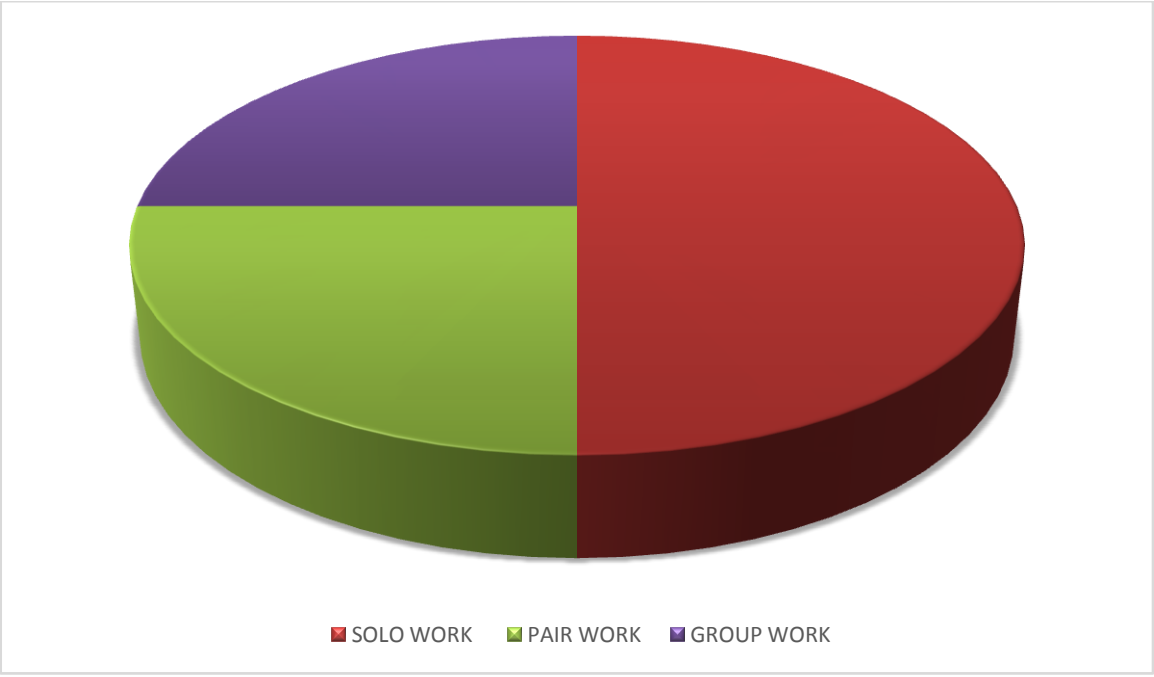
Graph 5- Games and Songs for Learners.

*As the table and the graph show, all the teachers say that games and songs are both pleasant and encouraging and not difficult for learners.

Answer 6

Question 6	Solo work	Pair work	Group work
What type of grouping do you use?	**50%**	**25%**	**25%**

Table 6- Kinds of Grouping



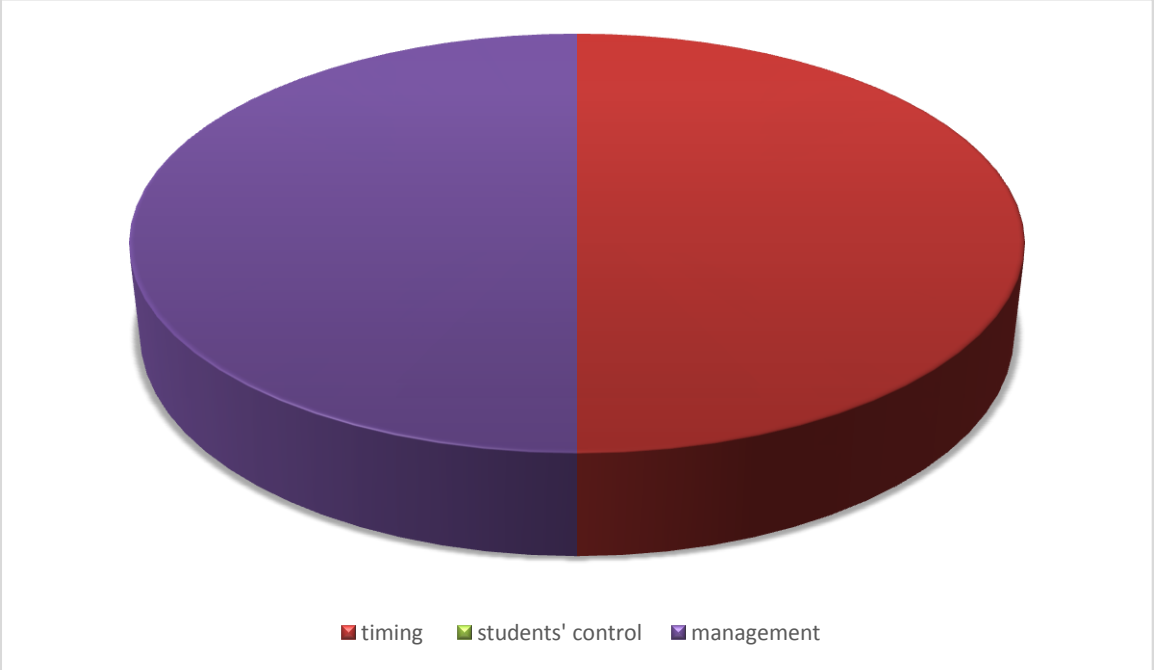
Graph 6- Kinds of Grouping.

*25% of the teachers say that they use group work in class, and 25% of them use pair work, while 50% of the teachers say that they use solo work because of the preventive measures from corona virus.

