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The Effectiveness of Songs and Games to Enhance the Vocabulary Level of Students

The Case Study of First Year Secondary School Students

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Dedication

Firstly and foremost, my unforgettable thanks are to the Almighty Allah for

providing me with uncounted blessing.

I dedicate this dissertation to:

The light of my life and the dearest people to my heart: my parents. Thank

you for all your encouragement, and your love.

To my dear brother Abd El Rahmen. To my marvelous sisters Fatima, Souhila

and Safaà.

To my best friend Ikram.

To my teachers in all levels and all people who helped me and encourage me

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Abstract

Learning EFL vocabulary is not an easy task, it is consider as the most difficult and important skill in any language. That's why teachers should be aware of the techniques or the methods use to help their students to improving their vocabulary. One of the techniques or the methods that can be used is integrating songs and games in the courses. The goal of this research is to explore the effectiveness of songs and games in facilitating learning as well as enhancing the vocabulary level of students. In other word songs and games are what our research proposes as effective methods that help learners to be acquainted with new words, and memorizing them. To achieve our objectives a descriptive study is conducted; it is based on the analysis of data gathered from a questionnaire devoted to teachers and students to examine teacher's perception to the usefulness of songs and games as a technique for teaching vocabulary; and explore the reaction of students about this technique. The main aim of our research is to see what extent songs and games are helpful for the learning process and how much students benefit from them. The results showed the effectiveness of this method in improving EFL secondary school students" vocabulary level, they were highly motivated and interested However, they need to be used with conditions such as being appropriate to the students' level, the lesson objectives, and the time constraints.

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List of Abbreviations

EFL : English Forgein Language

FL : forgein language

%: pereentage

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General Introduction

Learning is a process that requires many aspects and dimensions, whereas language proficiency play an important role in improving one learning process , and one from the major aspects in language is vocabulary, while it is viewed as a very important aspect to language learning. However, many students usually show a lack of interest and they're tired from passing a huge amount of time trying to learn new vocabulary without changing their passive learning habits such as using dictionaries, or learning by heart lists of words and their meanings in Arabic without even knowing their real meaning.

Students have unpleasant memories of learning vocabulary and they face serious problems in learning and remembering new words and use them in the suitable situation. Hence, the teacher is responsible to choose the most effective strategies and approaches to transfer his knowledge to their students and facilitate the correct use of this knowledge.

Our aim is to spot the light on students learning gaps, and feedback especially in terms of language proficiency, and more precisely in teaching vocabulary that plays an effective role in improving students' language ability and proficiency, while in order to found solutions, and provides learners with new strategies that can improve, and enhance their language level, our study come across these questions:

- Is implementing songs and games in teaching vocabulary, can improve students' learning proficiency?
- How can songs and games help learners to enhance their vocabulary?

In the light of the above questions, it is hypothesized that:

- If the syllabus designers apply a new strategy, by implementing songs and games, can this improve learners ' language proficiency.

The purpose of our study is to examine the effectiveness of using songs and games in improving vocabulary, and in what extent students' benefits from this. Thus in order to test our hypothesis and get the data we need to meet our objectives, a formal questionnaire is addressed to EFL teachers and learners to examine their concerns about vocabulary and the use of songs and games to teach this skill.

Both EFL teachers and first year secondary school are involved in the study. The selected samples are two classes from three first year classes. Each class contains thirty students all about the same age, of mixed gender and abilities.

Our research is divided into three main chapters .The first chapter consists of a literature review , that include an overview about scholars and educators point of view about vocabulary teaching , while the second chapter o deals with the research methodology, it highlights the study and describe the research tools and instruments , the third deals with discussion and interpretation of data collected from teachers and students" questionnaire, besides classroom observation , in the same line of thoughts we attempt to suggest some strategies that may be help students to recognize their weaknesses , and improve their learning feedbacks in this ultimate skill.

1.1 Introduction

This chapter is a literature review; it is an overview about scholars and educators points of views about vocabulary and the main issues that may face students in teaching this ultimate aspect to in the EFL classroom, while our aim is to know the effective techniques and strategies that can be used to create an appropriate learning feedbacks , and outcomes as well as motivating situation to learn vocabulary, therefore and as all we know that oral expression is one from the major skills that needs to be enhanced especially for EFL learners.

Vocabulary is one from the most important aspects in language teaching and learning, due to the fact that it is regarded as one of the basic module in the EFL learning process. However many teaching strategies need to be included in order to improve this basic skill. In this chapter we attempt to give some definitions of vocabulary, and to spot the light on its importance, besides examining the use of songs and games as one technique of teaching that can be effective in enhancing and improving learners' language proficiency.

1.2 Defining Vocabulary

Vocabulary is the process that links , and gather various skills together , such as : listening , speaking , and reading , as far as it is an important aspect that needs to be mastered especially for EFL learners, its definition relates to various views about its nature and its use. As Hornby, 1995 states: "*Vocabulary is the total number of words in a language".*
 The Advanced Learner's Dictionary of Current English (1963:1120) "*Vocabulary is a range of words known to, or used by a person".* In the same line of thoughts it is stated in Longman Dictionary (1995), that" *vocabulary is defined as all the words that someone knows, learns or uses".* According to the Collins Cobuild English Language Dictionary (1989:1629) "*The vocabulary of a language is the total number of words in it and "the vocabulary is the total number of words in particular language".*

Furthermore Michael Gove (1987) stated that *"Vocabulary is words of language employed by individual, group or work in relation to a subject".* Webster (2000: 45) pointed out "*Vocabulary is a list of words and sometimes phrases, usually arranged in   alphabetical order and defined as dictionary, grocery or lexicon".* Additionally, Diamond & Gutlohn (2006)

suggest that "*Vocabulary is the knowledge of words and their meanings*". Furthermore *Hurbbard (1983) states that "vocabulary can be defined as a powerful carrier of meaning*". Wilkins (2002:13) states that "*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*". He asserts that that vocabulary is a very essential in conveying messages, and grammar is not sufficient in learning any language. Thus, in order to achieve a good comprehension and use of a language it should first establish a strong vocabulary base. However, students need to know words and their meanings as well, therefore he/she will able to recognize and use a word in different contexts, such as: speaking, writing. At this level we may say that vocabulary have a strong ability on language learning, the fact that make it an important aspect and the monitor of language.

1.3 The Importance of Vocabulary

Vocabulary is fundamental to English language teaching and learning because without adequate vocabulary students cannot understand others or express their own ideas, i.e. in order to achieve a successful communication it is necessary to master an effective vocabulary. Thus, a vocabulary knowledge helps student with language comprehension Lewis (1993:89) argues that, "*lexis is the core or heart of language*". Thus, vocabulary knowledge helps students with language comprehension Like Widdowson (1989), McKeown (2002) argue that "*vocabulary knowledge is the heart of a language comprehension and use*". This is to say that mastery of vocabulary becomes the requirement of successful communication.

Still, Nation (2001) argues that" *readers need to know at least 97% of the vocabulary in a text for an adequate understanding of it*". This means that without knowledge of the key vocabulary in a text, a student may have serious troubles in understanding the text, that is, word knowledge is essential to reading comprehension and determines how well students will be able to comprehend the texts they read. So, having students with a large quantity of vocabulary knowledge is crucial to language apprehension.

In addition, vocabulary has a strong ability on students language production. Hubbard (1983) states that" *the more words a student knows the more precisely that student can express the exact meaning he/she wants to*". Based on this view, to communicate adequately students need to know a large number of word meanings.

Furthermore, Cardenas (2001) states that "*vocabulary is used to determine the proficiency a student has in oral context*". This means that vocabulary is an important

component to determine how much a student is able to communicate accurately. That's why teachers should implementing a new strategies to teach vocabulary it is a needed process especially in EFL teaching in order to help students to develop their vocabulary knowledge so as to communicate successfully. The next point is about teaching vocabulary.

1.4 Teaching Vocabulary in EFL Classroom

Comparing to the past, the importance of teaching vocabulary nowadays gets its usefulness among the teachers and students. It is obvious that learning a foreign language demands sturdy knowledge of its vocabulary rather than its grammar as I mentioned before "you can say very little with grammar, but you can say almost anything with vocabulary" (Wilkins, 1972). In the same line of thoughts it can be said that vocabulary is an important component in English language teaching. As Carter states that *"The biggest component of any course is vocabulary* (Mc Carthy, 1990: VIII).

According to Jeremy Harmer, "*If language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh*", he also said, "*Without lexical knowledge students would not be able to use the grammar to generate sentences with meaning* (Harmer, 1991:14 & 153) , in the same line of thoughts James Coady and Thomas Huckin state, "*The vocabulary is central to language and critical importance to the typical language learner"* (Coady and Huckin, 1997:5) , whereas

Wilkin and McCarthy, (1988) state that *"without grammar very little can be conveyed, without vocabulary nothing can be conveyed"* .Especially nowadays, vocabulary instruction is seen as a meaningful tool to be instructed and learnt in meaningful contexts (Scrivener, 1994). According to the statements above, we know that vocabulary is a key language for primary level and has an essential part in a process of teaching language. In addition, Carter and McCarthy (1988) state that" *teachers are becoming conscious of the relevance and importance of vocabulary instruction and they are conscious of their role as facilitators and guides"*.

Providing vocabulary instruction is one of the most significant ways in which teachers can improve students' reading and listening comprehension and speaking fluency and can be one of the most challenging that a teacher can do well. Thus, what students learn depends not only on what they are taught but it depends also on how they are taught according to students' developmental level, and their interests and experiences (Curtis &Longo, 2001). This means that teaching vocabulary is very significant for the students

because in the increasing of vocabulary extension. Furthermore, Glickman (1991) cited by the Saskatchewan Education states: "*Effective instruction is not a set of generic practices, but instead is a set of context-driven decisions about instruction. Effective teachers do not use the same set of practices for every lesson… Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and then adjust their practice accordingly"* .So, more vocabularies learners have, more chances they master the language. Thus at this level it can be said that adopting effective learning strategies may help students enhancing their ability towards the language.

1.5 Teacher Role in Teaching Vocabulary

Before stating the teacher's roles in the classroom, it is important to understand what the term "role" means. According to Hedge (2000, p. 26), this concept refers to a number of the teacher's and learners' functions during the lesson. In other words, it means the set of activities that the teacher and learners may perform in the class. As far as the teacher is concerned, he/she has different roles to play. Harmer (2001) sees that the teacher can act as: a controller of the class environment; an organizer of activities; an assessor of the students' improvement; a prompter in group work; a participant or a source of a help. Besides, Karavas-Dukas (1995, in Hedge, 2000) asserts that the teacher's roles can be categorized into four main types: "a source of expertise, management roles, and source of advice and facilitator of learning" (p. 27). However Barnes, Hines and Weldon (1996) state that in classroom, the teacher can act as organizer, facilitator and enthusiasm generator.

In fact the teacher has a significant opportunity to develop the student's vocabulary mastery. According to Wright (1987:144), there are three roles of the teacher in classroom. The first, the teacher has a role as a provider and material creator that will give to the students as teaching media. As a creator, the teacher should be able to create the material to develop the student's vocabulary mastery. The second, the teacher also has a role as motivator. The teacher should be able to encourage and motivate the students to produce words or vocabulary as many as they can produce related to the material given by the teacher. The third role of the teacher in teaching vocabulary is as assessor. As assessor, the teacher will give the students assessment to know whether the material that has been given by the teacher is well accepted by the students. At this level teacher should be able to select the appropriate method and tool to ensure the development of the students' vocabulary ability. The teacher plays the basic role in class concerning this way of teaching, he is treated as the most active person in the classroom who transfers his knowledge to his

learners. Therefore he has to reflect about effective and interesting strategies and approaches to teach vocabulary as well in order to interact his students.