Answer 07

Question7	Timing	Students' control	management
Which difficulties do you encounter when carrying out these activities?	**50%**	**0%**	**50%**

Graph 07- The Difficulties Faced by Teachers when Using Games and Songs.



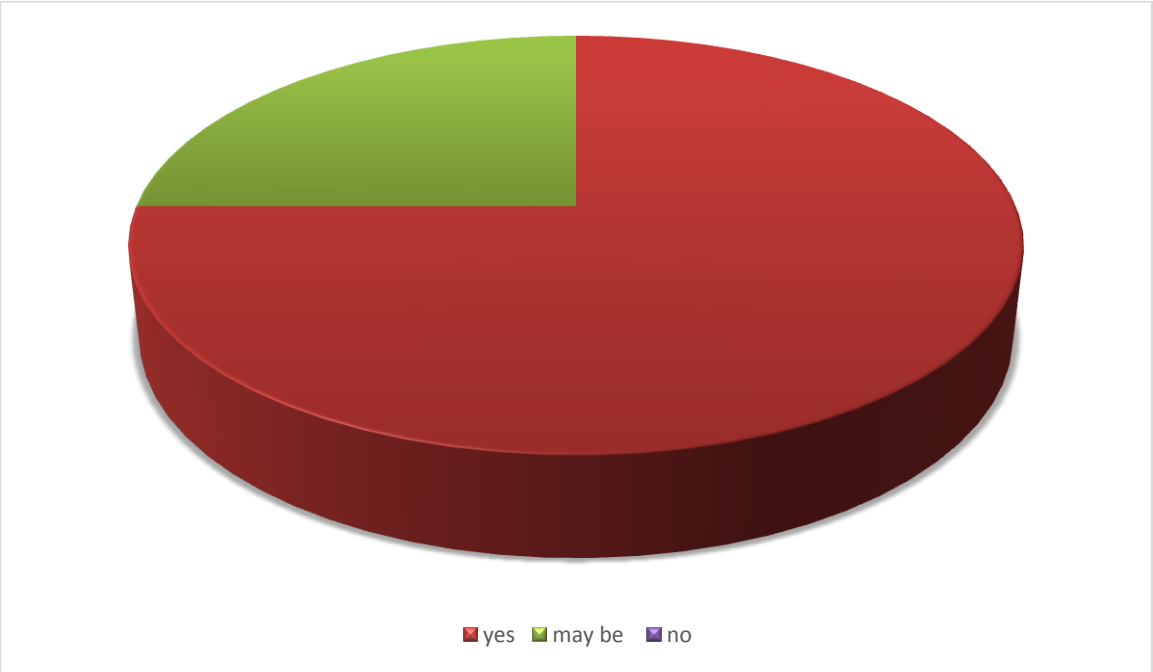
Graph 7- The Difficulties Faced by Teachers in when Using Games and Songs.

*50% of the teachers faced timing difficulties when using games and songs in the classroom, and the other 50% of them faced management difficulties.

Answer 08

Question 8	Yes	May be	no
Does the use of games and songs facilitate the explanation of your lesson?	**75%**	**25%**	**0%**

Table 8- The Influence of Games and Songs on Explaining Lessons.



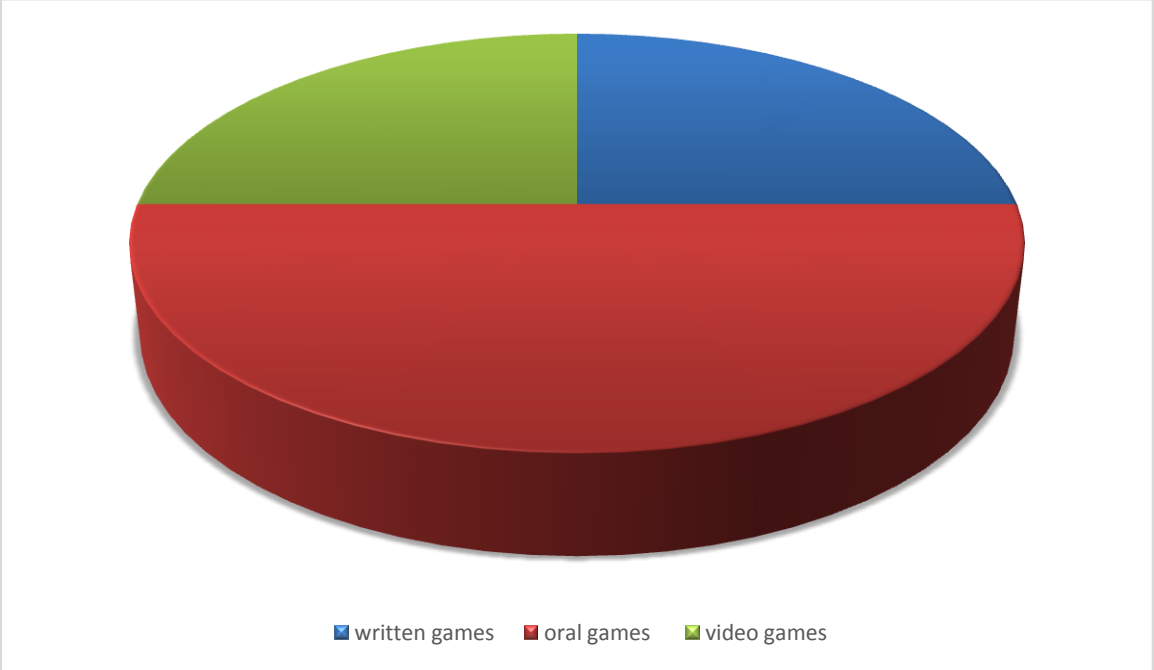
Graph 8- The Influence of Games and Songs on Explaining Lessons.