Most of English students have difficulties in learning English; they are less motivation in studying English because they believe that English is hard subject. They always love to learn English especially vocabulary with funny way. In that case, the teacher needs to be responsive to the students' condition; he should make his students enthusiastic in learning English. Hubband et. Al (1983:50) claimed that: *"New words, thus, should be introduced in a "memorable way."* They need to be learnt in context, practiced and revised to prohibit students from forgetting.

1.6 The Use of Songs

Before talking about the use and the effectiveness of songs in EFL classes, here some definitions and quote of a song, according to Hornby 1995: "*Song is a piece of music with words that is sung."* Songs have a place in the classroom for helping to develop their language learning, he has suggested a range of action research tasks that teachers can undertake in their classes, using songs as a trigger for learning, however " Griffee, (1995:5) stats that :"*Songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary"* for most learners, giving a song or reciting a rhyme is also much more comfortable than talking. This makes songs particularly useful for practicing the sound systems of the language, but it also helps the learning of vocabulary, structures, and conversational exchanges.

Furthermore, David Cross says, *"The song and rhymes has been learned. It is in their minds for the rest of their lives, with all the rhythms, grammatical niceties and vocabulary"* that fact that make most of students enhanced toward it.

Julian Dakin (1968:4) states that:" *songs can also be used as practice material. They can be used as listening material, making the learners familiar with additional uses of the material they have been learning."* Thus song is very effective especially when one needs to memorize something. Often, when music is used learning a certain concept or lesson is more easily to be understood by the students. Dobson (1987:92) states that "*Students often find great pleasure in learning English song."* Thus, by a song, a student will be more familiar about English and can encourage their desire in vocabularies; they also can practice it in their daily life.

In addition, John stated "*that Songs may be employed to enhance the listening skill, improve pronunciation, acquire vocabulary, provide example of grammatical structures, practice reading and writing, and sensitize the students to cultural facets.*" (John, M. Purcell, Hispenia, Vol. 75, 1992, p. 192) , from these definitions it can be said that songs is a piece of music consists of word. Ultimately using songs in teaching English process will be possible to the effectiveness of teaching language. Besides, using song in learning process will make students be pleasure and learn without worried and it can be part of expression of feeling which can help stimulate memory and learning.

1.6.1. The Vitality of Songs in Teaching Vocabulary

Fonseca-Mora agrees that music and language should be used in tandem in the EFL classroom. She asserts that 'verbal practice associated with musical information seems to be more memorable' (Fonseca-Mora 2000:152). Furthermore Laidlow in (2010:13) states that "*using song in introducing language and developing vocabulary is a great way to help children to remember words.* In fact students all over the world love listening songs and most of them love singing too. David (2001:1) states that "*songs and chants have long been known to enhance learning in the English classroom.*" This means that songs can help to create comfortable atmosphere.

Philips (2003:68) states that "*songs can be used as tool to increase students 'interest or motivation in learning. Students really enjoy learning by singing songs. English songs will make students easier to imitate and remember words. Songs also can reinforce students to learn structure and vocabulary.*"Teaching through song is one of techniques that can be used in teaching English to increase students' vocabulary mastery, because song can improve students' interest and motivation. Is also as a break for the routine. Song could be an essential part of English teaching. It is make the students more sensitive to the sounds and the classes become more interesting and powerful.

Song is a good way to teach in an edutainment way, because they incorporate all the language skills such as listening, reading, writing, and speaking. Commonly, the youngsters like and interest the songs because they can express what they feel they learn best when they are motivated by being in the activity. Thornbury (2002:54) states that*" in song teaching technique, the student repeats a words/utterance aloud as soon as he/she heard it".* So, the teacher has known that the essential part of vocabulary learning is repetition. Nation in Cameron (2001:84) suggests that "*a new word needs to be met at least five or six times in a text book unit before it has any change of being learnt.*" So, Songs if they repeted

many times it can be an ideal way of memorizing and exposing new words repeatedly, and as repetition is one of the basic ways the brain remembers, they can help students learn and retain new structures. Saricoban (2000:3) says that songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms. Songs offer a change from routine classroom activities. The teacher is precious resources to develop students' abilities in listening, speaking, reading, and writing. The teacher can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs.

According to Tirtibisono (1996:15), "*to sing a song is a unique way to learning English fast.*" Through songs they can express their sadness, happiness, fun, sorrow. Lo and Li in Schoepp (2001:1) states that "*learning English through songs develops a non threatening classroom atmosphere in which the four language skills can be enhanced.*" Likewise Gatbonton and Segalowitz (2001:2) states, "*using songs can help automatize the language development process, the automatization would occur through repetitive exercises in a non communicative environment*".

In teaching learning process, method and technique of using songs as teaching aids in teaching vocabulary should be able to keep good creativity between the students and the teacher. Kustaryo in Suparta (2010:17) states that: "*Method is realized through technique of learning where technique is the way which the teacher presents the lesson through the effective use of songs*" The function of songs in teaching vocabulary is expected to improve the students' motivation in learning English. So that the student can penetrates more vocabulary in their minds. The use of songs can also help in creating and sustaining an environment which evokes positive emotions and thus facilitating language acquisition.

In psychological research, as Medina states, learning through music, rhythm and songs benefits the memorization process, since memory is enhanced 'when verbal information has been presented simultaneously with music' (Medina 1990:3). Through the use of meaningful song activities, teachers can give their students the opportunity to get engaged in the language process. given that 'such interactions immerse learners in contextualized and contingent talk, and since these interactions are intrinsically motivating and attention focusing' (Van Lier 2001:104), they may be effective in counterbalancing the inherent inequality of spoken contributions. Moreover, they can help learners develop their language competence by studying the vocabulary in the songs in an enjoyable way.

Richards' view that songs offer 'a pleasant way of giving repetition to words of a particular centre of interest or situation' (Richards 1969:163) suggests that a song could be an opportunity to develop vocabulary.

Teachers tend to find enjoyable songs; they can live up the language class by using them to stimulate the students' interest. The activity of learning vocabulary through song promotes warms, relaxed, and receptive state in learners. Because by singing, students may play around words of the songs and it is often accompanied by laughter and joking. Students' memory can work better when they are relaxed. In selecting the song should be suitable to students' level; it is because there many songs which are unsuitable for the language teaching, these songs sometime have bad pronunciation. According to Palim (1990:9) in teaching vocabulary:

"The teacher has to use an extra language practice through educationally sound activities such songs and it make the learning English a joyful activity, to develop a positive attitude to language learning». At this level we can say that the use o appropriate songs can create a positive learning state and 'increase the motivation of the students.

1.6.2.Increasing Learner's Motivation through Effective Learning Strategies

Motivation has become a central concept underpinning many studies and, as Schön et al. mention in their study, "*learning a new language, especially in the first learning phase wherein one needs to segment new words, may largely benefit from the motivational and structuring properties of music in songs'* (Schön et al. 2008:975). It is one of the most important factors in language learning.

As Shen states, "*motivation is vital in language learning and it can be 'triggered by internal causes such as the learner's interest, enthusiasm and desire or by external influences such as peer pressure'* (Shen 2009:90). Dörnyei and Ushioda (2001:119*) reinforce the need to make tasks and activities engaging: Making the tasks more interesting: this is probably the best-known motivational dimension of classroom teaching, and many practitioners would simply equate the adjective "motivating" with "interesting" '* (Dörnyei and Ushioda 2001:119). The teaching syllabus, therefore, needs to reflect pupils' interest, and follow the topics pupils want to learn so that 'they regard the material they are taught as worth learning' (Dörnyei and Ushioda 2001:116).

According to Shen *'affective learning is also effective learning'* (Shen 2009:90). It may be, then, that engaging pupils in affective learning activities will lead to learning outcomes that include new grammar structures and new vocabulary. Songs lead pupils' attention and

provide purposeful activities to improve grammar and vocabulary. Songs could be teaching 'instruments which increase sensibility, aid memory, improve concentration' (Fonseca-Mora 2011:104). A teacher should attempt, therefore, through the use of motivational techniques, to present and administer tasks and activities through the use of songs so that even simple grammatical substitution drills can be made exciting. However given that motivation is not 'stable but changes dynamically over time as a result of personal progress' (Dörnyei and Ushioda 2001:198).

Therefore by the use of songs and funny atmosphere which can motivate the students to achieve an effective learning process we can automatically reducing students' anxiety. Ara (2009:168) states that "*Since children learn better if they are engaged in interesting activities, our aim as teachers is to help them 'learn in an enjoyable environment without making them feel the pressure of learning a foreign language.*". In the same line of thoughts Young (1991:433) states that "*this involves 'tailoring activities to the affective needs of the learner.*" He also said that "*using classroom procedures and strategies which 'pay off in terms of low anxiety, high motivation, and ultimately in the ability to convey information and communicate ideas and feelings'* (Young 1991:426). As Horwitz et al. suggest: '*Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language teaching, such as Community Language Learning and Suggestopeadia, are explicitly directed at reducing learner's anxiety'* (Horwitz et al.1986:125).

According to Yan and Horwitz (2008:153), *anxiety can be a very important variable in terms of 'influencing language achievement'. It can also have a negative effect on motivation, as their study revealed: 'Some students reported that anxiety actually made them lose interest in learning English'* (Yan and Horwitz 2008:161).This means that anxiety could affect their performance in class and become an obstacle to learning both grammar and vocabulary. Bearing in mind Horwitz' contention that 'many people find foreign language learning especially in classroom situations, particularly stressful' (Horwitz et al.1986:125), songs could reduce anxiety and help pupils with their language learning, through creating an enjoyable learning atmosphere which would make learning both grammar and vocabulary not only effective, but easier and more fun .

Songs can provide a purposeful diversion for learners, '*refresh their minds and unlock their creativity*' (Shen 2009:89). Songs can be a great chance for reducing pupils' anxiety giving them the opportunity to work with each other, feel comfortable and more confident

and this '*can result in increased participation and language learning*' (Crandall 1999:227), moving away from the more traditional, teacher-centred classrooms and helping pupils to get rid of 'the frustration of not having adequate language to express their ideas or emotions' (Crandall 1999:227). They may also prevent children from feeling uncomfortable or under pressure in the language class. This is particularly important given that 'because of their short attention spans, children cannot concentrate on tedious activities for long durations' (Ara 2009:163). Through reducing anxiety and boredom, the use of songs can create a positive learning state and 'increase attention by creating short bursts of energizing excitement' and adding 'an element of fun' (Adkins 1997:7).

Ultimately the use of songs in the EFL classrooms has the potential then to bring about effective learning by reducing pupils' anxiety, motivating them to learn the target language. "*The interrelationship between anxiety and motivation is evident from the contention that 'by reducing anxiety, songs can help increase student interest and motivate them to learn the target language'* (Millington 2011:136)

Music and rhythm have been defined as powerful aids to language learning, memory, and recall. (Fonseca-Mora et al. 2011:101). According to O'Donnell "*the power of music to affect memory is intriguing since the information being studied activates the left brain while the music activates the right brain and 'the simultaneous left and right brain action maximizes learning and retention of information*" (O'Donnell 1999:2). This can cause 'the brain to be more capable of processing information' in line with Kutty et al. who state that '*using music as a strategy for teaching positively promotes memory and higher performance*' (Kutty et al. 2008:20).

Furthermore, keeping in mind that 'memory plays a key role in learning vocabulary and a foreign language in general' (Šišková 2008:29) and that, as Blodget believes, '*there is no better way for storing information in long-term memory than through music*' (Blodget 2000). Dunbar (2010:41) states that "*It would seem obvious that songs should have 'a central place in the school curriculum' and more specifically in the EFL curriculum.* Since songs are a source of repetition, children can learn by repeating either new vocabulary or repeatedly using new grammar being learned, something that was stated by Lebo et al. (2008) in their study with elementary pupils who confirmed that '*music directly impacts the performance of students increasing the memory*' (Lebo et al. 2008:11). Music and rhythm can benefit the rote memorization process and when various types of verbal information have been presented simultaneously with music, memorization can been enhanced, as Šišková indicates, '*the retentive effects of rhythm can be maximized when the targeted verbal information carries*

meaning' (Šišková 2008:33). So if student 'have a strong sense of rhythm which can be explored to increase their awareness of rhyming patterns and alliteration in the English language' (Gan and Chong 1998:41), it may well be that rhythmic melodies can help pupils to learn new vocabulary or new grammar given that 'words and tunes are so deeply entrenched in memory' (Dunbar 2010:42). Singing as opposed to listening to songs also seems to help pupils remember since according to O'Donnell '*the body becomes relaxed and alert, the mind is able to concentrate more easily'* (O'Donnell 1999:2). Teachers, however, have to take advantage of the merits of individual songs in terms of language learning and make careful selections.

1.6.3. Songs Vitality in Improving Vocabulary

Music is a source of motivation, interest, and enjoyment, it is easier to imitate and remember language than words which are just spoken. Songs contain words and expressions of high frequency and offer repetition. Nothing can be as effective as music in learner language class. It has been said that learner have natural taste for music and because that of that English teacher around the world use such enjoyable and supportive means for children to improve language learning and acquisition, however music is an essential part of language learning, young Learners really enjoy learning and singing songs, and older learners find working with current or well-known pop songs highly motivation.

Song and music in general affect our emotion; people can move to tears, smiling, and other strong emotions after hearing the song whenever and wherever they do.

From the reasons above it can be seen that song has many advantages in teaching learning process, those are:

a) Songs or music can be used to relax and provide students' enjoyable in the classroom atmosphere.

b) Songs have much related to students' interest

c) Songs and music as supplements: can be used to supplement a textbook or can serve as the text itself.

d) Songs are especially good at introducing vocabulary because it provides a meaningful context for the vocabulary.

In the use of song in classroom activities, the writer use laptop and speaker as the aid of learning process. When the students feeling relax in teaching learning process, it

makes them easy to memorize the new words. It is hoped song can be an effective medium and students can receive the material well.

1.7.The Use of Games in Teaching Vocabulary

Another approach or technique which is using by the teacher in the EFL classes in order to display the vocabulary course which is game. Games have a long and rich history. They are divided into two main periods: before and after the 19th century. According to El Shamy (2001), in the beginning, games were mainly based on physical activities. They were related to special occasions such as religious rituals, celebrations and festivals. However, after the 19th century, the European people tried to modify some of their games principles to fit with American tastes because they perceived them as a waste of time. From that time games started to construct their "educational instruction".

The first educational game was The "Mansion of Happiness" that aimed to teach children the difference between good and bad. Moreover, games continued changing till they become tools of training. In addition, after many improvements, games have acquired their significance to be used in teaching and learning..However advanced Learner's Dictionary (8th Ed) defines a game as "an activity or sport" governed with rules, where people have to compete against others. According to Hadfield (1998:4) " *a game is an activity with rules, a goal and element of fun, which is divided into two kinds: competitive games, in which players or teams race to reach the goal, and cooperative games, in which players or teams work together towards a common goal."*The idea of using games in teaching does not seem to be widely accepted and implemented although its profitability has been proposed and justified as early in the seventieth century. There has been a misconception that all learning should be serious in nature. In fact, using games is an important tool that allows language teachers to add colors to their classrooms by providing challenge and entertainment. They are particularly valuable for beginners as a source of cognition that helps them adopt sounds and rhythms and comprehend the foreign language.

Byrne (1995) argues that *"a game is a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game".*

El Shamy (2001, p.15) defines a game as a *"competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win". Language games comprise many factors such as rules, competition, relaxation and learning in particular. Rules have to be clear, few and well-explained so as no difficulty is faced. They are designed in*

different levels as well as topics that suit different students" levels what make them enjoy all together and gain the best results.

From these definitions, it can be concluded that a game is a kind of rule governed activity which is based on competition and meeting a challenge to accomplish certain goal through enjoyable atmosphere. During the classroom, games are used as means of reinforcing or practicing what have been studied and it can be used as a way to motivate learners to have pleasant interaction with the language.

1.7.1. Games as a Teaching Method

Teaching today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Steve Sugar.1998.p. 3).

Learning should be fun. We should want to learn rather than be forced to learn. Our current method of teaching children however is very rarely fun. Without a doubt, it seems to push children away from wanting to learn, rather than drawing them to it. To keep the teaching method diverse is an important aspect of teaching a foreign language in order to light and sustain interest among student. Teachers can help sustain diversity in a many ways, for example by using activities that require students to be creative in thinking and by focusing on individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to use games freely as teaching method along with other methods. According to the national curriculum: *games can be a good teaching method and games, such as role playing games, imitation games, theatrical expression and problem solving activities are especially fitting for all stages of language learning* (Sigríður Dögg Sigurðardóttir .p.10).

Howard Gardner in his book Frames of mind: The theory of multiple intelligences humans have claims that

"*When exploring a certain topic in school it can, and should, be approached in six different ways in order to maximize the chances of reaching all students in the classroom. One of these ways is "the personal way", where the ultimate goal is to see if it is possible to approach a specific topic by using, for example, role play, or other interactions* (Gardner.2006.p 142).

1.7.2. Improving Language Proficiency through Using Games

Lee observes that a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do." (1979: 3). There are, then, many situations in which using a game for instance in cases of lack of interest, a

game can be a springboard for the serious language work, when tiredness takes place in the student's repertoire, it is very difficult for him to perform his best. A game can overcome the crisis and bring educational benefit. . Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, creativity, social interaction and emotion.(Peter Ljungkvist, Peter Mozelius)

In addition teacher can used a game when there is a lack of co-operation among students, a game has a great potential bringing them together because they can relax and communicate better, also when all the planned work has been finished, a short game may be practiced so as the time remaining is not wasted, and this way motivates students to finish their works earlier in order to have an enjoyable activity. While revising, games help students to recall information in an entertaining way.

Students want to learn a language is to be able to use it in real Life situations, for example when travelling. Games can be a very good way to practice this skill because they can easily be used to act several situations from and provide students with practice in their fluency. Also, by using games in the classroom the teacher is giving his students a more freedom and independent, and he himself is stepping out of the frontline which is a positive thing because it allows students to take on more responsibility. Also boost student confidence level (Langran & Purcell.1994. p.12-14).

Game can be used with students of all ages, and when they are used with other teaching methods they create diversity which is ideal for school work

Finally, using games in the classroom is important because many children do not get enough time or opportunity to play during their free time, which can be traced to the rapid changes in our society.

1.7.3. Improving Language Skills through Using Games

a. Listening

Listening activities might very well be an effective way of training this skill. By combining listening with games, teachers might prevent their students from getting bored and keep them all interested. For e.g. the teacher says a word throwing a pen, a randomly chosen student must catch the pen and say a word beginning with the last letter of the word

the teacher has said, then he throws the pen to a classmate…etc until all the class is participating.

b. Speaking

Teaching communication is very important in knowing the language. So, students must get the chance to practice and not just read conversations. All games call for practice and communication; they emphasize fluency where not much criticism is received what make them communicate without carrying about their errors. (Hadfield, 1984)-   states "*linguistic games emphasize speaking correctly and playing communicative games focus on fluency*". For e.g. shouting dictations game where any pair works dictations can be partner far away from each other so that they have to speak loudly to make themselves heard above their classmates who will also be speaking loudly.

c. Reading

To be able to write, it is important to know how to read. Because of its importance, it is crucial that teachers seek different means to keep their students involved and interested. Games then can provide diversity and help keep subjects fun and interesting. For e.g. make everyone reads a part from a funny story.

d. Writing

Writing is a skill often considered as difficult and boring. It is learnt and not acquired even in the native language. Also, it is often assigned as homework and students hate home works. Another reason is that some teachers unwisely use it as a punishment. Writing also requires a completely different language from that used in conversations. Games can be a good way to prevent their loathing of writing because, in addition of being fun, they give them a reason to write instead of just writing because the teacher said so. The teacher can easily create a writing game or simply found it on the internet. For e.g. ask them to rearrange sentences to make a funny short story.

1.7.4. Games and Recalling Words Relationship

Learning is remembering. However, students have lot of problems with remembering foreign words. Hence, any vocabulary knowledge transmitted to students should be given in a memorable way. Wright et al, (1984) state in their introduction that *" if learners are amused, the content in clearly meaningful to them*". Thus the meaning of the

language they listen to, read, speak and write will be more vividly experienced and better remembered. Language games have the characteristics of amusing while helping learners consolidating both receptive and productive vocabulary. According to Scrivener (1994: 241), *the things involved in remembering an item from meeting it to using it are: putting into storage, keeping into storage and retrieving*. Language games then make the learner experience what he is learning what leads him to keep the item in his mind. It facilitates for him recalling the word through a specific action done when meeting the word in its real situation and using it correctly

1.7.5.Practicing Vocabulary through Games

EFL learners should practice the language in order to consolidate their knowledge. Many researchers emphasized the importance of repetition or recycling in learning any language. They are very significant because they provide much encounter with the word and its forms and train learners to retrieve vocabulary knowledge. For this purpose, teachers must create opportunities for their learners to practice what they have learned. However, they should consider the space of the practice or the time between activities used for practice. And it is the case of English language learners. The teacher can stimulate his/her learners to connect between words as well as to retrieve them (Pavičić, 2008). However there are various types of games that can be used in order to enhance and improve students' language proficiency

A -Bingo

It is a useful strategy used for practicing English vocabulary. It can be used to review large number of words. In this game learners are asked to create a bingo card that contains a number of words, however, they should write them randomly; as a result, all the cards are different. Next, the teacher reads definitions and the first learner who marks all the words in a row, column, or diagonal wins (Vásquez, Hansen and Smith, 2010; Hayns and Zakarian, 2010). Furthermore, bingo aims at building a connection between words and their meaning and this occurs when the teacher reads a definition and learners mark the appropriate word. In addition, it creates multiple meetings with the word to enhance its learning because the teacher may use the same vocabulary for next time. Moreover, Pavičić (2008) adds that Bingo is a game that encourages "the productive use of words" where learners use words in the appropriate context (p.23). This means that Bingo helps learners to use words to produce sentences and to be involved in a discussion.

b- Act it out

It is a game that requires learners to find the appropriate word that fits with the definition or the features performed by one of the learners or the teacher. Klippel, (1983), Hayns and Zakarian (2010) agreed on its importance because it increases learners' interaction situations where they will use more the language i.e. it aims at developing their speaking skill. This game improves learners' vocabulary by refreshing their memories and by introducing new words because it is based on the task of performing and guessing. For example, learners try to guess they wanted word while one of them select a card and act out the vocabulary found in it. Klippel (1983) adds that they are very importance because they connect between "language practice with fun and excitement" (p. 31). In addition, it helps teachers to detect if there is a weakness in the learned language knowledge.

c. Spelling Puzzle

It is a game where students are asked to spell the different objects through reordering the letters. The objective of this game is to consolidate the word knowledge through relating its spelling to its visual representation. The following is an example of spelling puzzle and it clarifies how it can be played.

d. Crossword Puzzle

It is one of the well known games. It contains a number of arranged squares. The goal of this game is to fill the white squares with letters. Oxford advanced learner's dictionary (8ed) defines it as "a game in which you have to fit words across and downwards into spaces with numbers in a square diagram". These words are the response of a number of provided clues. It can be helpful in vocabulary practice and even vocabulary extension.

This game can also be used in the class where the teacher may adopt it to learners' level and the course objectives. He/she can use it for practicing: opposites, synonyms, days of the week and others. The following is an example of a crossword puzzle.

1.7.6. The Advantages of Using Games

Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. Uberman (1998:20) states that *"games encourage, entertain, teach, and promote fluency"*. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming". S.M Silvers (1982: 29) says that *"real learning takes place in a relaxed atmosphere"*. There are several reasons for why language games should be used.