*75% of the teachers agree on the use of games and songs as means to facilitate the explanations of lessons, 25% claim that games and songs may be used to make the explanation of their lessons easier.

Answer09

Question9	Written games	Oral games	Video games
What kind of games do you prefer the most?	**25%**	**50%**	**25%**

Table 9- Kinds of Games that are Preferred to be Used in The Classroom.



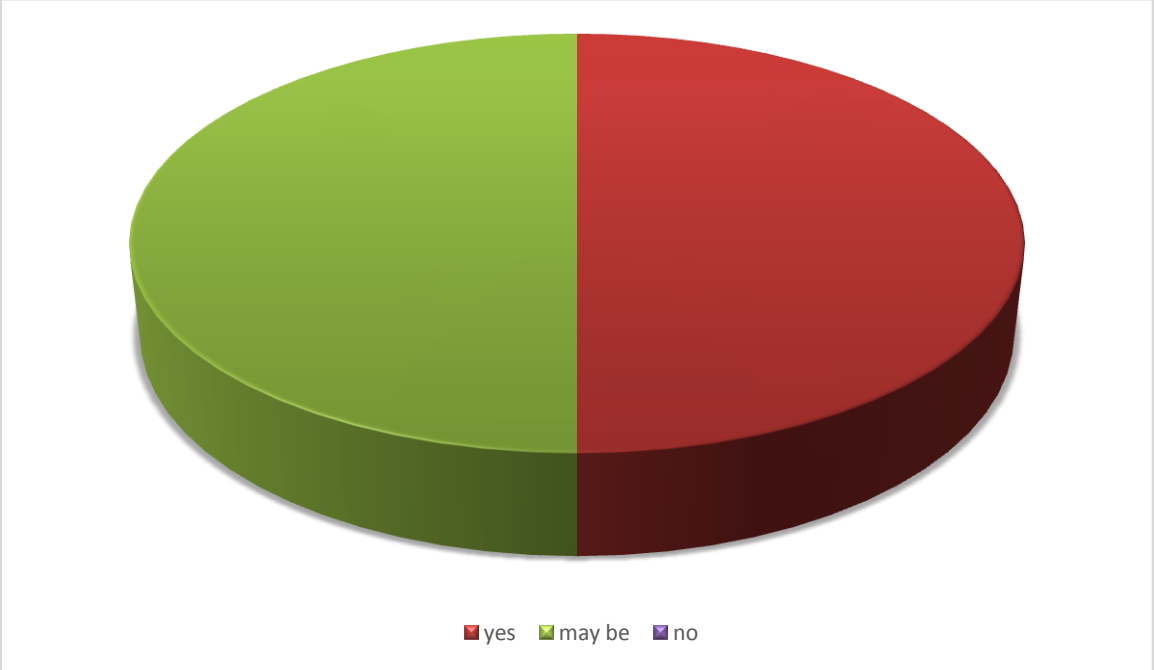
Graph 9- Kinds of Games that are Preferred to be Used in The Classroom.

*50% of the teachers say that they prefer to use oral games in the classroom, 25% of them said that they prefer using written games, yet 25% prefer using video games.

Answer 10

Question 10	Yes	May be	No
Do you notice any progress in your students' grammar and vocabulary after using games and songs?	**50%**	**50%**	**0%**

Table 10- The Progress of The Students' Grammar and Vocabulary.



Graph 10- The Progress of The Students' Grammar and Vocabulary.

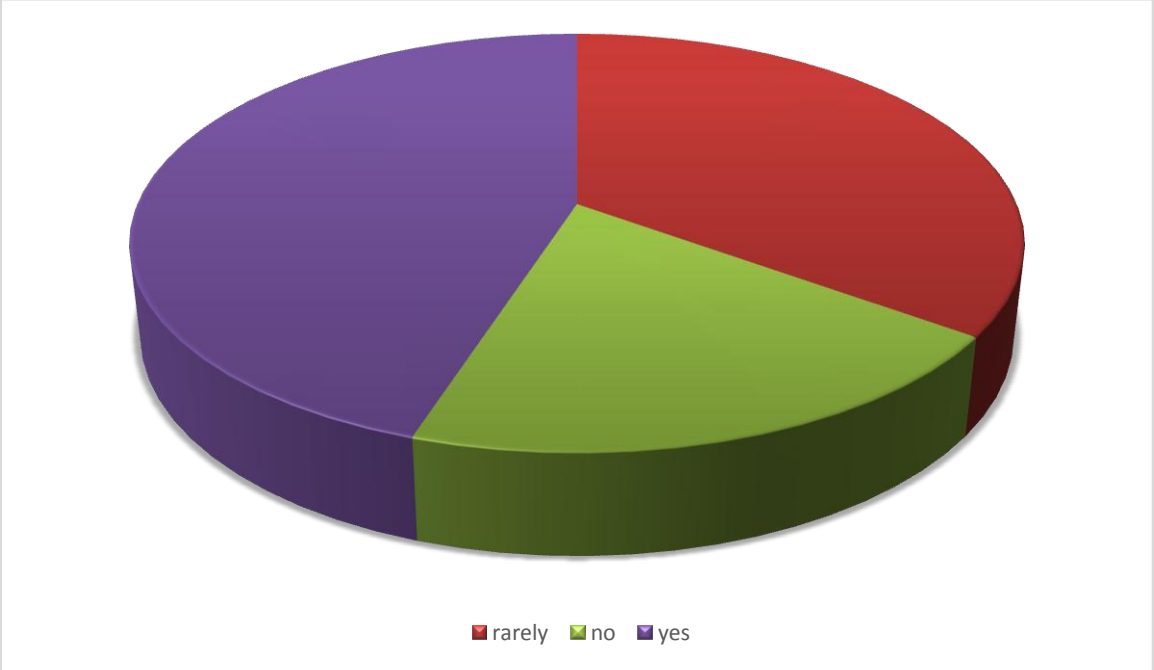
*50% of the teachers claim that they touch a noticeable development in their students' grammar and vocabulary after using games and songs in the classroom, while 50% of them say there may be some progress.

2.8. Analysis of Students' Questionnaire

Answer 01

Question 1	Rarely	No	yes
Do you learn songs and games in class	**35%**	**20%**	**45%**

Table 01- The Study of Games and Songs in The Classroom.



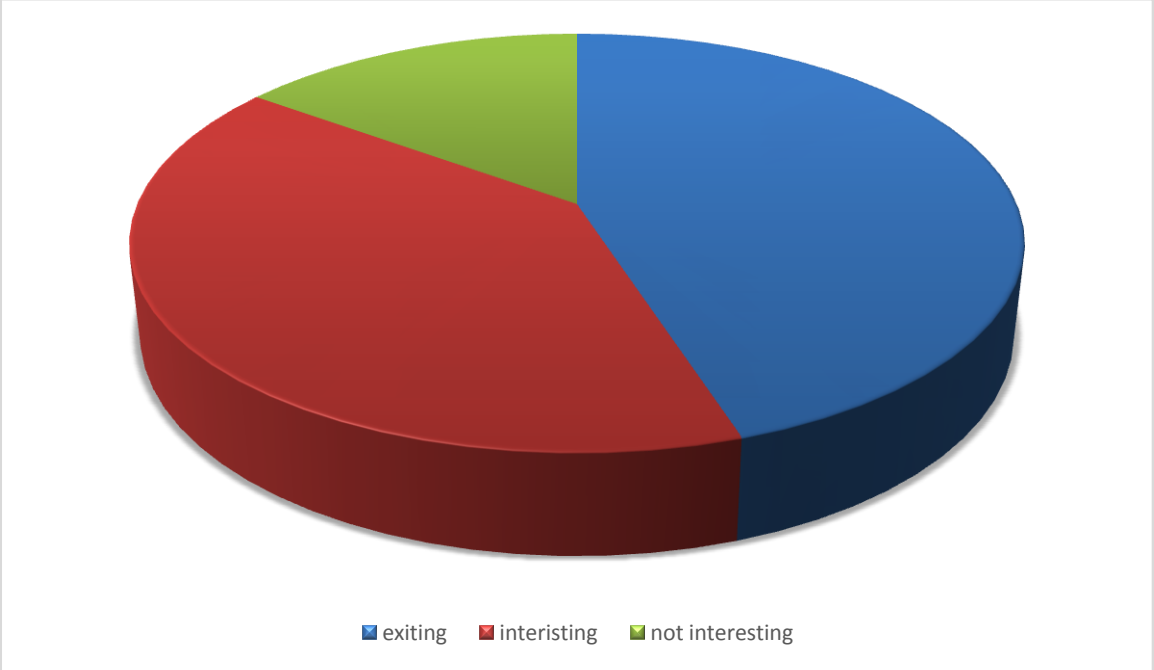
Graph01- The Study of Games and Songs in The Classroom.

*As the table and the graph show,45% of the students say that their teacher use games and songs to teach them, 35% of them say that their teacher rarely use games and songs in the classroom, yet 20% of them say that their teacher do not use them at all. This absolutely means that most of the teachers apply games and songs in their class.

Answer 02

Question 02	Exiting	Interesting	Not interesting
What do you think about them?	**45%**	**40%**	**15%**

Table02- The Nature of Games and Songs.



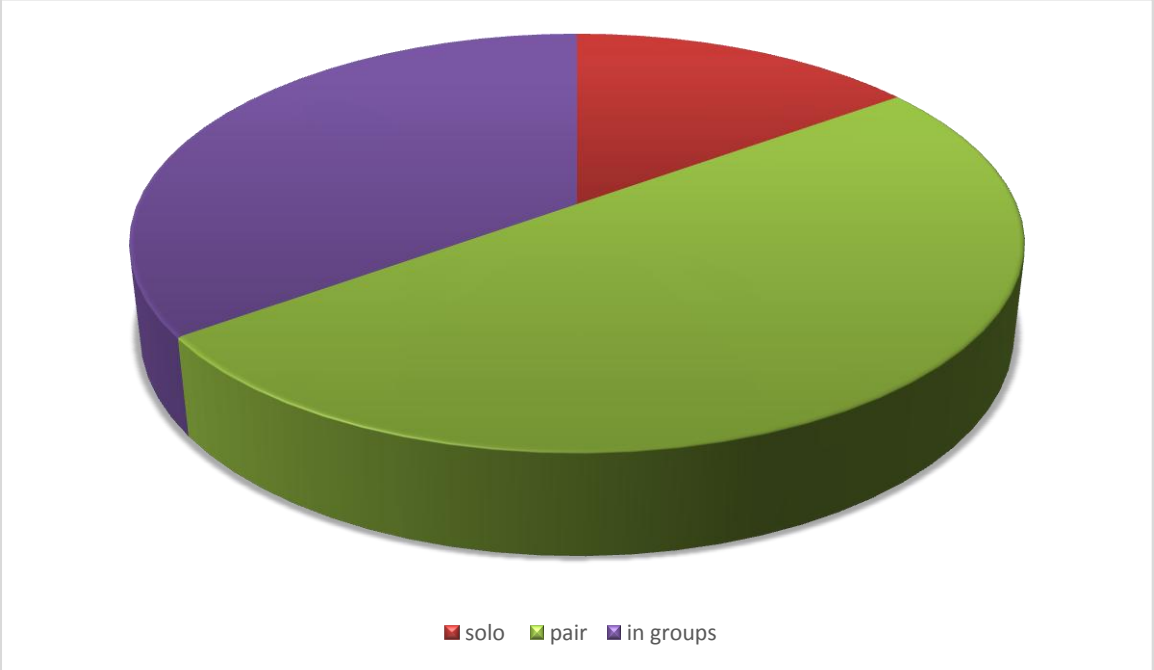
Graph 02-The Nature of Games and Songs.