Firstly, they are both motivating and fun what can help activate students who may have been inactive before, moreover games encourage students to communicate and interact what helps building relationships through the friendly atmosphere they create among participants who feel all equal, by using game teacher give learners a chance to practice the language in the various skills (speaking, listening, reading and writing) in situations from their real life. They break the routine since they add variety to usual classroom activities, they allow students to take on more responsibility and acquire new experiences what results an increase in their confidence level. Also they emotionally involve students what has a positive effect on their learning because while exposed to the target language, they need to feel something such as happiness, excitement, amusement and surprise. Moreover they give a good chance for shy and reluctant students and for those with low confidence because the atmosphere is not as serious when playing a game and it is easy to forget shyness. So they can foster whole class participation. Additionally, they create diversity in classes among students of all ages and levels, and diversity is needed for any school work to be progressive, and they help learners acquire vocabulary more quickly and easily by doing actions during playing the game.

Finally, they are valuable for all language learners since they can be easily adjusted for age, level and interests.

1.7 Conclusion

Songs and games lead students to be more self-confident and achieve better results. The teacher needs to change learners' perspectives on vocabulary learning and makes them aware of different strategies that can help them realize their goal which is being knowledgeable about language vocabulary.

The role of songs and games in teaching vocabulary cannot be denied; they can keep their minds active and help them developing their communicative competence.

2.1. Introduction

Vocabulary is the most important and the most difficult skill in any language. In fact, if students do not know the vocabulary they get difficulties in learning and mastering a language. Many studies revealed that a large amount of students feel that vocabulary learning is" boring" or "not interesting ". Even though, the content of the course is very rich with new words and items. That's why the teacher should fully focus on the methods that effectively and surely give him the possibilities to have a fully interested and concerned to learn vocabulary. In the first chapter, we are going to display the research question, and the main goal of our research. We will also talk about the sample of the study, the pedagogical implications, the settings, and the limitations and obstacles that we faced. Last but not least, we will talk about the various instruments that we used in order to get the most accurate results.

2.2. The Background of the Study

Learning English seems to be a very enjoyable and fun approach, but it disguises many difficulties and problems both for the teacher and the learner. One of the most important aspects that help the learning process is learning vocabulary. That's why we chose "The effectiveness of Songs and Games to Enhance the Vocabulary Level of Students". We all know that teaching English as a foreign language is not easy task; it demands many elements. Vocabulary attends to be one of the most important elements. We chose the case of the Algerian EFL Classroom; more specifically the first year Students in the secondary school in Saida. Our study is focused on the use of songs and games to enhance the vocabulary level, and how can the teacher involve and motivate his students in the learning process.

Throughout our readings, we saw that almost all the scholars agree on the fact that vocabulary can be considered as a very crucial factor in the success or the failure of a learner. They also pointed out that the teachers have to paid attention to successful strategies to teach vocabulary as well, and help students to improve their abilities in learning English; whereas, effective vocabulary instruction is important for effective learning.

2.3. Reasons for Choosing the Topic

To teach language skill, it is not enough for a teacher just to give an explanation to his students, but it is necessary for them to be brought in an experience in practicing the language in a real situation. Therefore the teacher needs a way of teaching that is enjoyable and practical so that finally they can integrate into English.

1- The Vocabulary is essential to improve the language. Vocabulary learning has been mastered by the students in order to be able to communicate in English.

2- Most students in Secondary School still have difficulties in vocabulary, so that they cannot convey their ideas clearly because of their limited vocabulary.

3- Songs and games can be wonderful media for natural language, furthermore songs and games will make the students relax and fun and learning English vocabulary will be interesting and enjoyable

2.4. The Research Questions

The EFL Learning process can be revealed to be very challenging both for the teachers and the learners. That's why the teachers should go with some approaches or techniques in order to make their students involved in the learning process, and therefore they will give them the possibility to improve their abilities in learning the language. Learners also have to respond positively to those approaches, and be ready to involve themselves in the learning process.

The two research questions we chose are the following:

1- Is implementing songs and games in teaching vocabulary, can improve students' learning proficiency?

2- How can songs and games help learners to enhance their vocabulary?

2.5. The Organization of the Study

Our dissertation contains three main chapters: The first chapter consists of the research questions, the aim of our dissertation, the population and the sample, the pedagogical implications, and the Limitations and instrumentations.

In the second chapter, a review of literature is presented. It contains: multiple definitions of vocabulary, the Importance of vocabulary, teaching vocabulary, vocabulary in the EFL classrooms, teaching songs and games in the EFL classrooms, and at the end the effectiveness of songs and games in teaching vocabulary.

The last chapter essentially consists of the analysis and interpretation of the data collected from the teachers and students' questionnaires, and some suggestions and recommendations.

2.6. The Purpose of the Study

Using songs and games to enhance the vocabulary level of students is considered to have a very important role when it comes to rate and success of any foreign language learning. So, teaching vocabulary is not an easy task at all. However, there are some strategies that can be applied by teachers that can help their students to be more motivated and actively to learn vocabulary in the classroom.

The main purpose of our study is to discover and to explain the effectiveness of songs and games to enhance the vocabulary level of students in the EFL classrooms. It aims to discuss the main theories of vocabulary and the mere strategies to teach it. On the other hand, it shows how teachers can create and maintain motivation atmosphere during their teaching practices.

Our research paper demonstrates that teachers play an important role in rising up the vocabulary level of students, and helping them to achieve huge and continuous progress in their foreign language learning process. However, teachers should be aware of their behaviours and actions in the classroom.

2.7 .The Significance of the Study

Our research investigate the effectiveness of songs and games to enhance the vocabulary level and also to take a look on the strategies used by the teachers to teach vocabulary by using songs and games and to maintain their students' fully motivated and associated in the classroom. The research paper will provide an introspection of the lectures in the Algerian EFL Classrooms, more specifically the first year students in the secondary school.

The topic of the effectiveness of songs and games to enhance the vocabulary level of students can really help us as future teachers, due to the fact that it will help us reach good results when teaching English language. We all know that EFL learning process is very complex; hence we need to know and master all the factors that will help us get fully involved learners.

2.8. The Sample and Population of the Study

Polit et al, (2001) state that "*sampling involves selecting a group of people, events, behaviors, or other elements with which to conduct a study.*" Our study was conducted in Ibn Sahnoun El Rachidi Secondary school in Saida, we chose the first year Students; approximately 60 students were involved, both male and female and with an average age of 15-16 year old. In order to collect the most accurate data we used two questionnaires, and we distributed them to both teachers and students.

2.9. Pedagogical Implications

Our study has tried to depict how it can be a suitable environment for students' involvement. According to many educational experts, the students' vocabulary level is related to how the teacher deals with the content he has. This means that he should make the courses more interesting in order to gain students' attention. He also has to use, not only different skills or approaches, but also other methods; such as using songs and games, we all know that the current generation is attracted by songs and games. Using these two methods can play a very supportive role and help the teachers to guide their students to language competency, and it also rises up the students' motivation and willing to study.

Learning vocabulary is important element. It's in fact a very under-rated factor in the success of learning programs, most specifically the EFL learning programs. That is why teachers use songs and games as strategies for effective learning.

2.10. The Limitations of the Study

The most obvious limitation of the study we have faced in our study was the lack of books or written documents about the effectiveness of songs and games to enhance the vocabulary level of students. We also had problems in classroom observation process. Due to the fact that some teachers do not use all the time methods that involve games or songs to motivate their students, enhance their interest in the courses, as well as enhance their vocabulary awareness, and level. This made the process difficult for us, and we couldn't get the accurate information we needed.

2.11. Instrumentation

In order to collect data, we chose for our study one main instrument of research to have accurate and logical results that would help us answer our research questions, and lead a successful study. The tool we used was "Questionnaire" .According to Brace (20004:7), *"Questionnaire is good a good way to access the learner's point of view"* .In this research work, it used as the only tool of collecting data as it is an easy task. Furthermore, Seliger and Shohamy (1989:172) consider the questionnaire as "*being one of the procedures of data collection that a researcher can use to provide her/him with a good and expanded picture of the phenomenon s/he is studying*".

We designed a questionnaire for both teachers and students. The teachers' questionnaire contained twelve (12) questions concerned with Vocabulary and the impact of using songs and games in the EFL Classroom, If the teachers belief of using them to motivate their students or not. We asked questions about the strategies and approaches used by the teachers in order to motivate their students, and how much efforts they provide in the classroom.

The students' questionnaire contained six (06) questions. We asked about the main problems that they faced in learning new items. We also asked them to what extent did songs and games effect their vocabulary stock, and if they want the technique of using

songs and games be applied in learning vocabulary. We asked them open questions in order to let them give their own point of view.

2.12.Conclusion

The Research methodology is a systematic way to solve a given problematic. It is a science of studying how research is to be pursued. Essentially, the procedures by which the researcher goes about his work of describing, explaining and predicting.

It is the study of methods by which knowledge is gained. Its main aim is to give the work plan of research. The main purpose of this chapter is to allow readers to evaluate both the appropriateness of the methods used in the study and the reliability and validity of the results. To reach goals, the researcher begins the chapter by discussing some key methodological issues and considerations concerning the research design of this investigation before presenting the research design itself.

3.1 Introduction

Field investigation is, indeed, a significant way of assessing peoples' views they ensure also the measurement of the rate objectively since sometimes people do not state their views properly.

This chapter will mainly deal with the practical part of our research work. It is designed to analyse the data collected from a teachers and students" questionnaire, and classroom observation that deal with their attitudes towards vocabulary learning as well as their concerns of using songs and games. The last chapter is devoted to the presentation and the analysis of the data obtained through implementation of the present research, so we dealt with analysing the results of the research tools (The questionnaire, Classroom Observation), interpreting the findings, and at the end we put forward suggestions and recommendations.

3.2 .Teachers 'Questionnaire

Questionnaire Presentation

The questionnaire was formed for teachers of Ibn Sahnoun El Rachidies secondary school Saida for the academic year 2015/2016.The questionnaire was distributed to three teachers from different ages and experiences who were kindly asked to tick the appropriate box and make statements whenever necessary. The questionnaire consists of twelve (12) questions.

3.2.1. Analysis of the Teachers Questionnaire

Question 1: Do you think your students are competent to use the language? Why?

Teachers 'views	Number of teachers	Percentage
Yes	00	00%
No	03	100%

Table 3.1: Teachers' Perception of Students' Competence in Using English Language.
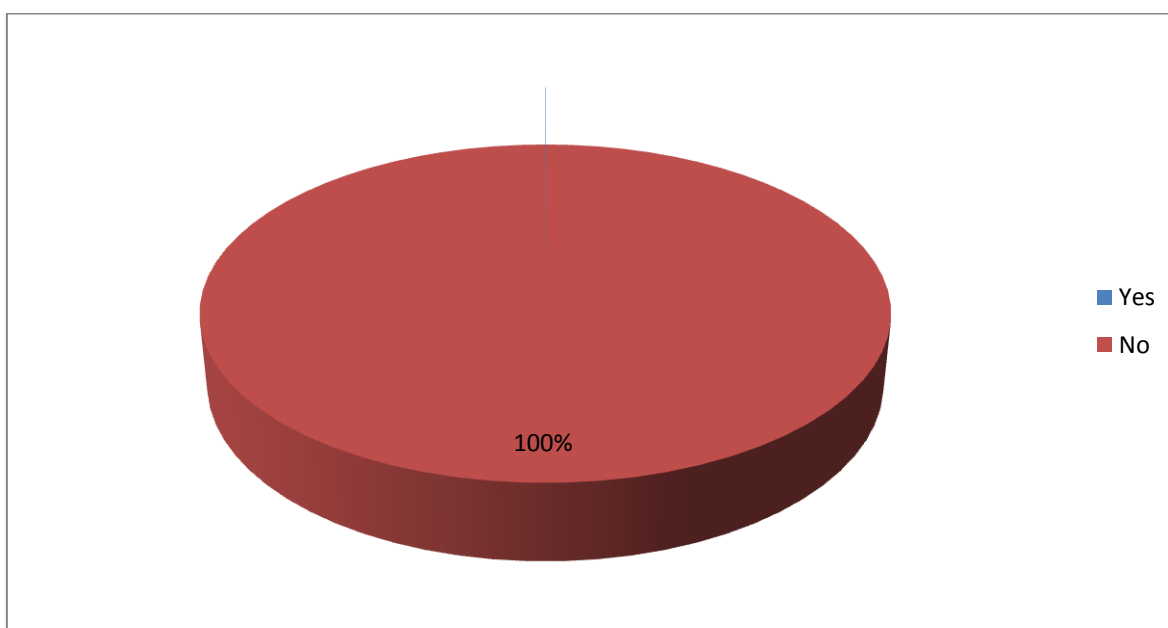
Pie-chart3.1: Teachers' Perception of Students' Competence in Using English Language.