*45% of the students claimed that they find games and songs exiting, 40% of them say that they find games and songs interesting; whereas 15% say they find them uninteresting.

Answer 03

Question 03	Solo	Pair	In group
How are the spots (tasks) organized?	**15 %**	**50%**	**35%**

Table 03- Preferable Organization



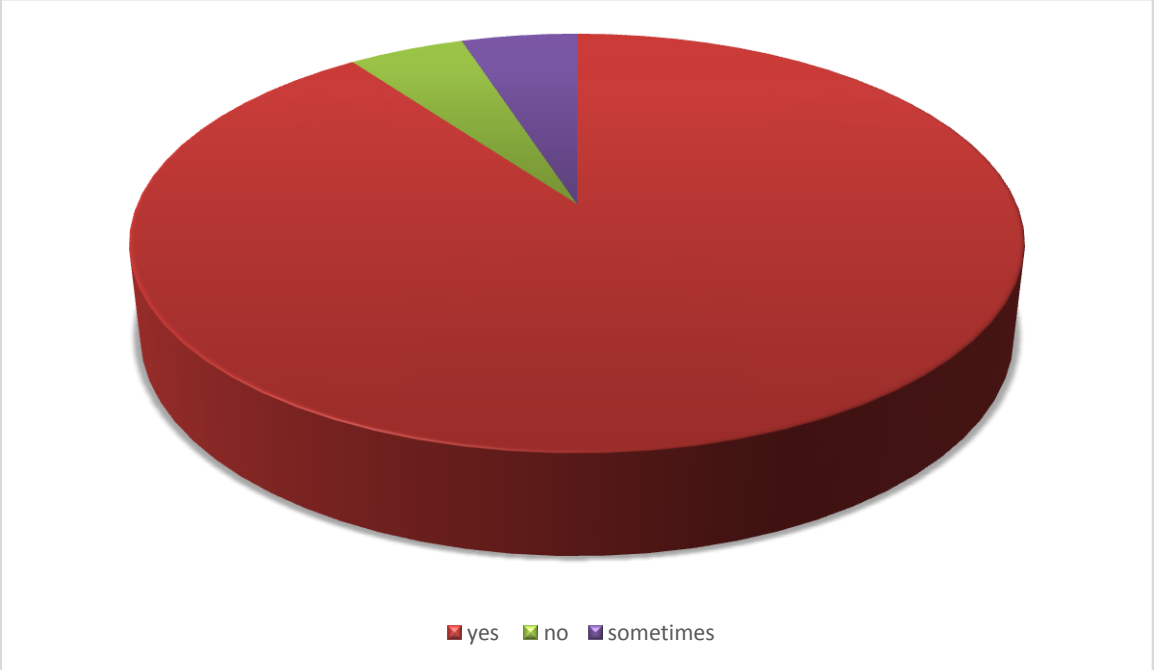
Graph 03- Preferable Organization.

*As the table and the graph show, 50% of the students say that they prefer to work on pairs, 35% said that they like to be organized in groups when using games and songs, yet 15% of the students say that they prefer working alone when the teacher use games and songs in the class.

Answer 04

Question04	Yes	no	sometimes
Do songs and games let you learn new words?	**90%**	**5%**	**5%**

Table04- The Use of Games and Songs to Learn New Vocabularies.



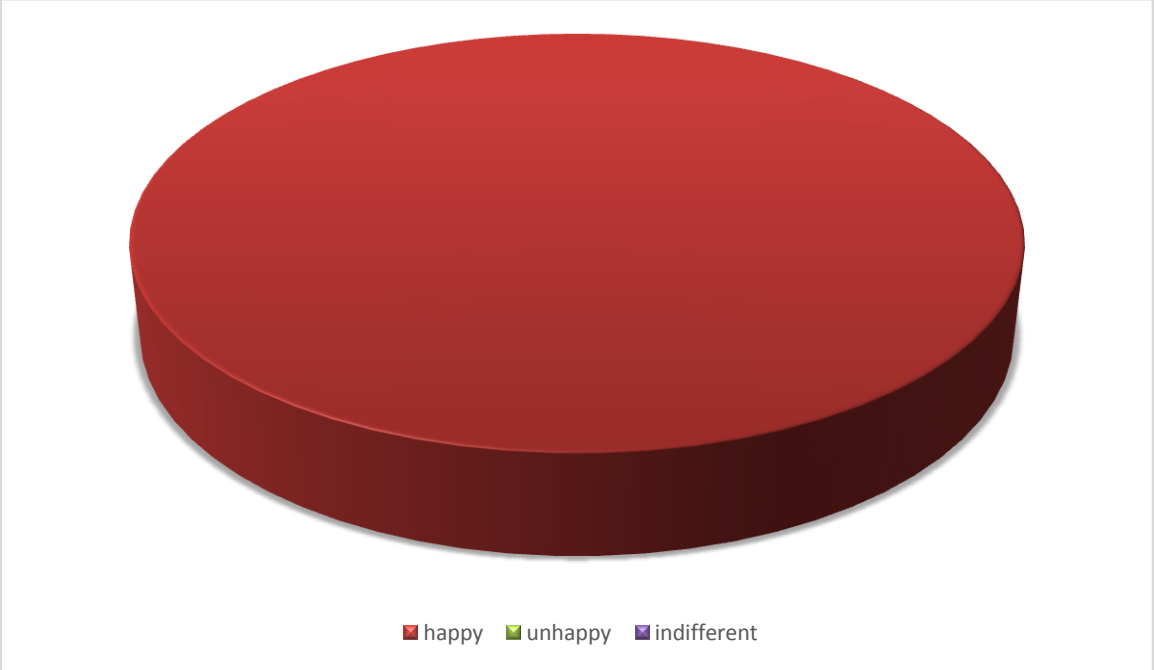
Graph 04- The Use of Games and Songs to Learn New Vocabularies.