The first pie- chart demonstrates clearly that all the teachers (100%) said that their students are not competent enough to use the English language. The main reasons stated by them are:

 -Students do not care about learning foreign language because they don't like it.

-They are not interested.

-They don't use the language out of the class.

- The syllabus is beyond their levels.

- Too much school subjects.

- Classes are crowded (from thirty to forty).

Question 2: Do you present new words in every session

	Number of teachers	Percentage
Yes	02	66.66%
No	00	00%
Sometimes	01	33.33%
Total	03	100%

Table3.2: Using New Words in Every Session.
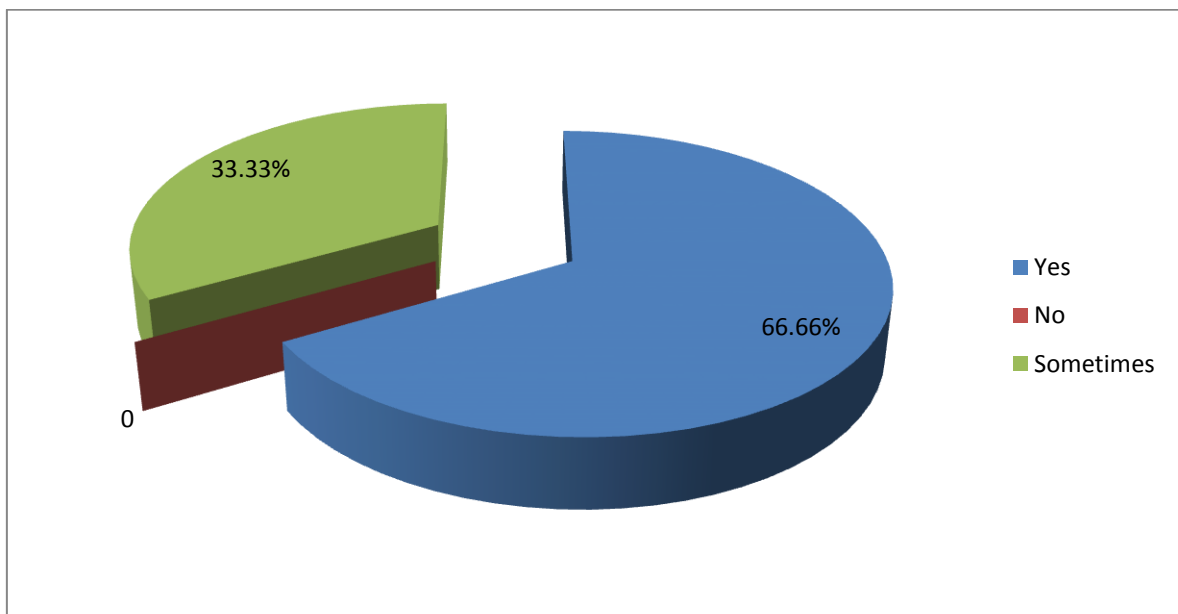
Pie-chart3.2: Using New Words in Every Session.

This pie-chart shows that 66.66% of the teachers present new words in every session, while 33.33% of them present new words if it is necessary (sometimes). This refers that the EFL teachers give much importance to vocabulary learning.
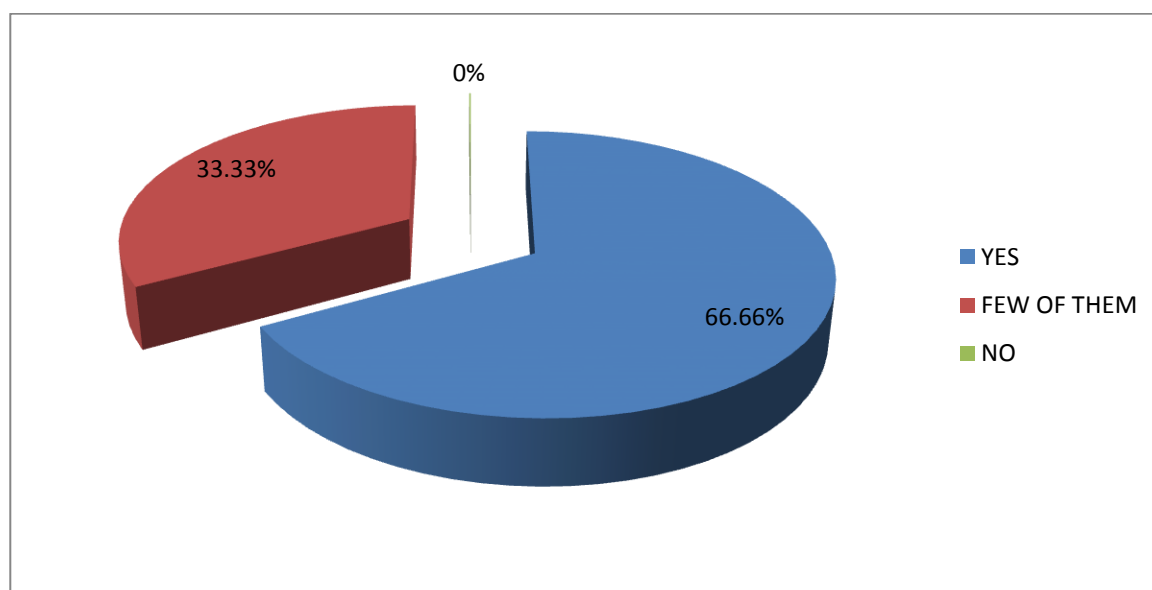
Question 3: Do your students have problems with the new items you present? Which kind of difficulties they face?

	Number of teachers	**Percentage**
Yes	02	66.66%
Few of them	01	33.33%
No	00	00%
Total	03	100%

Table 3.3: Students' Problems with the New Items.

Pie-chart3.3: Student's Problems with the New Items.

According to the results of this pie-chart, we saw that 66.66%of teachers affirm that their students have problems with the new items such as memorizing the words (spelling and meaning), and using them in their correct form. Whereas 33.33% of the teachers said that few learners have problems only in comprehending the word, just when they first meet it. Their difficulty in memorizing and using words is related to luck of practice of these words in its real situation.

Question 4: When you use a new item you use:

	Always		Sometimes		If necessary		Never	
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**
Definition	03	100 %	00	00%	00	00%	00	00%
Translation	00	00%	00	00%	02	66.66%	01	33.33%
Words in context	02	66.66%	01	33.33%	00	00%	00	00%
Synonyms/ antonyms	03	100%	00	00%	00	00%	00	00%

Table 3.4: Techniques Used by Teachers when Presenting Vocabulary.
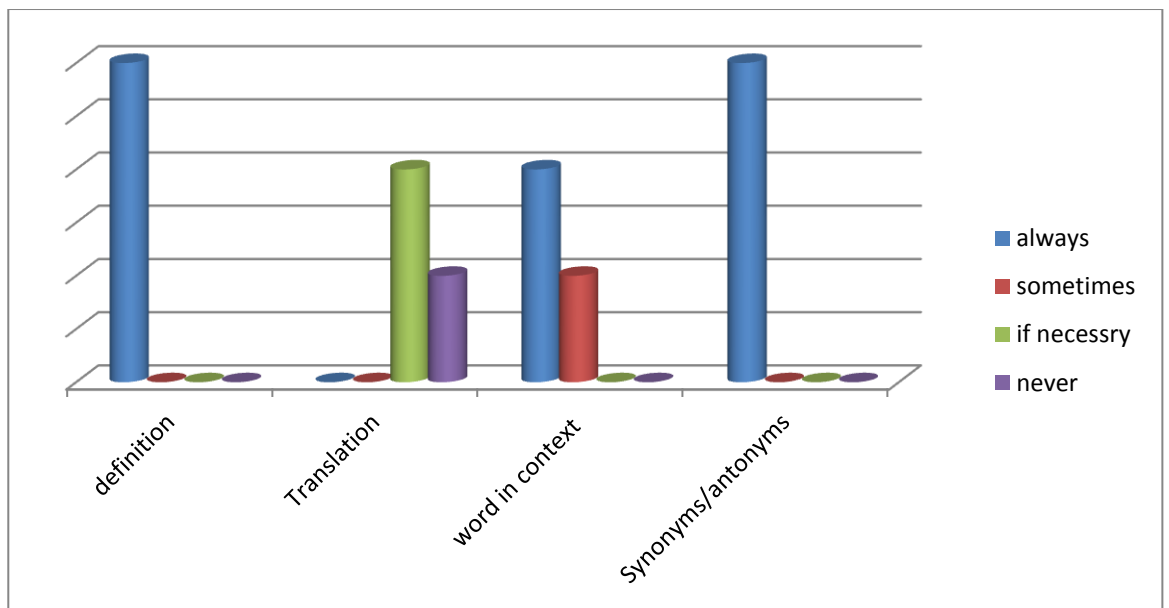
**Figure 3.1: Techniques Used by Teachers when Presenting Vocabulary.**

From the figure we notice that Synonyms/Antonyms and use definitions are the most used technique (3/3 always use it) and putting words in context (2/3 use it), this may be because of their effectiveness in making learners memorize new words and recalling them. One teacher stated that he never uses translation and two

others said that it is used if necessary, i.e. when other techniques do not work with them. This may be interpreted by the negative aspect that translation has on the students" intelligence, also the prohibition of using the mother tongue when teaching FL.

Question 5: Have you tried to change the habitual technique in teaching?

	Number of teachers	**Percentage**
Yes	03	100%
No	00	00%
Total	03	100%

Table3.5: Teachers 'Views to Change the Habitual Technique.
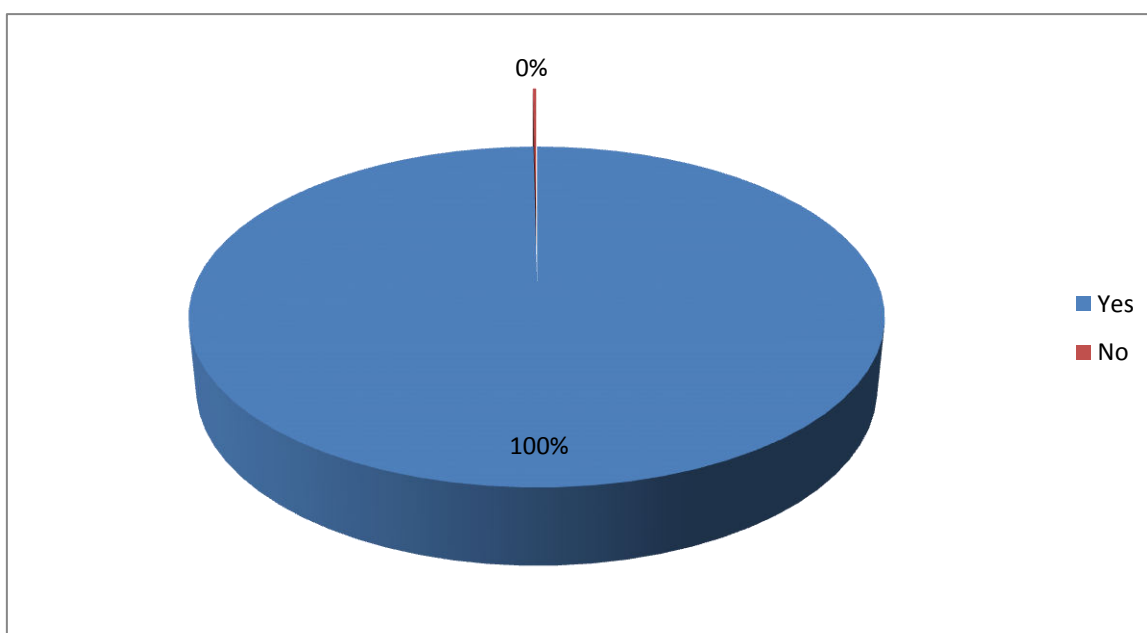
Pie-chart 3.4: Teachers 'Views to Change the Habitual Technique.

According to the above results we saw that 100% of teachers said "yes" and they gave some techniques such as giving examples, using dictionary and making mimes and gestures.

Question.6: Do you believe in the use of songs and games for presenting vocabulary? Why?

	Number of teachers	**Percentage**
Yes	02	66.66%
I don't know	01	33.33%
No	00	00%
Total	03	100%

Table 3.6: Teachers' Beliefs in the Use of Songs and Games for Presenting Vocabulary.
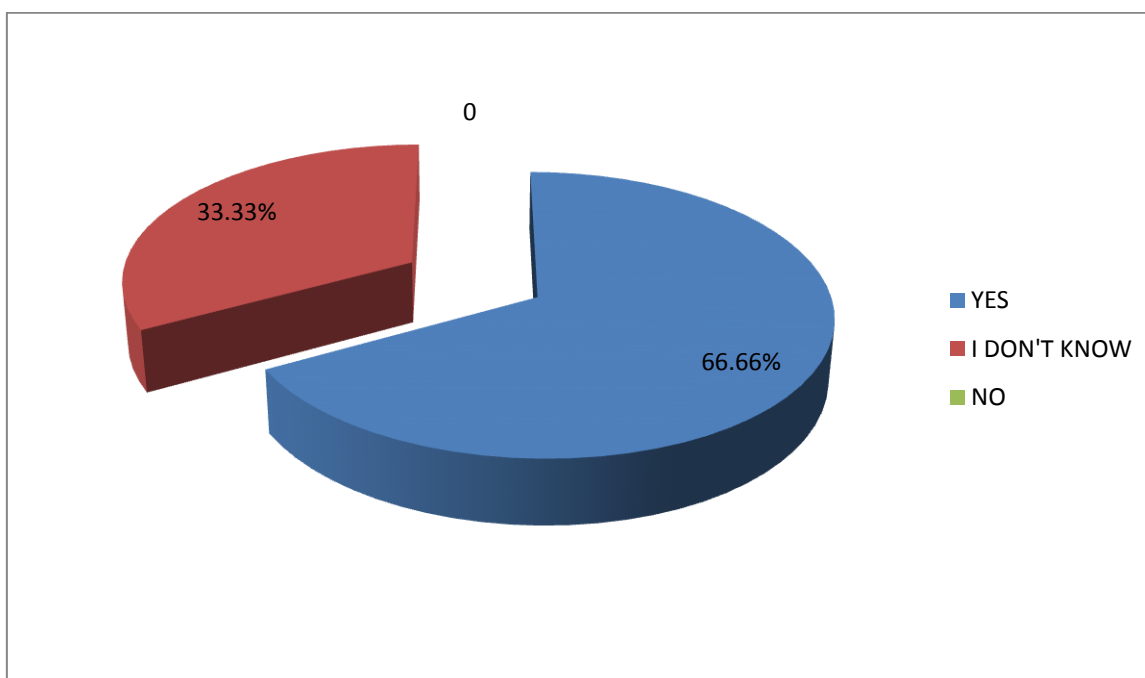
Pie-chart3.5: Teachers' Beliefs in the Use of Songs and Games for Presenting Vocabulary.

According to the above results we saw that 33.33 % of teachers confirm that they do not know because they do not use them since they are not included in the syllabus. Whereas, 66.66% of teachers declare that they use song and games for presenting vocabulary. They stated the following reasons for why they believe:

- Songs and games add variety to my class.

- Songs and games help my students practice their English.

 - Songs and games stimulate their thinking.

 - Songs and games help them acquire vocabulary.

- Songs and games improve their familiarity with new words through practice.

Question7: .Do you see using songs and games as:

	Number of teachers	Percentage
Entertaining method	00	00%
Educating method	00	00%
Both	03	100%
Total	03	100%

Table 3.7: Teachers' Perceptions towards Songs and Games

0

100

- entertaining method
- educating method
- both
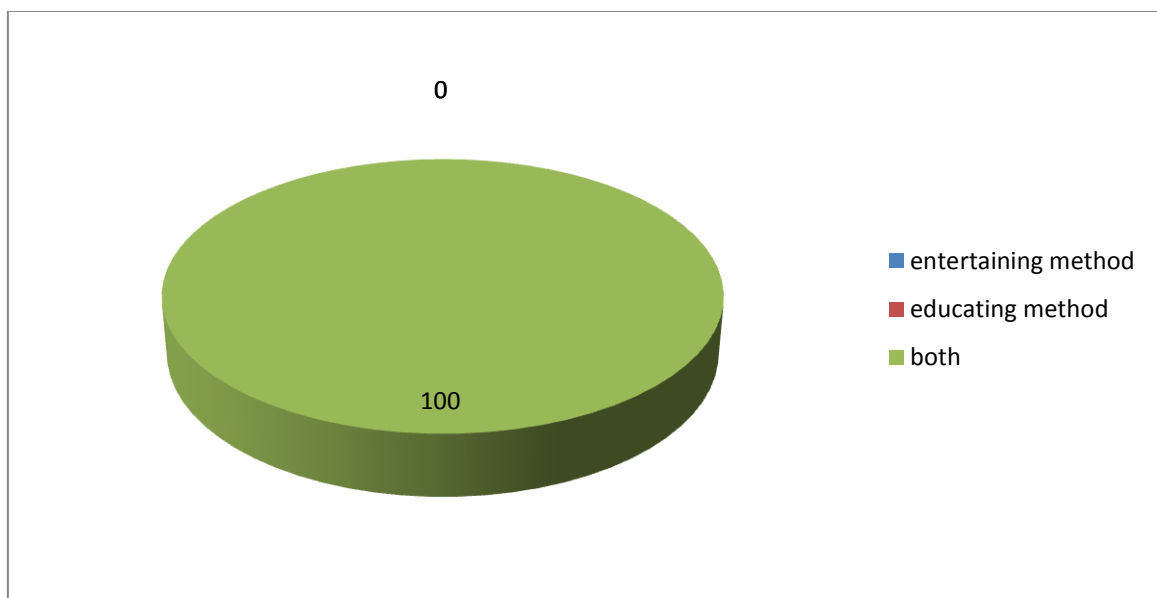
Pie-chart 3.6: Teachers' Perceptions towards Songs and Games.

The above pie-chart demonstrates that 100% of the teachers consider songs and games as both entertaining and education method since they believe that learning while having fun is effective.

Question8: Considering that vocabulary is comprised within the four skills, which one is more affected by using songs and games.

	Number of teachers	**Percentage**
Listening	1	33.33%
Speaking	3	100%
Reading	1	33.33%
Writing	3	100%

Table 3.8: The Language Skills the Most Affected by Songs and Games.
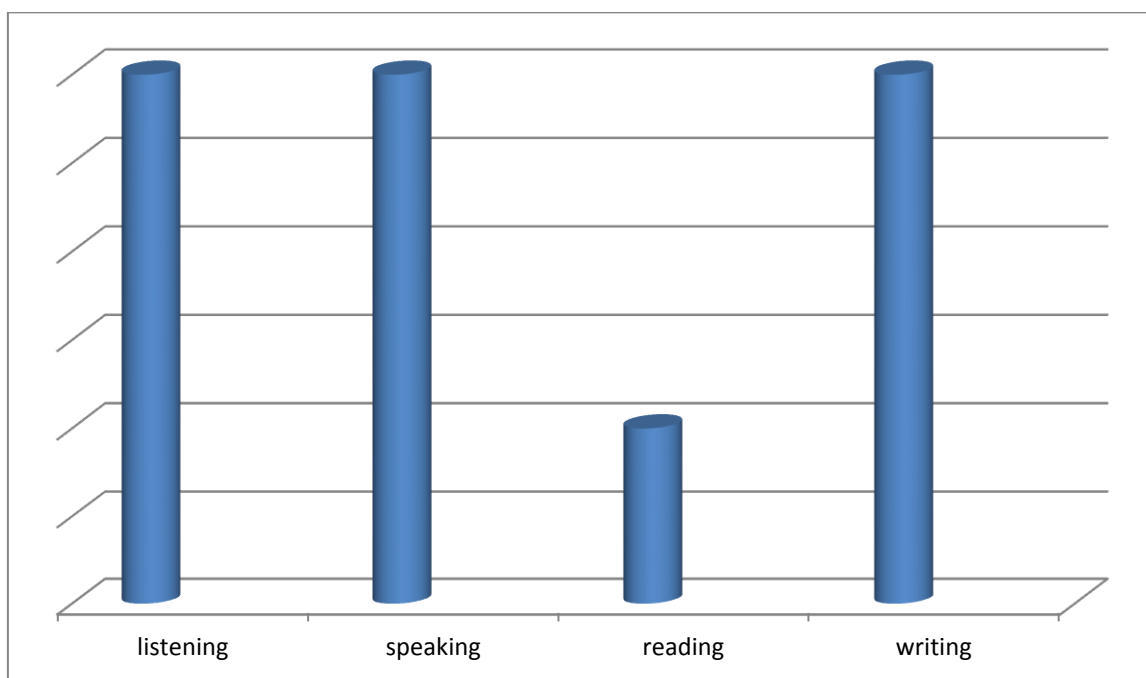
Figure 3.2: The Language Skills the Most Affected by Songs and Games.

One teacher stated that all the four skills are affected by the use of language games while the two other teachers said that speaking and writing are the two most affected skills. This may be explained by the fact that these two teachers see results of using songs and games in the productive side of their students.

Question 9: How often should songs and games be used?

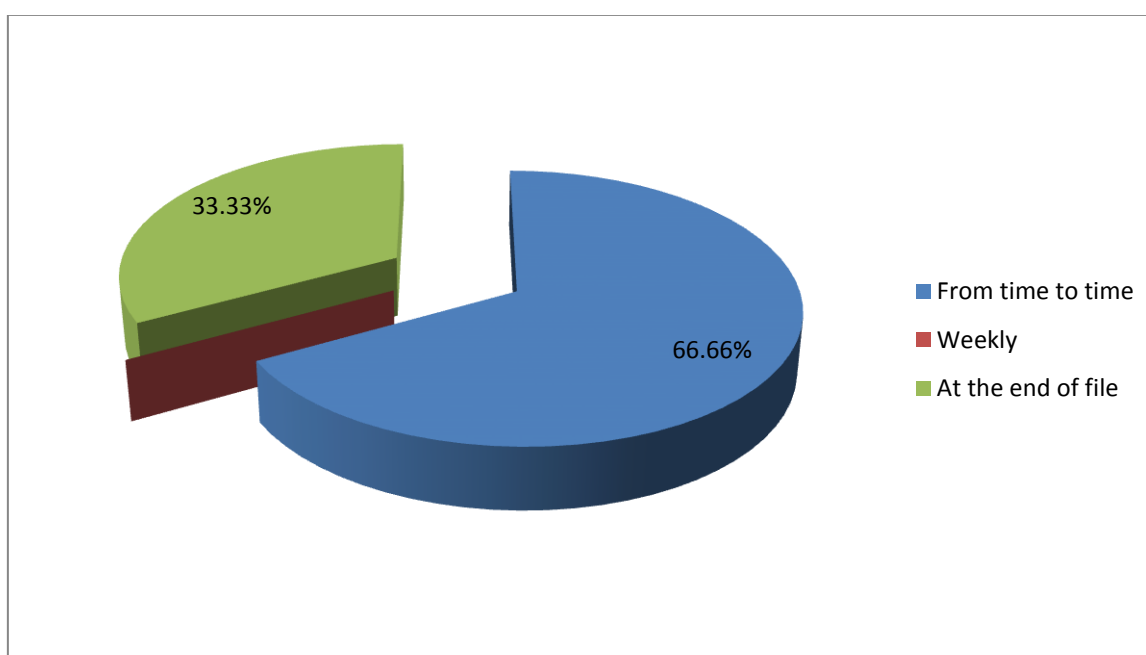|	Number of teachers	Percentage
From time to time	02	66.66%
Weekly	00	00%
At the end of file	01	33.33%
Total	03	100%

Table 3.9: Teachers 'Views about How often Using Songs and Games.