*As the result show, 90% of students claim that using games and songs in the classroom help them learn new words, 5% say that they sometimes help them, yet 5% of them say that they do not help them at all. Since the big score goes to 'yes' this add nothing to our work except that games and songs provide learners with new words and vocabularies.

Answer 05

Question05	happy	Unhappy	Indifferent
How do you feel when you practice them?	**100%**	**0%**	**0%**

Table05-Students' Feeling when Using Games and Songs.



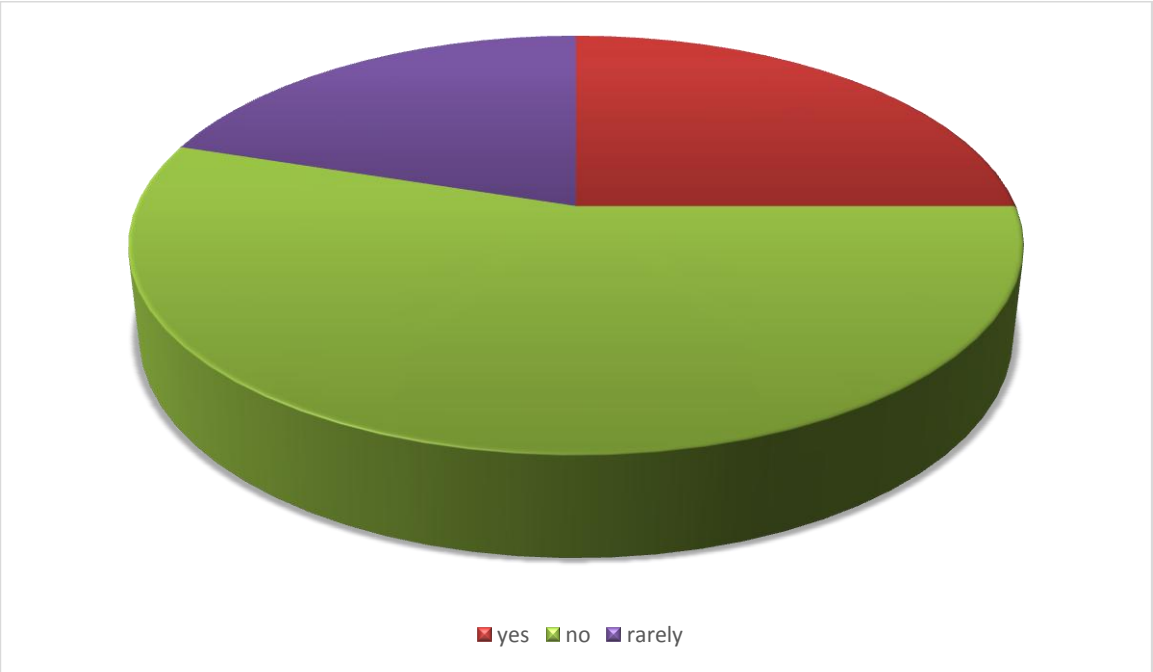
Graph05-Students' Feeling when Using Games and Songs.

*All the students say that they feel happy when using games and songs in the classroom.

Answer 06

Question06	Yes	No	rarely
Are there any difficulties in the games and songs?	**25%**	**55%**	**20%**

Table 06- The Presence/Absence of Difficulties when Using Games and Songs.



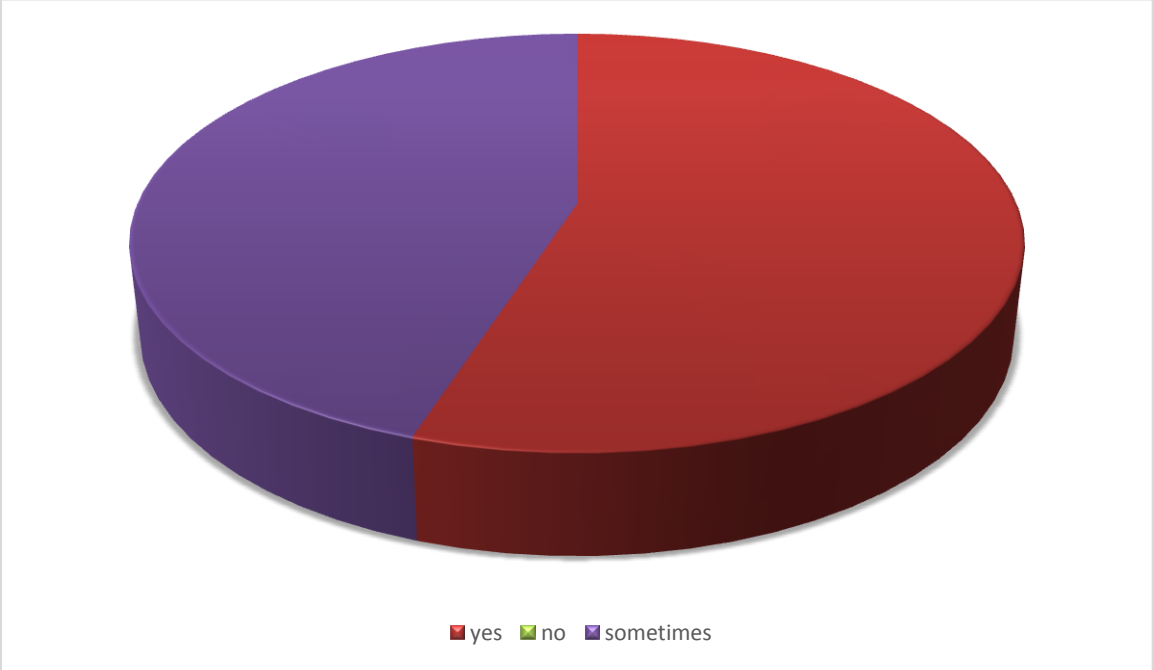
Graph06- The Presence/Absence of Difficulties when Using Games and Songs.