Pie-chart 3.7: Teachers 'Views about How often Using Songs and Games.

The results obtained show that 33.33% of teachers stated that songs and games should be used at least at the end of every file to break the routine. The others 66.66% stated that it should be used from time to time. This implies that they consider the value of implementing songs and games between lessons either to teach vocabulary or to revise it.

Question10: In what ways did songs and games benefit your students?

All teachers said that songs and games make their students more interested to the language, encouraged him to talk and participate, make him relaxed, and help him to memorize new words.

Question 11: How were your students 'feeling when you used songs and games?

The teachers noticed that when they use songs and games in classroom their students were very excited and feel relaxed. From a psychological view, all these feelings are motivating.

Question12: What are according to your experience, the disadvantages of using songs and games?

According to the teachers the common disadvantages of using songs and games are: going out control as a result of working in groups, the noise and the time they require. All these disadvantages can be solved if the class is better guided and adapted.

3.3. Students 'Questionnaire

The questionnaire was created for the students of Ibn Sahnoun El Rachidie Secondary School Saida for the academic year 2015/2016. The questionnaire contains six (06) questions, and we distributed for sixteen (60) students.

3.3.1. Analysis of the Teachers Questionnaire

Question1:-According to you, is vocabulary important in learning English language?

	Number of students	**Percentage**
Yes	54	90%
No	06	10%
Total	60	100%

Table3.10: Students 'Views about the Important of Vocabulary in Learning English Language.
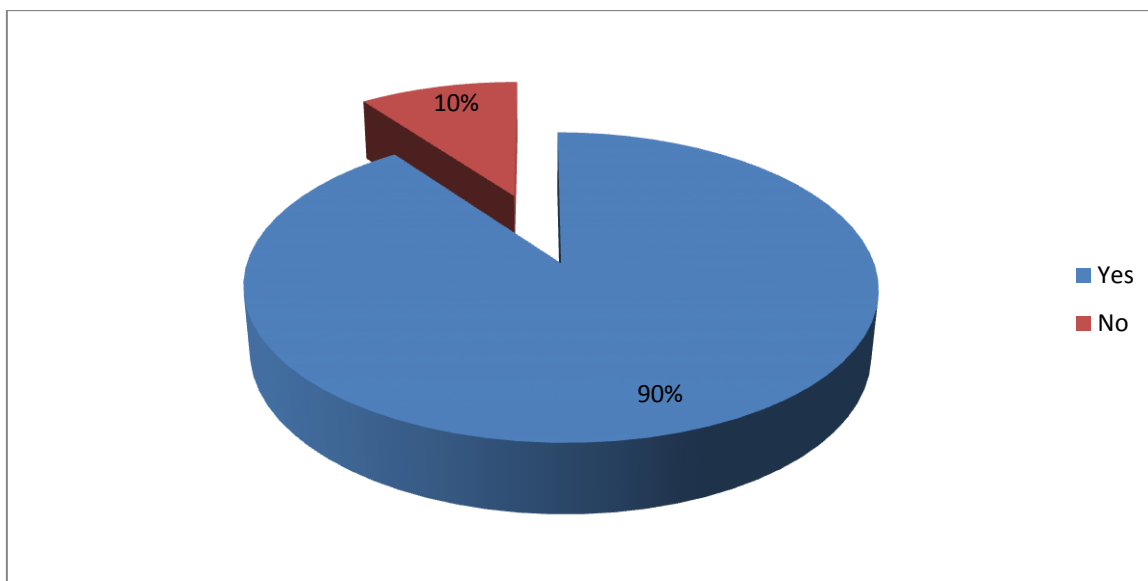
Pie-chart3.8: Students 'Views about the Important of Vocabulary in Learning English Language

The results show that the majority of the students 90% respond by "yes" and they gave the following reasons:

- Vocabulary expresses the language.

-Through vocabulary, they understand what they read in English magazines or TV programs and films

 -It allows them to communicate with friends via the net.

 - It allows them to convey their thoughts even if they make grammar mistakes.

-It makes them competent to use the language.

- They cannot study a language without mastering its vocabulary.

 -Their competence to talk and understand increased.

Their reasons differ according to their interests, but all of them argue that vocabulary is an important tool to have in hand.

Question 2: What are the main problems you face in learning new vocabulary?

 We noticed that all the students have common problems such as:

-They do not pronounce the word in the correct way.

-They cannot distinguish between words.

 - They forget their synonyms

- Some students said that they remember the meaning of the word in Arabic but they do not remember how to write it.

- They do not know how to use it in the correct manner

There are some students who feel tired and bored from trying to learn unknown word.

Question3: what are the techniques you use in learning new vocabulary?

Technique used	Students 'number	Percentage
Writing in the notebook	09	15%
Checking the dictionary	24	40%
Repetition	03	05%
Translation	21	35%
Using it in meaningful sentence	03	05%
Total	60	100%

Table3.11: Techniques Used by Students in Learning New Vocabulary.
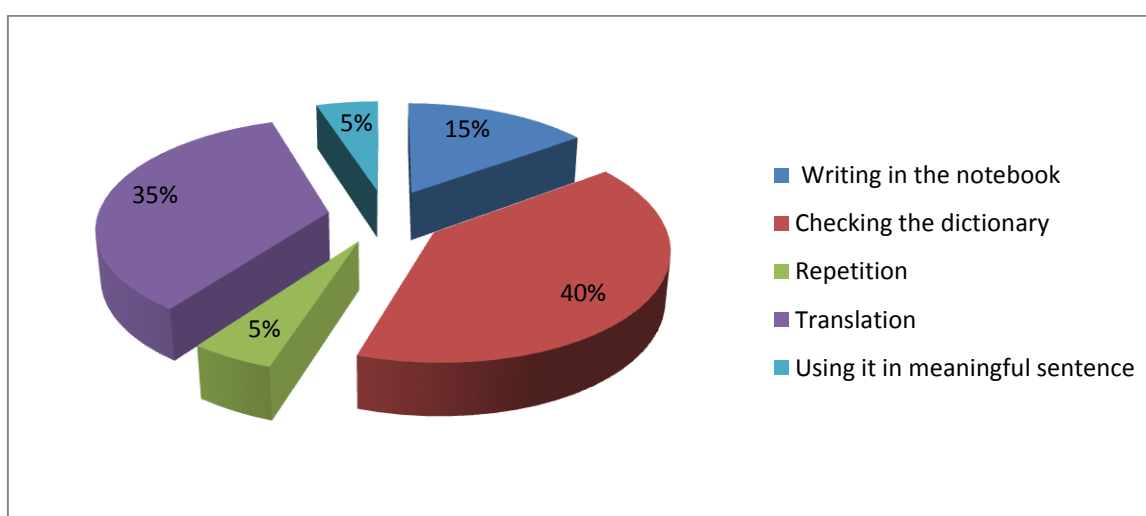
Pie-chart 3.9: Techniques Used by Students in Learning New Vocabulary.

The results show that 40%of students use dictionary to check new words, 35%of them translate the words to Arabic, and 15% write new words in their notebooks. While 5% of them prefer to repeat the words, and 5% of them use them in meaningful sentences.

These techniques may interpret the problems seen in the previous question (N2).

-Dictionary gives them lot of resembling words what makes them unsure about what are they searching.

- Writing in notebooks may not help them to pronounce it the correct way.

- Repetition is tiring and boring.

- Translation weakness them to make efforts in the target language; they stay remembering words just in their mother tongue.

Question 4: How did you feel in session there were songs and games?

The majority of the answers of the students are as the following:

-They were very excited and active,

-They feel relaxed.

-They forgot that they are studying.

-They liked the challenge

-They liked the time that passed quickly.

 -Each one was trying to be the winner.

Question 5: In what ways did songs and games affect your vocabulary stock?

All the students said that songs and games help them in memorizing new words. They have learnt faster through participating in song's lyrics and games, and they discover their weaknesses. These answers imply the positive effects of songs and games had on the students.

Question 6: Personally, do you want the technique of using songs and games to be applied in learning vocabulary?

	Number of students	**Percentage**
Yes	57	95%
No	03	05%
Total	60	100%

Table 3.12: Students' Views about the Application of Songs and Games in Learning Vocabulary
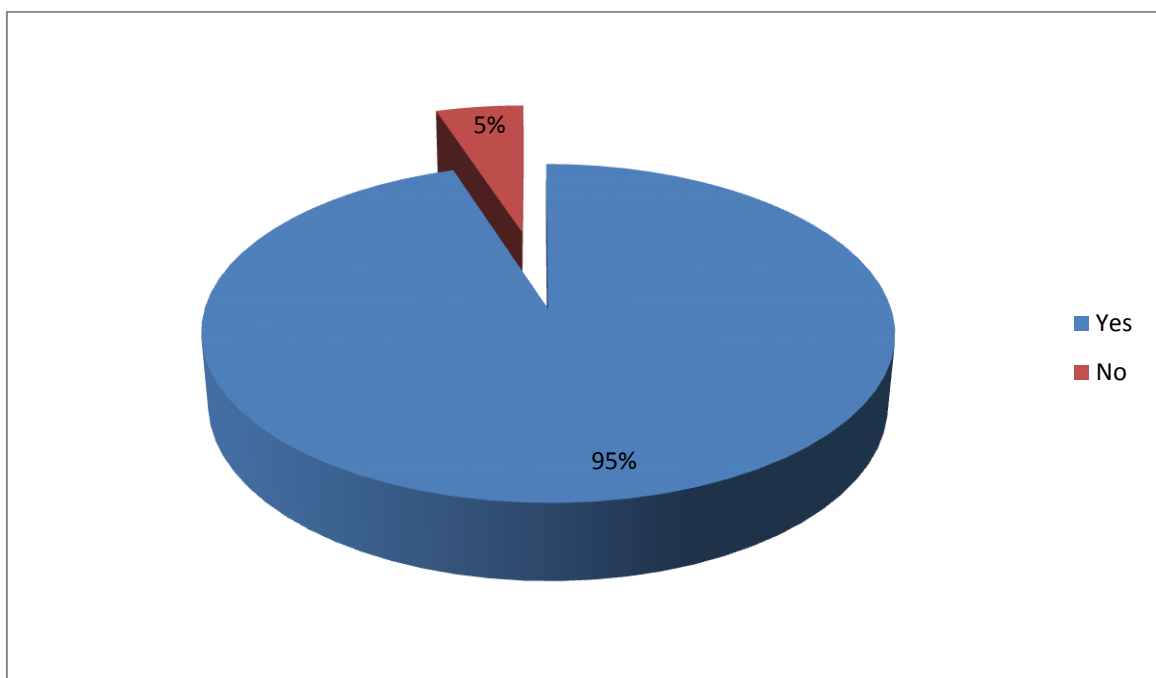
Pie-chart3.10: Students' Views about the Application of Songs and Games in Learning Vocabulary.

The results above show that the majority of the students 95% answer by yes. This shows that they have positive attitudes towards learning through entertainment.

3.4. Classroom Observation

To discover what is going on inside the class a classroom observation is organized. Throughout the session we have been attending in the first year secondary school classes (Ibn Sahnoun El Rachidi). We have focused on observing the way teachers motivate their students i.e. the strategies and approaches used to make them involve in learning the language. There are some points have been confirmed. Concerning vocabulary teaching, the most used technique is the implicit one since the majority of vocabulary meanings are given during the explanation of an activity instruction.

During the three sessions we have been attending, the very first thing we have noticed is that most of the teachers introduce their lessons by revising the previous lesson and correcting the given home work in order to involve all of the students even the silent ones. In the diversity between male and female (Gender) we noticed that females were more involved with the learning process, i.e. they were more motivated to learn English.

Observing a class revealed that the majority of students were interested to participate in song's lyrics and play games. They are so motivated not only to improve their language, but to break the routine they are living in and to find fun and enjoyment in the class. But we have noticed that the classes were very crowded (from30-to 40), and the majority of students want to be the first who find the answer, which causes problems of class management, especially creating noise in the class.

In the very end of the observation process, we came out with the following results; Songs and games can then be considered as a standard technique that suits the teacher and the class to teach/ learn vocabulary effectively and helps to reduce the problems seen in a FL. Songs and games made the learning process more enjoyable and created a motivational environment for learners. Using songs and games proved its advantages of activating, motivating and increasing the vocabulary level of the learners. Also, in practicing the language in various skills and memorizing and using the new words.

3.5. Discussion of Results

The questionnaire results show that the first year secondary school EFL learners are not competent enough to use the English language. From the reasons given by their teachers, we resulted that they see only problems in a language due to the fact that it's not their mother tongue. The incorporation of new words in every session involves the awareness of EFL teachers about the huge importance of vocabulary.

Consequently, they do their best to facilitate learning vocabulary for their students.. Learners mainly face difficulties when acquiring new vocabularies and they find troubles in using them the correct way. This may be due to the need to learn the word in its real situation and practice it. The main and the most useful techniques are, ranked from the mostly to the necessarily used: synonyms/antonyms, and definition, putting words into practice, and translation in addition to dictionary, examples and mimes. However, because learners are not all of the same level and capacities and considering that each technique suits only a specific group, the teacher has to use all of them to fit the target; this is very tiring and time consuming. A standard technique that suits the whole class is required.

All the teachers confirm that songs and games positively enhance their learners' performance. One of them believes in their effectiveness but he doesn't use them because they are not implemented in the syllabus. All of them see songs and games as both educating and entertaining methods since they are sure about the results of learning through entertainment. The effectiveness appears in the language skills, especially the productive one. One teacher proposed to use songs and games at least at the end of every file for help their learners in consolidating and recalling all the new items seen in the file. The other teachers proposed to use them from time to time to break the routine and to achieve positive results and even to raise up students motivation.

The common disadvantages they stated were the noise resulted and the time required but they can be easily removed if the class and technique used (songs or games) were well guided.

The students' questionnaire confirmed the results obtained from the teachers' questionnaire and the classroom observation. The learners are highly aware about the importance of vocabulary in learning English and everyone has a reason for this importance.

Unfortunately, they all have problems when they learning new vocabulary that the traditional techniques they use, such as writing on notebooks, dictionary or translating, cannot solve. Their feelings when participating in songs' lyrics or in the game differed from one to another but they all belong to the psychological domain of „motivation". Every learner had his own advantage and, as we believed, they had all positively benefited from the songs or the game. They were learning unconsciously.

As a conclusion using songs and games can provide the learners what they need to learn vocabulary successfully. They emotionally involve them and give them a positive vision of a FL. Learners responded well to the use of songs and games and they all like learning on funny atmospheres.

3.6 Suggestions and Recommendations

In the field of learning English as a foreign language, the issue of maintaining learners' motivated and involved in learning language is a big challenge. Especially when we know that those factors are easily changeable.

Scholars and researchers have introduced some strategies and techniques for teachers in order to raise or maintain their students' vocabulary level during the whole academic year and how to help students reach success in the EFL learning process. Students' vocabulary level can be raised by providing opportunities for communication with native speakers, for example exposing the students to English songs, stories or games which will reflect some manners and traditions that might increase the learners' positive attitude toward the English literature and help them see beauty in this language and encourage them to learn.

Teachers should examine their ways of presenting vocabulary and try to change the habitual techniques in order to add a variety to the usual activities and get better results; There is a big gap between teachers teaching methods' and students' expectation such as the activities that teachers prefer to incorporate but the students did not like. A touch of entertainment should be implemented.

For the sake of reaching the perfect objectives, teacher should be very careful about the manner in which songs or games are introduced; the rules, the objectives and the instructions should be clear and understood by everyone.

Teachers should take into consideration the fact that students have different level, that's why the teachers should selected the song lyrics or the game according to learners levels and abilities.

Even if the result is noise, the teacher should provide his students with situations to talk what lowers their shyness.

Everyone should have his opportunity to participate even with mistakes to develop their self confidence.

We should know that students have to learn English in the most suitable way in order to master the language skills, be able to communicate fluently and use English in real world situations.

So, our research was emphasized on:

Students

The main aims of using songs and games is to help learners develop their vocabulary level and to improve their cooperative learning. Moreover, learners need to have the opportunity to discuss and if necessary argue on the answer they provide.

Teachers

Teachers should adjust the methods and approaches according to the learners' levels and needs.

Teachers have to try to attract most of students in participating on the song or the game using different motivating tools through touching different learners' interests.

Teachers should use cooperative rather than competitive goals i.e. the students have to work together as teams, in order to help them develop their self confidence and self-esteem. Consequently, this will lower students' shyness and anxiety and will increase their motivation to learn and win.

Good teachers are always helpful, tolerant, active, creative, facilitator, friendly, good advisor, supervisor and the boss in the class in order to make the learning process more successful.

3.7. Conclusion

The findings results of this chapter confirm what is mentioned; that songs and games have a great effect on learners" vocabulary improvement and memorization as well as on their psychological side in the sense of motivation. It proved that is a good method that fits the teacher and the class in consolidating new lexical items and using them.

General Conclusion

One of the issues that face EFL learners, is the subject of vocabulary learning and because vocabulary is fundamental and a basic skill in learning a language. It is very important for the teachers to choose the appropriate method that gathers all the factors of facilitating the learning process for their learners in a suitable way. Many researchers investigate the possible factors that may help in facilitating vocabulary learning. After many studies, scholars agreed that the use of songs or games as a teaching technique, have a great effect in enhancing learning vocabulary process (knowledge, memorizing and the use) as well as on his psychological side (motivation, relaxation and self-confidence).

The present research aims at investigating the effectiveness of implementing songs and games in teaching vocabulary .To what extent can songs and games help learners to improve their vocabulary i.e. it tries to study how can songs and games affect on learners' vocabulary development. For this aim we set the following hypothesis if the syllabus designers apply a new strategy, by implementing songs and games, can this improve learners 'language proficiency.

The first chapter deals with the theoretical part of this research work. It include an overview about vocabulary teaching, its definition, its importance ,teaching vocabulary in EFL classes shading the light on the role of teacher in teaching vocabulary and introducing the use of songs and games as methods for teaching this skill.

The second chapter deals with the research methodology; it highlights the study and describes the research tools and instruments.

The third chapter is the practical part of our research work. It aims at investigating the effectiveness of using songs and games in enhancing learners 'vocabulary through analyzing and interpreting the data gathered from teachers and students' questionnaire. Furthermore, the classroom observation to look for more detailed information i.e. if the students really benefits and learn from it .

The obtained data showed that songs and games have a great effect on learners" vocabulary in terms of learning, memorizing and using as well as on their motivation and attitudes towards the language.

After analyzing the provided data concerning the implementation of songs and games in the EFL classes for enhancing vocabulary , we resulted that the learner can learn effectively while having a fun and enjoying himself. Also, when he learns a word in its real situation, he would be able to know it from all aspects of memorization and use. Thus we can realize that the proposed hypothesis is confirmed and the use of songs and games are really helpful and effective in learning vocabulary and improving learners' language proficiency.

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Appendix 01: Teachers' Questionnaire

Dear teachers

The following questionnaire is part of a survey work that tries to explore the effectiveness of songs and games in enhancing the vocabulary stock of students. Your answers will be of a great help for our research. You are kindly asked to tick the appropriate box and make statements whenever required.

1-Do you think your students are competent to use the language?

Yes ☐   No ☐

-why? ....

……………………………………………………………………………

…………………………………………………………………………….

2-Do you present new words in every session? Yes ☐   No ☐

3-Do your students face problems with the new items you present?

-Yes ☐   few of them ☐   No ☐

-which kind of difficulties do they face in learning or using new words? ....

…………………………………………………………………………......

……………………………………………………………………………

4-when you use a new item you use:

Definition: always ☐ sometimes ☐ if necessary ☐ never ☐

Translation: always ☐ sometimes ☐ if necessary ☐ never ☐

Words in context: always ☐ sometimes ☐ if necessary ☐ never ☐

Synonyms/ antonyms: always ☐ sometimes ☐ if necessary ☐ never ☐

5-Have you tried to change the habitual technique in teaching?

Yes [ ]   No [ ]

How? …………………………………………………………….

…………………………………………………………………………..

6-Do you believe in the use of songs and games for presenting vocabulary? Why?

....

……………………………………………………………………………

……………………………………………………………………………

7-Do you see using songs and games as:

An entertaining method [ ]   an educating method [ ]   both [ ]

8-Considering that vocabulary is comprised within the four skills, which one is more affected by using songs and games?

Listening [ ]   speaking [ ]   reading [ ]   writing [ ]

9-How often should songs and games be used?

…………………………………………………………………..

…………………………………………………………………..

10- In what ways did songs and games benefit your students?

……………………………………………………………………………

……………………………………………………………………………

11-How were your students' feelings when you used songs and games? ....

………………………………………………………………………….

12- What are, according to your experience, the disadvantages of using songs and games?

……………………………………………………………………………

……………………………………………………………………………

Appendiw02:Students' questionnaire:

The following questionnaire is part of a survey work that tries to explore the effectiveness of songs and games in enhancing the vocabulary stock of students. Your answers will be of a great help for our research. You are kindly asked to tick the appropriate box and make statements whenever required.

1-According to you, is vocabulary important in learning English language?

Yes ☐   No ☐

- Why? ....

…………………………………………………………………………

2-What are the main problems you face in learning new vocabulary?

…………………………………………………………………………

…………………………………………………………………………

3-What are the techniques you use in learning vocabulary?

………………………………………………………………

…………………………………………………………………..

4-How did you feel in session there were songs and games?

…………………………………………………………………………………….

……………………………………………………………………………………

5-In what ways did songs and games effect your vocabulary stock?

……………………………………………………………………………..

…………………………………………………………………………………

6-Personally, do you want the technique of using songs and games to be applied in learning

Vocabulary ? Yes ☐   No ☐

……………………………………………………………………………

……………………………………………………………………………………
…

Thank you for your collaboratio

Appendix 03 :games activities

Crossword puzzle

Name:_____   Date:_____

pirate

cactus

stapler

buffalo

meerkat

snorkel

umbrella

astronaut

footprint

microscope

b	u	f	f	a	l	o	v	r	a	p	b
t	m	n	g	r	e	l	p	a	t	s	w
m	s	o	j	w	g	p	n	u	x	p	j
e	z	b	k	m	o	t	w	l	m	i	r
e	b	r	b	x	f	e	t	a	r	i	p
r	y	t	n	i	r	p	t	o	o	f	o
k	a	l	l	e	r	b	m	u	v	o	p
a	q	t	u	s	n	o	r	k	e	l	f
t	n	l	j	i	s	u	t	c	a	c	e
a	e	p	o	c	s	o	r	c	i	m	d
m	c	c	o	o	m	p	q	f	j	p	f
h	t	u	a	n	o	r	t	s	a	j	y

Spelling puzzle