*As the table and the graph show, 25% of the students faced some difficulties when using games and song, 20% of them rarely faced difficulties when using them, yet 55% of the student say that they don't face difficulties when using games and songs in the classroom.

Answer 07

Question 07	Yes	No	Sometimes
Do games and songs help you correct your grammatical and spelling mistakes?	**55%**	**0%**	**45%**

Table07- The Use of Games and Songs to Correct Grammatical and Spelling Mistakes.



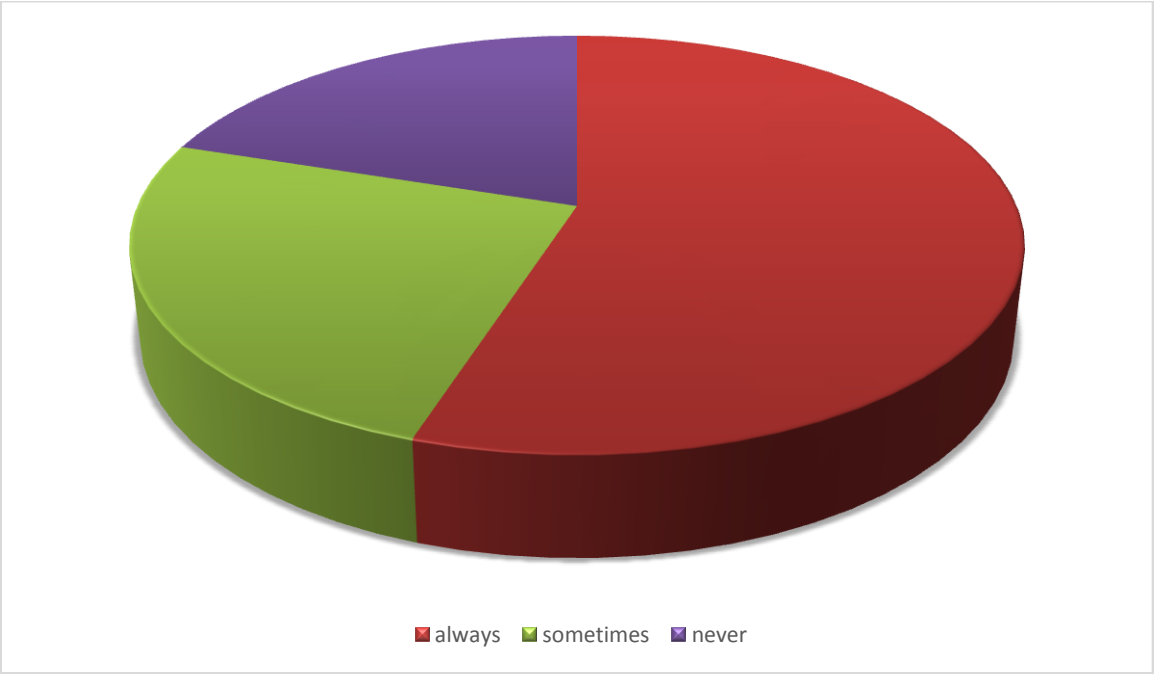
Graph 07- The use of Games and Songs to Correct Grammatical and Spelling Mistakes.

*55% of the students support the idea that games and songs help them correct their grammatical and spelling mistakes, 45% of them say that it sometimes happens with them. Yet no one of them say it doesn't helpful.

Answer08

Question08	Always	Sometimes	Never
How often do you wish your teacher uses games and songs?	**55%**	**25%**	**20%**

Table 08- Frequency of The Teacher's Use of Games and Songs.



Graph08- Frequency of The Teacher's Use of Games and Songs.

*As the result of the eighth question show, 55% of the students claim that they wish if their teachers always use games and songs in the classroom, while 25% of them say that they would like if their teachers use games and songs sometimes in the classroom, 20% 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.

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, both teachers are interested in applying games and songs in the classroom. This implies that teachers are conscious about what tools are appropriate to break the teaching-learning routine.
2. One of the teachers use games and songs away from the notion of fun, but to achieve educational purposes. Besides, the other teacher 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 his own objectives.
3. Both teachers noticed that using games and songs motivate their learners, which enhanced the chances of learning to be more achieved.
4. One of the teachers would like to use games and songs away from the notion of fun, but achieve educational purposes, the other teacher believe that games and songs are a good opportunity for the students to relax after an exhausted session.
5. Both teachers noticed that using games and songs provided their learners with pleasure and encouragement, which enhanced to chances of learning to be more achieved.
6. Both teachers opt for dividing their students into groups or pairs when applying games and songs, believing in the notion that working in groups or pairs enhances the learners' desire. However, both of them claim that they are using solo work at the present time because of the preventive measures from corona virus.
7. 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.
8. Both teachers appreciates the use of games and songs to be facilitators, for they catch the learners' interest to absorb information.
9. The big scores go to written games that is the most used one, either alone, or combined, since they are easy and available.

10. Because both teachers noted improvements in their students' grammar and vocabulary, this can only suggest that games and songs are powerful enough to shift the pattern of dull memorizing to memorizing with delight, increasing the opportunities for students' grammar and vocabulary to improve.

2.9.2 Discussion of The Students' Questionnaire

On the basis of students' questionnaire, we deduced many important point; 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 interesting in the classroom, and they are good tools to incite students to search, to look for answers and then learn more.
3- 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 others.
4- Games and songs are also good tools for the students to learn new vocabularies and explore them in building new sentences.
5- The use of games and songs bring happiness and joy to the learners.
6- Since most of students find games and songs easy, and they do not face any difficulties while using them. This can only mean that games and songs are the most appropriate, simple, and desirable study tools for students,
7- Most of students feel that their grammatical and spelling mistakes can be corrected with games and songs. This is primarily concerned with the psychological aspects of games and songs, rather than the

educational aspects, because, as previously stated, they provide a pleasant environment in which learning and correcting mistakes is possible.

8- Students prefer studying through games and songs because they integrate learning and enjoyment, making education more interesting and unique.

Finally, the data gathering, analysis, and discussion revealed that games and songs are among the most effective teaching and learning techniques available in the classroom.

2.10. Recommendations

Based on the findings of this study, the following suggestions are made to English language teachers in middle schools in order to help their students get more out of their classroom teaching:

- Even while English textbooks include some games and songs, they are insufficient to teach all parts of the language; therefore, teachers should give their students with fresh games and songs.
- Because the major aim of these tools are to integrate learning, teaching, and entertaining, teachers must offer their pupils some space to participate freely while using games and songs.
- Before beginning any game or song, the teacher must provide his or her students instructions on how to play the game or what the rhythm of the song is, as well as tasks and questions relating to the game or song.

2.11. Suggestions for Further Research

As we stated before, our population represented in Mohammed Ben Salem middle school in Ain Sefra. Our sample is the first group of the first level students, which they were 20 students. Similarly, there are only 2 teachers of English language in this middle school. The result 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 of Ain Sefra. 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 Ain Sefra middle school as a whole, or only the school 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 in 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 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.

Besides, in the second section of this chapter, we have presented the collected data and results obtained from students and teachers' questionnaire, 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

Many scholars are interested in using games and songs to teach and learn English as a second language, and they have become the focus of various studies. This research sought to identify the beneficial role of games in the English classroom, and then tactics and materials for doing so. Teachers' efforts to use these tools in an approximate manner are essential in order to reap as many benefits as possible.

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 motivating their students, to encourage them learn better, and to develop their language from different facets and even to enhance their interaction with one another. They need to use games and songs in their classes.

Overall, the data analysis results support our hypothesis, and the favorable findings can be categorized into the following categories:

1- Teachers are enthusiastic in using games and songs in their classes, and their students respond positively to them. Enjoying them and welcoming them as a way to break up the routine and facilitate learning.
2- Using games and songs help enhancing language learning through their different features that makes language more fun then what it has been usually.

All of the above confirmations have demonstrated the importance of incorporating games and songs into the English classroom, and how, rather than being boring, teaching and learning can be enjoyable.

Eventually, our research is limited to certain sample, 20 students and 2 teachers, which cannot reveal the whole truth about our subject. Besides, our sample does not involve all the middle schools in Ain Sefra, 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 aim can be taken into consideration as well, so the results may be more precise.

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Appendices

Appendix 1

Appendix 2

Appendix 1

Teacher's questionnaire

Dear teachers,

This questionnaire is designed (to you as teachers of English language) to collect information about the use of games and songs in the English classrooms. I would be so grateful if you could answer these questions to help me in my research work for the Master's degree in the English language.

Please, answer the following questions by putting a tick (√) in the right box, or expressing your opinion when necessary.

Thank you for your collaboration

PART ONE:

Age:

Gender: Male: ☐ Female: ☐

Years of Experience: From 10 to 20 years ☐ From 20 to 30 years ☐

PART TWO:

1- Do you teach songs and games in your class?

Very often ☐ often ☐ never ☐

2- When teaching songs and games, what is your purpose?

Fun ☐ grammar and vocabulary ☐ pronunciation ☐

3- Are songs and games :

Demanding ☐ boring ☐ motivating ☐

4- At what moment of the lesson do you use them?

At the beginning ☐ during class ☐ after class ☐

5- How do learners find songs and games?

Difficult ☐ pleasant ☐ encouraging ☐

6- What type of grouping do you use?

Solo work ☐ pair work ☐ group work ☐

7- Which difficulties do you encounter when carrying out these activities?

Timing ☐ students' control ☐ management ☐

8- Does the use of games and songs facilitate the explanation of your lesson?

Yes ☐ may be ☐ no ☐

9- What kind of games do you prefer the most?

Written games ☐ oral games ☐ video games ☐

10- Do you notice any progress in your students' grammar and vocabulary after using songs and games?

Yes ☐ may ☐ no ☐

Appendix 2

Student's questionnaire

Dear student,

You are kindly invited to answer the following questions by putting a tick (√) on the appropriate choice or expressing your opinion when necessary.

Thank you for your collaboration

PART ONE:

Age:

Gender: Male: ☐ female: ☐

PART TWO:

1- Do you learn songs and games in class?

Rarely ☐ no ☐ yes ☐

2- What do you think about them?

Very interesting ☐ inter ☐ not enter ☐

3- How are the spots (tasks) organized?

Solo ☐ pair ☐ in groups ☐

4- Do songs and games let (allow) you learn new words?

Yes ☐ no ☐ sometimes ☐

5- How do you feel when you practice them?

Happy ☐ unhappy ☐ indifferent ☐

6- Are there any difficulties in the games and songs?

Yes ☐ no ☐ rarely ☐

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

Yes ☐ no ☐ sometimes ☐

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

Always ☐ sometimes ☐ never ☐